AGENDA

UNIVERSITY OF REGINA SENATE

Date: January 24, 2020
To: Members of Senate
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: February 7, 2020

A meeting of Senate is scheduled for February 7, 2020 9:00 a.m. to 12:00 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

1. Call to Order

2. Approval of the Agenda

3. Approval of the Minutes of 18 October 2019 - *circulated with the Agenda*

4. Business Arising from the Minutes

5. Optional Reports
   5.1 Chancellor, Verbal Report
   5.2 President
   5.3 University Secretary
       5.3.1 2020 Senate Election, District Vacancies, *For Information,* Appendix I, Page 1

6. Items from Executive of Council, *For Approval/Information*, Appendix II, Pages 2-152

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

8. Academic and Administrative Reports
   8.1 'Strategic Plan 2020-2025' presentation by Dr. Kerri Finlay, Chair, Strategic Plan Facilitation Team
   8.2 Winter 2020 In-progress Report for Registrations and Graduation, *For Information*, Appendix, III, Pages 153-161

9. Other Business
   9.1 Big Hearts Family Giving Campaign
   9.2 Next Meeting of Senate – 9:00 a.m., Wednesday, June 3, 2020
   9.3 Senate Lunch – College West 215 – 12:00 p.m.

10. *In Camera* session

11. 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>:   2020 Senate Election

Background and Description:

The 2020 Senate election date is set for **Friday, May 15th, 2020**. Nominations were called in late fall 2019 through the Degrees magazine.

Nominations will be received by the University Secretariat until **4:00 p.m. on Monday, April 15th, 2020.** Please consider nominating alumni that you may know in these districts.

Nominations will be called for the following:

   District 2 (Weyburn-Indian Head)
   Patti Kindred – incumbent eligible for re-election (1st term ends 2020)

   District 8 (Dundurn-Delisle)
   Vacant

   District 9 (North Battleford-Prince Albert)
   Robert Krismer – incumbent eligible for re-election (1st term ends 2020)

   District 11 (Regina)
   Greg Bamford – incumbent eligible for re-election (1st terms ends 2020)
   Bryan Lacey – incumbent eligible for re-election (1st term ends 2020)

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 call the University Secretariat at 306-585-4436.

Prepared by:
Preeti Daniels, Administrator (Board and Senate)
On Behalf of:
Glenys Sylvestre, Executive Director (University Governance)
and University Secretary
Date: January 16, 2020

REPORT TO THE UNIVERSITY OF REGINA SENATE
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF
OCTOBER 23, 2019, NOVEMBER 27, 2019 AND JANUARY 22, 2020

ITEM(S) FOR APPROVAL

Term Dates Glossary

202010 – Winter 2020 Term
202020 – Spring/Summer 2020 Term
202030 – Fall 2020 Term

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

1.1 **Faculty of Arts**

1.1.1 **New Program – Master of Arts in English (Project Based)**
(Pending Approval at January Executive of Council)

> **MOTION:** That the Master of Arts in English (project-based) be created, effective 202030.

Master in English (project based)

ENGL 8xx	3 cr hrs
ENGL 8xx	3 cr hrs
ENGL 8xx	3 cr hrs
ENGL 8xx	3 cr hrs
ENGL 8xx	3 cr hrs
ENGL 8xx	3 cr hrs
ENGL or Elective 8xx*	3 cr hrs
ENGL 902 or ENGL 901**	9 cr hrs
TOTAL	**30 cr hrs**

*Students may elect to take one course in a closely related discipline (Women's Studies, Sociology, Cultural Studies, Film, Theatre, or History, for example) outside the Department of English, as deemed appropriate to the student's program of study, at the discretion of the Graduate Chair.

**It is recommended that students register in ENGL 902; however, ENGL 901 will be accepted for those students who have transferred to the MA in English (project-based) route from the MA in English (thesis based) program.

Rationale:

The Department of English wishes to add a 3rd route for completing an MA: the project-based MA. (We currently have a thesis MA and a course-based MA.) The rationale for creating this new route is that it may prove to be enticing to students who desire to pursue a MA with a writing project shorter than a thesis; additionally, it may prove helpful for those students who find themselves getting bogged down in a thesis: by shifting to a project-based MA, these students could most likely make use of the thesis work they've already

done, but change its emphasis to have this writing deemed a "project." Furthermore, offering a project-based MA would enhance the department's overall interest in providing strategies useful for professionalization.

The Honours-Graduate Committee (HGC) has fully discussed this proposal, speculating on what the nature of the "project" might involve, and attempting to ascertain the various implications this new route may have on the graduate program. After examining slightly similar programs at Concordia, SFU, and U of S (each of which defines the scope of the writing project as being approximately 8,000 words), the HGC offered several ideas as to how such a route might be adopted by our department:

Project-based MA students would be required to present a discussion of their work (in the departmental public lecture series, for instance) most likely in the second semester allocated to the project. For the academic project-based MA, the student would write an academic article with an eye to submitting it to a journal (this in itself is different from the standard honours paper). Acceptance of the article by a journal would not be required.

Developing this new project route would require no new resources.

(end of Motion)

1.1.2 New Program – Master of Arts in Creative Writing and English (Project-Based) (Pending Approval at January Executive of Council)

> **MOTION:** That the Master of Arts in Creative Writing and English (project-based) Program be created, effective 202030.

Master in Creative Writing and English (project-based) Program

ENGL 8xx* (creative writing)	3
ENGL 8xx* (creative writing)	3
ENGL 8xx	3
ENGL 8xx	3
ENGL 8xx	3
ENGL 8xx	3
ENGL or Elective 8xx**	3
ENGL 902 or ENGL 901**	9
TOTAL	**30 cr hrs**

*820AW/820CW, 815AP/815CP, 820AU/820CU, 813AD/813CA, 820AX/820CX, 808AD

** Students may elect to take one course in a closely related discipline (Women's Studies, Sociology, Cultural Studies, Film, Theatre, or History, for example) outside the Department of English, as deemed appropriate to the student's program of study, at the discretion of the Graduate Chair.

Note: Students are required to take two courses in creative writing, one of which needs to be a workshop.

***It is recommended that students register in ENGL 902; however, ENGL 901 will be accepted for those students who have transferred to the MA in Creative Writing and English (project-based) route from the MA in Creative Writing and English (thesis based) program.

Rationale:

The courses offered give students a wide background in contemporary literature and creative writing. Each of these courses involves students engaged in extensive readings concerning the subject matter and the opportunity to create their own work (poetry, fiction, creative non-fiction) that responds to the subject material. It is likely that faculty will develop new courses similar to these in the future; these courses will reflect faculty's new areas of interest and also may reflect new student interest and demand.

(end of Motion)

1.2 Faculty of Business Administration

1.2.1 Public Safety Management Admissions Suspension
(Pending Approval at January Executive of Council)

> **MOTION:** That the admissions to the MBA Specialization in Public Safety Management be suspended, effective 202020

Rationale:

Since the creation of the MBA specialization in Public Safety there have been no enrollments despite many attempts and significant efforts to market the program. Given this situation we would like to suspend admissions to this program.

(end of Motion)

1.2.2 MBA General Management Program Change
(Pending Approval at January Executive of Council)

> **MOTION:** That the Levene MBA with Specializations – General Management (course and co-op option) program be modified, effective 202030.

Current General Management Program Requirements - Course Option (~~33 credit hours~~)		Proposed General Management Program Requirements - Course Option (*39 credit hours*)	
		Business Foundations (9 credit hours)	*MBA 701 - Foundations of Organizational Behaviour* *MBA 702 - Foundations of Accounting* *MBA 703 - Financial Statement Analysis* *MBA 704 - Foundations of Marketing* *MBA 705 - Foundations of Entrepreneurship* *MBA 706 - Foundations of Indigenous Business*

Required Core Courses: (12 credit hours)	MBA 815 Business Policy & Strategy MBA 830 Social Issues in Business MBA 860 Managing Change MBA 880 Managing Information, Analytics and Decision-making	Required Core Courses: (*15 credit hours*)	MBA 815 – *Strategic Management* MBA 830 - *Business, Government and Society* *MBA 834 – Corporate Finance* *MBA 880 – Business Analytics* *One of:* *MBA 835 - International Business* *MBA 841 - International Marketing,* *MBA 848 AA-ZZ - International Study Trip*
General Management Specialization Courses (12 credit hours)	Any 4 GBUS/MBA electives	*Elective Courses (15 credit hours)*	*Any 5 MBA/GBUS electives*
Required Study Tour (3 credit hours)	MBA 848AA-ZZ International Study Tour		
Required Practicum (6 credit hours)	MBA 899 Integrative Practicum		

Current General Management Program Requirements - Co-op Option (33 credit hours)		Proposed General Management Program Requirements - Co-op Option (*39 credit hours*)	
		Business Foundations (9 credit hours)	*MBA 701 - Foundations of Organizational Behaviour* *MBA 702 - Foundations of Accounting* *MBA 703 - Financial Statement Analysis* *MBA 704 - Foundations of Marketing* *MBA 705 - Foundations of Entrepreneurship* *MBA 706 - Foundations of Indigenous Business*
Required Core Courses: (12 credit hours)	MBA 815 Business Policy & Strategy MBA 830 Social Issues in Business MBA 860 Managing Change MBA 880 Managing Information, Analytics and Decision-making	Required Core Courses: (*15 credit hours*)	MBA 815 – *Strategic Management* MBA 830 - *Business, Government and Society* *MBA 834 – Corporate Finance* *MBA 880 – Business Analytics* *One of:* *MBA 835 - International Business* *MBA 841 - International Marketing,* *MBA 848 AA-ZZ - International Study Trip*
General Management Specialization Courses (12 credit hours)	Any 4 GBUS/MBA electives	*Elective Courses (15 credit hours)*	*Any 5 MBA/GBUS electives*

Co-op Work Term 1 (0 credit hours)	MBA 801 Grad Work Term 1	Co-op Work Term 1 (0 credit hours)	MBA 801 Grad Work Term 1
Co-op Work Term 2 (0 credit hours)	MBA 802 Grad Work Term 2	Co-op Work Term 2 (0 credit hours)	MBA 802 Grad Work Term 2
~~Required Study Tour (3 credit hours)~~	~~MBA 848AA-ZZ International Study Tour~~		
~~Required Practicum (6 credit hours)~~	~~MBA 899 Integrative Practicum~~		

Rationale:

The proposed structure better differentiates between two of our graduate degrees, namely the MBA and the MAdmin (Leadership) and better reflects the intended learning outcomes of the degrees. The MBA is focused on developing management knowledge and skills, while the MAdmin program retains its existing focus on leadership knowledge and skill development. Furthermore, the proposed addition of the Business Foundations component to the MBA degree gives students the essential knowledge base for graduate business education and prepares them for advanced MBA coursework. It is proposed to fold the Business Foundations into the degree as this is common practice with other MBA programs. Currently the foundations are offered outside of the MBA degree and through a post graduate diploma. By folding the business foundations into the MBA degree it also removes a potential barrier expressed by some students – access to funding or VISA approval (e.g., some organizations will approve funding for a degree but not for a diploma program).

Transitioning active students:

For those students who are currently enrolled in the Levene MBA with Specializations it will still be possible to complete their degree by taking courses in the new program. Alternatively, current students will be given the choice to transfer into the new program.

(end of Motion)

1.2.3 MBA Specializations Admissions
(Pending Approval at January Executive of Council)

> **MOTION:** That the Levene MBA with Specializations admissions criteria be changed, effective 202030.

Current	Proposed
Levene MBA with Specializations Specializations include General Management; Public Safety Management; International Business; Engineering Management.	Levene MBA with Specializations Specializations include General Management; Public Safety Management; International Business; Engineering Management.

Admission Requirements (~~effective 201830~~) Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):
  1. A minimum GMAT score of 500 or GRE equivalent is normally required (~~for both the~~
	Admission Requirements Applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research, with the following additions (where applicable):
	  1. A minimum GMAT score of 500 or GRE equivalent is normally required. ***Applicants who have an***

~~MBA program and the Post-Graduate Diploma)~~.	*undergraduate degree in business administration from a Canadian or U.S. institution, or from any internationally accredited business school (i.e., AACSB or EQUIS), and a Canadian equivalent of a minimum GPA of 75% may be exempt from submitting a GMAT score.* 2. A minimum of two years *of* work experience is normally required.*** 3. Applicants *who do not have an undergraduate degree in business administration must successfully complete the MBA Business Foundations courses OR* the Post-Graduate Diploma in Business Foundations (or equivalent) *OR* achieve a minimum of 70% in each of *the* qualifying courses - (or their equivalents) as follows:- BUS 210, BUS 250, BUS 260, BUS 285, BUS 288, BUS 290, ECON 201, ECON 202, STAT 100, plus one additional undergraduate course. 4. Students who have successfully completed the Post-Graduate Diploma in Business Foundations will not be required to submit the results of an additional GMAT**.**
2. A minimum of two years work experience is normally required ~~(post undergraduate degree)~~. 3. Applicants ~~must have successfully completed the Post-Graduate Diploma in Business Foundations (or equivalent) or achieve a~~ minimum of 70% in each of qualifying courses (or their equivalents) as follows: BUS 210, BUS 250, BUS 260, BUS 285, BUS 288, BUS 290, ECON 201, ECON 202, STAT 100, plus one additional undergraduate course. 4. Students who have successfully completed the Post-Graduate Diploma in Business Foundations will not be required to submit the results of an additional GMAT.	
Mid-Career Option (~~effective 201830~~) A number of individuals with at least 7 years suitable work experience, but who lack an undergraduate degree, may be admitted to the Levene MBA with Specialization. These individuals must meet the degree's qualifying course requirements before beginning graduate courses, if they have not completed prior to acceptance, or the Post Graduate Diploma. These qualifying course requirements are ten (10) undergraduate courses and the GMAT score of 500 or GRE equivalent. All qualifying courses must be passed with a grade no less than 70%. Qualifying students may be discontinued from the program if they receive one grade less than 70%. Individuals who plan to take qualifying courses should consult with a Graduate Advisor in the Faculty of Business Administration to choose suitable courses.	Mid-Career Option A number of individuals with at least 7 years suitable work experience, but who lack an undergraduate degree, may be admitted to the Levene MBA with Specialization. These individuals must meet the degree's qualifying course requirements before beginning graduate courses, if they have not completed prior to acceptance, or the Post Graduate Diploma. These qualifying course requirements are ten (10) undergraduate courses and the GMAT score of 500 or GRE equivalent. All qualifying courses must be passed with a grade no less than 70%. Qualifying students may be discontinued from the program if they receive one grade less than 70%. Individuals who plan to take qualifying courses should consult with a Graduate Advisor in the Faculty of Business Administration to choose suitable courses.

Note: Admissions to the Levene MBA Public Safety, International Management, and Engineering Management specializations are currently suspended.

*** A small number of students, with a GPA of 80% and GMAT score over 600 (or GRE equivalent), may be admitted without the required two years of work experience.

Rationale:

The Faculty of Business Administration agreed to suspend admissions to the Levene Post-Graduate Diploma in Business Foundations and, therefore, it is not necessary for it to be mentioned in the MBA admissions criteria anymore. Furthermore, we have found that specifying that the two years of work experience must be "post undergraduate degree" has proven to be an unnecessary barrier. Many students are employed throughout their undergraduate studies and the value of that work experience should be recognized. The

GMAT/GRE requirement is one way to show student readiness for the successful completion of an MBA degree. Recognizing the completion of an undergraduate business degree from a Canadian or US institution with a GPA of 75% or more is another equally valid way to assess applicant readiness for graduate coursework and potential of successful completion of MBA studies in Canada, thus removing the need to also require a GMAT or GRE. These changes better reflect admissions expectations and criteria of comparable programs while ensuring academic readiness as well as attractiveness to potential applicants.

(end of Motion)

1.2.4 Post-Graduate Diploma in Business Foundations Admission Suspension (Pending Approval at January Executive of Council)

> **MOTION:** That the Levene MBA with Specializations admissions criteria be changed, effective 202030.

Rationale:

The contents of the Levene Post-Graduate Diploma in Business Foundations will be folded into the Levene MBA program; therefore, we move to suspend admissions to this program. The main reason for this action is because applicants who wish to pursue an MBA, but do not have an undergraduate degree in business are asked to complete this program before applying to the Levene MBA. This creates a barrier, especially for international students who are less likely to obtain a study visa or funding for a diploma rather than for a master degree, thus putting our MBA program at a serious disadvantage. Furthermore, the courses in the PGD program are generally a part of MBA programs, and the proposed changes to the Levene MBA will address this.

Transitioning active students:

Courses associated with this program will be removed from the calendar at a later date. Active students admitted to the program prior to Fall 2020, and who are in good standing, will be allowed to complete their program. They will also be given the choice to transfer into the new program.

(end of Motion)

1.3 Faculty of Engineering and Applied Science

1.3.1 New Program – PhD in Process Systems Engineering (Thesis)
(Pending Approval at January Executive of Council)

> **MOTION:** That the PhD in Process Systems Engineering (PSEng) (thesis) program be created for a pathway for PSEng graduate students to transfer from Master of Applied Science (MASc) directly to the PhD program without completing MASc defense procedures, effective 202030.

PhD in PSEng (thesis)

5 ENPC Courses (minimum)	15
4 Engineering Courses (approved by Process Systems Engineering)	12
ENGG 800	3
ENGG 900	0
ENPC 901	60
Total	**90**

ENPC Courses: ENPC 821, ENPC 831, ENPC 833, ENPC 845, ENPC 857, EPNC 869, ENPC 880AA, ENPC 880AC

PSEng Courses Approved for Process Systems Engineering

ENGG 811, ENGG 813, ENGG 814, ENGG 815, ENGG 816, ENGG 817, ENGG 818, ENGG 819, ENIN 833, ENIN 835, ENIN 880BF, ENPE 821, ENPE 861, ENEV 832, ENEV 863, ENEV 864, ENEV 886CF, ENEL 831

Rationale:

To create a pathway for PSEng graduate students to transfer from MASc directly to the PhD program without completing MASc defense procedures. This option is available for students who maintain a minimum cGPA of 90% after completing 5 courses and have shown research potential above average at MASc level. The application requires the support of the student's supervisor(s) and the approval of the program chair.

This option already exists for other engineering programs (e.g. PSE, EVSE, ISE and ESE) and Science programs (e.g. physics). For consistency, the PSEng program would like to also make this option available for its students. This provides an option for those individuals who wish to pursue their doctoral studies following BSc to enroll in a structured doctoral program at the University of Regina, taking advantage of the state-of-the-art facilities and research laboratories that we offer. Also, this option will provide strong incentive and attract highly qualified local/international researchers who wish to fast-track to PhD program in PSEng.

(end of Motion)

1.4   Faculty of Science

1.4.1   Inactivate MHIM Program
(Pending Approval at January Executive of Council)

> **MOTION:** That the Masters in Health Information Management (MHIM) program become inactive, effective 202010.

Rationale:

The MHIM program is being moved to the Johnson Shoyama Graduate School of Public Policy as a specialization in their current Masters in Health Administration.

(end of Motion)

1.5   Johnson-Shoyama Graduate School of Public Policy

1.5.1   Health Informatics and Information Management (HIIM) Program

> **MOTION:** That the Health Informatics and Information Management (HIIM) within the Master of Health Administration be created, effective 202020.

Health Informatics and Information Management Program

Credit Hours	Required Courses
3	JSGS 814 Biostatistics for Public Health
1.5	JSGS 830AA MHA Residency I
1.5	JSGS 830AB MHA Residency II
3	JSGS 834 Financial Management of Health Care Organizations
3	JSGS 843 Data Science for Health Analytics and Decision Support
3	JSGS 856 Health Information Privacy Policy
3	JSGS 858 Enterprise Information Management
3	JSGS 887 Clinical Terminologies and Classification Systems
3	JSGS 888 Health Informatics and Health Information Technology
3	Elective in MHA program
3	Elective in MHA program
30	**Total**

Rationale:

The Major in HIIM is designed around traditional subject matter and integrating newer areas of core competency to be responsive to future health information needs. As an advanced practice professional degree, students will strengthen analytical and evaluation skills, knowledge of health system collection and use of data, and overall leadership and strategic thinking abilities. This track will allow its graduates to step into new industry roles and functions as the health system undergoes change. The aim for the MHA Major in HIIM is to be accredited by the Canadian College of Health Information Management (CCHIM) / Canadian Health Information Management Association (CHIMA), or international equivalent. **[Attachment A]**

(end of Motion)

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2.   COUNCIL COMMITTEE ON RESEARCH

**2.1   University Research Centre – Child Trauma Research Centre
(Pending Approval at January Executive of Council)**

> **MOTION:** That the Child Trauma Research Centre be established as a university-based centre and once approved be recommended to the Board of Governors for final approval.

Background:

Trauma experienced by children is a pressing and critical societal issue. It can originate from experience including but not limited to: abuse; neglect; serious illness or injury; loss and separation; displacement; and exposure to violence. Trauma can be exacerbated by environmental and socioeconomic conditions, marginalization and discrimination[1]. Although trauma research is growing, there is a lack of research services in the province of Saskatchewan that coordinate and disseminate knowledge across different programs and stakeholders. The Child Trauma Research Centre (CTRC) will address this research void and act as a nexus for research, dissemination and advocacy with/in and for community. The Centre will do so by promoting partnerships between academia, government, service providers and community organizations with a transdisciplinary and multi-sectoral approach.

While a wealth of literature and research in relation with childhood trauma exists, it is often contextually specific, making it more difficult to create and deliver cohesive, intersectional, community-oriented/ based, holistic, and evidence-driven/strength-based interventions and support. A primary goal for the CTRC is to bring together the resources and opportunities for research in innovative ways; to be an agent supporting the shaping of the practical applications of the leading-edge research being conducted by associated faculty. The CTRC will not only support the excellent and important work already being done, but will extend it, through collaboration, in ways that would be impossible to achieve otherwise, by working with/in and for community. In so doing, it will support the children, families, and communities whose lives have been shaped by trauma.

The establishment documents are located in **Attachment B.**

(end of Motion)

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[1] Brokenleg, M. (2012). Transforming cultural trauma into resilience. *Reclaiming Children and Youth*, *21*(3), 9-13.

2.2 **University Research Centre – Canadian Institute for Public Safety Research and Treatment (Pending Approval at January Executive of Council)**

> **MOTION:** That the Canadian Institute for Public Safety Research and Treatment be established as a university-based centre, and once approved be recommended to the Board of Governors for final approval.

Background:

Post-traumatic stress injuries (PTSI) among public safety personnel (PSP) have become a pressing issue for Canadians. Recently published research results indicate that the proportion of PSP reporting symptoms of mental disorders are higher than previously published estimates in the general population[2].

In his 2015 mandate letter, the Minister of Public Safety and Emergency Preparedness was tasked with developing a coordinated national action plan on post-traumatic stress disorder (PTSD)[3]. As a result, on January 29, 2016, Public Safety Canada held a Ministerial Roundtable at the University of Regina focused on understanding the growing challenges. As part of a response to the January Roundtable, in February 2016, the House of Commons Standing Committee on Public Safety and National Security agreed to undertake a study on the issue of operational stress injuries (OSIs) and PTSD in PSP. The Committee devoted seven meetings to this issue, hearing from medical experts, representatives from the federal government, PSP, as well as non-governmental organizations.

The Committee's report[4] expressed a need for more evidence-based research and better sharing of best practices among organizations across Canada. To undertake such critical tasks, and to ensure they be carried out at a national level, the Committee recommended creation of a new national institute, which the report tentatively titled the Canadian Institute for Public Safety Officer Health Research.

The establishment documents are located in **Attachment C.**

(end of Motion)

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[2] R. Nicholas Carleton, Tracie O. Afifi et al. Mental Disorder Symptoms among Public Safety Personnel in Canada. The Canadian Journal of Psychiatry. 2017:1-11.

[3] https://pm.gc.ca/en/mandate-letters/minister-public-safety-and-emergency-preparedness-mandate-letter

[4] Healthy minds, safe communities: Supporting our public safety officers through a national strategy for Operational Stress Injuries. Report of the Standing Committee on Public Safety and National Security. Robert Oliphant, Chair. October 2016.

2.3 **Disestablishment of the Centre for International Education and Training**
(Pending Approval at January Executive of Council)

> **MOTION:** Thatthe Centre for International Education and Training faculty-based centre be disestablished as a faculty-based centre, and once approved be recommended to the Board of Governors for final approval.

Background:

The Centre for International Education and Training was established in 1995 and has played a role in the mission and vision of the Faculty of Education. At the Faculty Council meeting held on November 15, 2019, it was proposed that this centre be disestablished and presented at the Council Committee on Research per the University of Regina's "Research Institutes and Centres" policy (RCH-010-005).

The disestablishment documents are located in **Attachment D.**

(end of Motion)

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3. **COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES**

3.1 **Faculty of Arts**

3.1.1 **Arts Cooperative Education Program**

> **MOTION:** To revise the Faculty of Arts Cooperative Education Admission requirements, effective 202020.

During the placement cycle, the Co-op Office uses a computerized Match process to place students with employers. The process lets employers select candidates for interviews from all students eligible for Co-op employment. After the Match process, a Direct Offer system is used. Employers submit job descriptions, which are posted continually. Interested students apply, and the Co-op Office sends resumes to employers and sets up the interview.

Area of Study	PGPA	Minimum credit hours*	Maximum credit hours	Number of work terms	Required courses
Actuarial Science	75%	72	108	1 (12 or 16 months)	ACSC 317, 318 + plan to complete first exam of the SOA before or during internship
Arts	67.5 70%	45	84	3 (optional 4th)	ENGL 100, either one of ENGL 110, PHIL 100, SOST 110, or RLST 245, or RLST 248, 110 and at least 2 courses in the major
Biology	70%	33	60	4	BIOL 100, 101, CHEM 104, one of CHEM 105 or 140 + at least two 200-level BIOL Courses
Business Administration	67.5%	54	81	3 (optional 4th)	BUS 007, 260, 285, and ENGL 100
Chemistry/ Biochemistry	72.5%	21	60	3 (optional 4th)	Completed 21 BSc credit hours including CHEM 104 and one additional course in Chemistry or BIOCHEM; enrolled in 3 CHEM/BIOC courses beyond CHEM 104 prior to commencement of the first work term

Computer Science	65%	30	75	3 (optional 4th or 5th)	CS 115 or CS 110 (Note: Students should have more than 1 CS class completed) + MATH 110
Engineering and Applied Science	60% (and TGPA)	27	63	4	Students are expected to have successfully completed all courses in the first 3 terms of a Systems Engineering program. ENGG 123 and ENGG 100
Geology	70%	33	65	3 (optional 4th)	GEOL 201, 210, 102
Mathematics	65%	45	75	3 (optional 4th)	MATH 110, 111, 122, 213, 217, CS 110 + STAT 160
Physics	70%	30	60	4 (optional 5th)	5 PHYS courses (including 3 at 200-level) + 3 MATH courses (including 1 at 200 level) + 2 CS courses (including UNIX and C Programming)
Statistics	65%	45	75	3 (optional 4th)	MATH 110, 111, 122, STAT 160 and 251 or 252 + CS 110
French and Francophone Intercultural Studies	70%	30	60	3 (optional 4th)	FRN 201 and at least 2 courses in major
* Minimum credit hours include those in which the student is registered when applying. Maximum credit hours include those in which the student is registered in the term preceding the first work term.					
Admission is granted by the student's faculty. Students who do not meet the entrance requirements may appeal to their faculty. All information provided in faculty sections supersedes this section.					

Rationale from Cooperative Education Office:

In practice, we have been using the 67.5% average for over five years. It was changed and implemented some time ago and all the information on the co-op website, all co-op handouts and information packages say 67.5%. Perhaps the change was made to make it the same as the Faculty of Business average, since the jobs are similar and both Business and Arts students would be competing for the same positions, so should have the same average. If we were to keep it at the 70% average, it could affect the number of students applying for the program, as the 67.5% seems much more accessible for most students looking to enter the program. We need all the students that we can get in the program, so keeping it slightly lower is more appealing and perceived as more achievable, with very little difference in skill and knowledge between those coming in under 67.5% or 70%.

(end of Motion)

3.1.2 German Programs Admission Suspension
(Pending Approval at January Executive of Council)

> **MOTION:** To suspend admissions to the major, minor and certificate in German, effective 202020.

Rationale:

These changes are being made in order to reduce the financial footprint of the German program, given the current teaching resources. The revised certificate will require three fewer German 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.

Objectives:

- To maintain some German 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

Modifications to Programme:

- The major and minor would be discontinued
- The certificate has been redesigned to make it more attractive. It would require three fewer German language courses than the current certificate and two fewer than the current minor.
- The number of German "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, having fewer required would allow students to complete the requirements more quickly.
- The language courses offered would be: GER 111, 112, 211, and 212. These courses, would be modified to cover fewer grammatical concepts and emphasise greater mastery of skills. Specifically, the current textbook and online materials (*Treffpunkt Deutsch*), which covers the first four courses (four chapters per course), would now cover the entire range of language courses and cover three chapters per course. This de-emphasis on grammar would also allow for the inclusion of more cultural content.
- To preserve balance in the certificate, one additional German course would be required. Language learning would not be the focus of such a course.
    Examples:

    1.) Introduction to the Cultures of German (GER 2xx)

    2.) Reel German Culture through Film (GER 2xx)

    3.) German Cities (GER 2xx)

    4.) German Culture in Saskatchewan (2xx)

- By reducing the number of language-centred courses to four and increasing the number of approved electives to five, less emphasis is placed on attaining fluency in German and more emphasis placed on breadth of knowledge in related subject matter. By the end of German 212, students will have achieved proficiency in the range of CEFR A2/B1, straddling the categories of Basic/Independent User. The textbook *Treffpunkt Deutsch*, like other introductory programmes, introduces students to most of the basic concepts in German.
- International experience (e.g. Berlin course, CSSG, other) 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.

BA in German

Credit hours	BA German major Required Courses
Major Requirements	
3.0	LING 100
3.0	GER 111
3.0	GER 112
3.0	GER 211
3.0	GER 212
3.0	GER 311
3.0	GER 312
3.0	GER 411
3.0	
3.0	Five approved electives, two of which must be at the 300 or 400 level
3.0	
3.0	
39.0	Subtotal: 65.00% major GPA required

Minor in German

Credit hours	German minor Required Courses
3.0	GER 111
3.0	GER 112
3.0	GER 211
3.0	GER 212
3.0	GER 311
3.0	GER 312
18.0	Total: 65.00% GPA required

Certificate in German

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

Approved Electives for the Major and Certificate in German

- ANTH 202, 237, 406
- ENGL 367

- ~~GEOG 414~~
- ~~GER 200 , 300 , or 400 level courses~~
- ~~HIST 265, 266, 270, 275, 277, 278, 376, 378, 381, 382, 383,390BP, 474, 478~~
- ~~IS 230, 430~~
- ~~LING 100, 200~~
- ~~MUHI 302, 311~~
- ~~PHIL 328, 329, 345, 428, 429, 445~~
- ~~PSCI 240, 340, 342, 343, 412~~
- ~~PSYC 374~~
- ~~RLST 322~~
- ~~SOC 201~~
- ~~WGST 367~~

(end of Motion)

3.1.3 Certificate in German Language and Culture
(Pending Approval at January Executive of Council)

> **MOTION:** To create the Certificate in German Language and Culture as outlined below, effective 202020.

Rationale:

- To maintain some German 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.

Modifications to Programme:

- The major and minor would be discontinued.
- The certificate would be redesigned to make it more attractive. It would require three fewer German language courses than the current certificate and two fewer than the current minor.
- The number of German "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, having fewer required would allow students to complete the requirements more quickly.
- The language courses offered would be: GER 111, 112, 211, and 212. These courses, would be modified to cover fewer grammatical concepts and emphasise greater mastery of skills. Specifically, the current textbook and online materials (*Treffpunkt Deutsch*), which covers the first four courses (four chapters per course), would now cover the entire range of language courses and cover three chapters per course. This de-emphasis on grammar would also allow for the inclusion of more cultural content.
- To preserve balance in the certificate, one additional German course would be required. Language learning would not be the focus of such a course.

   Examples:

   1.) Introduction to the Cultures of German

   2.) Reel German Culture through Film

   3.) German Cities

   4.) German Culture in Saskatchewan

5.) Berlin: The Graphic Novel

- By reducing the number of language-centred courses to four and increasing the number of approved electives to five, less emphasis is placed on attaining fluency in German and more emphasis placed on breadth of knowledge in related subject matter. By the end of German 212, students will have achieved proficiency in the range of CEFR A2/B1, straddling the categories of Basic/Independent User. The textbook *Treffpunkt Deutsch*, like other introductory programmes, introduces students to most of the basic concepts in German.
- International experience (e.g. Berlin course, CSSG, other) 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.

N.B.: In the first version of this proposal ENGL 100 was not included in the 30 credit hours, as it is in the current certificate. I have added this to the proposal, with the effect that reduces the approved electives by 1 (to 4).

Certificate in German Language and Culture

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

Approved Electives

- ANTH 202 Anthropology of Europe
- ANTH 237 Ethnography of Europe
- ENGL 367 Gender and Language
- GEOG 414 Europe
- HIST 265 Early Middle Ages 300-1100
- HIST 266 Western Europe in the Later Middle Ages, 1100-1400
- HIST 270 Europe, 1400-1648, Renaissance and Reformation

- HIST 272 Gender and Body in Early Modern Europe
- HIST 275 Nineteenth Century Europe
- HIST 277 Europe 1648-1815: Absolutism and Revolution
- HIST 278 Twentieth Century Europe
- HIST 370 The European Reformations
- HIST 371 Early Modern Culture, Identity, Exchange and Conflict
- HIST 373 The European Witch Hunts
- HIST 376 Rising from the Ashes: Germany Since 1945
- HIST 378 The Third Reich
- HIST 381, 382, 383 - Military History (World Wars)
- HIST 467 Marriage and Family in the Middle Ages
- HIST 472 From Magic to Science: The
  Evolution of Earl Modern European Thought
- HIST 474 War and Culture in Europe: World War I
- HIST 478 The Berlin Seminar
- IS 230 Introduction to European Studies
- IS 430 Advanced Topic in European Studies
- LING 100 Introductory Linguistics
  (Potentially other Linguistics courses)
- MUHI 302 Studies of Music in the Classical Period
- MUHI 311 J.S. Bach and His Contemporaries
- PHIL 313 Continental Philosophy
- PHIL 328 Advanced Topics on Kant
- PHIL 329 Kant's Ethics
- PHIL 345 Philosophy of Language
- PHIL 379 Marx
- PHIL 429 Kant's Ethics
- PSCI 240 World Politics
- PSCI 343 International Political Economy
- PSYC 374 Psycholinguistics
- RLST 322 Origins of Modern Antisemitism and the Holocaust
- SOC 201 Globalization and Development
- WGST 367 Gender and Language

(end of Motion)

3.1.4 New Minors – International Studies
(Pending Approval at January Executive of Council)

> **MOTION:** To create Minors in International Studies; International Affairs; International Development; European Studies; and Asian Studies, effective 202020.

Minor in International Studies

Students may choose *one of* five minors: Minor in International Studies; or Minor in International Affairs; or Minor in International Development; or Minor in European Studies; or Minor in Asian Studies. The requirements are as follows:

Credit hours	Minor in International Studies, Required Courses
3.0	IS 100
3.0	Two IS 200-level courses. (No more than one can be an IS 290AA-ZZ course.)
3.0	
3.0	Three IS 300-level or IS 400-level courses.
3.0	(Only two of these can be an IS 390AA-ZZ or IS 490AA-ZZ course. IS 391 does not meet this
3.0	requirement.)
18.0	**Total: 65.00% PGPA required**

Credit hours	Minor in International Affairs, Required Courses
3.0	IS 100
3.0	IS 240
3.0	IS 440
3.0	Three IS 300-level courses. At least one must be IS 300 or IS 301 or IS 302.
3.0	(Only one of these can be an IS 390AA-ZZ course. IS 391 does not meet this requirement.)
3.0	
18.0	**Total: 65.00% PGPA required**

Credit hours	Minor in International Development, Required Courses
3.0	IS 100
3.0	IS 220
3.0	IS 420
3.0	Three IS 300-level courses. At least one must be IS 302 or IS 303.
3.0	(Only one of these can be an IS 390AA-ZZ course. IS 391 does not meet this requirement.)
3.0	
18.0	**Total: 65.00% PGPA required**

Credit hours	Minor in European Studies, Required Courses
3.0	IS 100
3.0	IS 240
3.0	One of IS 300, IS 301, IS 302
3.0	Three approved electives from the *European Studies* course list. (Refer to the Approved
3.0	Electives Course List.)
3.0	
18.0	**Total: 65.00% PGPA required**

Credit hours	Minor in Asian Studies, Required Courses
3.0	IS 100
3.0	IS 220 or IS 240
3.0	One of IS 300, IS 301, IS 302
3.0	Three approved electives from the *Asian Studies* course list. (Refer to the Approved Electives
3.0	Course List.)
3.0	
18.0	**Total: 65.00% PGPA required**

Rationale:

The International Studies Program has never had a minor unlike many other programs in the Faculty of Arts. The creation of a minor will expand the options available to students. It will also provide a viable alternative to the certificate for those students who would like to get a credential in International Studies but cannot complete the 30 credit-hour certificate.

(end of Motion)

3.1.5 Revision to the Certificate in International Studies
(Pending Approval at January Executive of Council)

> **MOTION:** To revise the the Certificate in International Studies, effective 202020.

Certificate in International Studies

The Certificate in International Studies is 30-credit-hours. The requirements are as follows:

Credit hours	Certificate in International Studies, required courses
0.0	ARTS 099
3.0	IS 100
3.0	Two IS 200-level courses
3.0	
3.0	Four 300- or 400-level IS courses
3.0	(IS 391 does not fulfill this requirement)
3.0	
3.0	
3.0	Three additional courses from the International Studies Approved
3.0	Elective Course List
3.0	
30.0	Total: 65% PGPA required

~~Certificate in International Studies~~

~~The Certificate in International Studies is 30-credit-hours. Students must complete (1) 12-credit-hours of required courses; and (2) a concentration. The certificate is structured as follows:~~

~~Credit hours~~	~~Certificate in International Studies Required Courses~~
~~0.0~~	~~ARTS 099~~
~~3.0~~	~~IS 100~~
~~3.0~~	~~IS 300, 301, 302~~
~~3.0~~	~~One of ECON 202 or 211~~
~~3.0~~	~~PSCI 240~~
~~12.0~~	~~Subtotal~~

~~Students must complete one of the following concentrations:~~

~~Asian Studies Concentration~~

~~Credit hours~~	~~Certificate in International Studies Required Courses~~
~~3.0~~	~~IS 210~~

Credit hours	Certificate in International Studies Required Courses
3.0	Two courses in the same Asian language.
3.0	
Note: Students **MUST** consult with the Coordinator to ensure their language choice fits the requirement of their concentration.	
3.0	Three approved electives from the *Asian Studies* course list. Refer to the Approved Electives Course List.
3.0	
3.0	
18.0	**Subtotal: Asian Studies Concentration**
30.0	**Total: 65.00% PGPA required**

Development Studies Concentration

Credit hours	Certificate in International Studies Required Courses
3.0	IS 220
3.0	Two of ECON 311, GEOG 316, IS 303, IS 420, JS 383, SOC 314, PSCI 344
3.0	
3.0	Three approved electives, in an at least two different departments /programs, from the Development Studies course list. Refer to the Approved Electives Course List.
3.0	
3.0	
3.0	
18.0	**Subtotal: Development Studies Concentration**
30.0	**Total: 65.00% PGPA required**

European Studies Concentration

Credit hours	Certificate in International Studies Required Courses
3.0	IS 230
3.0	Three approved electives from the History, Politics and Society course list. Refer to the Approved Electives Course List. ES 400 can also count toward this requirement
3.0	
3.0	
3.0	Two approved elective from the Culture and Literature course list. Refer to the Approved Electives Course List.
3.0	
18.0	**Subtotal: European Studies Concentration**
30.0	**Total: 65.00% PGPA required**

International Affairs Concentration

Credit hours	Certificate in International Studies Required Courses
3.0	IS 240
3.0	Two courses from the **International Politics, Security, and Organization** course list. Refer to the Approved Elective Course List. IS 440 will also count toward this requirement.
3.0	
3.0	One course from the *International Development* course list. Refer to the Approved Elective Course List.
3.0	One course from the *International Economics and Political Economy* course list. Refer to the Approved Electives Course List.
3.0	One course from either of the *International Development* or *International Economics and Political Economy* course lists. Refer to the Approved Electives Course List.
18.0	**Subtotal: International Affairs Concentration**
30.0	**Total: 65.00% PGPA required**

(end of Motion)

3.2   Faculty of Business Administration

**3.2.1   Faculty of Business Administration Admission Requirements
(Pending Approval at January Executive of Council)**

> **MOTION:** That requirements for undergraduate admissions to the Faculty of Business Administration and its undergraduate programs be amended as outlined below, effective 202030.

(a)   Admissions to the following programs would be suspended effective 202030:
- Bachelor of Administration Qualifying Program
- Bachelor of Business Administration Qualifying Program
- Diploma of Administration Qualifying Program
- Diploma of Business Administration Qualifying Program

(b)   Minimum requirements for admission to specific Faculty of Business Administration undergraduate programs would be removed and the minimum standards for undergraduate admission to the Faculty of Business Administration would apply to all the Faculty's programs. Effective for admissions for the 202030 term.

(c)   The minimum high school average for eligibility for undergraduate admission to the Faculty of Business Administration would be changed from 65.00% to 70.00%. Effective for admissions for the 202030 term.

(d)   Applicants who have attempted 15 credit hours or more of approved post-secondary courses with a minimum UGPA of 65.00% on those courses would be eligible for undergraduate admission to the Faculty of Business Administration. Effective for admissions for the 202030 term.

(e)   The criteria for designation as an "Excellence Student" would be maintained (BBA program applicants with a 85.00% Canadian High School average or greater), but the meaning of the designation would be changed to refer specifically to the applicant's eligibility to receive a Faculty of Business Administration Excellence Scholarship. Effective for admissions for the 202030 term.

Undergraduate Calendar Impact follows the rationale.

Rationale:

Background. The Faculty of Business Administration (FBA) has four undergraduate degree/diploma programs:

- Bachelor of Administration--4 year degree (First Nations University)
- Bachelor of Business Administration--4 year degree (U of Regina campus)
- Diploma of Administration--2 year diploma (First Nations University)
- Diploma of Business Administration--2 year diploma (U of Regina campus)

Since 2007, the FBA has also had four undergraduate non-degree programs, each of which is embedded within a degree or diploma program:

- Bachelor of Administration Qualifying Program – 10 courses (First Nations University)
- Bachelor of Business Administration Qualifying Program – 10 courses (U of Regina campus)
- Diploma of Administration Qualifying Program – 5 courses (First Nations University)
- Diploma of Business Administration Qualifying Program – 5 courses (U of Regina campus)

The 10 (or 5) qualifying courses are part of the degree (or diploma) program—not a separate set of courses. Most applicants to FBA undergraduate programs are not allowed direct entry into their desired program, but rather are placed initially into a qualifying program. Specifically, students with a high school average of 65.00-84.99% pursuing a BBA are placed in the BBA Qualifying Program. All students seeking a BAdmin are placed into the BAdmin Qualifying Program. To get into the actual degree program, qualifying students must earn a PGPA of at least 65.00%. All students seeking a DipBA or DipAdmin must first complete the DipBA Qualifying Program or the DipAdmin Qualifying Program with a PGPA of 65.00%. Only the Excellence students (those applicants to the BBA program with an 85.00% Canadian high school average or greater) are admitted directly into an FBA program.

The qualifying programs fulfil both a screening and a preparation purpose for the degree/diploma programs. Specifically, the criteria for the BBA and BAdmin qualifying programs prevent FBA students who have not successfully completed ENGL 100, ECON 201, MATH 103, STAT 100, CS 100 and BUS/ADMN 100 (plus four other courses where there is some choice) from taking 300- and 400-level business classes and delay their ability to take 200-level classes until very late in the registration period. A similar system exists in the Diploma qualifying programs except with 5 qualifying courses. Those students who make it through the qualifying program will have learned important preparation material for the remainder of their diploma or degree program. Those students who do not successfully complete the qualifying program will ultimately be required to discontinue studies (RTD) in the Faculty of Business Administration.

Norms within U of R. The practice of placing students with a less than 85.00% high school average (and all applicants from those with a post-secondary background) into a qualifying program is atypical at the University of Regina. Other Faculties at the U of R typically accept students directly into their programs. However, there are other qualifying programs at the U of R. The Faculty of Science and the Faculty of Kinesiology and Health Studies (KHS) have qualifying programs as well--but only for students who do not meet their admissions requirements (i.e. these students are unqualified for admission; therefore, they must take a qualifying program). Typically, these students are placed in the Science or KHS qualifying program because they did not meet the required 70.00% minimum admission high school average or they were missing one or more required high school classes. The Indigenous Social Work program is a little more like the FBA approach. In this case, all eligible applicants are initially placed in the qualifying program and demonstrate eligibility to enter the certificate or degree program on that basis.

Norms of western Canadian business schools. The FBA is at odds with neighbouring business schools with respect to its approach to admissions. Most Western Canadian business schools admit students directly to their business degree program (Manitoba, Winnipeg, Saskatchewan, Calgary, Lethbridge, SFU, UBC, Victoria). However there are generally options for transferring in to the business program after taking post-secondary in another faculty (or another university). An exception is the University of Alberta which requires all applicants to take a pre-professional year (similar to our old Pre-BUS/ADMIN program). Theoretically, there is nothing wrong in itself with being different from one's peer group. But, as a practical matter, it may not serve us well to diverge too much from neighbouring business school admissions practices in ways that are not attractive to students.

Student and applicant experience. We are concerned that placing a large majority of our students in a qualifying program rather than the program that the student is interested in may have the perverse effect of deterring the better students from registering (or even applying) at the University of Regina. The students with good high school or post-secondary marks are the students that will have options to go elsewhere and who will likely to be offered direct entry by other Western Canadian business schools. Those students on the lower end would be more likely to consider placement in the qualifying program to be fair.

Many qualifying students who do choose to register here do accept their situation and go through the qualifying program experience without complaint. But many students who visit our FBA front desk find their situation as a qualifying students confusing and their lack of access to FBA courses frustrating. From their perspective, they are students in the Faculty of Business Administration, so have difficulty seeing why they are barred from registering in nearly all business classes even while paying the same premium tuition as those in the degree or diploma program.

The approach that we are proposing is to shift from limiting access to business classes through the qualifying program to using a prerequisite structure to ensure academic readiness and success. Undoubtedly some students will still dislike being prevented from taking a class because they don't have the prerequisite. But a prerequisite based restriction is linked to academic readiness. In addition, in a prerequisite based restriction, the restriction applies to the course, and not to the person. Every student would be equally subject to prerequisite restrictions – and access to classes would no longer be based on the classification that a student is in.

Staff time associated with qualifying programs. The FBA currently has 500-600 students in its qualifying programs. These qualifying students need to be monitored for eligibility to be transferred to a degree or diploma program. Specifically, any student with a PGPA of 65.00% or more on qualifying courses as well as other program-relevant courses taken, will need to be manually transferred from their qualifying program to their degree/diploma program. (The criteria for transfer are complex enough that this cannot be accomplished automatically.) All of this takes up a good deal of staff time. Moreover a component of program advisor time goes into coaching students on getting their qualifying program classes completed in order to be transferred from being a FBA qualifying student to an FBA degree or diploma student. As the number of students admitted annually increases, the time devoted to the qualifying student monitoring, advising and transferring process is also increasing.

Minimum high school entrance standard. We are also rethinking our minimum high school entrance standard. There has been a concern that, through the qualifying programs, applicants with rather low high school averages are admitted into the FBA. The data available to us suggest that students admitted to a qualifying program with a high school average of 65.00-69.99% have tended to do poorly in the program: Of the early conditional admits in this range during the period 2014-18, approximately 90% have either dropped out (or never registered), or have a GPA that is insufficient for graduation (<65.00%). The original idea had been that, through the qualifying programs, even marginal students (65.00-69.99% high school average), could be admitted to the FBA and then earn their way into the BAdmin/DipAdmin/BBA/DipBA, but the data described above indicate that this is not working out well for a large majority of this group of students, and their admittance into the FBA with a high school average as low as 65.00% may be giving them a false signal about their potential for success in our programs.

The data available to us suggest that students with an early conditional high school average of 70.00-79.99% have a somewhat greater likelihood of success. However, these data do not suggest a clear dividing point within the 70.00-79.99% high school average range that one could use to predict future success. We note that several other Faculties at the University of Regina (Engineering and Applied Science; Kinesiology and Health Studies; Nursing, Science, and Social Work) have a 70.00% high school admission average in some form. It is being proposed that we change the minimum high school entrance average to 70.00% for now, consistent with several other U of R Faculties. We would continue to provide an opportunity to be able to earn FBA admittance through taking classes in another Faculty or other Post-Secondary Institution. We would plan to continue to collect data on this matter to consider whether any further adjustment to the minimum admission average would be necessary.

Explanation of the motion. The above motion would put in place an approach to undergraduate admissions that is more similar to the norms of surrounding universities and of other University of Regina Faculties. Under this system, students who meet the criteria for admission to the Faculty of Business Administration (FBA) would be directly admitted to their desired degree/diploma program. The proposal is that the high school standard for admission to the FBA would be a high school average of 70.00% or greater. In the case of students who have attempted 15 hours or more of approved post-secondary courses, it is proposed that the admission standard to the FBA remain at a UGPA 65.00% on those courses (but those individuals would now be given direct entry to their desired degree/diploma program).

Part (a) of the motion proposes to suspend admissions to the qualifying programs. However, the qualifying program itself would remain in place for up to five years to accommodate students who have not met the requirements for the BBA program in the transition period. We believe that our prerequisite structure that has recently been enhanced will provide the preparation currently provided by the qualifying programs.

Part (b) proposes removing the program specific undergraduate admissions requirements that were placed on FBA programs in 2007 and moves us to a Faculty wide admission standard that relates to all of our programs.

Part (c) proposes that the high school average required for undergraduate admission to the FBA be 70.00%, as discussed above.

Part (d) relates to students applying for undergraduate admission from other universities or colleges or other Faculties of the University of Regina. The current calendar provision is: "Applicants who have attempted 15 credit hours or more of approved post-secondary courses with a minimum UGPA of 65.00% will be admitted to the Qualifying Program." If the motion were carried, eligible post-secondary applicants would obtain direct access to their desired FBA degree or diploma program.

Part (e) proposes to redefine the term "Excellence Student" to restrict this category of student to those eligible to be awarded an excellence scholarship.

We have identified a set of fair transitional provisions to determine how students who are currently in the qualifying program will be dealt with.

Transitional provisions: Students who are in qualifying programs at the time the complete approval process has taken place, would be assessed. There will be three categories of qualifying students: (i) those who were admitted for Fall 2020 based on their high school average; (ii) those who were admitted for Fall 2020 based on their post-secondary UGPA and (iii) those were admitted into the qualifying program for a term prior to Fall 2020 and have not yet qualified for transfer to a degree or diploma program. The planned transitional provisions for each of these categories will be as follows:

    (i)   ***Those who were admitted for Fall 2020 based on their high school average.*** Those students who had been admitted to the FBA with a high school average of 70% or greater will be moved to the degree/diploma program that they applied for (for Fall 2020). Those students who had been admitted to the qualifying program with high school averages of 65.00-69.99% will remain in the qualifying program for future assessment on the basis of the post-secondary admission criteria.

    (ii)   ***Those who were admitted for Fall 2020 based on their post-secondary GPA.*** These students would be moved into the degree/diploma program that they had applied for (for Fall 2020).

Those who were admitted into the qualifying program for a term prior to Fall 2020 and have not yet qualified for transfer to a degree or diploma program. Those who had attempted fewer than 15 credit hours at the time the approval process for the motion is complete would be assessed on the basis of their high school average and would follow the transitional provision described in (i) above. Those in the qualifying program who had attempted at least 15 credit hours of approved post-secondary courses and had a UGPA of 65.00% or greater on those classes, would be, for the purposes of this transition, considered post-secondary entrants and be transferred to the appropriate degree/diploma program during the Fall 2020 term. The other possible type of student in a qualifying program at this time would be a student with a UGPA of less than 65.00% on 15 or more attempted credit hours. We do not think there will be large number of these students because many students with sub-65.00% PGPAs would have been required to discontinue studies in the FBA. Those students with a UGPA of less than 65.00% but who are still in the qualifying program would remain in the qualifying program for future assessment on the basis of the post-secondary entrant admission criteria. Any student still in the qualifying program at the time it is closed would be transferred out of the FBA. The anticipated closing date is 202530, but could be earlier depending on what happens with existing qualifying students.

Admissions, page 7 (online calendar)

~~Early Conditional Admission to the Faculty of Business Administration – for current high school students~~

~~The Faculty of Business Administration admits applicants from Canadian high schools who are applying for early conditional admission, and who present an 85% or higher early conditional admission average, directly into the Business Administration degree program through the Excellence program. International (study permit) high school students will be considered on an individual basis for the Excellence program. Other Early Conditional applicants with an early conditional admission average of 65.00%-84.99% are admitted to the Faculty of Business Administration as Qualifying Students.~~

Admissions page 10 (online calendar)

FACULTY OR PROGRAM	COURSE REQUIREMENTS BY FACULTY	MINIMUM AVERAGE	ADDITIONAL REQUIREMENTS
BUSINESS ADMINISTRATION (U of R) ADMINISTRATION (FNUniv)	• English Language Arts A30 and B30[1] • Foundations of Mathematics 30 or Pre-Calculus 30 • One 30-level language, social science, or fine/performing arts course chosen from Arts Education 30, Christian Ethics 30, Cree 30, Drama 30, Economics 30, French 30, Geography 30, German 30, History 30, Latin 30, Law 30, Mandarin 30, Music 30, Native Studies 30, Psychology 30, Social Studies 30, Spanish 30, Ukrainian 30, Ukrainian Language Arts 30, Visual Art 30 • One additional 30-level course from the list above or one of Biology 30, Calculus 30, Chemistry 30, Computer Science 30, Earth Science 30, Foundations of Mathematics 30, Geology 30, Pre-Calculus 30, or Physics 30	70% ~~65%-84.99% are admitted as qualifying students~~ ~~85% or higher are admitted directly to the degree program~~	It is strongly recommended that students have both Foundations of Mathematics 30 and Pre-Calculus 30.

Admissions page 16 (online calendar)

FACULTY OR PROGRAM	COURSE REQUIREMENTS BY FACULTY	ADDITIONAL REQUIREMENTS
BUSINESS ADMINISTRATION (U of R) ADMINISTRATION (FNUniv)	Applicants who have attempted 15 credit hours or more of approved post-secondary courses with a minimum UGPA of 65% ~~will be admitted to the Qualifying Program on those courses are eligible~~ <u>for admission to the Faculty of Business Administration</u>.	

Admissions page 22 (online calendar)

FACULTY OR PROGRAM	COURSE REQUIREMENTS BY FACULTY	MINIMUM AVERAGE	ADDITIONAL REQUIREMENTS
BUSINESS ADMINISTRATION (U of R) ADMINISTRATION (FNUniv)	• One English literature course[1] • Math or pre-calculus • One language, social science, or fine/performing arts course • One additional academic subject	<u>70%</u> ~~65%~~	Calculus is recommended.

(end of Motion)

    3.3   **Faculty of Business Administration and Faculty of Kinesiology and Health Studies**

        3.3.1   **New Program – Bachelor of Business Administration/Bachelor of Sports and Recreation Studies Internship (Sport and Recreation Internship Major) (Pending Approval at January Executive of Council)**

> **MOTION:** To create a Bachelor of Business Administration/ Bachelor of Sports and Recreation Studies Internship (Sport and Recreation Management Internship major) Joint Program resulting in two degrees as outlined below, effective 202030.

This five-year program is offered jointly by the Faculty of Business Administration and Faculty of Kinesiology and Health Studies under the supervision of a joint coordinating committee of the two faculties. The **BBA/BSRS-SRMI Joint Program** consists of a minimum of 150 credit hours. A student may be required to complete additional credit hours. Students admitted to the **BBA/BSRS-SRMI Joint Program** must complete the entire integrated program to graduate with either degree. Should a student decide to pursue only one of the degrees identified, they must officially apply to transfer out of the joint program. Upon completion, students will receive a **Bachelor of Business Administration (any major)** and a **Bachelor of Sports and Recreation Studies Internship (Sport and Recreation Management Internship major)**.

Students may apply directly from high school or as a transfer student through either faculty.

Admission Criteria and Application Process

Students applying into the **BBA/BSRS-SRMI Joint Program** must meet the admission criteria for both the Faculty of Business Administration (BBA) and Faculty of Kinesiology and Health Studies (BSRS-SRMI) High School Admission: required coursework with minimum average of 70.00%; Transfer admission: minimum 70.00% UGPA. Application deadline dates and processes can be found in the Admissions section of this Calendar.

Academic Advising

Academic advising will be done jointly with representatives from both faculties.

Joint Program Academic Performance and Progress

Student performance will be governed by both the university academic standards (Academic Regulations section of this Calendar) and Evaluation of Academic Performance sections for each faculty.

Graduation Requirements

A minimum PGPA of 70.00% is required for graduation.

Appeals of Academic Standing

If there are extenuating circumstances related to academic performance, students may appeal the application of academic probation or a requirement to discontinue by emailing:

BBA/BSRS Joint Program Review Committee
C/o Faculty of Business Administration: Business.AD.Hill@uregina.ca
Faculty of Kinesiology and Health Studies: KHS.UG-AssocDean@uregina.ca
Readmission after being Required to Discontinue from the Joint Program

Students who have been required to discontinue from the joint program must petition to the BBA/BSRS Joint Program Review Committee.

BBA/BSRS Joint Program Course Requirements

Students must complete:

All **Bachelor of Business Administration** course requirements as outlined in the Faculty of Business Administration section;

All **Bachelor of Sports and Recreation Studies Internship (Sport and Recreation Management Internship major)** course requirements as outlined in the Faculty of Kinesiology and Health Studies section with the following exceptions: Students must complete ENGL 100 as their writing competency course; BUS 306 will be used to fulfill the KIN 205/PHIL requirement; and BUS 307 will substitute for SRS 340 in the major.

Requirements for the Joint Bachelor of Business Administration and Bachelor of Sport and Recreation Studies Internship – Sport and Recreation Management Internship are as follows:

Credit hours	Requirements		Credit hours	Requirements
3.0	BUS 100		3.0	BUS 210
3.0	BUS 205		3.0	BUS 250

Credit hours	Requirements
3.0	BUS 260
3.0	BUS 275
3.0	BUS 285
3.0	BUS 288
3.0	BUS 290
3.0	BUS 306
3.0	BUS 307
3.0	BUS 375
3.0	BUS 400
3.0	NEW BUS 4XX/SRS 450 (cross listed)
6.0	Two of: BUS 312, 317, 414
12.0	Four BUS/ADMN electives
3.0	KIN 105
3.0	KIN 110
3.0	KIN 115
3.0	KIN 170
3.0	KIN 220
3.0	KIN 420
3.0	SRS 105
3.0	SRS 110
3.0	SRS 115
3.0	SRS 120
3.0	SRS 130
3.0	SRS 215
3.0	SRS 220
3.0	SRS 230
3.0	SRS 320
3.0	SRS 440
3.0	THRC 200

Credit hours	Requirements
3.0	CS 100 or 110
3.0	ECON 201
3.0	ECON 202
3.0	ECON 238
3.0	ENGL 100
3.0	MATH 103 or 110
3.0	STAT 100
9.0	Three introductory courses selected from Humanities/Social Sciences
9.0	Three courses beyond the introductory level in Computer Science, Mathematics & Statistics, and/or Humanities/Social Sciences
	Non-credit requirements
0.0	BUS 007
0.0	KHS 100
0.0	KHS 300
	Internship courses
0.0	KHS 001
0.0	KHS 002
0.0	KHS 003 (if completing 12 month internship)
150.0 Total credit hours	PGPA of 70.00%

Rationale and Discussion:

The proposed **BBA/BSRS-SRMI Joint Program** allows a student to pursue two degrees in a coordinated and integrated fashion. Currently some Bachelor of Sport and Recreation Studies – Sport and Recreation Management major students enroll in and complete the Diploma in Business Administration (DipBA) as part of the BSRS degree. Students in the DipBA are required to take 10 BUS courses including BUS 100, BUS 210, BUS 250, BUS 260, BUS 285, two of BUS 205/275/288/290/307, and three BUS electives. Other DipBA requirements fit easily in to the current BSRS – SRM major.

Students have expressed an interest in a joint degree in order to expand career opportunities. Increasingly, the sport and recreation management field is looking for individuals with a breadth of preparation and background and the proposed joint degree would better prepare students for increasingly demanding roles in the field. The combination of a degree in Business and the Sport and Recreation Management degree will provide students and graduates with the knowledge, skills, and abilities in marketing, management, administration, leadership, analytics, entrepreneurship, human resources, and finance from both a sport and traditional business perspective. There are no substantive changes required to either degree program.

This proposed program would be unique in Western Canada at the baccalaureate level. UBC has a somewhat similar program but combines a BKIN and a Master of Management. It appears that Dalhousie University in Halifax may have the only other joint degree program in Business and Recreation Management thereby positioning the University of Regina as a destination of choice.

There are other examples of "joint programs leading to two degrees" at the University of Regina including the Joint BEd/BKin Program offered by KHS and Education. Education has similar joint programs with Science and MAP. At the University of Regina a student must complete a minimum of 30 additional credit hours to graduate with a second degree. The Bachelor of Sports and Recreation Studies Internship (Sport and Recreation Management Internship major) is the KHS degree program that is paired with the BBA for the joint BBA-BSRS program. The BSRSI-SRMI program has overlap with the BBA program requirements that should allow the requirements of both degrees to be satisfied with not much more than 150 credit hours (120 credit hours for the first degree and 30 credit hours for the second degree).

Note that a "joint program resulting in two degrees" is different from a student taking a concurrent program or an additional degree program.

- A student in concurrent programs is pursuing two degree, diploma, and/or certificate programs at the same time. One program is their primary program and the other is their secondary program. The Hill School allows a BBA student to take a secondary program but the BBA cannot be taken as a secondary program. KHS allows students from other faculties to take a secondary program in KHS. A student must satisfy the admission and program requirements of their secondary program. A student must take a minimum 30 credit hours in addition to their primary program if their secondary program is a degree program.

  A student who already holds a bachelor's degree may be admitted to an undergraduate degree program leading to an additional bachelor's degree. The student would face similar requirements – they must satisfy the admission and program requirements of the additional degree program, take a minimum of 30 additional credit hours, and satisfy any residency requirements.

  Although a student may be able to earn both a BBA and a BSRS-SRMI pursuing either the two degrees concurrently or consecutively (i.e. an additional degree), a formal "joint program resulting in two degrees" offers an interested student with structure and guidance in achieving their goal.

  In a "joint program leading to two degrees" a student must meet the admissions requirements of both programs. The admission requirements are quite similar in the Hill School and KHS.

- The Hill high school admission requirements are English Language Arts A30 and B30, Foundations of Mathematics 30 or Pre-Calculus 30, one 30-level language, social science, or fine/performing arts course (from a list), and one additional 30-level course from the list or a math or science course (listed).
- The KHS high school admission requirements for the BSRS degree are English Language Arts A30 and B30, Foundations of Mathematics 30 or Pre-Calculus 30, one of Biology 30, Chemistry 30, or Physics 30 (or Computer Science 30 for SRM major), one additional 30-level course from a list.
- English Language Arts A30 and B30 and Foundations of Mathematics 30 or Pre-Calculus 30 are common to both programs. KHS requires an additional science course but this could satisfy a BBA requirement. The lists of additional courses are not the same but there is much overlap. It shouldn't be difficult for a good student to satisfy both sets of high school admission requirements.

If a prospective student has attended university or college the admission requirements are a bit different – 15 or more credit hours for the Hill School with a minimum 65.00% UGPA and 24 or more credit hours for KHS with a minimum 60.00% UGPA. We wouldn't expect many applicants from this group – as noted above there is little room for choice of courses within the program templates.

The **BBA/BSRS-SRMI Joint Program** will not require significant additional resources. This is not a new degree program but rather a path to completing two existing degrees. Of course success of the program will lead to additional demand for BBA and BSRS courses but this is expected to be accommodated by filling available seats in existing course offerings.

(end of Motion)

3.4   Centre for Continuing Education

3.4.1   Admission, Readmission and Faculty Transfer Update (Pending Approval at January Executive of Council)

> **MOTION:** To include the following language in the 'Admission, Readmission, and Faculty Transfer' section of the CCE section of the General Calendar, effective 202020.

Students in the Academic Recovery Program (ARP) may not transfer to undergraduate certificate programs at the Centre for Continuing Education until they have successfully completed ARP. Students who wish to transfer to CCE will follow regular procedures for admission, readmission, faculty transfer, and appeals as outlined in the Admissions section of the U of R General Calendar.

CCE students in ARP are not eligible to graduate before successful completion of ARP. In exceptional circumstances, students may appeal to the Director of CCE for special consideration."

Background: We have seen many students recently wanting to transfer to CCE or graduate from a CCE program while they are not in good academic standing according to U of R policy.

Rationale: CCE students face some unique situations due to the brevity of their program of study, especially for those students in ARP. Often students will meet graduation requirements for CCE certificates before they have completed ARP.

Students in a faculty outside CCE on ARP who wish to petition for admission to CCE may do so by appealing to the Director for discretionary admission. The language in this motion reflects the current policies as set out by the University of Regina generally and clarifies how those policies impact CCE students specifically.

(end of Motion)

3.4.2 New Certificate – Certificate in Indigenous Environmental Management (Pending Approval at January Executive of Council)

> **MOTION:** To create the Certificate in Indigenous Environmental Management as outlined below, effective 202020.

Credit hours	Certificate in Indigenous Environmental Management
3.0	ADMN 100
3.0	ADMN 225
3.0	One of: ACAD 100, ENGL 100, or INDG 104
3.0	ENVS 100
3.0	ENVS 200
3.0	INDG 100
3.0	Indigenous Language 100 level
3.0	Two courses from: MATH 102, MATH 103 or MATH 110, STAT 100 or STAT 160
3.0	
3.0	One of the following: BIOL 100, BIOL 101, CHEM 104, CHEM 105, CHEM 140, ECON 273, ENST 200, INDG 236, PHIL 275, SOC 230, WGST 201 or approved elective.
30.0	**TOTAL**

Background: The University of Regina (U of R) and the First Nations University of Canada (FNUniv) jointly offer an Indigenous Environmental Science degree program. Both institutions also offer their respective Bachelor of Business Administration and Bachelor in Administration degree. These four year degree programs, however, might be challenging for students who are not ready to commit to long term programs.

Moreover, many students are interested in Science but don't feel they have the necessary educational background to succeed, especially Indigenous students. With this new option, students who successfully complete the certificate might be willing to explore a four year degree in Science or Administration.

Rationale: The FNUniv at the U of R, in partnership with the Centre for Continuing Education (CCE) will offer a new Certificate in Indigenous Environmental Management. In this stepping stone certificate, students will complete foundational courses and will have the option to branch out into other degrees, especially Science and Administration degree programs. It is a good first year preparation option for students who will learn time management and organization skills and attain achievement and success in higher education. Completion of this certificate is also valuable for students who want to work in environmental management and science.

No new courses need to be developed. All of the courses are offered at the Regina campus. Some courses are offered at the FNUniv Prince Albert campus (ADMN 100, ENGL 100, MATH 103, STAT 100, STAT 160,) while others are offered online (ACAD 100, ADMN 100, ADMN 225, ENGL 100, ENVS 100, ENVS 200, INDG 100, Indigenous Language 100 Level).

(end of Motion)

3.5   Faculty of Education

3.5.1   Bachelor of Education (Indigenous Education) Degree Name Change
(Pending Approval at January Executive of Council)

> **MOTION:** To change the name of the Bachelor of Education (Indigenous Education) degrees, to Bachelor of Indigenous Education as listed below, effective 202020.

Four-Year Elementary ~~BEd~~ <u>Bachelor of Indigenous Education</u> Program
Four-Year Elementary ~~BEd~~ <u>Bachelor of Indigenous Education</u> Cree Immersion Program
Four-Year Elementary ~~BEd~~ <u>Bachelor of Indigenous Education</u> Dene Immersion Program
Elementary ~~BEd~~ <u>Bachelor of Indigenous Education</u> After Degree (BEAD) Program
Four-Year Secondary ~~BEd~~ <u>Bachelor of Indigenous Education</u> Program
Four-Year Secondary ~~BEd~~ <u>Bachelor of Indigenous Education</u> Program, Indigenous Studies Major
Secondary ~~BEd~~ <u>Bachelor of Indigenous Education</u> After Degree (BEAD) Program
Secondary ~~BEd~~ <u>Bachelor of Indigenous Education</u> After Degree (BEAD) Program, Indigenous Studies Major
Secondary ~~BEd~~ <u>Bachelor of Indigenous Education</u> After Degree (BEAD) Program, Visual Arts Major

Rationale: This name change aligns with our Faculty's commitment to honoring and recognizing Indigenous ways of knowing as part of our commitment to the TRC's Calls to Action. The move shifts Indigenous education from being a subject area with a Bachelor's of Education to being its own program area, affirming the unique lens that informs and underpins the program and its offerings.

(end of Motion)

3.5.2   New Certificate – Certificate for Internationally Trained Educators
(Pending Approval at January Executive of Council)

> **MOTION:** That the Certificate for Internationally Trained Educators be created as outlined below, effective 202020.

Certificate for Internationally Trained Educators	
Credit Hours	**Required courses**
3.0	ECS 100 or ECS 110 or Approved Ed elective
3.0	EPSY400 Working with Difference and Diversity
3.0	ECCU400 Treaties in the Classroom or Approved Ed Elective
3.0	One of ECS311/EFLD310/317 Elementary or ECS300 Secondary Pedagogy, Theory and Practice
6.0	EFLD 415 - Practicum Component
18 total credit hours	**PGPA 65% UGPA 60%**

Admissions Criteria:

Saskatchewan Teacher's Certificate Assessment letter from the Saskatchewan Professional Teachers Regulatory Board and Proficiency in English, according to the University of Regina Language Proficiency Regulations. Admission is available in all terms and will align with the University of Regina deadline dates.

Rationale: Saskatchewan Professional Teachers Regulatory Board (SPTRB) by-laws call for Internationally Educated Teachers (IET) (with degrees that have less than 48 credit hours in education) to complete a bridging certificate to be eligible to be certified in Saskatchewan. This 18 credit hour certificate serves in the same capacity as the IET certificate at the U of S, to better serve the IET's who live in the Regina area. The certificate draws on existing courses, while also providing opportunities to gain field experience in the Saskatchewan context. The certificate is supported by SPTRB and meets their criteria for IET bridging certificates.

(end of Motion)

3.6   Faculty of Science

3.6.1   BSc and BSc Honours with Combined Major in Mathematics and Computer Science

> **MOTION:** To make the BSc and BSc Honours with Combined Major in Mathematics and Computer Science historical as outlined below, effective 202020.

BSc and BSc Honours with Combined Major in Computer Science and Mathematics

Please see the Department of Computer Science Section of the Calendar for information concerning this program.

~~**BSc with Combined Major in Mathematics and Computer Science**~~

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

~~Credit hours~~	~~BSc with Combined Major in Mathematics and Computer Science Required Courses~~
~~3.0~~	~~CS 110~~
~~3.0~~	~~CS 115~~
~~3.0~~	~~CS 201~~
~~3.0~~	~~CS 210~~
~~3.0~~	~~CS 215~~
~~3.0~~	~~CS or MATH 261~~
~~3.0~~	~~CS 310~~
~~3.0~~	~~CS 320~~
~~3.0~~	~~CS 340~~
~~3.0~~	~~CS or MATH 361~~
~~3.0~~	~~MATH 110~~
~~3.0~~	~~MATH 111~~
~~3.0~~	~~MATH 122~~
~~3.0~~	~~MATH 213~~
~~3.0~~	~~MATH 217~~
~~3.0~~	~~MATH 221~~

Credit hours	BSc with Combined Major in Mathematics and Computer Science Required Courses
3.0	MATH 222
3.0	MATH 223
3.0	MATH 305
3.0	MATH 312
3.0	MATH 327
3.0	STAT 160
3.0	
3.0	Three courses from: MATH 301, 322, 323, 329, 381, CS 350, 410, 411, 412
3.0	
75.0	Subtotal: Major Requirements 65.00% Major GPA required
3.0	ENGL 100
3.0	ENGL 110
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Natural Science elective
3.0	Natural Science elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
120.0	Total: 65.00% Program GPA required

BSc Honours with Combined Major in Mathematics and Computer Science

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

Credit hours	BSc Honours with Combined Major in Mathematics and Computer Science Required Courses
3.0	CS 110
3.0	CS 115
3.0	CS 201
3.0	CS 210
3.0	CS 215
3.0	CS or MATH 261
3.0	CS 310
3.0	CS 320
3.0	CS 340
3.0	CS or MATH 361
3.0	CS 412
0.0	CS 498 or MATH 497
0.0	CS 499 or MATH 498
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	MATH 217
3.0	MATH 221

Credit hours	~~BSc Honours with Combined Major in Mathematics and Computer Science~~ ~~Required Courses~~
~~3.0~~	~~MATH 222~~
~~3.0~~	~~MATH 223~~
~~3.0~~	~~MATH 305~~
~~3.0~~	~~MATH 312~~
~~3.0~~	~~MATH 313~~
~~3.0~~	~~MATH 327~~
~~3.0~~	~~STAT 160~~
~~3.0~~	~~Two courses from: MATH 322, 323, 329, 427, CS 410, 411~~
~~3.0~~	
~~3.0~~	~~MATH 301, 381, CS 350, or 461~~
~~3.0~~	~~MATH 301, 381, CS 350, or 461~~
~~3.0~~	~~MATH 400 level or CS 400 level~~
~~3.0~~	~~MATH 400 level or CS 400 level~~
~~90.0~~	~~Subtotal: Major Requirements 75.00% Major GPA required~~
~~3.0~~	~~ENGL 100~~
~~3.0~~	~~ENGL 110~~
~~3.0~~	~~Arts, or Media, Art, and Performance elective~~
~~3.0~~	~~Arts, or Media, Art, and Performance elective~~
~~3.0~~	~~Arts, or Media, Art, and Performance elective~~
~~3.0~~	~~Arts, or Media, Art, and Performance elective~~
~~3.0~~	~~Natural Science elective~~
~~3.0~~	~~Natural Science elective~~
~~3.0~~	~~Open elective~~
~~3.0~~	~~Open elective~~
~~120.0~~	~~Total: 70.00% Program GPA required~~

Rationale: This Combined program is currently listed in both the CS and Math Departments under different names, and each has its own program code, although the required course listing is the same. When the program changes, or updates to courses are made, we need to make changes in both templates rather than just one. For the sake of consistency, it is preferred that we maintain the template in one department and make reference to it in the other. As the CS Dept. appears first alphabetically, it seems sensible to allow the program to appear there, and make a reference to the combined program in the Math Dept. Section. The intent is to make the major Combined Math and Computer Science historical.

(end of Motion)

3.6.2   Bachelor of Medical Imaging Revisions

MOTION: To revise the Bachelor of Medical Imaging program as follows:
- Change the program name from Bachelor of Medical Imaging (BMI) to Bachelor of Medical Radiation Technology (BMRT)
- Update the program as outlined in the template below
- Broaden the BMRT admission criteria to include all qualified MRT Diploma holders in addition to the currently admissible MRT Diploma holders from Saskatchewan Polytechnic.

Effective 202030.

~~**Bachelor of Medical Imaging (BMI) (Joint Program with Saskatchewan Polytechnic)**~~
~~For admission to the BMI program students must have completed the Diploma of Medical Radiologic Technology from Saskatchewan Polytechnic with a minimum GPA of 60% in addition to meeting the high school admission requirements. Graduation from a similar, Canadian, program may be used for admission to this program and will be reviewed on a case by case basis. Students meeting admission requirements will be granted 60.0 hours of block transfer credit toward this degree program.~~
~~Refer to the Admissions section and the faculty Time Limits, Graduation Requirements, and Conferral of Degrees and the BSc sections for additional important information.~~

Bachelor of Medical Radiation Technology (BMRT)

For admission to the BMRT program students must have completed a two year Medical Radiation Technology Diploma Program* in Canada recognized by Canadian Association of Medical Radiation Technologists (CAMRT), with a minimum GPA of 60.00 % in addition to meeting the high school admission requirements for the Faculty of Science. Internationally Educated Medical Radiation Technologists with CAMRT certification will be also considered. An example of such program is the Medical Radiologic Technology Diploma program at the Saskatchewan Polytechnic. Students meeting admission requirements will be granted 60 hours of block transfer credit toward this degree program. For further information refer to Department of Physics section. At least one of the electives (3 credit hours) has to be taken in Faculties of Science, Arts or Media Art and Performance.

*Medical Radiation Technology includes disciplines of Medical Radiological Technology, Nuclear Medicine Technology, Magnetic Resonance Technology, and Medical Radiation Therapy.

Credit Hours	~~Bachelor of Medical Imaging Required Courses after admission to University of Regina:~~ Bachelor of Medical Radiation Technology Required Courses after admission to University of Regina:
Year 3, Fall Term, University of Regina	
3.0	ENGL 100
3.0	~~PSYC 101~~ BUS 100
3.0	~~CHEM 104~~ CS 110
3.0	MATH 110
3.0	~~PHYS 109~~ SOC 222
Year 3, Winter Term, University of Regina	
3.0	ENGL 110
3.0	~~PSYC 102~~ BUS 260
3.0	~~CHEM 105~~ CHEM 104
3.0	~~CHEM 140~~ STAT 160
3.0	~~PHYS 112~~ PHYS 109
Year 4, Fall Term, University of Regina	

3.0	~~BIOC 220~~ PHYS 119
3.0	~~STAT 160~~ BUS 205
3.0	~~PHYS 319 (permission)~~ BUS 250
3.0	~~CS 110~~ ECON 201 or 253
3.0	Elective*
Year 4, Winter Term, University of Regina	
3.0	~~BIOC 221~~ PHYS 219
3.0	~~PSYC 210~~ ECON 353
3.0	~~SOC 222~~ PHIL 276
3.0	Elective*
3.0	Elective*
60.0	**University of Regina Subtotal: 65% Program GPA required**
~~*The required elective must be one of: BIOL 205, 305, 390, 465; BIOC 330; ANTH 343; ECON 353; PHIL 272; PSCI 339; SOC 325; JS 350, 381, 385; KIN 170, 180 240, 378; or SW 403, 416.~~ ~~A number of these courses may require special permission.~~ *At least one of the electives (3 credit hours) has to be taken in Faculties of Science, Arts, or Media, Art and Performance. Approved Science, Arts, or Media, Art and Performance electives: JS 350, 381; PHIL 273, 277; PSCI 439; SOC 325; PHYS 201, 242, 319 Other approved electives: KIN 285; BUS 201, 301, 306, 356, 358, 361, 362, 363, 364, 461, 462 The prerequisite for PHYS 242 is PHYS 201 and the prerequisite for BUS 301 is BUS 201,	

Rationale: The UofR/SaskPoly BMI program content/requirements were compared to equivalent programs at Dalhousie (Bachelor of Radiation Technology) and the accreditation requirements of the Canadian Association of Medical Radiation Technologists (CAMRT). It should be noted that the upgrading of credentials from Diploma in Medical Radiation Technology to the Bachelor of Medical Radiation Technology is usually intended as a career-path decision. As a result, the Dalhousie program contains a lot of Business and other relevant subject material that was absent from the BMI program. The UofR program also contained a number of Biochemistry classes that are not in equivalent programs elsewhere. This has been rectified, in an effort to make the program more appealing to practicing technicians. Lastly, the list of approved electives was out of date, containing classes that no longer exist, or classes that are of marginal importance to the program. The new list incorporates the required updates.

We also recommend a change in the title of the degree program, to Bachelor of Medical Radiation Technology (BMRT), to better reflect actual course content and intended student demographic.

The program entrance requirements should also be opened up to graduates of all Canadian Institutions and international applicants with diploma credentials recognized by CAMRT, rather than just those with a SaskPoly Diploma.

Competency Profiles for CAMRT recognized MRT diploma programs can be found at: https://www.camrt.ca/certification-3/current-competency-profiles/

(end of Motion)

3.6.3 New Diploma – Diploma in General Science
(Pending Approval at January Executive of Council)

> **MOTION:** To create the Diploma in General Science as outlined below. Students may be admitted to the Diploma in General Science as fully qualified or science qualifying students, effective 202020.

Diploma in General Science

The Diploma in General Science is designed to introduce students to the methods and values of scientific inquiry. It encourages students to identify a field of study that interests them and to develop a deeper understanding of that field.

Eligibility requires that students complete courses representative of core science competencies and a concentration of courses in a particular field of study offered by the Faculty of Science. A maximum of 30.0 credit hours of eligible transfer credit may be used to meet the program requirements, and transfer credit may not be used to meet greater than half of the credits required to complete the concentration. (At least half of the credits used to meet the concentration requirements and program requirements must be completed at the University of Regina, as outlined in the Faculty of Science Residency Requirements).

Students who have earned a previous degree in Science or Engineering at a Canadian post-secondary institution, or students who have completed the required courses while enrolled in a degree program at the University of Regina, will not be eligible for admissions into the General Science Diploma program.

Credit hours	Diploma in General Science
3.0	BIOL 100
3.0	BIOL 101
3.0	CHEM 104
3.0	CHEM 105 or 140
3.0	CS 110
3.0	ENGL 100
3.0	ENGL 110
3.0	GEOL 102
3.0	MATH 103 or 110
3.0	MATH 111 or 112
3.0	PHYS 109 or 111
3.0	PHYS 119 or 112
3.0	STAT 100 or 160
12.0 – 18.0	**Completion of a Concentration in Science** Options include: Biology, Biochemistry, Chemistry, Geology, Applied Mathematics, Pure Mathematics, Statistics, Physics
3.0	Arts, Media, Art, and Performance course
0.0-6.0	Science, Arts, or Media, Art, and Performance course(s)
60.0 Total credit hours	**65% PGPA and 60% UGPA**

*For the purposes of the Diploma in General Science, requirements for a Concentration in Science corresponds with the Minor requirements outlined in the Department section for each discipline.

(end of Motion)

3.7 UR International and Enrolment Services

3.7.1 Addition to the Approved Tests of Proficiency in English Admission Requirements (Pending Approval at January Executive of Council)

> **MOTION:** To create the Diploma in General Science as outlined below. Students may be admitted to the Diploma in General Science as fully qualified or science qualifying students, effective 202020.

On page 5 of the Undergraduate Calendar, add two options under the "Approved Tests of Proficiency in English" list as outlined below:

Approved Tests of Proficiency in English

    ....

9. Cambridge Certificate in Advanced English (CAE), also known as C1 Advanced, formerly known as Cambridge English: Advanced

    With an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking),

10. Cambridge Certificate of Proficiency in English (CPE), also known as C2 Proficiency, formerly known as Cambridge English: Proficiency

    With an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).

Rationale: We propose this ELP update to bring us more in-line with other Canadian Comprehensive Universities. The Faculty of Nursing is exempt because of the regulatory body has specific requirements.

(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 THE FACULTY OF GRADUATE STUDIES AND RESEARCH**

    1.1   Faculty of Arts

        1.1.1   Course Change

            Executive of Council approved that GEOG 839 - Remote Sensing of the Environment course description change, effective 202010.

    1.2   Faculty of Engineering and Applied Science

        1.2.1   New Course

            Executive of Council approved that ENPC 831 - Industrial Gas Processing be created, effective 202010.

        1.2.2   New Course Change

            Executive of Council approved that the directed reading course ENEV 886CT be converted to a new regular course ENEV 854, effective 202010.

    1.3   Faculty of Science

        1.3.1   Historical Course

            Executive of Council approved that CS 903 - Computer Science Project Continuation be made historical, effective 202010.

        1.3.2   New Courses

            Executive of Council approved that the following two new courses be created, effective 202020.
            PHYS 871 – Experimental Methods of Subatomic Physics
            PHYS 885 – Approved Summer School

1.4   Johnson-Shoyama Graduate School of Public Policy

1.4.1   New Courses

Executive of Council approved that the following new courses be created, effective 202010.
JSGS 843 - Data Science for Health Analytics and Decision Support
JSGS 856 - Health Information Privacy Policy
JSGS 858 - Enterprise Information Management
JSGS 887 - Clinical Terminologies and Classification Systems
JSGS 888 - Health Informatics and Health Information Technology

2.   COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1   Faculty of Arts

2.1.1   Revision to the Bachelor of Arts Honours in History

Executive of Council approved to revise the Bachelor of Arts Honours in History program requirements, effective 202020.

2.1.2   Revision to the Catholic Studies Minor
(Pending Approval at January Executive of Council)

Executive of Council approved to revise the requirements for the minor in Catholic Studies, effective 202020.

2.1.3   Revision to the Diploma in Justice Studies Program
(Pending Approval at January Executive of Council)

Executive of Council approved to update the program template for the Diploma in Justice Studies to include JS 484, effective 202020.

2.1.4   Revision to the Bachelor of Arts in Philosophy, Politics, and Economics
(Pending Approval at January Executive of Council)

Executive of Council approved to revise the Philosophy requirements within the Bachelor of Arts in Philosophy, Politics, and Economics, effective 202020.

2.1.5   Revision to the Bachelor of Arts and Bachelor of Arts Honours in International Studies
(Pending Approval at January Executive of Council)

Executive of Council approved to create Minors in International Studies; International Affairs; International Development; European Studies; and Asian Studies, effective 202020.

2.2   Faculty of Education

    2.2.1   BAC en éducation – Language Exam
        (Pending Approval at January Executive of Council)

        Executive of Council approved that changes be made to the Bac en éducation
        section of the Undergraduate Calendar, effective 202020.

    2.2.2   Revision to the Bachelor of Education Indigenous Education
        (Pending Approval at January Executive of Council)

        Executive of Council approved that the First Nations' Outdoor Education subject
        area and its acronym of EIOE be changed to Education Land Based Pedagogy with
        the new acronym of ELBP, effective 202020.

    2.2.3   Revision to the Yukon Native Teacher Education Program
        (Pending Approval at Executive of Council)

        Executive of Council approved that EFLD 060 (0) be removed from the Yukon Native
        Teacher Education Program (YNTEP) Elementary BEd After Degree (BEAD) Program,
        effective 202020.

2.3   Faculty of Engineering and Applied Science

    2.3.1   Humanities Electives in all Engineering Programs

        Executive of Council approved to accept any course from the Faculty of Arts or La
        Cité to fulfill the Social Science and Humanities elective requirement, effective
        202020.

    2.3.2   Engineering and Applied Science Co-operative Education Program

        Executive of Council approved to add a note to the Engineering and Applied Science
        Coop and Internship admission sections of the calendar, effective 202020.

2.4   Faculty of Kinesiology and Health Studies

    2.4.1   Revision to the Sport and Recreation Management Electives
        (Pending Approval at January Executive of Council)

        Executive of Council approved to add SRS 132 (Live Event Production and Sport
        Communication) to the list of major elective courses within the Sport and
        Recreation Management (SRM), and Sport and Recreation Management Internship
        (SRMI) majors, effective 202020.

2.5   Faculty of Media, Art and Performance

    2.5.1   Revision to the Bachelor of Arts in Media, Art and Performance (Pop Culture Concentration)
        (Pending Approval at January Executive of Council)

        Executive of Council approved that the Bachelor of Arts in Media, Art, and Performance (Pop Culture Concentration) be revised, effective 202030.

    2.5.2   Revision to the Minor in Pop Culture
        (Pending Approval at January Executive of Council)

        Executive of Council approved that the MAP Minor in Pop Culture be revised, effective 202030.

    2.5.3   Revision to Bachelor of Arts in Media, Art and Performance (Creative Technologies Concentration)
        (Pending Approval at January Executive of Council)

        Executive of Council approved that revisions to the Bachelor of Arts in Media, Art and Performance (Creative Technologies Concentration) be made, effective 202030.

    2.5.4   Revision to the Bachelor of Fine Arts in Visual Arts
        (Pending Approval at January Executive of Council)

        Executive of Council approved to revise the Bachelor of Fine Arts in Visual Arts, effective 202020.

    2.5.5   Revision to the Post Baccalaureate Certificate in Visual Arts
        (Pending Approval at January Executive of Council)

        Executive of Council approved to revise the template for the Post Baccalaureate Certificate in Visual Arts, effective 202020.

2.6   Faculty of Nursing

    2.6.1   Time Limits
        (Pending Approval at January Executive of Council)

        Executive of Council approved that the revisions to Time Limits section of the Faculty of Nursing section in the calendar be approved, effective 202020.

2.7   Faculty of Science

    2.7.1   BSc in Computer Science, Creative Technologies Concentration Revisions

        Executive of Council approved to update the BSc in Computer Science with a Concentration in Creative Technologies, effective 202020.

    2.7.2   Creative Technologies Minor

        Executive of Council approved to update the minor in Creative Technologies, effective 202020.

    2.7.3   Revision to the BSc in Indigenous Environmental Science, in conjunction with First Nations University of Canada
        (Pending Approval at January Executive of Council)

        Executive of Council approved to revise the BSc in Indigenous Environmental Science program such that all ENHS courses are no longer acceptable courses to satisfy the program's requirements and to add BIOL 380 and BIOL 385 to the list of approved electives, effective 202020.

    2.7.4   Revision to the BSc in Psychology and BSc Honours in Psychology, in conjunction with the Department of Psychology
        (Pending Approval at January Executive of Council)

        Executive of Council approved to replace two "Science, Arts, or Media, Art and Performance electives with two "Open Electives" in the BSc Psychology degree AND to replace six "Science, Arts, or Media, Art and Performance electives with six "Open Electives' in the BSc Honours Psychology degree, effective 202020.

2.8   Faculty of Social Work

    2.8.1   Undergraduate Practicum Application Deadlines
        (Pending Approval at January Executive of Council)

        Executive of Council approved to change Undergraduate Practicum Application Deadlines and update them in the Undergraduate Calendar, effective 202020.

    2.8.2   Policy on Prior Learning Assessment and Recognition
        (Pending Approval at January Executive of Council)

        Executive of Council approved that the Policy on Learning Assessment and Recognition be revised, effective 202020.

2.9   Registrar's Office

     2.9.1   Revision to Tuition & Fees Section of the Undergraduate Calendar
                (Pending Approval at January Executive of Council)

                Executive of Council approved that the <u>Tuition & Fees</u> section (page 33) of the
                Undergraduate Calendar include the addition of a section defining fee assessment
                for Diplomatic, consular, or other representatives, effective 202020.

3.   Council Nominating Committee

     3.1   Replacements on Council Committees Requiring Council Membership

           Executive of Council approved the individuals listed be approved to serve on the
           Committees of Council.

4.   University Council

     4.1   Revision to the Council Rules and Regulations

           Council approved the revisions to the Council Rules and Regulations.

     4.2   Climate Action and Environmental Stewardship

           Council recommended to the President that the University of Regina recognizes that we face
           a climate emergency and commits to being a leader in our community through climate
           action for decarbonisation.

           Council recommended to the President that the University of Regina monitor and publicly
           report that the University's resource consumptions (energy and water use, waste
           generation, greenhouse gas emissions, and other environmental metrics) each year, and set
           targets within each institutional strategic plan to improve these metrics.

PROPOSAL TO ESTABLISH A NEW MASTER OF HEALTH ADMINISTRATION CONCENTRATION

OVERVIEW

A new concentration in Health Informatics and Information Management (HIIM) to be offered under the Master of Health Administration (MHA) program is being proposed. The aim is for this MHA degree track to be accredited by the Canadian College of Health Information Management (CCHIM) / Canadian Health Information Management Association (CHIMA), or international equivalent, which would enable graduates to challenge a credentialing examination and thereafter practice as fully qualified health information management (HIM) professionals.

CURRICULAR DETAILS

The Master of Health Administration with a concentration in Health Informatics and Information Management consists of a total of 10 courses (30 credit hours). The degree track has eight required courses and two electives. Five of the courses are new, the remaining three required and two elective courses are provided through the current MHA curriculum.

The concentration consists of the following required courses:

JSGS 814 Biostatistics for Public Health (3-0-3)

Biostatistics for Public Health offers an introduction to statistical concepts and methods essential for understanding evidence generated by quantitative studies and for the practical application of basic statistical principles. The focus is on developing foundational knowledge on statistical approaches and on the application of appropriate tools and methods.

JSGS 8** Clinical Terminologies and Classification Systems (3-0-3)

This course introduces the principles of taxonomy and purposes of controlled terminologies and classification systems used in Canada and internationally. It addresses the importance of standards conformance, design of semantically interoperable infostructures, and the processes, policies and procedures used in the collection, coding, and mapping of health data. Labs require working with health data sets and data tools.

JSGS 8** Data Science for Analytics and Decision Support (3-0-3)

In this course you will learn the key data literacy and data analysis skills required to investigate complex data sets to answer pressing health care questions and effectively communicate results to peers. Taking a broad-but-shallow approach, the course follows the stages of the cross-industry standard process for data mining (CRISP-DM) data life cycle; you will learn to import and filter data using databases, how to

prepare data for analysis, to choose appropriate data visualizations, to perform exploratory data analysis to understand the properties of data, to use modern machine learning techniques to analyze data, and how best to present your findings and use them to inform evidence-based decision making.

JSGS 8** Health Information Privacy Policy (3-0-0)

This course covers legislation, regulation and standards governing access, use, and disclosure of health information, the ethics of information privacy, privacy program management, and privacy by design. Students will examine privacy, compliance, and risk policies and procedures, as well as emergent issues such as medical identity theft and fraud, genomic privacy, and social media health platform privacy.

JSGS 8** Enterprise Information Management (3-0-0)

An in-depth analysis of health information functions critical to health care operations; enterprise information governance with a focus on information as a strategic asset; and the role of health information professionals in quality improvement, care coordination, and performance and utilization management. Implementing strategic and organizational change and integrating best practices in project management will also be covered.

JSGS 8** Health Informatics and Health Information Technology (3-0-0)

An integrative course on information technology used for tactical and strategic decision making in all facets of health care. Focuses on defining information needs, interpreting the capabilities of health information systems, setting forth feasible alternatives, adhering to international and national standards, and guiding the diffusion of information technology.

JSGS 830 MHA Residency I and II (3-0-0)

These three-day, in person courses can be taken in either order and are worth 1.5 credits each. Each residency will focus largely on group exercises including case studies, management simulations, breakouts and presentations. Each residency will have different guiding themes including strategic planning, coaching and communication skills, and management and evaluating quality improvement initiatives.

JSGS 834 Financial Management of Heatlhcare Organizations (3-0-0)

This course covers the financial management function in health care organizations including operating and capital budgeting processes along with budgetary and financial controls. There will be extensive use of financial analysis tools for the health care organization and skills needed to develop basic finance and accounting foundations will be reviewed.

MARKET DEMAND AND NEED FOR CONCENTRATION

The new concentration will leverage important synergies between the health administration and HIIM disciplines. The courses should appeal to new and current students interested in the varied health care administration and senior management roles that HIIM professionals assume in practice (e.g., chief information officer, privacy officer, HIM director). Graduates will be prepared to work in domains spanning business intelligence and sustainability, data quality and information management, health information analytics and research, data and information governance policy and standards, information technology, organization and behavioral management, and privacy and security. A number of professional associations have created career tools that provide more information about the range of new roles and potential career paths for graduates trained in HIIM.[1] [2] [3]

In the last five years, hiring requirements (replacement demand + growth demand) for HIIM professionals in Canada were estimated to range from 6, 200 to 12, 200 − an employment growth rate of the order of 15% to 30%.[4] Hiring demands in the public and private sectors are expected to remain high as investment in digital health innovation increases and new data-driven roles and skills are defined. When looking at HIM specifically, at present approximately 250 individuals join the HIM profession each year and the net growth rate year-over-year of certified HIM professionals is lowering as retirements increase. The HIM professional-to-population ratio remains low at 13 per 100, 000 population in 2017 with provincial variation from 10 to 30 professional per 100, 000 population.[5] Employers often struggle to fill positions with certified members and critical work shortages are common, especially in rural and remote communities. Industry is also faced with a shortage of qualified professionals positioned for HIM leadership and management. Some organizations have attempted to recruit other professionals into traditional HIM leadership roles. Using untrained and unqualified professionals, for example professionals who may lack a full appreciation of the importance of compliance risk for an organization, has in several cases led to high risk organizational changes before adverse impacts were fully realized. As such, there has been pressure from industry for accessible educational programming that adequately prepares graduates and meets recruitment needs.

The need for advanced practice graduate HIIM training in Canada is influenced by a confluence of social and market forces, not least of which are labour shortages due to retirements, expanded health system uses of data, and the depth of training and body of knowledge required for HIIM professionals to keep pace with technological advances and the health professions with whom they work closely. There are limited educational pathways available for graduate studies in HIM specifically and HIM programs are becoming increasingly competitive with applicant waitlists. Bringing together faculty members whose expertise cross disciplines is critical at the graduate degree level. The American Health Information Management Association (AHIMA) recommend that, "the faculty expertise needed to teach the varied

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[1] Canadian Health Information Management Association. CHIMA Career Matrix. Available at
https://www.echima.ca/public/CareerMatrix/index.html

[2] Digital Health Canada: Canada's Health Informatics Association. Health Informatics Professional Career Matrix. Available at:
https://digitalhealthcanada.com/wp-content/uploads/2017/12/HIP-Career-Matrix.pdf

[3] American Health Information Management Association (AHIMA). Health Information Careers – Career Mapping. Available at:
https://my.ahima.org/careermap

[4] Canada Health Infoway, COACH: Canada's Health Informatics Association, Information and Communications Technology Council, Canadian Health Information Management Association, and ITAC Health. "Health Informatics & Health Information Management Human Resources - Outlook 2014 - 2019 -." Health Informatics & Health Information Management Human Resources - Outlook 2014 -. June 2014. Available at:
https://www.echima.ca/uploaded/pdf/reports/HI-HIM-HR-Outlook-Report-Final-w-design.pdf

[5] Canadian Institute for Health Information. Health Workforce Database, 2017 — Data Tables. Ottawa, ON: CIHI; 2018.

and complex topics must be drawn from a number of specific disciplines, as well as from HIM practitioners" (p. 18). [6]

The HIM profession also requires professional practice models designed around specialty graduate degrees ─ a condensed foundational core of HIM courses with specialization in specific disciplines such as health administration at the program level. This educational framework has been endorsed by Canadian academics involved in curriculum development for leading accrediting bodies as well as the American Health Information Management Association. [7] [8] In a recent study conducted at the University of Regina that explored the factors that influence leadership development of HIM, health leaders interviewed considered the incorporation of HIM educational content into other programs (e.g., Masters of Health Administration, Masters of Business Administration) as important for future health leaders to support an increased understanding and use of clinical and administrative data.[9] An advanced level, condensed HIM program should be developed for senior health leaders responsible for information management, information systems, information technology, and finance areas. Additionally, course content related to HIM should be incorporated into Masters' programs as a course elective for those individuals who plan a career in health administration. The findings of this study underscore the urgency of addressing the education gap as the need for senior HIM expertise has long-term implications for health practice and policy related to electronic health information systems and technological advancement, funding and resource allocation, and the relevance of the HIM profession itself.

At present, there are no master's degree-level programs in HIM available in Canada making this proposed track the first of its kind to seek CCHIM or international accreditation. There are however a number of health informatics (HI) and health information science (HIS) graduate degree programs in Canada:

- University of Victoria's online Master of Health Information Science (MHIS) (https://www.uvic.ca/hsd/hinf/graduate/index.php)
- McMaster University's eHealth MSc (https://ehealth.mcmaster.ca/)
- University of Waterloo's online Master of Health Informatics (MHI) (https://uwaterloo.ca/public-health-and-health-systems/future-graduate-students/professional-programs/master-health-informatics)
- Western University's Master of Health Information Science (MHIS) (https://www.fims.uwo.ca/programs/graduate_programs/master_of_health_information_science/index.html)
- University of Ontario Institute of Technology's Master of Health Science in Health Informatics (https://businessandit.ontariotechu.ca/graduate/master-of-health-science-in-health-informatics/index.php)

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[6] American Health Information Management Association (AHIMA). (2017). HIM Reimagined: Transformation starts with you – White paper. Available at: https://www.ahima.org/about/him-reimagined/himr?tabid=whitepaper

[7] Gibson, C. J., Dixon, B. E., & Abrams, K. (2015). Convergent evolution of health information management and health informatics: a perspective on the future of information professionals in health care. Applied clinical informatics, 6(1), 163–184.

[8] American Health Information Management Association (AHIMA). (2017). HIM Reimagined: Transformation starts with you – White paper. Available at: https://www.ahima.org/about/him-reimagined/himr?tabid=whitepaper

[9] Abrams, K.J. (2016). Leadership and Health Information Management in Canada (unpublished doctoral dissertation). Regina, Saskatchewan: oURspace University of Regina Institutional Repository. Copyright 2016 by K. J. Abrams

- Dalhousie University's Master of Health Informatics (MHI)
  (https://www.dal.ca/academics/programs/graduate/health-informatics.html)
- University of Toronto's Master of Health Informatics (MHI)
  (https://ihpme.utoronto.ca/academics/pp/mhi/)
- University of Toronto's executive Master of Health Informatics (MHI)
  (https://ihpme.utoronto.ca/academics/pp/mhi/)

In addition, graduate diplomas and certificates in HIM, HI and HIS are starting to emerge, most notably:

- University of Victoria's CCHIM accredited one-year online graduate certificate in health terminology standards (specialty program)
  (https://www.uvic.ca/hsd/hinf/graduate/certificate/index.php)
- McMaster University's CCHIM accredited two-year online graduate diploma in health information management (https://www.mcmastercce.ca/him-plus-diploma-requirements)

In the United States of America (US), HI and HIM programs are indexed by the Commission on Accreditation for Health Informatics and Health Information Management Education (CAHIIM).[10] Currently, seven CAHIIM accredited Master's of Health Information Management (MHIM) programs and 20 accredited MHI programs are offered in the US of which five and 18 programs are distributed online, respectively. The world's first blended online learning advance-practice Doctor of Health Information Management (DHIM) is currently under development in the U.S.

STUDENT DEMAND

It is anticipated that the concentration will primarily attract individuals working in health care organizations across Canada. Some of these individuals may already be certified HIM professionals who are interested in further education to meet advanced education job entry requirements for career progression. Many others will be motivated by becoming a certified HIM professional including second-career prospects and professionals in related disciplines such as information technology professionals working in health care. In addition to HIM-specific professions, some graduates may join the program to enter the informatics field and upon graduation they may qualify to take the Certified Association in Health Information and Management Systems (CAHIMS) examination, earning CAHIMS-CA certification after gaining three years of information and management systems experience. Health care professionals in medicine, nursing, and other allied health professions may see an opportunity to attain a specialty that builds on their biomedical content expertise and knowledge of patient care processes. Physicians, nurses and allied health professionals are important to reach because they are well positioned to be champions of health care change among their peers particularly in clinical informatics roles (e.g., chief medical informatics officer, informaticists).

Employers may be interested in funding education for new employees and providing opportunities for tenured employees as succession planning for retirements increases. A gap currently exists between educational programs and industry needs. HIM hiring managers have voiced concern that before graduates can assume higher order responsibilities, such as the analysis and interpretation of reports, they have had to provide them several months of applied in-service training in areas including health data representation and governance, health data standards, and health information privacy, compliance and risk

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[10] Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Program Directory. Available at https://www.cahiim.org/programs/program-directory

management. The proposed concentration was designed with this gap in mind. The proposed professional program can also meet regional market needs that call for online training that is applicable and transferable to markets outside of Ontario, including rural and remote communities across Canada experiencing critical HIIM workforce shortages.

The U.S. is a potential market. Although there are comparative differences between health care systems in the two countries, the leadership style employed in managing health organizations and the strategies utilized to implement health care policies are similar. Presently, CHIMA is working on a new program graduate reciprocal agreement with AHIMA, which would enable graduates to complete HIM studies in Canada and work as professionals in the U.S.

Although it is not the primary focus, there is potential to be recognized as a leading destination for international students. It is anticipated that the HIIM track could attract students from other countries such as Qatar, Saudi Arabia, Kuwait and the United Arab Emirates. These countries have health systems and digital health infostructure objectives that are in many ways similar to Canada. CHIMA has been in negotiations with government officials of these countries who have expressed their interest in funding international graduate training for their staff.

SUMMARY

The concentration in Health Informatics and Information Management is designed around traditional HIM subject matter (e.g., privacy, data coding and classification, health data standards) while also integrating newer areas of core competency (e.g., informatics, data science and analytics, information governance) to be responsive to future health information needs. As an advanced-practice professional degree, students will strengthen analytical and evaluation skills, knowledge of health system collection and use of data, and overall leadership and strategic thinking abilities. The interdisciplinary and health systems perspective is important for the success of the concentration given the diverse professionals in disciplines related to HIIM who may enroll and the clinical, financial, technological and administrative bridging roles and functions that HIIM professionals assume at all levels of the health system and across settings. Overall, this track will allow its graduates to lead in the discipline and practice of HIIM and step into new industry roles and functions as the health system undergoes change.

FOUNDATION DOCUMENT
Child Trauma Research Centre

University of Regina
November 19, 2019

CTRC Foundation Document

Table of Contents

CTRC Foundation Document

Rationale

Trauma experienced by children is a pressing and critical societal issue. It can originate from experience including but not limited to: abuse; neglect; serious illness or injury; loss and separation; displacement; and exposure to violence. Trauma can be exacerbated by environmental and socioeconomic conditions, marginalization and discrimination[1]. Although trauma research is growing, there is a lack of research services in the province of Saskatchewan that coordinate and disseminate knowledge across different programs and stakeholders. The Child Trauma Research Centre (CTRC) will address this research void and act as a nexus for research, dissemination and advocacy with/in and for community. The Centre will do so by promoting partnerships between academia, government, service providers and community organizations with a transdisciplinary and multi-sectoral approach.

While a wealth of literature and research in relation with childhood trauma exists, it is often contextually specific, making it more difficult to create and deliver cohesive, intersectional, community-oriented/ based, holistic, and evidence-driven/strength-based interventions and support. A primary goal for the CTRC is to bring together the resources and opportunities for research in innovative ways; to be an agent supporting the shaping of the practical applications of the leading-edge research being conducted by associated faculty. The CTRC will not only support the excellent and important work already being done, but will extend it, through collaboration, in ways that would be impossible to achieve otherwise, by working with/in and for community. In so doing, it will support the children, families, and communities whose lives have been shaped by trauma.

Environmental Scan

The Child Trauma Research Centre (CTRC), through the development of strategic partnerships and coordination of resources across sectors, organizations and government will provide research capability and capacity in an integrated system to help address the significant mental and physical health effects resulting from childhood trauma in Saskatchewan and the Prairies.

The Government of Saskatchewan has highlighted early childhood intervention and mental health as priorities, which are directly related to the prevention and treatment of childhood trauma. The most recent Saskatchewan Throne Speech (Oct 23, 2019)

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[1] Brokenleg, M. (2012). Transforming cultural trauma into resilience. *Reclaiming Children and Youth*, *21*(3), 9-13.

identified improving the safety and wellbeing of First Nations Children, and reducing the number of children who need to come under the Province's care as key provincial priorities.

Child abuse is estimated to cost more than $650 million annually in Saskatchewan, and more than $16 billion every year in Canada[2]. Yet childhood trauma has historically not received the attention it deserves relative to the depths of the effects it has in Canada. Exposure to adverse childhood experiences and trauma affects individuals, families, and communities presently and in in the future. For example, in Saskatchewan, where the rates of police-reported family violence and intimate partner violence – often witnessed by children - are the highest in the country[3], child trauma is particularly relevant.

Much contemporary research shows that adverse childhood experiences can lead not only to long-term personal consequences, but also to significant social and economic impacts. For example, according to the Calgary and Area Child Advocacy Centre, one in every three Canadians reports experiencing some form of abuse as a child and that children who have been abused are:
- ➢ 30% less likely to graduate from high school
- ➢ 4 times more likely to be arrested as a youth
- ➢ 4 times more likely to report self-harm or suicidal ideas
- ➢ 4 times as many contacts with mental health services
- ➢ 26 times more likely to experience homelessness[4]

While other institutions across Canada[5] are doing trauma research (such as the Resilience Centre in Halifax, or the Center for Research on Children and Families in Montreal) and other centres advocate, train and facilitate treatment with respect to child trauma, especially related to child abuse, we have been unable to identify Canadian organizations that focus predominantly on research on child trauma issues. A Child Trauma Research Centre located at the University of Regina would address a major gap on both the Saskatchewan and the Canadian landscapes.

For more information as to why the CTRC should be at the University of Regina, please see **Appendix A**.

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[2] Bowlus A, McKenna K, Day T, Wright D: The Economic Costs and Consequences of Child Abuse in Canada. Ottawa: Law Commission of Canada; 2003.
[3] Please see the 2018 Saskatchewan Domestic Violence Death Review Report
[4] For more information, please see https://calgarycac.ca/the-issue/
[5] Please see Appendix A for a summary of the work being done in other institutions.

Alignment with University of Regina's Strategic Plan

As one who serves…
The University of Regina's Motto – "As One Who Serves" – inspires all aspects of this Centre's work. We are committed not only to research, but also to the students we can support through the Centre, and to the communities in which we find ourselves.
The CTRC is committed to serving as a nexus for trauma research that brings together governments, faculty, researchers, community partners, and service providers in innovative, meaningful, and efficient ways that aim to connect research and practice.
The CTRC is also committed to serving the community by providing leading-edge and sustained research in new, multiple, and diverse aspects of child trauma.

Together we are stronger…
The University of Regina's Strategic Plan, 2015-2020 foregrounds how in working, being, and living together all is made stronger. The CTRC's vision and mission support, sustain, and are inspired by this foundational aspect. We will work together with all stakeholders. Multi- and trans-sectoral stakeholders will shape the research being conducted and will then use the research to shape further interactions. It is a circle that draws us all together, so that we, and the communities we serve, are stronger. The University of Regina has a strong commitment to serving our community/ies, and to social responsibility.

In alignment with the University of Regina's Strategic Plan 2015-2020 document,[6] and the University of Regina's Strategic Research Plan 2016-2021[7], the CTRC will serve as a nexus to provide connections and partnerships among students, faculty, researchers, government officials, service providers, program developers, and community members, and will support the three pillars (Student Success, Research Impact, and Commitment to our Communities) of the 2015-2020 Strategic Plan, by attending to University's following research objectives:

> ➢ Strengthen support required for students and researchers to deliver high impact outcomes
> ➢ Advance the profile and awareness of research successes locally, provincially, nationally and internationally
> ➢ Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada

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[6] University of Regina's Strategic Plan: *peyak aski kikawinaw: Together We Are Stronger,* 2015-2020: https://www.uregina.ca/strategic-plan/assets/docs/pdf/sp-2015-20-together-we-are-stronger.pdf
[7] https://www.uregina.ca/research/assets/images/graphics/SRP%202016-2021%20final%20September%202016_web.pdf

- ➢ Develop and implement processes, procedures and tools to help ensure the University's strategic research plan is actualized
- ➢ Increase research revenues
- ➢ Facilitate and support high quality research with dissemination practices including public engagement.

For more detailed exploration of the CTRC's alignment possibilities, please see **Appendix B**

Duration

The intention is for the CTRC to become a permanent research centre at the University of Regina, and thus, the duration is described as indefinite, as the CTRC will be structured to become fiscally self-sustaining through our funding model (as shown in the section entitled Funding) and through our ongoing engagements with and commitments to stakeholders.

Partnerships & Relationships

Partnerships and relationships will be foundational to the CTRC's core commitments. Already relationships have been built and grown with government, faculty, community groups, service providers, and program developers.

The CTRC has also secured a partnership with the University of McGill to become a member of the Canadian Consortium on Child Trauma and Trauma-Informed Practice. This is a 7 year partnership aimed at creating a national network of research and service institutions working toward best practices in child trauma.

The CTRC will continue to pursue partnerships with organizations such as (but not limited to): the Paul Martin Family Foundation, the Child Care Advocacy Association of Canada, the Childcare Resource and Research Unit, the Canadian Child Care Federation, the Calgary and Area Child Advocacy Centre, etc.

Management/ Organizational Structure
The CTRC will be a university-based centre, under the authority of the Vice-President (Research). Establishment of the Centre will follow a decision made by the Board of Governors of the University of Regina.

Appointment and Role of the Director

```
VP (Research)

                                                    Program/ Operations
                                                         Manager

                                                    Storyteller (KT/ KM)
                    CTRC Director
                                                   Finance and Development
                                                      Specialist (2021)

                    Advisory Board (2021)
                                                    Post Docs/ Grad Students
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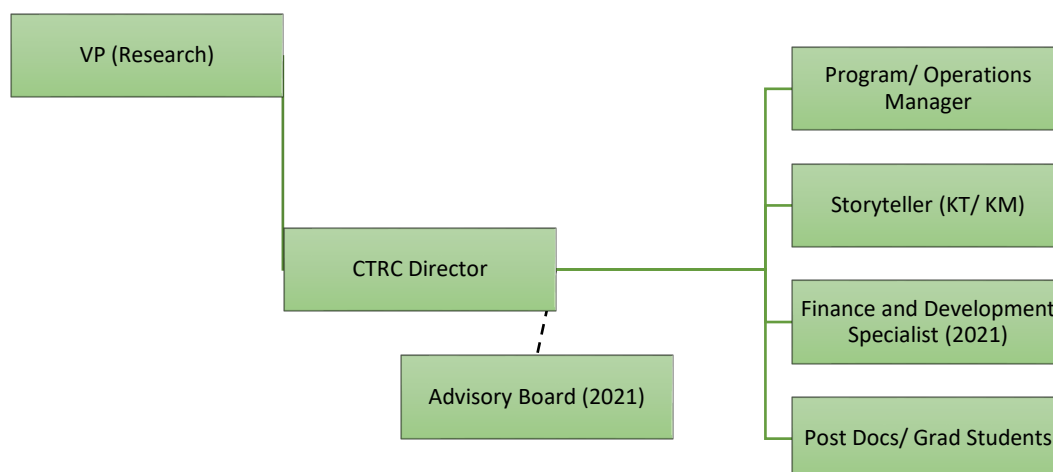
The Director will have both research and administrative responsibility. The Director will report to the Office of the Vice-President (Research). The first Director will be chosen with final interview/approval coming from the Associate Vice-President (Research).

The typical term for the Director will be two to five years, with the possibility of reappointment to a maximum of 10 years.

The Director may also hold a Faculty Appointment.

The Director is responsible for:

- Overseeing operations and administration of the Centre (budget, funding, staffing, research, reporting);
- strategic and implementation planning (annual and multi-year) with objective and performance targets;
- relationship building, growing, and sustaining with donors, government, and key stakeholders
- annual reporting to various stakeholder groups (the University, donors, etc.);
- the promotion of the Centre to attract new stakeholders, partners, participants, researchers, community partners, service providers, and funders;
- reporting to the Associate Vice-President (Research) or delegate;
- working with an Advisory Board (2021 onward); and,
- supporting, training, and mentoring post-doctoral fellows, graduate students, and undergraduate students affiliated with the Centre.

Staffing Requirements

The Centre will be staffed within its financial means remaining true to the guideline of being self-sufficient. Critical hires will consist of, but not be limited to:

- Director
- Program/ Operations Manager
- Knowledge Translator/ Storyteller
- Finance and Development Specialist
- Practitioner-in-Residence (2021 onward)
- Post-Doctoral Fellow(s)
- Research Assistants

For more detailed, but still emergent Staffing Requirement descriptions, please see **Appendix C**

Advisory Board

Terms of Reference for the Advisory Board

Core Function
The Advisory Board will advise on issues that are at the forefront of trauma research, of community/program development, of gaps, and of their respective networks' research areas of interest. The Advisory Board may also assist with deliberations required for the fulfillment of the CTRC's mandate. The Advisory Board will work together to suggest (not direct) possible directions for the Centre.

The Advisory Board for the CTRC will be formed in 2021. The Board's procedures and membership will be determined by the Centre's by-laws, which will be established in 2020, and which will be approved by the University's Secretariat and Governance Team (https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/secretariat.html). At this time, the Director will put out the call for interested Advisory Board Members.

The Advisory Board may be comprised of (but not limited to):

- government representative from relevant departments, (2+)
- university administration (1+)
- university faculty from relevant faculties (2+, rotating annually)
- community partners (3+)
- significant donors (an invitation will be extended)
- service providers (2+)
- the Director (Chair)
- the practitioner-in-residence
- youth (2+)

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- member at large (1)

The Advisory Board members will carry no financial responsibility.
The Advisory Board will meet bi-monthly.

All members shall be independent with no material relationship to the CTRC.

CTRC Advisory Board members must be free from conflicts of interest and exercise independent judgement in carrying out their Board responsibilities.

CTRC Advisory Board members will sit for a (2)-year term, and will be approved by the Academic Director. Each member will continue until a successor is appointed, unless a Board member resigns, or is removed by resolution and vote.

A quorum for meetings is a majority of the members, present either in person or by telephone or other telecommunications devices that permit all members participating to speak to and hear each other.

The Chair presiding at any meeting of the Advisory Board shall have a vote in all matters considered.

Meeting dates will be set in collaboration. Reasonable notice of the time and place, and/or changes to time and place, shall be given in writing or by electronic communication to each member of the Board, preferably a minimum of (10) days before the meeting.

Meeting Agendas and associated materials will be sent to each Board Member in advance of each meeting.

Duties and Responsibilities
(subject to change)
1. Engage in bi-monthly meetings and engage in conversations in relation to the business and direction of the CTRC
2. Participate/ Host relevant public engagement opportunities
3. Assemble and analyze information garnered from their respective fields to advice on possible directions/ initiatives for the CTRC
4. Advise on CTRC priorities
5. Leverage the Board as a mechanism to define how the CTRC collaborates and engages with our community, region, and province
6. Provide an annual report and self-evaluation
7. Be open to emerging duties

CTRC Membership
(subject to change)

One of the CTRC's foundational commitments is to be a knowledge network bringing together and connecting diverse stakeholders. Integrating a variety of organizations, interests and motivations will support the richness of knowledge as well as the collaborative impact. Through building and enriching relationships, the Centre will slowly build its membership. While we assume this membership diagnostic is subject to change, at its inception, this will be its goal.

Centre Members include researchers, students, and community professionals whose work and interests are consistent with the Centre's mission and mandate.

The Centre will have five types of membership:

- **Full**: A senior researcher, such as a faculty member, whose principal research affiliation is with the Centre; thus, they cannot be affiliated with any other centre on campus.
- **Associate**: A senior researcher, such as a faculty member, or a senior community professional, with significant research affiliation with the Centre;
- **Visiting**: A visiting scholar or practitioner-in-residence, welcomed to the Centre by the Academic Director for a limited term.
- **Post-doctoral Scholar**: A post-doctoral scholar or research associate with significant research affiliation with the Centre.
- **Graduate Student**: A graduate student with significant research affiliation with the Centre.

Applications for new Members of the Centre must be presented to the Director, and must include:

- curricula vitae,
- a statement of interest referring to the Centre's mission and mandate, and
- 1 letter of support from appropriate sources

Nominations for Visiting Scholars, Post-doctoral Scholars, Research Associates and Graduate Students must be approved by the Academic Director and will be submitted to the Advisory Board and Associate Vice-President (Research) for information.

Terms of membership are renewable, and each term will be up to five years for Full and Associate Members, up to two years for Student Members and Post-doctoral Fellows, and up to one year for Visiting Members.

All Members are eligible to vote at the Annual General Meeting.

Physical Resources

Location is to be determined, but ideally on the campus of the University of Regina. Accommodations for leased space, however, have been made in the proposed funding request should campus space be unavailable.

Facility/ Space Needs

- ➢ Office space/ cubicles

- ➢ Shared Communal Working Space

- ➢ Reception Area
    - ▪ Flexible/ modular seating

- ➢ 1 Meeting/ Conference Room (16 people)

- ➢ 2 Small Meeting Rooms for researchers or community partners to meet.

- ➢ Kitchenette space

- ➢ Storage/ printing/ supplies space

Proposed Physical Layout

Storage	Office	Office		Kitchenette

Office

Meeting Area/ Board Room
Flexible/ Modular Furniture

Office

Office

Office

Glass Wall

Glass Wall

Office

Waiting Area/
Comfortable seating

RECEPTION

Student Work Space
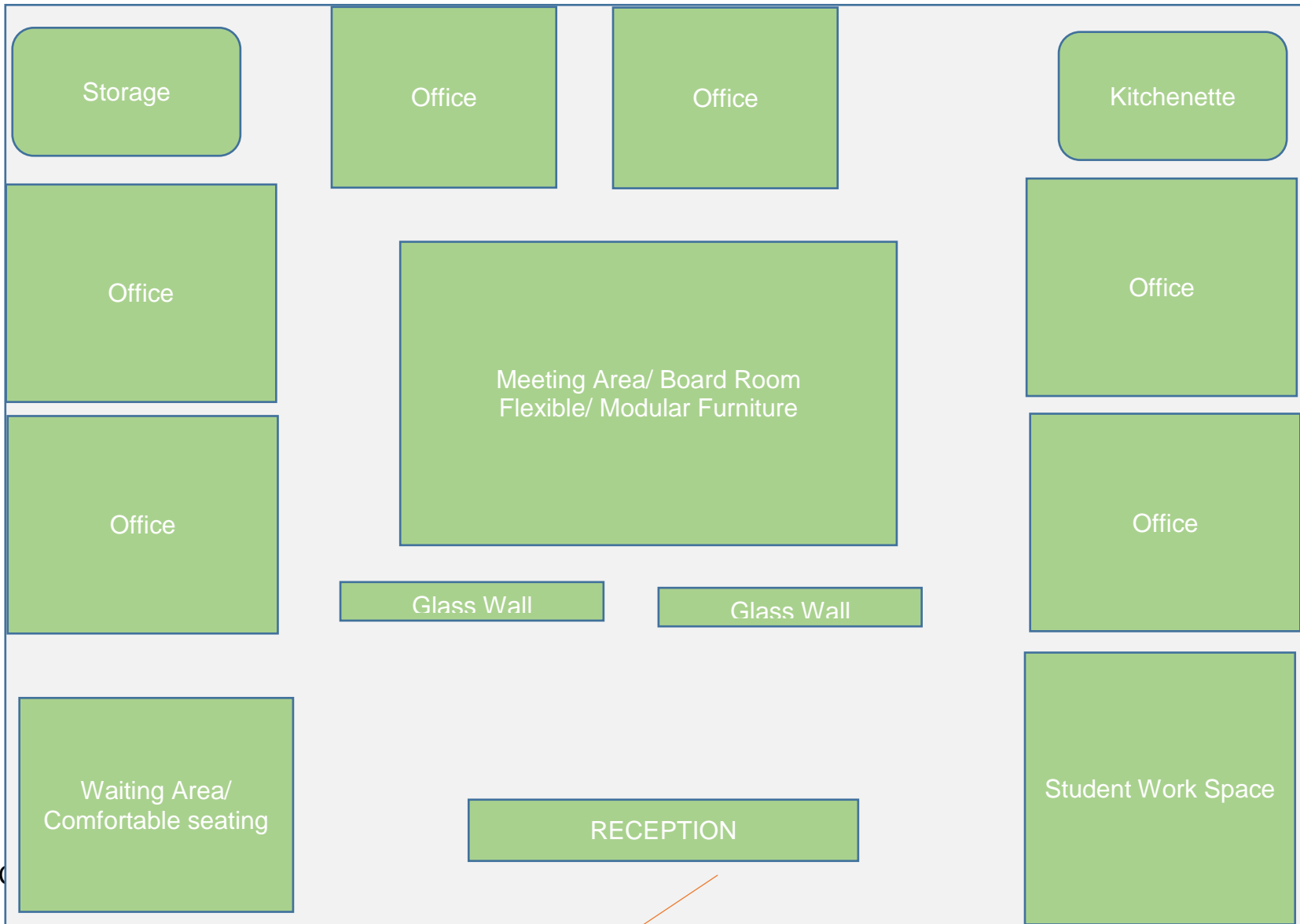
Budget & Funding

Financial Summary

In response to a pressing societal need and desire, the University of Regina is proposing the creation and operation of a Child Trauma Research Centre (CTRC).

Establishing the CTRC began with a proposal to the Ministry of Advanced Education to secure $10 million to support the first (5) years of the CTRC's research and operations. Additionally, a private donor will be sought who will set up an endowment of approximately $4-5 million to ensure the CTRC's long-term sustainability. Additional funding will come from 3 main sources: Tri-Council Funding from the Federal government, Donors/Sponsors who will be invited to support particular components of the business, and fees for services the CTRC will provide.

Funding Model and Timeline
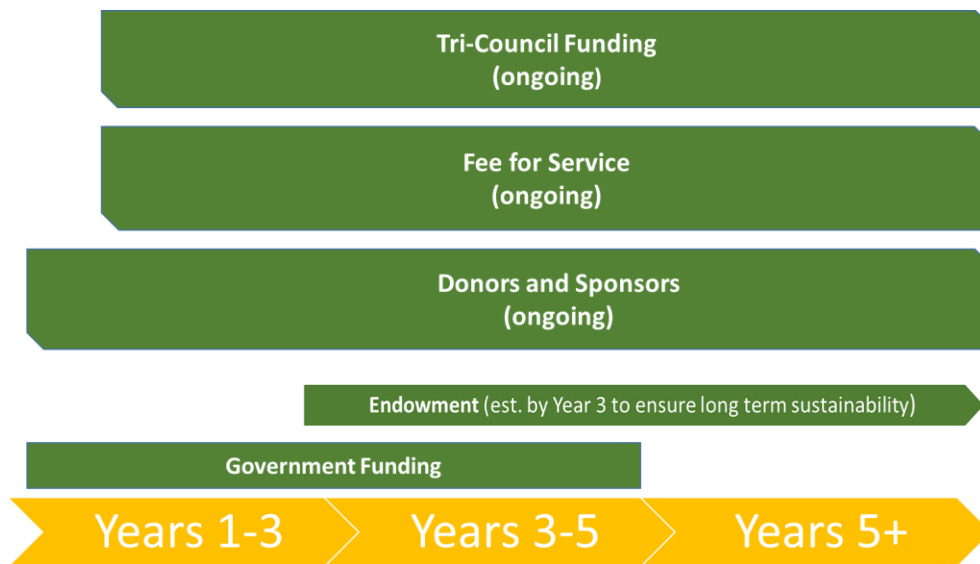
Budget

These are estimates at this time and will be refined to establish the CTRC once detailed requirements are developed.

For the purposes of this document, five years of costs have been estimated:

- Year 1 is the project to create the CTRC and get it to an operational state (i.e. launch)
- Years 2 to 5 cover the period where the centre establishes itself as a viable enterprise (i.e. sustainable funding from all sources including private donors, charitable foundations, government, and competitive research grants)

For a more detailed budget plan, as submitted to the Ministry of Advanced Education in August 2019, please **see Appendix D**.

Funding Risk Mitigation

The University will use multiple sources to financially support the creation and operation of the CRTC on campus. It will include research grants from federal funding agencies, private donors and charitable foundations.

In August 2019, the University submitted a proposal for funding to the Ministry of Advanced Education with the aforementioned budget. The decision should be announced in March 2020.

In its second year of operation, the CRTC will conduct financial planning for transition to non-government sources of support after the Centre's initial five-year period.

CTRC will sustain itself with funding arising from the following:

- Program and/or service evaluation work for various external organizations on a fee-for-service basis, such as the Calgary and Area Child Advocacy Centre;
- Federal funding from competitive research grants (e.g. from SSHRC, CIHR and SHRF);
- Donor funding either at the individual donor level, or from charitable foundations;
- Federal funding opportunities that periodically present themselves (i.e. outside of regular Tri-Agency programs);
- Program development services;
- Ongoing and new academic, community, and corporate partnership opportunities;
- Sponsorship programs within the Centre ;
- Naming rights allocations (both for the centre as a whole, and for components within the centre);
- Scholarship donations; and,
- Ongoing relationship building and recruitment of funding partners

Risk Assessment and Mitigation Strategies

Introduction

In planning for the operationalizing of any new Centre, it is important to remain wide-awake to the potential risks, and to plan contingencies should they arise. The intention of this document is to draw upon the risks identified by the following stakeholder groups: The Director, the Program Manager, University Administration, The CTRC's Core Team, Faculty, Government, service providers, lawyers, police, program developers.

On Oct 3 and 29th, 2019, we conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats/Risks) analysis of the Centre from both the vantage of partnerships, and for the Centre itself. We drew on the results from these sessions to inform this risk analysis.

OPERATIONAL RISKS

Possible Risk	High/Low Probability & Impact	Explanation	Mitigation
FUNDING & SUSTAINABILITY: The CTRC will require an ongoing, constant effort to ensure continued flow of the funding	LP/HI	This risk is two-fold. The first risk is to secure funding, and the second is to ensure the long-term sustainability of the Centre Should the provincial funding not be awarded, the Centre will still be	1. Proposal for funding to the Ministry of Advanced Education – will fund the first 5 years 2. Securing an endowment that would annually cover operational costs 3. Seeking sponsors and donors to support Research Investment funds 4. Fee-for-Service Programs

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necessary to sustain operations.		operationalized but with the risk that the viability of the centre's operations will be directly impacted. CTRC might transform into a different smaller initiative; functions and planned outcomes for CTRC might shift and change	5. Tri-Council Funding through faculty research Should provincial funding not be obtained, the Centre will proceed with bridging funding from sources being currently identified and secured 6. **Cost-Recovery** – it is our intent to function under a cost-recovery model (as per the University's cost recovery policy RCH-030-005) in order to manage financial risk
JUSTIFICATION: If the CTRC isn't able to demonstrate an impact, it may struggle to justify its existence	**LP/HI (long term high impact)**	Over time, the CTRC will be required to show its contribution to the landscape. Additionally, one of its mandates that has been frequently requested is to develop a program evaluation tool to support service providers' desire to measure the impact of their programs.	1. Annual reporting of activities 2. Ensuring the hiring of staff that has specific expertise in research impact measurement and management. 3. Participating in the Partnership Grant project that will create a Canadian blueprint of best practices in trauma informed program evaluation 4. Ultimately develop its own program/ measure
	HP/HI		

DISSEMINATION: If research outputs and outcomes are not reaching the stakeholders who would apply them, the centre will not deliver on promised impacts and benefits	(identified as key concern by most stakeholders. Requires immediate attention)	One function of the Centre is to is to bridge the theory-to-practice, theory-to-policy divides and translating knowledge in innovative and consumable ways will reach a broader base of stakeholders. If dissemination strategies do not fit the format or needs in service provision, policy making and program development, then that function will not be achieved.	1. Membership in the Canadian Consortium on Child Trauma and Trauma Informed Care. 2. Hiring a Knowledge Management / Knowledge Transfer Specialist/ Communications Specialist 3. Continued training and support for innovative and leading-edge dissemination possibilities 4. Translating knowledge in innovative and consumable ways will reach a broader base of stakeholders.
NOT SECURING A RESEARCH CHAIR/ POST DOCTORAL FELLOW	**LP/MI**	Identified as 2 of our 3 initial funding priorities that will support us in developing our identity on the landscape	1. Actively pursue the funding immediately 2. Actively pursue the personnel 3. Simply, it will be unacceptable to not have these positions in place

RESEARCH RISKS

Possible Risk	High/Low Probability & Impact	Explanation	Mitigation
	HP/LI		1. Participation in the Canadian Consortium should ultimately reduce the duplication of research

DUPLICATION: repeat research being conducted	(At least at the outset)	Please see Appendix A in this document for a detailed summary of the other programs	and should support the establishing of centres of excellence across Canada with specific research foci.

LIMITED FOCUS: that research projects from a similar discipline become the focus	**LP/HI**
	
	(danger of shaping an identity)
		Often one project can lead to another and another. At the CTRC, our identity will be based on the notion of providing varied and transdisciplinary research, as well as leading-edge research in under-researched or emergent areas.	1. Monitoring attentively who is doing what and what projects/ faculty/ researchers are working with/in the Centre
			2. Remaining attentive to our identified research foci:
			  1- Climate Change and Child Trauma;
			  2- Refugees and Child Trauma;
			  3- The Justice System and Child Trauma;
			  4- Health and Child Trauma (physical, mental, spiritual, community, arts/ animal/alternative Interventions);
			  5- Cyber-Interactions and Child Trauma;
			  6- Caregivers and Child Trauma (parents, foster families, service providers, health professionals, teachers, etc.)
			  7- Systemic and Structural Inequities/ Intersectionality and Child Trauma
			3. Remaining attentive to our commitment to strength-based perspectives

QUALITY OF EVIDENCE/ STANDARD OF RESEARCH	**LP/HI**	The Ministry of Social Services said that they often encounter worries about the quality of evidence in relation with services	1. Research going through the University of Regina will have to conform not only to University Standards, but also to a rigorous ethics review.

	(need to ensure attention to quality)		
GUINEA-PIGGING	**LP/HI** (we do not want to build a reputation as a taking-agency, or as self-serving. We want to ground ourselves in considerations of ethics and of reciprocity)	Not turning particular groups, who are already vulnerable and/or marginalized into guinea-pigs for research Not starting with an assumption of brokenness or vulnerability Not generalizing for an entire group – i.e. all refugees are traumatized/ all offending teenagers will reoffend	1. Partnering with appropriate and relevant service providers 2. Ensuring that at its fundamental level the CTRC and its members are continuously checking its assumptions and ensuring that they are not negatively impacting 3. Commitment to walking in a good way 4. Understanding that lives are complex and multiplicitous – cannot make generalizations in relation with experience
INDIGENOUS RESEARCH	**LP/ HI** (Same comment as above)	Understanding protocols and mitigating the constant demand for indigenous research Bridging indigenous-non-indigenous gaps Not 'taking' for gain – reciprocity Always functioning from the understanding that IR is very different	1. Protocol Training 2. Reciprocity 3. Consultations with indigenous scholars and leaders

		than doing research alongside indigenous people.	
TOO RESEARCH FOCUSSED	**MP/HI** (medium probability because it is on our radar, but high impact because ultimately we want the research to useful and shape change)	Tied to dissemination and to practice. The desire is to have the research inform and shape practice in order to shape change	1. Monitoring by the Director and KMS 2. Theory-to-practice plan
ACADEMIC VS COMMUNITY APPROACH	Same as above	Concerns such as who is 'in' and who is 'out' of the research	1. Monitoring
SASK FOCUS	**MP/MI** (this risk is in relation with	Seen as a positive, but also seen as a risk in relation with access to funding etc.	1. Begin in Sask, but maintain an eye for national and international opportunities always with the goal of better serving children

	funding sources, and the perceived benefits of a Sask focus)		2.

Other Risks

Possible Risk	High/Low Probability & Impact	Explanation	Mitigation
OVERCOMING BUREACRATIC BARRIERS	**LP/MI**	We have heard often from community and service providers that they have tried to lobby government for change but that the system itself is too slow or sometimes unresponsive	1. Continued relationship-building opportunities across stakeholder groups 2. Research-based advocacy and network building 3. Dissemination to the right people at the right time
ACADEMIC INTEGRITY AND AUTONOMY	**LP/HI** (will directly affect maintaining faculty)	Being hired by a particular organization with an agenda to do research to prove a pre-ordained conclusion.	1. Development of strict policies and application procedures to minimize this risk.

INEFFECTIVENESS	**LP/HI** (We need to make sure this does not happen)	That the Centre is another great idea that is rendered ineffective due to a multitude of variables (bureaucratic, social, governmental etc)	2. Ongoing KPI monitoring and reporting to the University, to government and to stakeholders 3. Innovative self-evaluation based on qualitative and quantitative analysis – not just measuring impact, but what kind of impact

Performance Metrics

The following metrics have been developed in relation with the first year of operations, and are subject to revision, addition, and change. For now they will guide the development of our strategic plan, and our anticipated performance for Year 1.

Outcome - Research	Indicator	Measure	Source	Method
Outcome 1: Secure research programs for the CTRC Establish research partnerships	1.1 Number of Research Projects	1.1.1 The number of files affiliated with the Centre	Centre Documentation /Program manager	Research Project Tracking Document
	1.2 Number of Research Contracts	1.2.1 The number of contracts signed with the Centre	Centre Documentation / Program Manager	Research Contract Tracking Document
	1.3 Number of proposals for upcoming research programs	1.3.1 The number of proposals	Centre Documentation / Program Manager	Research Proposal/ Tri-Council Funding Applications Tracking Document

Outcome - Research	Indicator	Measure	Source	Method
Outcome 2: Establish leading-edge research in non-typical areas	2.1 Research fills gaps in non-typical areas (goal: at least 1 project in 4/7 areas by year end)	2.1.1/2.2.1 Research fits into one of the Centre's 7 identified research gaps: - Climate Change and Child Trauma - Refugees/ Climate Displacement and CT - The Justice System and CT - Health and Wholeness and CT - Cyber-interactions and CT - Caregivers and CT - Systemic and Structural Inequities/ Intersectionality and CT	Centre Documentation	Research Project Tracking Document
	2.2 Transdisciplinary/ pan-sectoral research (goal at least 1 project by year end)			
	2.3 Multiple faculties represented (goal: at minimum 3 by year end)	2.3.1 Diversity in the number and nature of the faculties represented	Centre Documentation	Research Project Tracking Document
	2.4 Multiple community partners/ organizations represented (goal: at minimum 3 by year end)	2.4.1 Community Partners supporting research contracts in non-typical areas	Centre Documentation	Research Contract Tracking Document

Outcome – Research & Student Training	Indicator	Measure	Source	Method
Outcome 3: Supporting and training undergraduate and graduate students	3.1 Number by year end (goal: at 4 affiliated students)	3.1.1 The number	Centre Documentation	Student Tracking Document
		3.1.2 Students' reported satisfaction with their involvement	Survey	Survey at end of year
Recruiting, Securing, and Supporting Post-Doctoral Fellowships	3.2 Number by year end (goal: at minimum 2 by year end)	3.2.1 The number	Centre Documentation	Post-Doc Tracking
		3.2.2 Post-Doctoral Fellow's self-evaluation and reported satisfaction	Centre Documentation	Post-Doc Annual Report

Outcome – Research & Integrated Practice	Indicator	Measure	Source	Method
Outcome 4: Research and evaluation of best practices in therapy, prevention, intervention, victim and family support, volunteer, advocacy, and public education programs	4.1 Research documents 4.2 Connection documents 4.3 Literature Reviews 4.4 Participation in Canadian Consortium Projects 3 and 4	4.1.1 – 4.4.1 The number of documents produced	Centre Documentation	Student work

Outcome - DISSEMINATION	Indicator	Measure	Source	Method
Outcome 1: Create leading-edge innovative research dissemination structures that are broadly consumable	1.1 Using multiple different and innovative platforms	1.1.1 The Knowledge Transfer/ Mobilization Specialist's use of varied supports	KT/M Report	Monthly and Annual reports
	1.2 Uptake by a variety of stakeholders	1.2.1 The number of visits to the website	Recipients	Counter on Website
		1.2.2 Stakeholders' feedback and perceptions of the dissemination strategies	Stakeholders	Annual survey as part of partnership
		1.2.3 Director's feedback	Director	Dashboard
	1.3 Dissemination strategies work to bridge the theory-practice, theory-program divide	1.3.1 Stakeholders' perception of the impact on practice	Stakeholders	Qualitative section of Annual Survey

Outcome – DISSEMINATION & RECIPROCITY	Indicator	Measure	Source	Method
Outcome 2: The goal achieved by dissemination is reciprocity	2.1 Stakeholder satisfaction	2.1.1 To assess the sense of reciprocity felt by relevant stakeholders	Stakeholder annual survey	Use contact list to send out annual survey
	2.2 New or continued relationships with stakeholders	1.2.1 An increase in the number of relationships with stakeholders	Centre documentation	Report created from both the tracking document and the surveys

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	2.3 Increased access to and uptake of a variety of dissemination outlets.	2.3.1 Cross referenced numbers of uptake of different kinds of dissemination	Number trackers	KT/M will track and report on uptake

Outcome - ADVOCACY	Indicator	Measure	Source	Method
Outcome 1: Support strength-based approaches to child trauma research and intervention	1.1 The number of projects or contracts with strength-based orientations	1.1.1 goal: 50% of projects and contracts identified or self-identified as strength-based	Centre Documentation and Survey	Part of application – understanding the fundamental orientation

Outcome – ADVOCACY & Change	Indicator	Measure	Source	Method
Outcome 2: Use of Centre research to support funding applications or appeals to the government	2.1 Uptake of Centre work to support others advocating for change (year 1 goal: at least 1)	2.1.1 at least 1 time in Year 1, Centre work is used to drive change	Year-end survey and Director	Both anecdotal evidence and year-end survey

Outcome – COMMUNITY & NETWORK	Indicator	Measure	Source	Method
Outcome 1: Creating a network/ hub connecting faculty, other research bodies, community partners, government, service providers etc. Connecting faculty doing resonant work with each other Connecting community agencies with government or with each other	1.1 A document tracking system 1.2 Increased partnerships in among various stakeholders (goal: at least 3 networking opportunities secured in year 1) 1.3 A document tracking system	1.1.1 Increased networking as a result of the Centre's existence	Centre Documentation & Year-End Stakeholder Survey	Keeping track of increased inter-university and pan-sectoral networking document End of year survey.

Outcome - FUNDING	Indicator	Measure	Source	Method
Outcome 1: Secure provincial funding for first 5 years. Secure endowment to ensure long-term sustainability Secure additional funding from 3 main sources: - Federal/ Tri-Council Funding - Private Donors - Fee For Service	1.1 Centre is funded and functioning an a fiscally viable way	1.1.1 No deficit	Financial Specialist and Monthly reports	Monthly and Annual Financial Reports

Appendix A—Why the CTRC should be at the University of Regina

In addition to the significant ways in which the CTRC aligns with the University of Regina's Strategic Plan[8], the University of Regina is home to world-leading experts in disciplines that are essential to meeting the call for an integrated research centre for childhood trauma. In pre-discussions at stakeholder engagement sessions, 36 faculty have already come forward as interested in a child trauma research centre from a wide variety of academic disciplines, including, but not limited to: Nursing, Psychology, Social Work, Education, Johnson Shoyama Graduate School of Public Policy, Kinesiology and Health Studies; Gender, Religion and Critical Studies, Nursing, English, Media Arts and Performance, Computer Science, and Justice Studies.

The University of Regina also already has developed foundational relationships with community partners and service providers that will be essential to its mandate. Stakeholder engagement sessions have been well-attended and the level of interest in a nexus to which to turn for research, for evaluation, and for support has been exceptional.

How the CTRC at the U of R will fill identified gaps in other research centres[9]

Other Centres	CTRC
To varying degrees, benchmarked institutes prioritize not only the investigation and treatment of children who face "early adversity," but the study of the environments that facilitate or threaten youth resilience as well.	The CTRC will continue to support research done in the socio-ecological perspective, but will invite other perspectives (e.g. feminist, critical, indigenous, strength-based, anti-oppressive) to ensure and sustain its place at the leading-edge of trauma research in Canada
A plurality of benchmarked centre directors (four of 11) are jointly appointed to departments of psychiatry.	While the CTRC will have an academic director, the Centre will be university-based and thus not tied to a particular faculty.
The Resilience Research Centre seeks to better understand what environmental	The CTRC will additionally draw heavily on its community partners and service

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[8] Please see the Alignment section later in this document
[9] Please see Appendix B – *Benchmarking Analysis: Child Trauma Research Centres* – the source document supporting these assertions

factors allow traumatized youth to "change, grow, survive, and indeed, flourish (Dalhousie University).	providers to inform and shape research needs and directions. The practical application of the research will be a central priority, creating a circular relationship wherein community might seek research support – the Centre will provide the support – the Centre will disseminate and advocate where appropriate – the community stakeholder will draw on the research to inform their practice, seeking the Centre's collaboration in development and evaluation
The Centre for Research on Children and Families at McGill University conducts research on effective programs and policies for vulnerable children and youth and their families. CRCF brings together faculty members, associate members, and students from eight academic disciplines to **collaborate on "prevention and intervention programs"** for youth who have been exposed to trauma	While one of CTRC's mandate is to work with prevention and intervention programs, the Centre will also extend into other areas of child trauma research such as the connections between trauma and climate change, connections between trauma and justice, connections with digital technology, etc.
Smaller disciplinary orientations	The CTRC has already secured the interest of 36 faculty members from a large variety of faculties.
No other university-based child trauma research entity of its kind in Western Canada	While beginning with a Saskatchewan focus, there is potential for the CTRC to grow its geographical scope to include Western Canada and the Territories, and ultimately to shape a network of Centres across Canada.

Appendix B—Alignment within the University's Strategic Research Priorities

Research Impact

Not only is it key that the University continues focusing on high-impact research, but it is essential that research successes are communicated and celebrated within the community. Strengthen support required for students and researchers to deliver high impact outcomes.

The CTRC will:
- develop innovative research programs and evaluation solutions while fostering community engagement and involvement
- engage in meaningful scholarly experiences and interdisciplinary research in collaboration with a wide variety of communities and organizations
- foster strong research capacity at a local, provincial, national and international levels through collaboration and partnerships with other centres conducting trauma research
- thoughtfully, respectfully, and ethically engage in increasing indigenization of trauma research, and increased research collaborations, partnerships and projects with First Nations University of Canada and other potential partners, communities and stakeholders.
- facilitate and develop high quality research dissemination practices. Dissemination will be one of the main functions of CTRC (along with research and advocacy).
- Connect with and support research in the following Strategic Research Clusters:
  - Anxiety, Stress & Pain: research about childhood trauma is linked to stress, such as the study of adverse childhood experiences, toxic stress, stress responses and anxiety.
  - Integrated Human Health: understanding not only the medical, but also the social, economic and cultural elements of childhood trauma.
  - Social Justice: child trauma research and advocacy require focusing on equity and fairness at the individual, familial, and systemic levels.
  - Environment: Experiences of trauma are also determined by the environment, they can be influenced by changes in the land, access to water, forced migration, access to appropriate food and shelter, and community supports.

Contributions to the University's Goals Other Than Research

Student Success

Strengthening institutional support for students and researchers to deliver high impact outcomes by providing a research facility, access to resources (e.g. financial, administrative, grant writing, training), and connections to partnerships while being responsive to community needs.

The CTRC will:
- actively seek to sustain a Post-Doctoral Fellowship
- provide training and mentoring that support students` academic and personal growth and career-readiness
- give students the opportunity to encounter a variety of perspectives in relation with trauma research in order to encourage critical reflection on their assumptions
- provide students with publication support
- provide students with a network connected with their field of study that will support and sustain their scholarly development, research, and dissemination
- provide students with increased exposure to inter- and transdisciplinary approaches to inquiry
- connect students with/in community to show the connections and impact of the research and work being done
- will be grounded in and will foster a spirit of social justice and community service through active and sustained relationship building between the Centre and community

Commitment to Our Communities

The University of Regina of Regina has a strong commitment to serving our community, and social responsibility. The 2015 – 2020 Strategic Plan for the University commits to: "a community of dedicated and passionate students, alumni, staff, and faculty who embrace our responsibilities to serve and engage our diverse peoples and communities in the pursuit of well-being and pride of place" (p. 8).

The CTRC will:
- serve as a nexus to provide connections and partnerships between researchers, students, partners, service providers, program developers, children, families, and communities that will support:
  - Innovative research solutions drawing from and fostering community engagement
  - Meaningful scholarly experiences and interdisciplinary research
  - Strong research capacity at a local, provincial, national and international levels
  - Training for undergraduate, graduate, and post-doctoral fellows
  - Strong and innovative dissemination of research that shapes future direction for the Centre and that supports and sustains the community organizations it serves.
  - A commitment to relationship building and transparency in order to build the trust and approachability that will sustain the CTRC.

Appendix C— Emergent Staffing Descriptions
(subject to change, or to smaller 0.5 terms to start)

Program/ Operations Manager
- Responsible for reception and administrative duties associated with the Centre
- Routine communication / emails
- Supports the Director with promotion
- Supports and assists the all members of CTRC and community affiliates
- Liaises with community partners and service providers
- Works with the Academic Director and team to track projects, budgets, personnel etc. to ensure projects are delivered on time and on budget

Knowledge Translator / Storyteller
- Creates and sustains innovative platforms for communication and knowledge mobilization (social media, paper, press conferences)
- Responsible for dissemination of research both specifically to the particular stakeholders for whom it was intended and broadly for a wider audience.
- Shares knowledge content, and relevant research impact, and performance measurement on the Centre's website
- Develops strategic communication and messaging for the Centre
- Develops communication plan and trains other Centre personnel

Finance and Development Specialist (2021)
- Administration, reporting and management of all financial aspects, including operating budget, salaries, grant allocation, forecasting, etc.
- Identifies new and innovative sources of funding; builds relationships that lead to new funding
- Responsible for searching for and drafting grants applications, and supporting faculty with the budget elements of their grant applications

Practitioner-in-Residence (end 2020)
- Possesses senior expertise as practitioner in the field of childhood trauma
- Collaborates with stakeholders

- Works closely with the Academic Director in development of research opportunities and dissemination
- Provides community networks and field-related expertise
- Disseminates specialized knowledge within CTRC network

Program Analytics Specialist (2021)
- Creates and uses evaluation models for the Centre's own activities
- Performs the evaluation and reporting in time for the Annual Report
- Researches and liaises with other trauma intervention and prevention program evaluation models
- Networks and builds relationships with relevant stakeholders to create a long-term monitoring tool to track decreases in social and economic costs of trauma and decreases in repeat visits
- Creates and performs evaluation for service providers. Works with researchers, service providers, and Academic Director to create a plan and/or and implementation strategy

Research Assistants – Undergraduate/ Graduate Students
- Conduct research connected with the Centre's priorities
- Conducts for-hire literature reviews
- Uses Centre's affiliations and networks to build relationships with government, community partners, service providers, etc. that will support and sustain their own research
- Support fee-for-service activities
- Host workshops and lectures on trauma-relevant topics
- Develop and host a graduate student research showcase for research connected with or relevant to child trauma

Post-Doctoral Fellow
- Conducts leading-edge research through their affiliation with the Centre
- Connects with and integrate into the Centre's network
- Works with opportunities for knowledge mobilization

Appendix D - Budget
The five-year total estimated below can serve as the target for the funding campaign.

PROJECTED COSTS	Year 1	Year 2	Year 3	Year 4	Year 5
One-time start-up costs	**$295,000**	**$0**	**$0**	**$0**	**$0**
Computers	$35,000	$0	$0	$0	$0
Office equipment	$15,000	$0	$0	$0	$0
Furniture	$80,000	$0	$0	$0	$0
White boards	$5,000	$0	$0	$0	$0
A/V, teleconference	$10,000	$0	$0	$0	$0
Data and information systems and security	$100,000	$0	$0	$0	$0
Web-site creation	$50,000	$0	$0	$0	$0
Staff salary and benefits	**$627,500**	**$765,000**	**$780,200**	**$795,900**	**$811,800**
Academic Director	$75,000	$153,000	$156,100	$159,200	$162,400
Development Officer	$85,000	$86,700	$88,400	$90,200	$92,000
KM/KT Specialist	$85,000	$86,700	$88,400	$90,200	$92,000
Administrative Assistant	$50,000	$51,000	$52,000	$53,100	$54,100
Practitioner in Residence	$200,000	$204,000	$208,100	$212,200	$216,500
Program manager	$47,500	$96,900	$98,800	$100,800	$102,800
Finance specialist	$85,000	$86,700	$88,400	$90,200	$92,000
Communication specialist	$85,000	$86,700	$88,400	$90,200	$92,000
Operating expenses	**$355,000**	**$880,000**	**$880,000**	**$880,000**	**$880,000**
Data and information systems and security	$0	$50,000	$50,000	$50,000	$50,000
Research seed fund	$250,000	$700,000	$700,000	$700,000	$700,000
Professional services	$50,000	$50,000	$50,000	$50,000	$50,000
Other miscellaneous	$5,000	$5,000	$5,000	$5,000	$5,000
Travel	$25,000	$25,000	$25,000	$25,000	$25,000
Dissemination	$25,000	$50,000	$50,000	$50,000	$50,000
Lease (with improvements)	**$290,000**	**$91,800**	**$93,600**	**$95,500**	**$97,400**
Base ($30/sq ft x 3000 sq. feet)	$90,000	$91,800	$93,600	$95,500	$97,400
Improvements	$200,000	$0	$0	$0	$0
Annual Total before contingency	$1,567,500	$1,736,800	$1,753,800	$1,771,400	$1,789,200

Contingency (15%)	$235,100	$260,500	$263,100	$265,700	$268,400
Annual total including contingency	$1,802,600	$1,997,300	$2,016,900	$2,037,100	$2,057,600

TOTAL FOR FIVE YEARS $9,911,500

University of Regina

Canadian Institute for Public Safety Research and Treatment

Foundation Document

University of Regina

November 20, 2019

CIPSRT
Canadian Institute for Public Safety
Research and Treatment

ICRTSP
Institut canadien de recherche et
de traitement en sécurité publique

Table of Contents

Rationale

Research Need

Post-traumatic stress injuries (PTSI) among public safety personnel (PSP) have become a pressing issue for Canadians. Recently published research results indicate that the proportion of PSP reporting symptoms of mental disorders are higher than previously published estimates in the general population[1].

In his 2015 mandate letter, the Minister of Public Safety and Emergency Preparedness was tasked with developing a coordinated national action plan on post-traumatic stress disorder (PTSD)[2]. As a result, on January 29, 2016, Public Safety Canada held a Ministerial Roundtable at the University of Regina focused on understanding the growing challenges. As part of a response to the January Roundtable, in February 2016, the House of Commons Standing Committee on Public Safety and National Security agreed to undertake a study on the issue of operational stress injuries (OSIs) and PTSD in PSP. The Committee devoted seven meetings to this issue, hearing from medical experts, representatives from the federal government, PSP, as well as non-governmental organizations.

The Committee's report[3] expressed a need for more evidence-based research and better sharing of best practices among organizations across Canada. To undertake such critical tasks, and to ensure they be carried out at a national level, the Committee recommended creation of a new national institute, which the report tentatively titled the Canadian Institute for Public Safety Officer Health Research.

Canadian Institute for Public Safety Research and Treatment

Formalization of The Canadian Institute for Public Safety Research and Treatment (CIPSRT) was proposed at the Ministerial Roundtable in January 2016. CIPSRT originated as a team of

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[1] R. Nicholas Carleton, Tracie O. Afifi et al. Mental Disorder Symptoms among Public Safety Personnel in Canada. The Canadian Journal of Psychiatry. 2017:1-11.
[2] https://pm.gc.ca/en/mandate-letters/minister-public-safety-and-emergency-preparedness-mandate-letter
[3] Healthy minds, safe communities: Supporting our public safety officers through a national strategy for Operational Stress Injuries. Report of the Standing Committee on Public Safety and National Security. Robert Oliphant, Chair. October 2016.

Canadian researchers working with first responder executives and key stakeholders on a long-term initiative to identify the tools required to support the recognition, prevention, intervention, and treatment of mental health concerns facing Canadian PSP. At its inception, CIPSRT operated within the governance structure of the Collaborative Centre for Justice and Safety (CCJS) reporting to the University of Regina through the Vice-President (Research).

Federal Funding

In its 2018-19 Federal Budget, the Government of Canada proposed to invest $20 million over five years for a new national research consortium to address Post-Traumatic Stress Disorder (PTSD) among PSP. The consortium is between the Canadian Institutes for Health Research (CIHR) and CIPSRT and will conduct research to address the incidence of post-traumatic stress injuries among PSP. A further $10 million over five years was proposed for Public Safety Canada to work with CIPSRT to develop an Internet-based cognitive behaviour therapy pilot for public safety officers. In January 2019 the University of Regina and Public Safety Canada signed a contribution agreement to operationalize the Government's 2018 Budget commitment.

The contribution agreement identifies CIPSRT as the Knowledge Exchange Hub (Hub) for the National Research Consortium for Post-Traumatic Stress Injuries in Public Safety Personnel and provisions $10 million for the development of a national internet-based Cognitive Behaviour Therapy (iCBT) model for Canadian PSP. The iCBT, as well as the Hub, are to be housed at and administered by the University of Regina.

CIHR launched two research competitions:
- Catalyst grants for PTSI research in PSP
- the Mental Wellness in Public Safety Team Grants.

These funding opportunities support the development of new research evidence and tools needed to address existing and emerging gaps in PTSI as it relates to PSP in Canada. As part of the Consortium, researchers funded by CIHR will be supported through coordination and knowledge translation, by the CIPSRT Knowledge Exchange Hub.

CIPSRT's Transition to a University-based Research Centre

With the funding provided by the contribution agreement; the organizational growth it has enabled; and most importantly, the expected outcomes tied to the funding; this foundation document recommends that CIPSRT be designated as a University-based research centre under the authority of the Vice-President (Research) as defined in policy RCH-010-005 Research Centres and Institutes.

In order to meet the expectations of stakeholders and the conditions of the contribution agreement, it will be necessary for CIPSRT to have a national focus and profile which is not possible with CIPSRT falling under the CCJS umbrella. In fact, the current arrangement causes confusion since CIPSRT has national recognition whereas CCJS does not. PSP and their organizations reside across Canada. Similarly, a successful National Research Consortium on PTSI among PSP as described in the contribution agreement requires the ability to attract the participation of diverse researchers from across Canada. Finally, to be effective as a hub for knowledge synthesis, knowledge translation and knowledge exchange, CIPSRT must be recognized and trusted nationally as the place where knowledge generated from research gets from the hands of those who generated it to the hands of those who will use and benefit from it – a knowledge to action model. A failure to achieve recognition as a national asset based at the University of Regina will not only impede opportunities for federal funding renewal, it will ultimately risk CIPSRT successfully fulfilling its mission. University-based research centre status will enhance CIPSRT's ability to be easily recognized and to act on the national stage.

CIPSRT in its current form is still in the early stages. The institute will no doubt evolve in response to changing circumstances and opportunities. Accordingly, this foundation document should be regarded as a living document that will also change periodically. University of Regina policy RCH-010-005 addresses potential changes and its guidance will be adhered to.

Alignment to the University of Regina Strategic Plan

CIPSRT's Mission

To support the mental health and well-being of Canada's public safety personnel, their leaders, and their families through research, treatment, training, and a knowledge mobilization hub. CIPSRT is supported by collaborations of public safety stakeholders and leaders, providers, subject matter experts, and researchers.

CIPSRT's Vision

CIPSRT is a global leader in evidence-based research, treatment, training, and knowledge exchange that supports public safety personnel, their leaders, and their families in minimizing post-traumatic stress injuries, and improving their mental health and well-being.

CIPSRT's Mandate

CIPSRT conducts and integrates research, treatment, training, and knowledge exchange. CIPSRT Research will focus on the occupational exposures, experiences, and environments impacting public safety personnel. CIPSRT Treatment will focus on developing, evaluating, optimizing, and implementing accessible, secure, innovative evidenced-based interventions with public safety personnel. CIPSRT Training will build knowledge and capacity among an expanded interdisciplinary network of public safety personnel, their organizations, their leaders, and their families, as well as the associated researchers, treatment providers, and trainers. The results will support the life-time health and well-being of public safety personnel, and therein all Canadians.

CIPSRT's Three Strategic Pillars

CIPSRT is composed of three strategic pillars: research, treatment, and training (see Figure 1 below).

Research: To be a leader in coordinating the production and mobilization of research evidence that supports the mental health of public safety personnel (PSP), their leaders, and their families. CIPSRT research focuses on supporting proactive protections for, early identifications

of, and evidence-based treatments to resolve mental health injuries. Research on interventions for protection, identification, and treatment include efforts focused on different levels, including the individual, the family, the organization, and the broader sociopolitical system. Research activities include supporting communications between network researchers, identifying opportunities for research collaborations, funding researchers through the consortium with CIHR, fulfilling targeted research requests sponsored by external government and non-governmental agencies, and disseminating information to PSP, their leaders, and their families about pending and current research activities, as well as the results and implications of completed research activities. The research results are intended to inform decision-making and service provisions – at agency, municipal, provincial, and national levels – designed to support the mental health of PSP, their leaders, and their families.
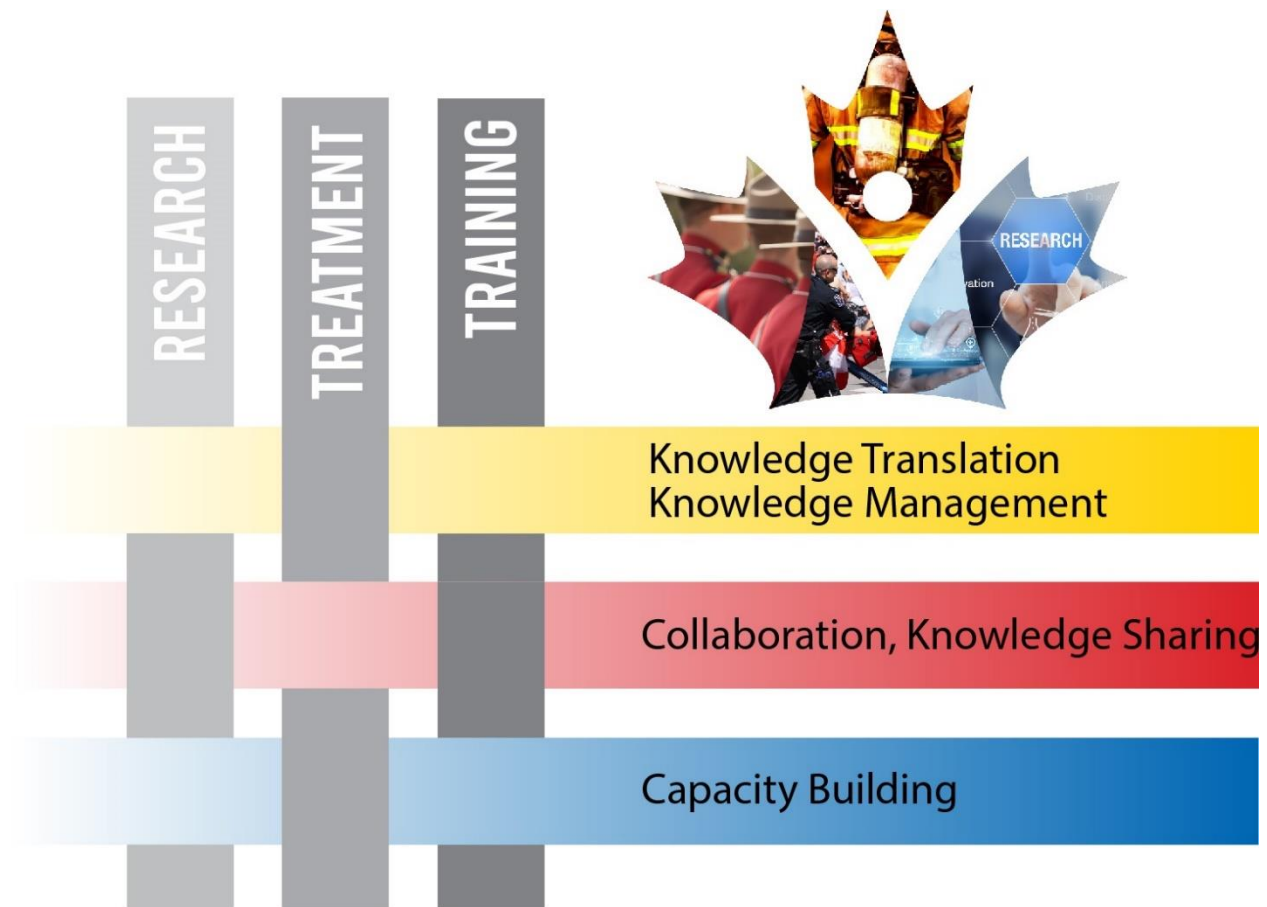
Figure 1: CIPSRT's Three Strategic Pillars

Treatment: To be a leader in the development, evaluation, optimization, and implementation of barrier-free, secure, innovative evidenced-based interventions that current and former public safety personnel (PSP) in all positions, their leaders, and their families can rely on to maintain and improve their mental health and wellbeing even when PSP are faced with unique occupational exposures, experiences and environments they encounter directly or indirectly on a regular basis.

Training: To be a leader in the development, evaluation, optimization, and delivery of barrier-free, innovative evidenced-based training that current and former public safety personnel (PSP), their leaders, and their families can rely on to maintain and improve their mental health and wellbeing.

How CIPSRT Aligns with U of R Strategy

CIPSRT will be translating research in the field of PSP mental health into actionable items to inform policy and public perception. This objective aligns with the U of R Strategy in the following ways:

- *Research with impact*: The role of CIPSRT as a leader in PSP research and our knowledge translation objectives mean that we will be advancing the profile of the University of Regina as a leader in research at all levels (locally, provincially, nationally, and internationally).

- *Commitment to community:* Having the knowledge exchange hub as part of the university family allows for opportunities to continue to build a broader community that is respectful, diverse, safe, welcoming, and aligned with the university's commitment to equity, diversity, and inclusion. The work of knowledge translation will bring the PSP community into the university community, building a partnership that will benefit both.

- *Focus on connecting:* The knowledge exchange hub and the community outreach activities of the knowledge translation team will increase the University of Regina's engagement with diverse communities at all levels.

- *Sustainability:* Goals of improving the economy, society, and wellbeing expressed in the sustainability plan, in addition to the idea of the University of Regina as a *Living Lab*, are

all supported by the knowledge translation efforts at CIPSRT. Knowledge translation will allow us to build partnerships with many organizations around not only PSP but mental health issues in general, which generates meaningful work, diverse ways of knowing and improves health and fulfillment for many individuals in the community.

CIPSRT directly aligns with the Anxiety, Stress and Pain thematic area of research priority identified and the Integrated Human Heath: Equity, Disease and Prevention thematic area of research priority identified in the strategic plan.

Equity, Diversity, and Inclusion

CIPSRT is committed to fostering equity, diversity, and inclusion within the Institute and our community. CIPSRT aspires to be an institute where all groups are represented and respected by removing systemic barriers that obstruct the hiring, retention, and career advancement of academic researchers and others with a particular emphasis on those who identify with one or more equity groups.

Partnerships

CIPSRT and Stakeholder / Partners Relationship Structure

CIPSRT, its partners, and its stakeholders are structured according to the terms and conditions of the contribution agreement with Public Safety Canada (see Figure 2 below).
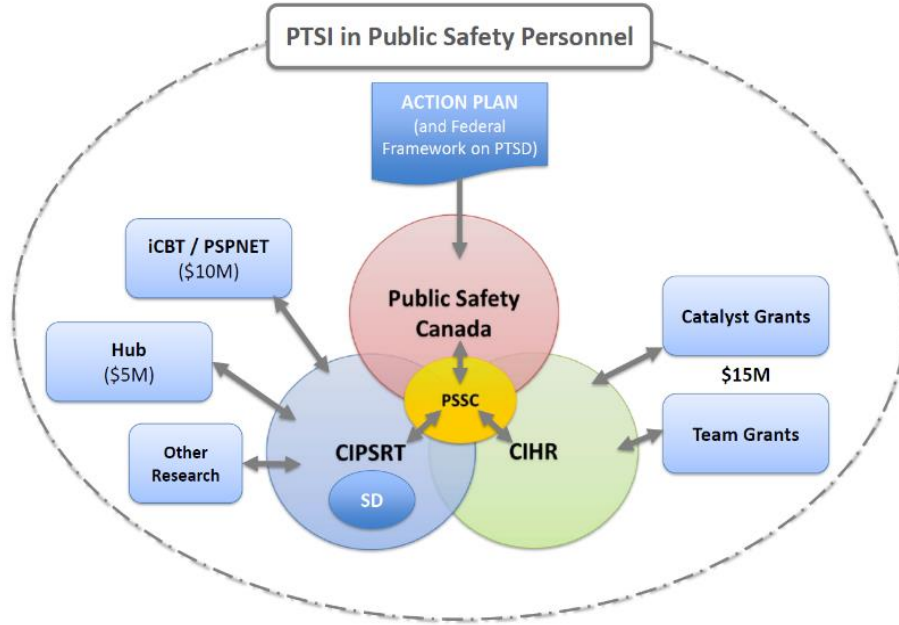
Figure 2. CIPSRT's Partners and Stakeholders

Public Safety Canada:

- In January 2019, the University of Regina and Public Safety Canada signed a contribution agreement to operationalize the Government of Canada's 2018 Budget commitment.

Public Safety Steering Committee (PSSC):

- The many different Public Safety Sectors are contributors to the national action plan and are organized as the Public Safety Steering Committee (PSSC). The PSSC is a critical connection between the research, knowledge transfer and training, and PSP.

Canadian Institutes of Health Research (CIHR):

- Supports the national research consortium with CIPSRT. This consortium works to address the incidence of post-traumatic stress injuries among PSP. CIHR will administer Catalyst Grants and Team Grants under their $15 million fund.

Scientific Directorate (SD):

- Acts as subject matter experts providing advice and guidance at the scientific and operational levels of CIPSRT. Helps identify, guide, and participate in supporting CIPSRT priorities (i.e., research, knowledge translation, partnerships, and capacity building).

Management Structure

The CIPSRT leadership team is composed of the following personnel:

- Executive Director for CIPSRT responsible for executive-level leadership for CIPSRT and related research initiatives. The Executive Director reports to the Vice-President (Research).
- Scientific Director for CIPSRT (research lead) responsible for high-level direction for CIPSRT's scientific initiatives.
- Treatment lead responsible for oversight and delivery of CIPSRT's treatment programs such as iCBT / PSP-NET.
- Training lead responsible for development and implementation of training programs related to CIPSRT and related projects such as R2MR.

Advisory Committee

Established in 2017, the Public Safety Steering Committee (PSSC) is a standing committee whose members represent federal, provincial, territorial, and municipal public safety organizations including the following sectors:

- Border Services
- Corrections
- Fire
- Operational & Intelligence Personnel
- Paramedic
- Police
- Public Safety Communicators.

The primary function of the PSSC is to engage in collaborative, iterative, and synergistic dialogue between CIPSRT, Public Safety Canada (PSC), and the Canadian Institutes of Health Research (CIHR) on matters related to the mental health and well-being of current and former Canadian PSP, their leaders, and their families.

The PSSC identifies priority areas with respect to trends, needs, and issues faced by PSP that require research, treatment, education and training related to the mental health and well-being of current and former PSP, leadership, and their families. These recommendations are given to PSC, CIPSRT, and CIHR for review and consideration.

The PSSC provides direct counsel and strategic guidance to the CIPSRT Executive Leadership Team with respect to knowledge translation, research initiatives and services that CIPSRT can deliver to the PSP community and public at large in support of PSP mental health and well-being.

The PSSC consists of senior-level representatives or their delegates (i.e., Directors Generals, Presidents, Executive Directors, etc.) from each of the national Canadian public safety associations, agencies, and organizations representing PSP. Each PSP association, organization, and agency appoints their PSSC representative.

Membership

Membership consists of a diverse network of academics, researchers, and clinicians throughout Canada who have expertise in PSP and PTSI, as well as actively support the vision, values, and goals of improving PSP mental health.

- Researchers holding a CIHR-administered Catalyst or Team Grant as part of the National Research Consortium on post-traumatic stress injury (PTSI) among PSP. The consortium will build the evidence base related to PTSI among PSP and disseminate this research evidence to public safety stakeholders, knowledge users and policy makers. CIPSRT hosts an annual general meeting (AGM) where consortium members present findings.
- Researchers at the University of Regina conducting CIPSRT-related research.
- Other recognized subject matter experts in CIPSRT-related fields.

Duration

The current contribution agreement extends to the end of fiscal 2022-23. CIPSRT will work with provincial, territorial and national partners to develop programming and revenue streams to sustain a national Public Safety Knowledge Exchange Hub at the University of Regina beyond the current five year contribution agreement. Researchers associated with CIPSRT will continue to pursue research funding from the Tri-Agencies and other funders as appropriate. If these efforts are not successful and CIPSRT cannot continue to sustain itself financially, the institute will be disestablished according to University policy.

Budget

The contribution agreement with Public Safety Canada signed in January 2019 provided funding to:

- Establish and operate a Knowledge Exchange Hub (nominally $5M over five years) and
- Conduct the iCBT pilot project (nominally $10M over five years).

The following (Table 1) shows the allocation of funding over the five year period as spelled out in the contribution agreement.

Table 1: Contribution Agreement Funding

Contribution Agreement Funding	Fiscal Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
• Establish & Operate the Knowledge Exchange Hub • Conduct the iCBT Pilot Project	$2.00M	$3.25M	$3.25M	$3.25M	$3.25M

CIPSRT and affiliated researchers are pursuing additional funding in the following areas:

- Research (e.g. CIHR grants administered Mental Wellness in Public Safety Team Grants)

- Research informed training (e.g. Road to Mental Readiness program)

- Research informed treatment (e.g. extending iCBT to other provincial jurisdictions)

- Service contracts (e.g. resiliency program evaluations).

Physical Resource Needs

CIPSRT leases office and meeting room space along with CCJS and the iCBT project team on the second floor at 2 Research Drive, Innovation Place. In collaboration with Facilities Management and Innovation Place, a renovation project is underway to enhance security, privacy, and accessibility[4] of the leased space. Funds for rent and the renovations are provided within the contribution agreement.

Staffing Requirements

CIPSRT is staffed with the following personnel[5]:

- Operations Director and Manager responsible for day-to-day operations of the institute including coordination and development of programs, policies, procedures and business infrastructure. CIPSRT administrative and professional staff (finance, web and social media, community engagement and event planning, and knowledge management) report to the Operations Manager.

- Knowledge Manager responsible for coordinating activities between internal and external stakeholders to facilitate knowledge synthesis, translation and exchange

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[4] Note: can be physical space for mobility-related disability to white noise from fans.
[5] CIPSRT is cognizant of Equity, Diversity, and Inclusion in its staffing.

- Community Engagement and Events Coordinator responsible for working closely with stakeholders to develop and plan events specific to CIPSRT such as conferences and annual general meetings

- Research Financial Analyst responsible for accounting for all CIPSRT-related projects and research and contract account administration

- Research Project Administrator responsible for providing research support to the Scientific Director

- Administrative Assistants for the CIPSRT team, the iCBT pilot project and the Scientific Director.

CIPSRT shares a Research Contract Officer housed within the Research Office and a Strategic Communications Officer housed within University Advancement and Communications.

Risk Assessment and Risk Management

The top three risks and attendant management responses are listed in Table 3 below. All three have a direct role in sustaining CIPSRT in the long term.

Table 3. Top Three Risks to the Success of CIPSRT.

Risk	Response
1. Failure to build new partnerships and sustain funding beyond the current contribution agreement	- The immediate focus of the Executive Director with support of the VPR on building new partnerships will mitigate this risk - If the worst-case scenario comes to fruition, the institute will be dis-established
2. The complex and diverse group of stakeholders may lead to a failure to keep them engaged and/or meet and manage their expectations. Such a failure would have a negative impact on reputation of CIPSRT and the University of Regina.	- Executive Director with the support of the Scientific Director and CIPSRT staff is focused on stakeholder engagement particularly with PSSC and Public Safety Canada - An action item list with priorities from the PSSC perspective has been created and is maintained. - Regular meetings according to the PSSC terms of reference will keep the lines of communication open - Regular communication with Public Safety Canada and semi-annual reporting

Risk	Response
3. Failure to deliver on commitments in a variety of areas where CIPSRT is breaking new ground including uptake of CIPSRT research, treatment and training by the PSP community would also have a negative impact on CIPSRT and University of Regina reputation.	• A key function of the PSSC, CIPSRT's advisory committee, is to identify priorities of PSP and their families. This function is an important mitigation strategy to the risk of low uptake. • The national research consortium is intended to maximize available capacity across Canada. An effective national network will be critical for enabling access to all available qualified resources and delivery on commitments related to research, treatment, and training.

Contributions to University Goals Other than Research

Role of Knowledge Translation at CIPSRT

Knowledge translation at CIPSRT exists as part of the Knowledge Exchange Hub. The objective of the knowledge translation unit is to increase awareness of mental health concerns that exist among PSP. Increased awareness must happen in the PSP community and the lay public so that both groups can understand the research work and how it will be applied to mental health outcomes. Knowledge tools, products, training and information about treatment options will be created through the knowledge translation efforts of the exchange hub. Multi-modal approaches (i.e., digital media, print, presentations, and training opportunities) will assist PSP stakeholders in collaborating with researchers, understanding research findings, and implementing actionable research evidence regarding mental health in PSP. CIPSRT's knowledge translation will also focus on changing individual, sector and societal attitudes that contribute to the stigma that exists around mental health issues.

Role of Treatment at CIPSRT

Role of Training at CIPSRT

Performance Metrics

CIPSRT, its funders, PSP partners, and other stakeholders are interested in understanding performance of each of the three strategic pillars (research, treatment, and training) as well as that of the Knowledge Exchange Hub. The CIPSRT leadership team along with the VPR and other stakeholders have defined objectives, measures success, and supporting actions for each of the strategic pillars (see Appendix 1). It is anticipated that these will continue to be refined in the upcoming months and years.

With respect to the Knowledge Exchange Hub function of CIPSRT, the contribution agreement specifies expected outcomes:

- CIPSRT, as the National Research Consortium Knowledge Exchange Hub, is recognized by the various sectors of the public personnel community as the knowledge brokers for CIHR funded research results generated by the consortium
- The National Research Consortium is recognized for its ability to engage knowledge users from the Public Safety Community throughout the research process by disseminating the research findings into practice
- The National Research Consortium research results are widely disseminated to stakeholders and knowledge users across Canada
- The public safety and research communities are better linked/networked resulting in the establishment of multi-disciplinary partnerships
- Public safety health research publications inform decision making and policy setting in the future
- Number of peer-reviewed research reports that discuss Gender-based Analysis Plus (GBA+) factors (target at least 10).

Appendix 1

Research Objectives, Measures of Success, and Supporting Actions

RESEARCH OBJECTIVE:
To be a leader in _initiating_ research that supports the mental health of public safety personnel (PSP), their leaders, and their families.
MEASURES OF SUCCESS: • Total value of federally funded research flowing through CIPSRT • Total value of provincially funded research flowing through CIPSRT • Total value of municipally funded research flowing through CIPSRT • Total value of agency and/or private sector funded research flowing through CIPSRT • Total # of grant funding programs targeted at mental health for PSP • Total # of advocacy activities to support PSP mental health research funding
Supporting Actions: • Funding researchers through the consortium with CIHR • Securing and growing federal research funding through PSC and other federal entities • Establishing provincial and municipal partnerships to support research funding for PSP mental health • Establishing agency and private sector partnerships to support research funding for PSP mental health
RESEARCH OBJECTIVE:
To be a leader in _coordinating the production_ of research evidence that supports the mental health of public safety personnel (PSP), their leaders, and their families.
MEASURES OF SUCCESS: • # of research papers produced • # of researchers with research papers flowed through CIPSRT • # of research interventions developed through each segment (i.e. individual, family, organization, sociopolitical system)
Supporting Actions: • Supporting communications between network researchers • Identifying opportunities for research collaborations • Developing lay summaries of research initiatives • Fulfilling targeted research requests sponsored by external government and non-governmental agencies
RESEARCH OBJECTIVE:
To be a leader in _coordinating the mobilization_ of research evidence that supports the mental health of public safety personnel (PSP), their leaders, and their families.
MEASURES OF SUCCESS: • # of conference presentations • # of program evaluation pilots commissioned • # of research-driven policy changes by agency, municipal, provincial, and national organizations • _# of service delivery program changes by agency, municipal, provincial, and national organizations_

> **Supporting Actions:**
> - Developing and managing a coordinated conference delivery plan to support researchers identifying opportunities and monitor reach of research activities.
> - Supporting the CIPSRT research network developing program evaluation pilots
> - Monitoring and supporting policy change activities led or supported by CIPSRT researchers and disseminating policy-related information across the CIPSRT research network
> - *Monitoring and supporting service delivery change activities led or supported by CIPSRT researchers and disseminating policy-related information across the CIPSRT research network*

Treatment Objectives, Measures of Success, and Supporting Actions

TREATMENT OBJECTIVE:

To be a leader in the _development and optimization_ of treatment programs that supports the mental health of public safety personnel (PSP), their leaders, and their families.

MEASURES OF SUCCESS:
- # of projects
- Total value of funded treatment (by level of government)
- # of projects going through ethics
- # of trainees
- # of revisions (or adaptations) to existing treatment materials
- # of stakeholders involved in development

Supporting Actions:
- Engage funders on treatment needs and alignment with funding priorities
- Engage PSP stakeholders on PSP needs and unique considerations of the sector
- Engage clinicians, researchers and students on treatment solution concepts
- Develop policy and procedures for delivery

TREATMENT OBJECTIVE:

To be a leader in the _delivery_ of treatment programs that supports the mental health of public safety personnel (PSP), their leaders, and their families.

MEASURES OF SUCCESS:
- # of people assessed
- # of people treated
- Completion % on programming
- Demographics - % urban/rural, % female/male, % English/French
- # of referring organizations
- # of therapists delivering/HQPs
- # of provinces

Supporting Actions:
- Engage project leads to track targeted demographic, geographic, etc., information across projects
- Support communications and reach through PSP stakeholders
- Inform, train & develop skills across all treatment project delivery groups
- Proactive communications delivery throughout the network to inform of progress, opportunities and barriers on treatment delivery initiatives

TREATMENT OBJECTIVE:

To be a leader in the _evaluation_ of treatment programs that supports the mental health of public safety personnel (PSP), their leaders, and their families.

MEASURES OF SUCCESS:
- % improvement (against baseline measures, project-specific)

    o   Is there potential for a roll-up indicator (i.e. average % improvement across CIPSRT portfolio)?
- # of clinical pathways (developed or updated)
- # of programs developed
- # of publications
- # of invited presentations
- # of conference presentations
- # of positive media mentions

Supporting Actions:
- Develop and manage a coordinated conference delivery plan
- Monitor & support data analysis of projects
- Collect and disseminate program evaluations
  - Measure and support both academic and lay side

Training Objectives, Measures of Success, and Supporting Actions

TRAINING OBJECTIVE:

To be a leader in the _development_ of training programs that supports the mental health of public safety personnel (PSP), their leaders, and their families.

MEASURES OF SUCCESS:
- # of training programs developed
- Total value of funded training flowing through CIPSRT (by level of government)
- Total value of agency and/or private sector funded training flowing through CIPSRT
- # of steering committee engagements

Supporting Actions:
- Develop E-R2MR training solution
- Conduct Gap Analysis and/or Needs Assessment of training needs with engagement of PSSC members and researchers
- Create subcommittee of PSSC to support CIPSRT Training strategy and implementation activities
- Translate research to training opportunities
- Conduct advocacy activities on behalf of the sector to support CIPSRT Training opportunity development

TRAINING OBJECTIVE:

To be a leader in the _delivery_ of training programs that supports the mental health of public safety personnel (PSP), their leaders, and their families.

MEASURES OF SUCCESS:
- # of programs delivered
- # of courses & sessions delivered
- # of PSP trained (by sector)
- # of clinicians trained
- # of trainers trained
- # of partnerships engaged in training
- Completion rate of program participants
- _For further development_…training quality score

Supporting Actions:
- Deliver programs and courses
- Develop a recruitment strategy and scheduling plan
- Develop metrics for prioritizing training opportunities
- Develop training evaluations

TRAINING OBJECTIVE:

To be a leader in the _evaluation and optimization_ of training programs that supports the mental health of public safety personnel (PSP), their leaders, and their families.

MEASURES OF SUCCESS:
- # of programs evaluated
- # of contracts
- # of changes to existing training approaches
- # of program changes (i.e. R2MR, BOS, etc.)

Supporting Actions:
- ID program opportunities based on PSSC collaboration
- Secure funding/resources (HQP)
- Establish standard processes for training evaluation
- Establish training standards _(duplication?)_
- Evaluate programs and provide guidance for future delivery
- Write reports to meet training obligations and as part of knowledge translation
- Disseminate knowledge based on training delivery results
- Translate evaluation results _(duplication?)_

TRAINING OBJECTIVE:

To support CIPSRT Training quality, impact and reach by enabling appropriate professional development opportunities for network stakeholders.

MEASURES OF SUCCESS:
- # of clinicians trained
- # of PSP trained
- # of repeat "students/trainees"

Supporting Actions:
- Develop professional development strategy for CIPSRT Training implementation
- Follow up with CIPSRT alumni to identify potential trainers and to promote training development

DEAN'S OFFICE
FACULTY OF EDUCATION
Room 309, Education Building
585-4500   585-5330 (FAX)

MEMORANDUM

Date: 29 November 2019

To: Dr. Christopher Yost
               Chair, Council Committee on Research

From: Dr. Jerome Cranston
               Dean, Faculty of Education

Re: Disestablishment of the Centre for International Education and Training (CIET)

Attached please find a collation of Appendices that support the isestablishment of the Centre for International Education and Training (CIET) as specified in the University of Regina Policy for Research Institutes and Centres.

The supporting documents consist of the following:

Appendix I   Notice of Motion to Disestablish CIET, issued at Faculty Council on September 13, 2019

                    Motion to Disestablish CIET, motion was passed at Faculty Council on November 15, 2019

Appendix II   Constitution of CIET

Appendix III -   Activity Reports of CIET (2007 -2017)

Appendix IV -   External Review Report: Faculty of Education Response to Council Committee on Academic Mission (November 5, 2018)

                    External Review Report (May 29, 2019)

                    External Review Report (March 20, 2019)

Appendix V -   Emails concerning the continuity/hiatus of CIET

                    Discussion notes of Faculty Meetings with regard to CIET

Jerome Cranston, PhD
Dean, Faculty of Education

FACULTY OF EDUCATION

CENTRE FOR INTERNATIONAL EDUCATION AND TRAINING (CIET)

- Notice of Motion to Disestablish CIET
  (Issued at Faculty Council on September 13, 2019)

- Motion to Disestablish CIET
  (Faculty Council on November 15, 2019)

Appendix I

Faculty of Education Council Meeting
Nov. 15, 2019

Appendix II

Motion #1 - Cranston/Lewis
That the Faculty of Education's Centre for International Education and Training be disestablished .

Rationale:
As per the University of Regina Policy RCH-010-005 , "Research Institutes and Centres," the Dean's Office proposed that:

Notwithstanding the very important historical and valuable role that the Faculty of Education's Centre for International Education and Training (CIET) has played since 1995 in forwarding the mission and vision of the Faculty of Education, and as a result of the establishment of the Faculty of Education's Centre for Educational Research, Collaborations and Development (CERCD, formerly the Saskatchewan Instructional Development and Research Unit, SIDRU), the establishment and operational mandate of University of Regina, International (URI), and recognizing issues that have historically been raised related to increased faculty and staff workload and work intensification (as per the 2002 & 2017 External Reviewers' Reports and the 20I8 Workload & Innovation Committee Report) that the Faculty of Education's Centre for International Education and Training be disestablished.

Moved that Motion #1 be approved as submitted by the Dean.

20 in favour
I opposed
10 abstentions

CARRIED

Faculty of Education Council Meeting
September 13, 2019

Appendix X

Notice of Motion:

At the Faculty Council meeting of Friday, November 15, 2019 in my capacity as the Dean, Faculty of Education and as per University of Regina Policy RCH-010-005, "Research Institutes and Centres," the Dean's Office will propose that:

Notwithstanding the very important historical and valuable role that the Faculty of Education 's Centre for International Education and Training (CIET) has played since 1995 in forwarding the mission and vision of the Faculty of Education , as a result of the establishment of the Faculty of Education 's Centre for Educational Research, Collaborations and Development (CERCD, formerly the Saskatchewan Instructional Development and Research Unit, SIDRU), the establishment and operational mandate of University of Regina, International (URI), and recognizing issues that have historically been raised related to increased faculty and staff workload and work intensification (as per the 2002 & 2017 External Reviewers' Reports and the 2018 Workload & Innovation Committee Report) that Faculty of Education's Centre for International Education and Training be disestablished .

Accordingly , at the meeting to be held on Friday, November 15, 2019 a Motion will be presented to Faculty Council to formally consider the disestablishment of Centre for International Education and Training, and that if "Passed" by Faculty Council that a recommendation be made to the Council Committee on Research and the Board of Governors to disestablish the Centre for International Education and Training.

FACULTY OF EDUCATION

CENTRE FOR INTERNATIONAL EDUCATION AND TRAINING {CIET)

CONSTITUTION

Appendix II

Centre for International Education and Training (CIET)
Principles, Beliefs, and Understandings

Principles and Practice: In Shared Commitment with the Faculty of Education

The following is drafted in recognition of the larger call for internationalization as articulating and shared through a common educational protocol. It remains the intention of this organization (CIET) to encourage and support and initiate international practices and beliefs in commitment with the larger educational goals and practices of the Faculty of Education, and the University of Regina. This directive is in full recognition of critical issues and institutional responsibilities entrusted to the Faculty of Education and in recognition of the Association of Canadian Deans of Education (ACDE) Accord on Internationalization, *Callfor Principled Action* and the University of Regina Strategic Plan.

It remains the responsibility of the Faculty of Education to provide educational support and preparation for teachers for professional practice within a wide variety of community and educational settings. In the interest of meeting these obligations the Faculty, through the assistance of CIET, will incorporate intercultural/international protocols and perspectives in key areas of engagement. These areas acknowledge teacher preparation for diverse understandings and viewpoints as affecting learners at home and abroad. Included here are sustainable inclusive mobility experiences, faculty responsibilities and commitments, ethical teaching and reciprocal research partnerships, as well as the internationalization of the curriculum. CIET promotes these principles in recognition of this responsibility.

Principles for Action

As indicated above the following principles appear as extracted from, and aligned with the *Mission Statement* of the *University of Regina, Faculty of Education Strategic Plan (2016-2021),* and the *Association of Canadian Deans of Education (ACDE) Callfor Principled Action,* a monograph on internationalization.

"The Faculty of Education is committed to enacting social and ecological justice, indigenization, sustainability, cultural and linguistic diversity, life-long learning, service, outreach and the collaborative processes that flouri sh in a community of caring and mutual respect. "

1. **Faculty Responsibilities and Commitments**

It is acknowledged that ongoing support for Faculty internationalization requires the sustained interest and support of Faculty and University Administration; this may be accomplished through infrastructural coordination and support. For example international research and service work must be targeted and remain a significant contributor to Faculty

tenure, promotion and merit criteria. Research support and funding opportunities should be encouraged and where possible underwritten through Faculty funding processes. Faculty and University support are instrumental in the promotion of the exchange and development of knowledge, research partnerships, and international programs and projects. Where possible graduate and undergraduate students should be encouraged to participate in both research and learning opportunities as occurring in international and or intercultural settings. This could include practicum opportunities abroad, student exchanges, and study tours. The Faculty is instrumental in providing these opportunities for students and should press for both University and Provincial recognition of these accomplishments. International partnerships and capacity building should be both recognized and rewarded with the task of developing highly knowledgeable internationally engaged professionals.

Desired Outcomes:

- Socially accountable internationalization activities and practices
- International projects which complement existing Faculty programs and activities
- Identifiable progress in sustainable international research and project development and coordination
- Greater opportunities for student international experience and engagement

2. Sustainable Inclusive Mobility Experiences

The conceptualization and management of international projects or activities should be focused on financial, relational, environmental and conceptual sustainability rather than on profit. Working in conjunction with the Faculty of Education and UR International, incoming international faculty, staff, and students should be supported (where possible) to navigate local organizational, linguistic, academic, and cultural systems, norms and practices. When traveling abroad, faculty, staff, and students should be supplied with supporting information including potential risks, allowing them to make informed decisions. In addition those traveling internationally should be provided with adequate language and cultural preparation prior to their departure. This includes support while away, as on return. These supports will mitigate the potential for culturally inappropriate attitudes and practices while increasing the likelihood of a successful international experience.

Transnational knowledge and ways of knowing should be celebrated and seen as a social, cultural, and institutional asset that enriches the educational experience of all. Engagements related to Indigenous ways of knowing as well as issues regarding social justice in different contexts should be encouraged as a way of connecting with global issues, particularly as related to Canadian contexts. In addition, engagements with diasporic immigrant communities both at home and abroad are encouraged to further the principles and understandings of internationalization. Finally, associated environmental/ecological

sustainability and costs should be considered in a comprehensive appraisal of all international activities.

Desired Outcomes:

- Sustainable international mobility activities generating positive outcomes for all stakeholders
- Participants build, in local contexts, on experiences achieved away

3. Ethical Teaching and Reciprocal Research Partnerships

The Faculty of Education promotes the negotiation of teaching and research partnerships with international institutions, non-governmental organizations, and community groups. Such partnerships are to be grounded in an awareness of the social, cultural, linguistic, economic, political, and geographical context of the region as well as a strong commitment to learning more about this context from the teaching or research partner and, by extension, the community. Consistent with the University of Regina Strategic Plan (peyak aski kikawinaw), and the Faculty of Education Strategic Plan (2016-2021), relationships between partners are to be principled, open, transparent, and respectful. Therefore, partnerships are based on principles of ethical intercultural dialogue, advancing a reciprocal and equitable exchange of knowledge between partners rather than a one-way transfer of knowledge. The local context informs the decision-making, planning, and implementation of such agreements. When entering partnerships, it is important to ensure that both parties are fully engaged in a mutually-beneficial and ethical negotiation of terms accompanied by thoughtful deliberation on how the work will impact and benefit the community in both the short and long term. By assessing the risks and benefits to communities on an on-going basis, the partners ensure that the conduct of the teaching or research collaboration is ethical. Educational technologies may provide an effective means of enhancing communication with communities. Finally, through their collaborative work, partners enhance their skills in teaching and/or research, expand their networks, and learn new theories, methodologies, and practices. When the findings or outcomes of projects are widely disseminated locally and internationally, partners have the opportunity to co-construct knowledge and mobilize this knowledge for the benefit of their own communities.

Desired Outcomes:

- Teaching and research partnerships should affirm the Faculty of Education's commitment to anti-oppressive, social justice practices. Such partnerships involve engaging communities in dialogues about local priorities, learning with and from partners, and empowering communities to sustain projects beyond the duration of the partnership.

- Furthermore, teaching and research partnerships should allow partners to broaden and deepen their understanding of various local and international issues which impact Indigenous communities

4. Internationalization of the Curriculum

In light of our commitment to social, economic, environmental, and global justice, we strive for an integrated and coherent curriculum that equips students and future educators with the necessary knowledge, skills, and commitment to address complex local and global challenges. This desired outcome would be accomplished by including and embodying: diverse ways of knowing; by diversifying the teaching profession; by valuing and encouraging multiculturalism; by supporting students in developing their intercultural and international dispositions; by disrupting historical unequal relations of power between different social economic groups; by broadening students' worldviews and employing critical tools of analysis; by addressing systemic barriers and challenging stereotypes and dominant discourses/ languages with particular attention to the issues of relevance and importance to indigenous peoples of Canada and worldwide.

Desired Outcomes:

- Course design and outcomes will represent diverse interests
- Curricula will honour pluralistic ways of knowing, valuing, and being
- International/intercultural componentry/experiences are contributory to effective program development, and paramount to a valued and rounded education

CIET Organizational Criteria

CIET as an organization (CIET) must adhere to the following:

Constitution

Article I - Name:

The name shall be the Centre for International Education and Training (CIET) and its academic location shall be the Faculty of Education at the University of Regina.

CIET is a Type II research centre and, therefore, as per the University of Regina Policy (140.20). It is faculty-based and reports to the Dean of Education.

Mission:

CIET's mission is to improve the human condition and to enhance global citizenry through international educational development projects that emphasize collaborative, sustainable, reciprocal and ethical relationships between the Faculty of Education at University of Regina and diverse partners within and beyond the Province of Saskatchewan.

Vision:

Consistent with both the stated goals of the University of Regina relating to internationalization, and with the University and Faculty mandates to provide service to the wider community, CIET provides an infrastructure through which Education Faculty can participate in meaningful, sustainable, international development activities. CIET recognizes the benefits to participants-both at home and abroad-which result from the rich and meaningful relationships that develop through international projects. The dual purposes of service to the international community and mutual growth through cultural exchange constitute the fundamental reasons for engagement in international projects. CIET exists to provide a vehicle through which members can pursue service and scholarly activities, by fostering, supporting and developing the Faculty of Education's involvement in the global community.

CIET became the formal home of the Faculty's international activities in 1995. As the Faculty's international persona, its roles include the following:

1. Coordinate international projects in which education is the vehicle for sustainable social change.
2. Assist members in the planning, implementation of scholarly proposals consistent with the principles of CIET.
3. Provide Faculty of Education members and other members of the university and educational communities the opportunity to work with partners in other countries.

4. Provide opportunities for collaboration with scholars from other universities and countries
5. Provide opportunities for visiting scholars at the University of Regina.
6. Provide the Faculty's link with partners interested in the development of collaborative. international initiatives consistent with CIET's guiding principles.
7. Represent the Faculty of Education in its relationship with UR International.

CIET has been involved in international projects in Cambodia, Cameroon, Chile, Germany, Ghana, Great Britain, Guyana, Malawi, Mexico, The Peoples' Republic of China, Spain, Thailand, and the United States.

Article II-Purpose:

The purpose of the Centre for International Education and Training is to improve the human condition through mutual sharing of expertise and experience in education.

This purpose suggests the following roles for CIET:

1. To coordinate international projects in which education is the vehicle for sustainable social change.
2. To assist members, wherever possible, in the planning, implementation, and funding of scholarly proposals consistent with the principles of CIET.
3. To provide Faculty of Education members and other members of the university and educational communities the opportunity to work with partners in other countries.
4. To provide opportunities for collaboration with scholars from other universities and countries.
5. To provide opportunities for visiting scholars at the University of Regina.
6. To liaise with partners towards the development of collaborative international initiatives consistent with CIET's guiding principles.
7. To represent the Faculty of Education in its relationship with UR International.

Beliefs & Understandings

Foundational Beliefs:

1. Education, training and development are primary and sustainable vehicles for improving the human condition.
2. CIET should engage in development work that is guided by respectful and ethical relationality and that promotes a critical perspective on the way development is conceived, studied, and carried out.
3. CIET endeavours to foster collaborative processes and possibilities amongst diverse educational partners in Saskatchewan and beyond.
4. International involvement enriches the educational perspective of our undergraduate and graduate students, as well as our faculty members and staff.

5. All revenues that accrue to CIET should be used exclusively to support the infrastructure of CIET, or to support other international projects sponsored by CIET. CIET activities should never be viewed as, or used as, a revenue generating mechanism by the Faculty of Education or the University of Regina.

6. All faculty and staff members who are interested in international work and share these principles, which have been collectively developed, should be invited to participate in the activities of CIET.

7. International activity is a form of collaborative scholarship and should be recognized as such for all purposes, and at all levels of the university community.

8. CIET projects (including research, teaching and service) must be conducted in the service of the international partner, acknowledging that all participants (researchers and international partners) will have the opportunity for mutual benefit and to learn from each other.

Understandings:

1. It is understood that CIET must secure sufficient contract overhead income to insure that it can continue to fulfill its mandate. However, consistent with the principles articulated above, it is our fundamental belief that CIET is not a tool for revenue generation, therefore, we believe that whatever revenues accrue to CIET should be used exclusively to support the infrastructure of CIET, or to support other international projects which originate in the Faculty of Education, consistent with university policy.

2. It is understood that all CIET activities must be congruent and consistent with the vision, mission and strategic policies (Strategic Plan) of the Faculty of Education and the University of Regina.

FACULTY OF EDUCATION

CENTRE FOR INTERNATIONAL EDUCATION AND TRAINING (CIET)

- External Review Report: Faculty of Education Response to CCAM
- EXTERNAL REVIEW REPORT (May 29, 2017)
  (Recommendation # 6)
- EXTERNAL REVIEW REPORT (March 20-22, 2002)

Appendix IV

University
or Regina | Faculty of
Education

MEMORANDUM

Date: 5 ovember 2018

To: Council Committee on Academic Mission

From: Jerome Cranston, PhD
Dean, Faculty of Education

Re: Follow Up Report to CCAM on the Implementation of Recommendations of the External Review of the Faculty of Education, niversity of Regina Report Date: 29 May 2017

About the Faculty of Education, University of Regina

As per the !'acuity of Education's Strategic Plan, 2016 – 2021
(http://www.uregina.ca/education/for-faculty_staff/index.html)

Vision Statement
The Faculty of Education aspires to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning and service.

Mission Statement
The Faculty of Education serves society by educating classroom teachers, other educa tor ·, the wider community, and the public, preparing educational leaders and lifelong learners, providing leadership and support for ongoing education , training and development , conducting innovarivc educational research, practices and methods in pedagogy, and by initiating and engaging in local, national and international programs and proj ects in English, French, and Indigenous languages. The I ·aculty of Education is committed to enacting social and ecological ju stice, indigenization, sustainabil ity, cultu ral and linguistic diversity, li fe-long learning, service, outreach and the collaborative processes thll flourish in a community of caring and murual respect. The Faculty's mission embodies commitments to srudcnt success, research impact, and community engagement as articu lated in the nivcrsiry of Regina Strategic Plan "peyak aski kikawinaw" (One with Mother Earth /Together we arc stronger) www.urcgina.ca/ strategic-plan /.

Values
- Innovative and transformative teaching, learning, research, and service.
- Research that informs teaching, learning, practice and theory.
- Accessible, equitable, and inclusive curricular, classroom and community practices.
- Our individual and collective achievements and expertise.
- Positive well-being, collegiality, and murual respect.
- Development of successful, adaptive, responsive and flexible citizens, teachers and leaders in education.
- Development of critical consciousness concerning the lives of marginalized colleagues, students, and their families and communities.

- Standing in solidarity with those marginalized by race, gender, sexual orientation, religion, ability, language and other forms of systemic discrimination.
- Respect for and commianent to academic freedom and public engagement.

Priorities
- Creating opportunities to reach full potential of faculty, staff and students.
- Opening access to multiple modes of learning.
- lndigenizing processes, practices, and curricula.
- Preparing pre-service teachers to teach well in increasingly complex classrooms.
- Working collaboratively with faculty, staff, students and community as well as with our partners locally, nationally and internationally.
- Responding to, and engaging with, community.
- Ensuring sustainability: longevity of progra mming; financial, environmental/ecological and personal.
- Exploring and investigating new pathways for teaching and learning placing primacy on experiential, relational and holistic approaches.
- Developing a cohesive and comprehensive djgital/social media presence for the f."aculry.
- Resisting hegemonic education practices that work to marginalize students, communities and ourselves.

Summary of the External Report's Recommendations
1. Effective with the start of an Interim Dean and continuing into the work of a new Dean, efforts have been taken to create a culture of transparency within the Faculty of Education that will foster t;-Teater collegial input into a range of decisions including workload, program configuration and possible change, budget allocations, and committee formation and processes.

2. The Faculty is advised to review its graduate programs and their relationship to the core mission of the Faculty.

3. A review of the Secondary Program should be undertaken with a particular focus for developing learning and teaching opportunities across che now silued subject areas.

4. J n addition to reviews of programs in the Faculty of Education, it is important that the interim Dean and then the new Dean undertake a set of collegial processes to systematically review a range of "structures" currently employed in the Faculty of t ducation.

5. 'llle Faculty needs to adjust its financial plan for future years.

6. The Faculty needs to revaluate its Centre for International Education and Training.

7. The new Dean for the f aculty of Education will need to find a variery of mechanisms to support the research productivity of each of the faculty members, despite the challenges thn decreasing budgets may present.

8. J\new strategic mentoring plan for the Faculty should be developed.

9. As in all universities that arc faced with imminent reductions of government funding, rhe Interim Dean and the new Dean need to focus a considerable amount of their time cowards

diversifying the ways in which funds come into the 1aculty budget, in particular, ways that revenue can be generated.

10. The Interim Dean and the new Dean should engage in a process of strategic alignmen t of all present and new initiatives within the Faculty. This includes aligning budget, facilities, time, staff, space, and new revenue streams.

11. An immediate hiring freeze for both staff and faculty would significantly help foster the strategic alib>nment that is required.

12. Attention needs co be given co increa ·ing djgital literacy throughout the faculty.

Faculty's Consultative Process Outline

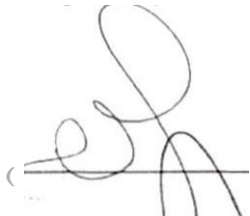| Date	Action
29 May 2017	External report received.
5 July 2017	Report distributed to Faculty member s.
22 August 2017	Education leadership team meets ro plan a multi-pronged approach co ensure opportunities for faculty inpu t.
28 August 2017	A t the Faculty Fall Retreat, the Dean provided facuJry members with an update on thjs process.
12 September 2017	A t the Faculty 's Planning and Priorities Committee meeong, the Interim Dean, Dr. Andrea Stcrzuk, asked program chairs ro discuss the 12 recommendation s and provide notes from those discussions.
15 September 2017	The Interim Dean wrote to Faculty to begin the process of requesting individual wrjtten submissions from faculty pertaining to the external unit review by October 6.
18 October 2017	The faculty met to discuss the recommendati ons as a collective.
8 December 2017	The faculty met again to discuss the recommendati on s.
27 August 2018	A t the Faculty 2018 Fall Seminar at the request of the Associate Dean, Faculty Development & Human Resource s, a 1-acilita cor was contracted to provide faculty members with an opportuniry ro consider how we might best work to align our structures and practices in response to the External Reviewers' Report, the Report of the Faculty 's Workload & Innovation Commi ttee and the Facult-y's 20 16-2021 Strategic Plan .
Ongoing	Regularl y scheduled consultation and discussion at: hlculty Council, Faculty Planning & Priorities Committee, Program A rca mee::tings, WorkJoad & I nnovation Committee & Dean's Λdmini strative Group (Dean, 3 A ssociate Deans and !acuity Administrator).

Response to the Report's Recommendations

Recommend ation	Response and/or Action To-Date
1. Create a culture of transparency	In response, more collaborative processes have been injtia ted with respect to how the Faculty's resources might be leveraged toward the stated priorities described in the Faculty's Strategic Plan 2016-2021 . The number of scheduled meetings for the Faculty's Plann ing and Priorities Comminee have increased to monthly meetings insread of alternate months. The PPC has been focused on discussions chat will allow members to provide strategic recommendations in a consulta tive manner to the Dean with respect to resource allocation. Approaches were implemented to foster more collegial input with respect to the decision-making process for hiring tenure-track positions. For example, sessional hiring patterns over the last three.: academic years were examined and that in formation was shared with all faculty members, and then proposals were solicited from faculty members. Ten proposals were submined. The Dean 's Group met, reviewed, and determined a direction forward for the two positions Workload was identified as an important area m the External Reviewers' Report. This was also iden tified by facuJry members as a key area of concern. A Workload & Innovation Committee that reports to the Dean's Admirustrative Group was created to examjne work load issues within the faculty and wichjn in the context of the Faculty's Criteria Document and budget. The Comrriltree completed a report and submitted it on 13 April 2018. Subseguently, Dr. Λ ndrea Sterzuk, the Interim Dean, implemented pare of one of the Committee's recommendation, which was co reduce the nwnber of student interns supervised by Faculty members by two (2) i nterns each, from the previous four (4). The Workload committee also suggested a review of progra ms in relation to workload. The Education Cure Studies (ECS) subjecc area has embarked upon a review of all ECS courses whjch are across a ll undergraduate programs looking to: "create foundational classes thar, in consultation and collaboration with the program and other subjec t areas, help contribute to more flexible programming options for students." In adrution, the.: Committee presented its report to the I nterim Dean in October 2018, and mon thly meetings have.: been scheduled with the Committee to iliscuss the resource implications of implemen cing the remaining recommend ations.
2. Review graduate prolram s	The Reviewers NOTE D concern s that there may be too many graduate programs and have identified that the Faculry should review its current breadth of graduate programs and programming.

		Under the direction of the Associate Dean, Research & Gradua te Programs, a review process Is underwa y to further consider the implication s of the recommendation. However, no formal decisions have been made as any discussions that might consider the consolidation and/or deletion existing programs will require a fulsome discussion at the facuity Council level. The f aculty is committed to increase access to programs and courses through online options. There has been discussion of the possibiliry of forming cohorts and there is also a sense that the faculty require s a better rotation of core courses alongside regular courses.
3.	Review of the Secondary Program	The Chair of the Secondary Program has initiated efforts to find regular times so that all program areas (Elementary, Secondary, A rt · Education) meet together to discuss, review, and work toward common and shared program(s) ideas that might lead to review, revision, and streamlining of programs.
4.	Review a range of "structure s"	The Faculty has begun a prelimin ary review of trs "Structure Document" focused on examining the most appropriate structural model to foster collegial governance in ways that reflect the l ·acu lt:y's commitment s and priorities as outlined in its Strategic Plan, and the current and projected level of resource s; both human and financial.
5.	Adjust financial plan	The new Dean ha s been working with th e Faculty Ndmini strator to better understand the current operating budget, variances in it, and is reviewin g the pa st five-year historical budget s in order to make more accurate projecti ons of resource allocation that align with the i'aculty's Strategic Plan.
6.	Evaluate the Centre for International Educa tion and Training.	A process was initiated in the 2017-2018 co consider whether or nor the Faculty's Centre for I ncemational Education and Training (Cl 曰), one of the two Faculty-based research units, is a duplication of some of the services now offered by UR International and other supports that may exist tn a re-imagined SI DR (the Saskatchewan Instructional Development and Research Unit). While no firm decisions have been reached about the future of CI ET, Faculty discussions led an Activity Report by the then Director, Dr. Douglas Brown whose term as Director ended 30 J une 2018. Or. Sterzuk informed Faculty that she would not appoint a new Director for CI ET for 01 July 2018. At this time, nominations have not been sought for Faculty members to serve on CI ET's board and Cl ET will remain inactive until a broader raculty discussion can occur with respect to the future of C1ET.
7.	Examine mechanisms to support the research producti vity of each of the faculty members	A collaborative process wa s implemen ted in 2017-2018 to provide a pathway forward for SlDR U , the other Faculty -ba sed research unit – that included : an initial report being circulated , faculty feedback being solicited, faculty meeting held tn ovember, and a final report presented to the Faculty. Л\new Director of SI DRU, Dr. Alce Couros, was appointed for 01 J uly 2018 with the mandate to review and modernize SI DRU 's Constitution and examine alternative governance models for SIDRU. In addition, Faculty resources, approximately $800,000, have been established tn the form of a series of special projccr accounts to

		support the development of a five-year research and devclopmcnr plan for !acuity member s through SI OR This proposal which 1s intended to stimulate anc.J support research and development projects will be presented to Faculty for review, rev1s1on as necessary and finally for approval.
8.	Develop a mentoring plan	The Dean's Administrative Group will be examining i n 20 18-2019 how best to implement a mentoring process that can be init iated in the 2019-2020 academic year.
9.	Examine approaches to revenue generaaon.	This recommenda tion is still u nder con sideration . Initial meetings have been held between the Dean and staff in the Development Office to explore opportunities. \Xlhilc there arc some program area s that ·upport reven ue -generating option s, the reima1:rining of SI DR u may also open up opportunities for reven ue generation . There arc !acuity member s who quesrion how much ame and energy the Dean should focus rowards revenue-generation .
10.	Examine approaches to better align resource allocation to strategic priorities.	The Dean has been working with the !acuity Admini strator to berrer understand the current operaang budget, vanances 111 ir, and 1s reviewing the past five-year historical budgets in order make more accurate projcction s of rcsource allocation , namely budgc.:t, facilities, time, staff, space that better align with the bcultv's Strategic Plan .
11.	Institute a hiring freeze for both staff and faculty.	While the Faculty of Education is carefully working to align new initiatives to areas identified 111 the Faculty 's Strategic Plan , h iring freezes have not implemented .
12.	Develop a plan to increase digital literacy	This recommenda tion is still under con ·ic.Jerncion . The External Reviewers ' finally recommend tha t atten tion be given to increasing digital literacy throughout the (·acui ty. I n reality, some faculty members and staff have high levels of digital literacy while others do not. The htculry is committed to working to impro,e its competern.:ics anc.J capacities in digital literacy th rough training for faculty and staff.

Rc.:spcctfully submitted

Jcrome Cra st n, h.D.
Dean | Pro c sor
Faculty of Educa tion
Cniver ·iry of Regina

External Review of the Faculty of Education, University of Regina

External Reviewers:

Dr. Blye Frank, Professor and Dean, Faculty of Education, University of British Columbia

Dr. Cecilia Reynolds, Deputy Provost (Students) and Associate Vice-President (Academic), Undergrad, Memorial University

Internal Reviewer:

Dr. Troni Grande, Associate Professor and Head of Department of English

Site Visit Date: 10-11 April 2017, Itinerary

Report Date: 29 May, 2017

Executive Summary

The Faculty of Education at the University of Regina is mid-size in comparison with other Canadian universities. The Faculty has succeeded in becoming a leader in the fields of anti-oppressive and Indigenous education. Through well-focused teaching and curriculum development, strong research, and dedicated efforts in service, the Faculty of Education is meeting its goals of indigenization, undergraduate and graduate student success, research impact, and community engagement. The Faculty has developed valuable relationships with important educational stakeholders, through its sustained collaborative efforts, particularly with respect to the highly effective internship component of the undergraduate program. On a number of significant fronts, the Faculty promotes diversity, collaboration, and outreach. The Faculty does an admirable job of putting into practice its values of social and ecological justice, as well as cooperation and mutual respect.

This Report contains an overview of the strengths that were observed during a site visit, and the reviewers make a number of recommendations designed to guide several changes that would further enhance the work of those in this Faculty. Moving towards a culture of transparency, with greater attention paid to equitable workloads, program structures and service commitments, and support of faculty research, would aid the Faculty in more fully realizing its goals, and in positioning itself even more advantageously in future. In order to succeed at this transitional moment in its history, the Faculty will need to give careful attention to strategic development of its unique programming, such as the Arts Education program with training in five disciplines, and *le BAC* program *(le Baccalaureat en education.franaise)*, and to recruitment of a more expansive pool of students. Greater flexibility, adaptability, and nimbleness as an organizational unit could also be achieved through review and adjustment of the Faculty's program structures and

external service responsibilities. Given the skills, talent, and passion of researchers in the Faculty, fuller mentorship and planning ofresearch programs could improve research productivity and success in grant applications. Overall, the Faculty of Education is a highly focused and dedicated unit, with a clear vision and mission that have led to significant success in teaching, research, administration, and outreach at the University of Regina and in the communities it serves. With a strategic and practical approach to supporting faculty and improving transparency, the Faculty of Education stands poised to achieve even more widespread recognition and impact for its influential contributions.

Preamble

The Review Team for the External Review of the University of Regina's Faculty of Education consisted of two external reviewers, both administrative leaders in Education: Dr. Blye Frank (UBC), Dean of UBC Faculty of Education; and Dr. Cecilia Reynolds (Memorial University), Deputy Provost and Associate Vice-President (Academic) Undergrad. The internal reviewer was Dr. Troni Grande, Associate Professor and Head *of* the English Department. Prior to the site visit on April 10th and 11th,2017, the Review Team was provided with the Faculty of Education's Self-Study Report, which includes sections on staffing and resources, scholarly output, community service initiatives, programs offered, enrolments, and the Faculty budget, along with background information and a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

In addition to the Self-Study, the Unit Review Policy was examined by the Review Team, in preparation for writing this report. Supplementary information and key documents were made available to the Review Team, including enrolment statistics, strategic plans, budget plans, and policy documents.

The site visit was initiated with a meeting between the Review Team; the University Provost and Vice-President (Academic), Dr. Tom Chase; and the Vice-President (Research), Dr. David Malloy. Dean Jennifer Tupper then effectively oriented the Reviewers and facilitated all aspects of the site visit, until the Review Team's penultimate wrap-up meeting with her. To conclude the site visit, the Reviewers met again with the Provost and the Vice-President (Research). The Review Team extends its sincere appreciation for the warm hospitality and generous assistance of Dean Tupper, the faculty members in Education, and the support staff who guided the site visit.

During the course of the site visit, the Reviewers also met with the following groups and individuals:
• Associate Deans of Education: Dr. Paul Clarke (Faculty Development and Human Resources), Dr. Ken Montgomery (Research and Graduate Programs), Dr. Valerie Mulholland (Student Services and Undergraduate Programs)
• Support Staff in Education
• Members of the Education Planning and Priorities Committee
• Members of the Indigenous Advisory Circle
• Dr. Thomas Bredohl, Dean of Faculty of Graduate Studies and Research

- Members of the Elementary Program Group
- Members of *le BAC* Program *(le Baccalaureat en educationfran 9aise)*
- Education Undergraduate Students
- Education Graduate Students
- Members of the Arts Education Program Group
- Members of the Secondary Education Program Group
- University Librarian and Liaison Librarians
- External Representative(s)
- CIET Director and Members of CIET Board

Areas of Reputation and Recognition

The Faculty of Education has established itself locally, provincially, and nationally as a front-runner in innovative and anti-oppressive education. It has taken influential strides in ensuring undergraduate and graduate student success, research impact, and community engagement, particularly with Indigenous communities. There is ample evidence that the Faculty of Education is meeting its ongoing commitments, as laid out in the Faculty's Strategic Plan, 2016-21: "social and ecological justice, indigenization, sustainability, cultural and linguistic diversity, life-long learning, service, outreach and the collaborative processes that flourish in a community of caring and mutual respect."

Indigenization

The Faculty of Education has done particularly commendable and groundbreaking work in Indigenization, which aligns well with the University of Regina Strategic Plan, *peyak aski kikawinaw*. Not only is the Faculty home to four self-identified Indigenous scholars (the highest number of such scholars in any faculty at the University of Regina), but many faculty members engage in Indigenous research and methodologies. The Faculty has made abundantly clear its strong leadership in Reconciliation education, and on many fronts its "strong commitment to Indigenization of process, practices, and curriculum." Among its many initiatives, the Faculty of Education has successfully implemented the following: the Indigenous Advisory Circle, a key part of the formal structure of the Faculty; Treaty Education for all undergraduate programs; the University's only Elder in Residence Program; the Faculty's official response to the Truth and Reconciliation Commission Calls to Action; and, for the first time in Saskatchewan, a day of education for students and teachers of grades 5 through 12, in partnership with the National Centre for Truth and Reconciliation: "Walking Together: A Day of Education for Truth and Reconciliation." In addition, the Faculty maintains long-term relationships with communities within and beyond Saskatchewan, through its Teacher Education Programs for Indigenous students: NORTEP, YNTEP, SUNTEP, FNUniv (Indigenous Education), NTEP. The strengths of the Faculty of Education in the area of Indigenous leadership will continue to grow, given its recent success in advocating for a Canada Research Chair (Tier 2) in Truth and Reconciliation.

Relations with Field

The Faculty of Education has cultivated numerous valuable relationships with educational stakeholders, including the Saskatchewan School Boards Association (SSBA); the Ministry of Education; the Saskatchewan Teachers' Federation (STF); the Gabriel Dumont Institute; and the League of Educational Administrators, Directors, and Superintendents (LEADS). The Faculty's dedication to partnerships that support distance teacher education, including not just Indigenous Teacher Education Programs but also regional colleges, provides a significant contribution to the diverse communities within the province and beyond. Despite budget constraints, the Faculty sustains an effective field-based orientation. The undergraduate programs incorporate field experiences in every year, and a pre-internship in the third year, along with an internship seminar and the culminating four-month internship in the final year. The Faculty's Self-Study persuasively argues that this field experience is "a cornerstone" of the program, allowing for "a rich learning opportunity to combine theory with practice" as well to foster important professional relationships. The Faculty of Education justly lays claim to the centrality of field experience and internship in its educational mission.

Social Justice

The Faculty of Education vigorously pursues social justice on many fronts: teaching and curriculum development, research and scholarship, and community-based programming. The Faculty's motto, "Inspiring and Transforming Education," encapsulates its determination that education become the means of making the world a better place for everyone. The Faculty celebrates diversity and inclusivity. In its core work within the University of Regina, and in its partnerships, education, and dealings with external stakeholders, the Faculty insists on social justice for all. A concern for social justice is evident not just in the Faculty's programming, but in its process of program renewal and teaching practice. The Faculty of Education also affirms the importance of working towards ecological justice.

Arts Education Program

The Arts Education program at the University of Regina is unique in Canada, in preparing teachers of kindergarten through grade 12 in the five disciplines of Dance, Drama, Visual Arts, Music, and Literature. As a result of a discerning investment in program renewal, the Faculty of Education recently streamlined the Arts Education program into four years. The uniqueness of this program, and its innovative collaboration with MAP resources, as well as the program's potential appeal to prospective students and employers, make it ripe for expansion and recruitment possibilities.

Le BAC (le Baccalaureat en education fran faise)

The *Baccalaureat en educationfran r;aise (le BAC)* program meets vital needs in communities across Saskatchewan and more broadly in Canada. The BAC program prepares students to teach "in minority language/cultural contexts in core French, French immersion, and French first-language settings throughout the country." It is the only such program in Saskatchewan. The program involves a national partnership with l'Universite Laval, where BAC students spend the second year of their program, in Quebec City.

Challenges

In the preamble of this Report, we have outlined the various ways in which the Faculty of Education is playing a strong role in meeting the University's vision, mission, goals and priorities. The Faculty of Education Strategic Plan 2016-2021 spells out the priorities and aspirations of the Faculty. In the self-study, the SWOT analysis delineates this again.

During our visit we saw evidence of strengths; however, we also saw evidence of many challenges. In this section we make several recommendations as to how the Faculty could move forward in the next several months and years to review and adjust its program structures and meet its external service responsibilities, improve its research productivity, and become more flexible, adaptable, and nimble as an organizational unit.

Program structures and external service responsibilities

During our site visit, the various faculty, staff and students we interviewed told us that they knew very little about the workload distribution across faculty members or within staff. It is understandable that as the recent "workflow" project with staff moves forward, some of the uncertainty we heard about from staff will diminish, but a similar undertaking for faculty could have positive results. A publicly available chart of workload assigned to faculty members, showing class sizes and other assigned duties (such as graduate and/or internship supervision) would help everyone understand challenges facing the faculty in light of budget downturns expected in the next several years. Such charts are frequently used at other universities and they often reveal ways in which program configurations or other structures need to change when resources are diminishing.

It is unusual in Canadian Faculties of Education for the *curriculum vitae* of tenure-track faculty to be held as confidential documents. In publicly funded organizations such as universities, such documents are often part of websites, research reports, or other dissemination outlets. The faculty cvs for the purposes of this review were shared with us outside of the website where other materials were displayed. This was a strong indication that within this Faculty there is currently some sensitivity to transparency. In an environment where colleagues can only speculate about

what others are doing in terms of teaching, research, and service, it is not surprising that we repeatedly heard concerns during our site visit about imbalance in terms of gender, race, and other forms of equity, and in terms of engagement in undergraduate programs. There is a perceived need to take steps to improve equity with regard to workload and opportunities to take part in decision-making. Greater transparency can often help those within a unit grapple with structures around allocation of workload.

Despite hearing about the need to indigenize and internationalize the curriculum in the various programs within this Faculty, we also heard that there was no publicly available repository of course outlines. Such a repository could be helpful and would be a major part of a culture of transparency that would benefit faculty and staff as they implement their strategic plan. It would be helpful to graduate students if such outlines were accompanied by a multi-year plan for course delivery so that students could plan out their graduate program completion timetable.

While we learned that collegial processes often informed action within the Faculty of Education, several people indicated that they were not sure how people were selected to sit on various committees that undertook such work, nor were they clear about how a range of decisions were made. A clear and publicly available list of committees, their membership, mandate, and projected timelines is standard practice in many Faculties of Education across the country and such a list could prove useful for this Faculty in light of comments we heard from faculty, staff and students about a lack of clarity with regard to decision-making processes. A mechanism that might work well in this regard for the interim Dean and/or for the new Dean is the use of an internal blog, newsletter, or website that provides regular update to keep all in the community aware of the many collegial processes underway, and to invite as many voices as possible into conversations underway.

Recommendation 1

Effective with the start of an Interim Dean and continuing into the work of a new Dean, efforts should be undertaken to create a culture of transparency within the Faculty of Education that will foster greater collegial input into a range of decisions including workload, program configuration and possible change, budget allocations, and committee formation and processes.

The recommendation to strive to create a culture of transparency in the Faculty of Education is in no way a criticism of the current leadership within the Faculty. Without efforts from the various members of the Faculty to create such a culture, the interim Dean or the new Dean will find it very difficult to follow the suggestions we have made in this section.

Graduate Teaching and Secondary Education Program

Particular attention should be given to the number of graduate programs and the use of metrics to provide a justification and rationale for their continued offering. With the financial state-of-affairs, a reduction in the number of graduate programs is recommended. The secondary program is also in need of review.

Recommendation 2

> *The Faculty is advised to review its graduate programs and their relationship to the core mission of the Faculty.*

Recommendation 3

> *:eview of the secondary program should be undertaken with a particular focus for ᵒeloping learning and teaching opportunities across the now siloed subject areas.*

Structures in the Faculty of Education

While reviews may lead to a decision to continue things as they are, confirmation of that desire following a review is important, as are decisions to alter or remove structures or to establish new structures. Such reviews should include, but perhaps not be limited to reviews of:

- the extent to which the mutual goals of the Gabriel Dumont Institute and the Faculty of Education at the U of Regina are currently being met with regard to the SUNTEP program

- the extent to which the titles and portfolios of the current Leadership Team within the Faculty (Associate Deans, Subject Chairs, etc.) are the ones needed for the future

-the processes currently employed to allocate workloads across tenure-track faculty members and the amount of teaching workload currently allocated

-the possible benefits of establishing an "External Advisory Council" to assist the Dean in involving various stakeholders in conversations about the strategic plans of the Faculty.

Recommendation 4

> *In addition to reviews of programs in the Faculty of Education, it is important that the interim Dean and then the new Dean undertake a set of collegial processes to systematically review a range of "structures" currently employed in the Faculty of Education.*

Financial Planning

The Faculty should put in place mechanisms in which the budget, including different sources of revenues and distribution of finances, is better understood by faculty members so it can continue to develop a collective motivation and effort for the diversification of revenue streams. An increased understanding across the faculty may heighten the faculty disposition to collaborate efficiently to solve the financial challenges.

With the present exercise on work-flow underway, a strategic approach to recruitment, marketing, fundraising, alumni engagement, and communications should take top priority. Attention should be given to partnerships with the central University of Regina units to offer assistance.

Recommendation 5

The Faculty needs to adjust its financial plan for future years.

Strategic Internationalization

In the rapidly changing environment of internationalization, our site visit provided evidence of the need to develop a strategic plan beyond what currently exists within this Faculty for international engagement and high-level research in the area. Such a plan should be as inclusive as possible of the range of interests and abilities of all faculty members.

Recommendation 6

The Faculty needs to revaluate its Centre for International Education and Training.

Improved Research Productivity

While the task of supporting research productivity is too large for an interim Dean, it is a critical one for the new Dean and involves complex approaches. Materials provided to us and comments we heard during our site visit paint the picture of a group of faculty who are striving to make sustained contributions in terms of scholarly work and research productivity. We heard that teaching and supervision responsibilities make it difficult to do scholarly work and to undertake funded research projects. We learned that, unlike the patterns at many other institutions of comparable size, there are questions about the adequacy of research staff support. Hiring such staff within the Faculty could prove valuable but, in and of itself, will likely not be sufficient.

We suggest that in the review of programs and structures within the Faculty, consideration be given to the possibility that a "research term" could be available to faculty members on a cyclical basis.

The discussions we had during the site visit reveal that newer faculty members need the help of more senior faculty in terms of formulating their research plan and delineating the steps needed to help them use seed money, such as that available through local sources (SlDRU, McDowell Foundation etc.), to build small projects as pilots for larger projects more likely to gamer further and more extensive external grants. We noted some recent success with regard to CIHR and SSHRC grants and encourage the new Dean to leverage such success to inspire others and to learn from their colleagues what elements fostered such success.

While we heard about the informal assignment of mentors to incoming new faculty members, we also heard that this system was not working optimally. We suggest that the faculty reconsider this strategy and work towards mechanisms that have proven successful in other places (such as writing retreats, joint sessions with graduate students on writing grants, peer editing of proposals prior to submission, public talks by those within the faculty undertaking research projects of varying types, etc.), as some of these approaches can bolster morale as well as productivity in terms of different types of scholarly pursuits. It is important for new faculty who have recently completed their dissertation research to transition away from work as a sole researcher towards the type of research undertaken when scholars hold several research grants and work with teams of other researchers and graduate students.

Recommendation 7

The new Dean for the Faculty of Education will need to find a variety of mechanisms to support the research productivity of each of the faculty members, despite the challenges that decreasing budgets may present.

Recommendation 8

A new strategic mentoring plan for the Faculty should be developed.

Increased flexibility, adaptability, and nimbleness as an organizational unit

During our site visit and in the materials we examined, we noted that there were areas where, with concerted effort, the numbers of students in specific programs could be increased over the next several years. One such area is the distinctive Arts program, and another is the French Language program. Each of these programs could be marketed so that an expanded range of students, both inside Saskatchewan and across Canada or even internationally, might consider coming to the University of Regina. These two programs should consider how they might offer students a link from undergraduate to graduate study or to a certificate of some sort.

There are a number of certificate programs that this Faculty would do well to consider mounting, such as ones in English as an Additional Language, Early Childhood Education, Special Education, and/or a program leading to a certificate for Educational Assistants. The suggested External Advisory Council could prove helpful in terms of considerations around the details and potential market for such certificates. Offering these programs on-line, in community and/or

linked with School Board priorities has proven successful in other parts of Canada and can generate important revenue streams to support other needed activities within the Faculty.

The University of Regina, like all post-secondary institutions in Saskatchewan, will see their provincial operating budget cut by 5% this year. Funding for universities, and their affiliated colleges, has decreased each of the last three years. The university will be forced to consider reducing its costs; however, the reviewers suggest that a focus be placed on the ways that revenue can be generated. These might include additional certificate and diploma programs to meet the needs of a wide-range of educators, including in the international terrain.

Recommendation 9

As in all universities that are faced with imminent reductions of government funding, the interim dean and the new Dean need to focus a considerable amount of their time towards diversifying the ways in which funds come into the Faculty budget, in particular, ways that revenue can be generated.

Strategic Alignment of Initiatives

A strategic alignment helps organizations like the Faculty of Education to define what matters most to the organization and then create a roadmap (strategic plan) to achieving the organization's purpose. This strategic alignment requires planning, a willingness to re-assess what is offered, and to make serious adjustments in order to achieve sustainability and to meet its objectives.

Recommendation 10

The interim dean and the new Dean should engage in a process of strategic alignment of all present and new initiatives within Faculty. This includes aligning budget, facilities, time, staff, space, and new revenue streams.

Because the greatest amount of funding is spent on salaries, the Faculty needs to have a close look at both its faculty and staff complement. In assessing its strategies of objectives and goals, the Faculty may realize better ways of operating with its current complement. Weaving this with the strategic plan, budget, and new revenue streams should allow for sustainability even with the budget cuts that the university has received.

Recommendation 11

An immediate hiring freeze for both staff and faculty would significantly help foster the strategic alignment that is required.

Digital Literacy

Faculty/Schools of Education must educate teachers to have the knowledge and ability to use a wide range of technology tools for varied purposes. Digital literacy skills are critical for 215[1]-century learning. The Faculty of Education should take a proactive stance on providing digital literacy to its students, faculty, and staff.

Recommendation 12

*Attention needs to be given **increasing digital literacy** throughout the faculty.*

Summary of Recommendations

1. Effective with the start of an Interim Dean and continuing into the work of a new Dean, efforts should be undertaken to create a culture of transparency within the Faculty of Education that will foster greater collegial input into a range of decisions including workload, program configuration and possible change, budget allocations, and committee formation and processes.

2. The Faculty is advised to review its graduate programs and their relationship to the core mission of the Faculty.

3. A review of the secondary program should be undertaken with a particular focus for developing learning and teaching opportunities across the now siloed subject areas.

4. In addition to reviews of programs in the Faculty of Education, it is important that the interim Dean and then the new Dean undertake a set of collegial processes to systematically review a range of "structures" currently employed in the Faculty of Education.

5. The Faculty needs to adjust its financial plan for future years.

6. The Faculty needs to revaluate its Centre for International Education and Training.

7. The new Dean for the Faculty of Education will need to find a variety of mechanisms to support the research productivity of each of the faculty members, despite the challenges that decreasing budgets may present.

8. A new strategic mentoring plan for the Faculty should be developed.

9. As in all universities that are faced with imminent reductions of government funding, the interim dean and the new Dean need to focus a considerable amount of their time towards diversifying the ways in which funds come into the Faculty budget, in particular, ways that revenue can be generated.

10. The interim dean and the new Dean should engage in a process of strategic alignment of all present and new initiatives within the Faculty. This includes aligning budget, facilities, time, staff, space, and new revenue streams.

11. An immediate hiring freeze for both staff and faculty would significantly help foster the strategic alignment that is required.

12. Attention needs to be given to increasing digital literacy throughout the faculty.

Report of the Review of the Faculty of Education, University of Regina

March 20 - 22, 2002

Review Team Members:

Dr. D. Jean Clandinin, University of Alberta, Chair
Dr. Derwyn Crozier-Smith, Saskatchewan Teachers Federation
Dr. Gloria Miller, Faculty of Administration, University of Regina
Dr. Mark Brigham, Department of Biology, University of Regina
Dr. Romulo Magsino, University of Manitoba

Introduction

Prior to the site visit at the Unive ity of Regina, review team members read a range of material s prepared by the Faculty including a Self-Study Report, Career Summaries and a University of Regina document entitled Shaping our Future: Principles and Emphases to Guide Decision -Making. Other University docwnents such as the university calendar and graduate stUdies material were made available. The brochure on the Academic Unit Review Process outlined the overall process and set the parameters of the review team's task. The document states "...the review team will provide an opinion about the strengths and weaknesses of the unit's teaching, research and service programs. This wiU include an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided, the effectiveness of the unit's organization , the quality of the working environment, the relations of the unit to others, the quality of educational opportunities provided to students both graduate and undergraduate , and the effectiveness of the means or measures to evaluate student and program success. In particular, the review team is expected to offer recommendations for improvement and innovation ."

The review team read the materials and had a pre-site visit conference call on March 5, 2002 to discuss the process the team would follow, to request additional materials and to ensure that we were meeting with support staff, students, administrators of programs , and faculty (both individually and in small groups). At that time, we requested two further documents:the executive sununary of the Task Force and Public Dialogue on the Role of the School (School Plus. A Vision for Children and Youth) and the provincial response to the Role of the School Report, Securing Saskatchewan's Future. The Dean of the Faculty and the Vice President (Academic) worked with us to facilitate our requests.

The Site Visit

The review team undertook its site visit on March 20, 21, 22, 2002. Further we spent March 23, 2002 in discussion over the preparation of the recommendations that are outlined in this report. During our visit, we met with a wide range of faculty (individual faculty, subject matter area faculty groups, new faculty), program administrators for each program area, students (both graduate and undergraduate), senior administration, the Dean of the Faculty of Education and the Dean of the Faculty of Graduate Studies, the Assistant and Associate Deans of the Faculty, the Director of the Teaching Development Centre, representatives of the faculty support staff, the Coordinator oflnstructional Technology in the Faculty, the Head of the Department of Indian Education in the Saskatchewan Indian Federated College, representati ves of the Centre for Continuing Edution, staff from the Professional Development Office, the head of the Department of Biology, representatives of YNTEP, SUNTEP, NORTEP, rcpresentativs of the Saskatchewan Teachers Federation and the Saskatchewan School Trustees Association, faculty from the Centre for International Teacher Education, a school supenntendent from Regina Catholic Schools and staff from the Saskatchewan Instructional Development and Research Unit. A detailed schedule is attached in Appendix One.

In addition to the visits, the team also received many written submissions.

The review team met to review the materials and notes from our meetings on Saturday, March 23, 2002 and agreed on t1le following topics to organize our report. Our report is organized around these five topics:

1. Positive Impact
2. Faculty Renewal
3. Becoming Researcher s, Staying Teachers
4. Governance
5. Ma.Icing Choices

Within each topic we describe the context, summarize the findings from our discussions and outline challenges for faculty discussion and deliberation.

Topic One
Positive Impact

The team's overall impression from studying the materials and from meeting with aU participants was overwhelmingly positive. Graduate and undergraduate students, partners from the field, faculty and people from associated programs such as NORTEP and YNTEP made many positive comments. The team wishes the faculty to know that this is a faculty held in very high regard by everyone.

Undergraduate students spoke very highly of tbe program and made comments such as "this is a program that is difficult to get into because it is such an excellent program" and "we like to have good teaching modeled for us". They liked the relationships that are formed over time in the developmental model of learning to teach. They described the Student Programs Office as "wonderful" and spoke of a "high level of competence" among faculty. The internship experience was described as the "highlight" of the program. One concern repeated by many, however, was the burden of paying tuition and fees during their internship term.

Students who graduate from the program have spent more than 100 days working directly in K-12 schools. There is a high demand for graduates from school systems in Saskatchewan and from other school jurisdictions in Canada and beyond. Graduate students also spoke highly of the program and spoke of faculty who spent time ensuring that their programs met their needs.

The faculty spoke often of the desire to improve even more through working to better integrate technology into their courses, through responding to the Role of the School Repon, and through improving speciality teaching areas. The faculty is very impressive with a fine record of awards for teaching, service and research, a strong record ofreceiving grants from both internal and external sources, and a good level of research productivity. There is a fairly low rate of sessional use when compared with other Canadian faculties of education with which we arc familiar. Faculty spoke highly of the value of having a term free from teaching during which they could concentrate on research at some time during their first several years as faculty.

The faculty is a very collegial one. Decisions are made using a collaborative and collegial model and, for the most part, faculty spoke highly of those processes. One individual said the Faculty was "large enough to share the committee workload and small enough to build working relationships". The Faculty makes decisions with a strong desire for, and commitment to, quality in graduate and undergraduate teaching, service and research. There is a sense that social support, mentoring, caring and enthusiasm cut across faculty, support staff and students. For example, one faculty member spoke of the "tremendous support" for teaching and research and the "tremendous sense of social justice" for children. There is a desire to provide as much as possible for students through OCRE, through certificate programs to enable specialization and, through program areas such as the Arts Education program and the BAC program. Another positive is the sense that groups of faculty members such as those in HOPE can make choices that work for them. For example, HOPE faculty decided not to mount a graduate program at this time because they feel they arc unable to further stretch already thin resources.

The review team was very impressed with the hard work and commitment of the support staff in all areas.

The Faculty bas extremely positive relations with external partners and is strongly connected to the educational context. These relationships are marked by collaborative relationships where people in the educational context feel they have'input into the programs and directions of the Faculty. Collaboration is facilitated through individual faculty members and through offices such as the Professional Development Office. Strong relationships are evident with the STF, the SSTA, school boards and other professional

groups. Strong relationships are fostered with various communities such as the aboriginaJ community, the Metis corrununity, the arts community, the Francophone community, and the special education community. The extremely positive relation ships with external partners make for a very positive impact for the University of Regina as a whole. Students are very visible in schools, faculty arc visible in schools and in the community and this enhances the reputation of the whole of the University of Regina. In addition, faculty have strong relationships within the University through the Centre for Continuing Education, the Teaching Development Centre, the Research Ethics Board and the International Office. Fwthennore, there are excellent working relationships with NORTEP, YNTEP, SUNTEP, SIFC, and the Gabriel Dwnont Institute.

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Topic Two
Faculty Renewal: Stretched Too Thin

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Context:

This review was undertaken at a time when the faculty is undergoing a period of significant renewal. Several faculty members have recently retired, others are soon to retire, and new faculty are being hired. We anticipate this will continue over the next period of years. At the same time that changes are happening in the faculty, there is significant change occurring in the public education arena. Changes such as those described in the Role of the School Report, rapid growth in the aboriginal population, and in the availability of new technologies, and increased pressure for accountability are all present in the educational context of Saskatchewan schools. At the same time, within the University itself, there is an increasing push toward becoming more research intensive, toward attracting external research funding and toward producing high quality research. These factors are shifting simultaneously and they present the Faculty of Education with multiple challenges but, at the same time, with opportunities.

Learning from the Dialogue:

The administration of the faculty recognize both the tensions and opportunities that these shifting contexts provide. We heard about "an openness to new structures and processes" that would enable responsiveness. The challenge is "to convince new faculty of the worth of the programs" while at the same time "convince experienced faculty to be open to new ideas".

We met with new faculty, with those in mid-career and those with lengthy experience. We heard that the environment was supportive of innovation, supportive of prioritizing, supportive of personal lives, and that there was a strong sense of socialjustice built into the program content and structure. It is an environment where renewal should flourish. The Education Professional Studies Program and the field experiences provide common bonds that link across faculty.

However, we also heard of the need for reaffirmation or reexamination of the theoretical bases of the program. We heard that new theoretical perspectives, such as critical race theory, need to be considered. We heard that there was a theoretical base in place but we wondered how widely known or shared it was. A recurring theme was that faculty (and our Committee) wondered where and when the forwn to discuss the overall program was to occur.

We learned that about two years ago there was a Faculty visioning process, part of a University-wide visioning process called "Shaping our Future". Many faculty spoke of this and the good work and ideas generated in the Faculty through a series of working groups. Some openly questioned "What happened to this visioning work in the Faculty?"

We were impressed with the energy and enthusiasm of the newly hired faculty. They sec themselves and others see them as valuable additions to the Faculty. The new faculty members realize, and are committed

to, the importance of teacher education, research and service. However, as one person said, "balance is not a good metaphor" for describing their experience. Another added, "we can't do a Little of each", particularly not research which is considered excellent by peer review in such funding groups as SSHRC. New faculty members describe feeling ambiguity and confusion around expectations. The Faculty guidelines for tenure and promotion have not changed but, at the same time, there is a sense that the actual expectations are different. For example, if a great focus is to be placed on research, then new faculty members rightly expect there will be a supportive research environment. In this sense, they see they work in a milieu that facilitates research because of the Faculty partnerships through SIDRU, the TEP programs, CEC, SIFC, and schools. New faculty members expressed some uncertainty about, or perhaps lack of commitment to, the matrix structure through which the faculty is organized. Some find themselves without a feeling of a "home" as they move between program areas and subject matter areas where they have responsibilities. We beard questioning about where they were to raise considerations about alternatives, decision malcing, critiques and dialogue.

We heard concerns about the number of sessionals and a concern that sessionals are not part of the faculty renewal process. We heard questions about how to find ways in which sessionals could be viewed as part of faculty renewal, rather than as deficits.

The Challenges:

- As one person told us, " the heart of this place is teacher education". It is important that the Faculty ensure there is a renewal of the vision and a recornrnitment to the vision of the Faculty. As we learned, there are many ideas among faculty members for responding to changing contexts of education through program renewal and critique of the existing theoretical bases in teacher education. It is important that the Faculty make spaces for open dialogue that speaks to rcimagining teacher education that is responsive to the shifting contexts of education. As many faculty told us, they need to find ways to be responsive to shifting the emphases to be congruent with the emerging research culture of the university.

- More formal approaches to induction and orientation of new faculty are needed. We see t11is as necessary for those new to their careers as faculty members as well as for t110se new to this Faculty. One faculty member spoke of how she was brought in as a new faculty member and became part of a team that taught together, wrote research proposals and undertook research together.

- Consideration of a standardized teaching evaluation process across the Faculty may facilitate conversations about what counts as good teaching.

- Explicit support programs for new faculty need to be implemented. While we are impressed with the way that research semesters are provided for new faculty, we feel that support programs, which arc flexibly accessible, need to be provided.

- A deliberate effort to give voice to new faculty members is needed, as is an arena which encourages them to speak.

- Flexible ways for faculty members to engage in botll research and teaching are needed. Perhaps using a twelve month teaching load period would allow some faculty to teach in spring and summer at some times and then teach less in fall or winter. Th.is could allow more time for all faculty to engage in research.

- There needs to be a forum, perhaps beginning wiili a two or ilirec day retreat and followed wiili tiolcs for sustained conversations where tllesc challenges can be addressed. As one faculty member said, we have "good structures for ticking off agenda items" but there are few places or times for considering the deeper questions of teacher education within the changing contexts.

Topic Three
Becoming Researchers, Staying Teachers: At The Breaking Point

Context:

The Faculty of Education is a faculty highly regarded across Canada as having a strong teacher education program. While research has been undertaken, it is not what the Faculty is best known for either in the wider University of Regina community, nor in the Canadian research community. While some researchers have held external research grants, much of the research has been focused on the programs of the Faculty and the local contexts. There has been a dramatic shift in the demand for research at the University of Regina and this shift is impacting the Faculty of Education. As we read the self-study materials we also saw the shift to a stronger research focus in the establishment of a doctoral research degree *as* well as in the new faculty who have been educated as researchers and who want to continue to actively pursue externally funded research programs.

Learning from the dialogue:

Faculty with whom we met are committed to meeting the University expectations for research, teaching and service. This commitment is described in promotion and tenure material. Faculty members with whom we talked see themselves as meeting those obligations. In the context of these commitments, faculty members clearly want to fulfill commitments to teacher education, to their students and to being the best teacher educators they can be. However, with the push toward undertaking research, to new program demands including the doctoral program and with a strong demand for their programs at the undergraduate, masters and doctoral levels, we heard many faculty members express a view that they were at the breaking point.

Many faculty spoke of different kinds of research: action research, situational research, self study research, externally funded programs of research and evaluation research. While the distinctions were not clearly defined, and the ki.nds of research may overlap, we heard concerns that there was a shifting emphasis from valuing the more locally situated research to valuing programs of research not necessarily focused on local problems. Additionally, many faculty members see themselves as making a difference as researchers on the national and international scene through programs of research funded by the Social Sciences and Humanities Research Council of Canada and the Natural Sciences and Engineering Research Council. Some researchers have been successful in obtaining funds from these Councils and they are aware that they need to maintain strong research track records to be able to sustain their programs.

Faculty members spoke of concerns that a strong focus on research could make it difficult for staff to fully participate in program development in teacher education consistent with the traditional collegial and collaborative model. For example; we heard that sometimes meeting research deadlines conflicted with program planning meetings. When the decision was made to meet research commitments, concern about commitment to program was raised.

Faculty spoke about their concern with the potential of having research "stars" and "ordinary profs" and that this could lead to divisiveness among the faculty. Additional concern was raised that with faculty attending more intensively to research, more courses would be taught by scssionals.

The Challenges:

- The Faculty needs to find ways to engage in dialogue about what counts as research. Within the context of this dialogue, they may wish to construct a conceptualization that embraces alJ the kinds ofresearch important in the Faculty of Education. for example, locally contextualized research, action research, small scale funded projects that include collaboration with practitioners such as research funded by the McDowell Foundation, large scale funded research programs and so forth arc all valid and valued forms of research. Within this dialogue the faculty may want to consider the ways that these varied forms of research connect with their teacher education program. Dialogue about, and within, a broadened conceptualization of what counts as research would allow the faculty to continue to inquire into concerns and issues within the local field of education at the same time as programs of research are established that cut across more situated concerns. The Faculty should articulate the range of what counts as research more clearly in their criteria for tenure and promotion which should be included in new faculty orientation.

  A related point is the possibility for dialogue around the need to value, and validate, the diverse audiences for research conducted by the Faculty. Universities are more accustomed to valuing research publications that are peer reviewed. For most faculties this means research that is published in journals peer reviewed by other researchers. However, the Faculty of Education may wish to consider a range of what counts as peer review and to also value publications that are peer reviewed by practitioners and that are aimed at a professional audience. Tb.is would broaden the range of what is valued by tenure and promotion committees. This would need to be communicated to University level committees when required.

  Both of these dialogues would lead to a new commitment and clarity in the policies on tenure and promotion. As a result of this clarity, new faculty members and faculty seeking promotion would be better able to position themselves as researchers.

- The Faculty is in the unique position of having structures such as CITE and SIDRU as resources to facilitate research in education. The Faculty may want to consider ways of taking even more advantage of these resources to undertake funded research projects.

- The Faculty has already established an important program to help new faculty members establish themselves as researchers. The research term is higbly valued by new faculty. However, the Faculty may wish to consider other flexible arrangements such as moving gradually up to full teaching loads, thus allowing individuals to develop research programs without the full load of teaching responsibilities. The Faculty should also find ways to allow established faculty access to focused research time. For example, as noted earlier, one way of doing this is to allow faculty members to spread their teaching loads over a 12 month period when program requirements allow.

- Research, at this time, does not have a centralized place in the Faculty. One of the challenges the Faculty faces as it moves to a stronger focus on research is whether there should be an additional Assistant Dean position in the Dean's office dedicated in part to research. That office could be charged with helping faculty members locale research funding, find graduate student research assistance, establish research teams and so forth.

Topic Four
Governance: Fraying at the Edges

Context:

The Faculty uses a flat administrative model with a Dean, an Associate Dean and an Assistant Dean. There are 5 undergraduate and 1 graduate program groups. The 5 undergraduate program areas are Elementary,

Secondary, Arts, BAC, and Voe Tech/HRD. In addition there are 20 subject area groups. This matrix structure results in faculty belonging to one or more program areas as well as to one or more subject areas. The increasing comminnent to graduate studies, exemplified by the new course-based masters degree and the new doctoral program, results in many faculty members also belonging to the graduate program. The Faculty also has a series of TEP programs which are administratively tied in with the Dean, Assistant Dean and Associate Dean. The TEP prograros follow the program areas but relate most closely to those at the senior administrative level. The Faculty uses a collaborative, collegial, consensus model of decision making which adds to the time demands of the matrix model.

Learning from the dialogue:

Most of the people with whom we talked like the cooperative nature of the consensus model of decision making. They also like the flat administrative structure of the Faculty . Those who had been at the Faculty for longer periods of time spoke of the purposes of the structure being consensus building and fostering of a collaborative approach. In the mid-nineties the overall structure was changed to bring in the program area level of organization. For the most part, faculty members like the structure although they feel there is some overlap and inefficiency. However, they also feel that the structure offers them flexibility. Some spoke of ambiguity and confusion and a lack of focus that results from the structure. Some new faculty members spoke of uncertainty in coming to an understanding of the structure. Some faculty members expressed uncertainty about whether their main commitment was to a program area, or to a subject matter area. Some individuals, however, did not have this uncertainty and felt included in a particular group. Others felt like l1ley moved across too many areas and were uncertain about where their "home place" was.

Related to this was a concern that there was a great deal of talk about collegiality and a consensus model of decision making although, with the turnover in staff, there was not enough time to engage in conversations about program. We learned, for example, that there were places for discussions that were agenda-determined and that were "ticking off items" but there were not places for the more time-consuming kinds of dialogues that could deal with important issues around program renewal, the purposes of teacher education and so forth.

Students were very positive about the Student Program Office and gave accolades to the staff there, reporting many positive experiences. They see the assistance they receive as efficient and effective. However, when we talked with administrative faculty and support staff, they felt they were no longer able to meet the demands without at least one more support staff member.

From our dialogue with those in administrative positions and with faculty members without such responsibility, we learned there are a myriad of continuous decisions, some of which arc routine and some of which are "one-off" decisions. For the most part, we saw the Associate Dean as the office charged with non-routine decisions and the Assistant Dean as the office charged with more routine, recurring decision making. These routine recurring decisions are communicated to the Faculty as a whole through the program chairs.

We learned there are particular problems with the Voe Tech/HRD program area. This area has only 2 faculty members and, at this time, a large undergraduate and graduate offering with many students. The focus of the area seems cut off from other program and subject matter areas.

We also heard concerns that arose from having a program chair as the liaison person with Graduate Studies. While there is a program chair for graduate studies, some of the responsibilities for doctoral students under the "old" program fall within the purview of the Associate Dean . In addition the Associate Dean's office is charged with allocating the available financial support for graduate students.

The Challenges:

- The matrix model has both strengths and weaknesses and we heard a great deal about both. We wondered if decision-making would be simplified and less time consuming if programs were the formal subdivisions and subject matter areas were informally acknowledged. Including both as structural components in the model implies consultation at both levels prior to decision making. The Faculty may wish to consider other models such as the Vroom-Yago model (see Appendix 2) to decide how much input is needed, and where decisions may most effectively and efficiently be made. The Faculty needs to review the structure and to either make a renewed commitment to the matrix structure or to develop new revised structures that better meet the demands of a growing faculty.

- We suggest that the Faculty consciously re-examine the responsibilities of the Assistant and Associate Dean level positions as well as the responsibilities of the program chairs. In this way there could be a reexamination to detennine if decisions are being made in the most appropriate location and manner. For example, routine, 'programmed' decisions need not be made collaboratively. They could be made more efficiently by a single decision maker. Many decisions are presently made in this manner; the question is whether there are additional ones that could be routinized.

- We suggest that the Faculty consider moving the responsibility for Graduate Programs to the level of an Assistant Dean. This would facilitate communication with the Dean of Graduate Studies as well as coordinate responsibilities for graduate students within one area. Given the large number of graduate students, this may allow for standardized routine decisions about graduate students to be made in a single location in the Faculty. It may be possible to link this work to the responsibilities we suggested for a position in research at the level of Assistant Dean.

- We noted anomalies in the reporting of the BAC program. The BAC program appears to report to the Assistant Dean. For the most part, programs report to the Associate Dean. If there is a reason for this anomaly, it should be clarified.

- Given the positive rating of the Student Program Office, we wondered if, and why, program area and subject matter area faculty members were making student program decisions which duplicate the work of the Assistant Dean and the Student Program Office staff. Dialogue aimed at avoiding duplication in this area is important

- We wondered if the Faculty could consider ways of creating equity around the amount of supervision that each faculty member is required to undertake.

- The high cost of supervision needs to be acknowledged as part of the core budget for the Faculty.

- In order to maintain the level of support to undergraduate students, there is need for at least one more support staff member in the Student Programs Office.

Topic Five
Making Choices: Doing Too Much With What We Have

Context:

The Faculty of Education is, in some ways, at a crossroads. At this time, the Faculty is well regarded as one of the finest pre-service teacher education faculties in Canada. Comments about the excellence of the program, the collaborative and supportive relations between the
Faculty and their education partners, and the commitment of faculty to their students are heard at many conferences and meetings. However, the Faculty has also begun to engage in new activities such as more research and more graduate programs including a new doctoral program. At the same time, the Faculty is

undergoing renewal with senior faculty retiring and new faculty, committed to this new research agenda as well as drawn to an excellent pre-service teacher education program, arriving to lake up positions.

Learning from the dialogue:

As noted earlier, one person framed the current situation as one in which the Faculty needs to convince "new faculty of the worth of the programs" at the same time as they "convince experienced faculty to be open to new ideas". Many comments fit within this framework. For example, some senior faculty expressed the view that new faculty did not understand that the heart of the Faculty was teacher education and expressed concern that new faculty were too committed to research. More senior faculty sometimes expressed the view that they were accustomed to trying to meet all the demands of the partners from individual schools, districts, and the province. With other competing and perhaps conflicting demands being made, this was no longer possible.

Another person described the climate of the Student Program Office as "overstressed". With the increasing "centralizing of advising" of students there is the need for an additional person. We heard that this was not a time for overlap and inefficiency with regard to student review when everyone had too much to do.

The space crunch at the University, and its impact on timetabling, has created a situation where there are few, if any, common meeting times. The Faculty is unable to schedule their courses in such a way as to provide common times for the dialogues and discussions so essential to a collaborative, collegial model of decision making. In fact, as one person said, time to focus on important issues, like program development, was extremely difficult to find.

Another person described the situation for new faculty as one in which there are many opportunities but Little help in prioritizing what is most important. New faculty members find themselves with too many committees and feeling uncertain about how they fit into the complexity of the matrix structure.

The representatives of the Saskatchewan School Trustees Association not only expressed a great deal of satisfaction with the program but expressed a wish that members of the Faculty address issues around assessment They wondered if the graduates of the program could better understand the place of assessment in teaching and learning. They also wondered if the Faculty could lead the way in the province around questions of assessment and the ways that accountability could be lived in Saskatchewan schools.

Many faculty members raised questions around the overlap in the Secondary and Elementary program areas and wondered if, in some areas, there could not be a move to more K-12 programming when that was appropriate. However, they were uncertain about where dialogue that brought together people across all areas could happen.

Faculty also spoke of a Visioning process the Faculty undertook two or so years ago. Most spoke highly of the process and said various working groups had framed ideas for reconsidering their Faculty. They were uncertain about what happened with the outcomes from that productive work.

Many faculty raised concerns about the burgeoning demands of the graduate programs. While most faculty welcomed the increased focus on graduate work, many were concerned about the increasing demands. There are now 6 graduate program routes, 4 at the masters level (thesis, project, course-based, practicum) and 2 at the doctoral level. When doctoral students currently in the "old" program finish their degrees, there will be I doctoral route. This seems like an overly diverse set of programs, particularly at the masters level.

Meetings with the support staff were very helpful. We were impressed with their high level of commitment and dedication to their work. However, we also heard them speak with concern about morale and about the need for a shared space for meeting. They felt they could better help each other with what seemed to be an

ever expanding set of responsibilities that required new skills such as those demanded by technology advances if they had a place to come together.

The Voe Tech/HR.D program is a concern. There is a high level of demand from students and the 2 faculty members arc committed to talcing all qualified students, particularly at the graduate level. Many of the undergraduate courses are taught by sessionals. Although the program satisfies the need for certified teachers at post-secondary technical institutions in the province, there are overlaps with the Centre for Continuing Education and the Faculty of Administration programs. Currently the program is marked by its separateness from the Faculty and appears to not be linked into the overall work of the Faculty.

We heard many times, from both faculty and partners in the field, that there was a need for "more" in the program: more work in technology integration, more required Educational Administration courses, more work in assessment, more work that would prepare all teachers to work with students of aboriginal heritage, and so forth. We wondered if the Faculty should contemplate whether a five year B.Ed program is required.

While the Faculty still employs a relatively low numbers of sessionals relative to other Faculties of Education across Canada, the use of sessional instructors to meet ever-increasing demand is a concern. In some program areas, there are more sessionals and seconded staff   in others. For example, in the BAC program, only about half of the staff are tenure stream. Faculty in some subject matter areas such as the HOPE area have made a decision not to mount a graduate offering at this time so that they can keep the number of sessionals lower. The Faculty may wish to consider some ways of monitoring the ratio of tenured faculty to seconded and sessional faculty within each area.

Another area of concern is in the large number of small sections of the EDPS courses. These courses, with their relatively small numbers of students in each section combined with the support of lab instructors, are costly. In addition, the training and work with lab instructors and supervisors is time consuming and costly.

The cost of supervision for field experience components is not part of the core budget for the Faculty. The large amount of funding that supervision requires from the non-core budget reduces the flexibility for the Dean to respond to facult)r initiatives.

We heard a great deal about technology integration. Some faculty members arc beginning to use technology in very appropriate ways in their course offerings and students arc appreciative of the skills they are acquiring. However, there is little recognition of the ways that some faculty are engaging in this work.

CITE is currently in a state of flux. The director of CITE has moved to a university-wide position in international work. Without a director there is uncertainty about continuing support for CITE.

The Challenges:

- The Faculty faces a key challenge. Either it obtains more resources to build additional capacity or it needs to begin to say "no" to opportunities and requests from its partners in the field. Faculty are stretched to the breaking point and need to begin to realistically assess what they can, and cannot, do. The results of the Visioning process working groups may provide a place to begin dialogues about this central challenge.

- The Faculty, as it begins its discussions around teacher education, may wish to consider what are core, or common essential, learnings in teacher education. Discussions about this may help the Faculty consider an appropriate structure for the Faculty, consider new theories about teaching, learning and teach.er education, respond to the increasing diversity of the contexts in which their graduates work, and reimagine what kinds of research arc necessary.

- We suggest that the Faculty, with the support of the Vice President (Academic), moves to control the scheduling of courses. With the support of the Vice President, the Faculty should begin to schedule courses in ways that provide common meeting times.

- The Faculty may wish to reconsider the need for 4 program routes at the masters level. They may wish, now that there is a course-based route, to move to only 2 routes: the thesis route for students who want to pursue research careers, and the course-based route for practitioners who want to engage in life long learning.

- Serious consideration needs to be given to the Voe Tech/HRD program. lo its current form it is isolated and possibly unsustainable. We recommend dialogue that may move beyond the Faculty to include other faculties and the CEC be undertaken as soon as possible.

- The Faculty may wish to consider ways to organize the EDPS course offerings that would allow for the continued excellence of the program but which could be more cost effective. For example, we contemplated whether section sizes could be increased while lab instructors were more involved with students in small groups.

- With the need to continue to teach students about appropriate ways to use technology in their teaching, we wonder if there might be ways to highlight and further support the ways that faculty members arc engaging with technology in their courses. Some dialogue about the possible ways to recognize such work would be appropriate and may stimulate still more advances.

- Costs of supervision should be part of the core budget for the Faculty. The currei:it funding pattern reduces flexibility for the Dean to respond to Faculty initiatives.
- We suggest that the Faculty consider linking the work of CITE more closely to the University wide focus on international work in the office of the Vice President, Research and International.

Summary

Overall we were impressed with the quality and work of the Faculty of Education. It was indeed a privilege to learn of the work of such an impressive group of people. This is not to say that there are not challenges, some of them more urgent than otl)ers. We organized the information we received under 5 topics and, within each, outlined the context, summarized what we heard during our site visit and 04tlined what we see as challenges for the Faculty. We look forward to learning about your responses to our report and hope that it stimulates a productive dialogue as you continue your work.

UNIVERSITY OF REGINA
Senate

Item for Information 8.2

Subject: Winter 2020 In-progress Report of Registrations

Background and Description:

The following is a summary status report of the in-progress winter 2020 term as compared to winter 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.
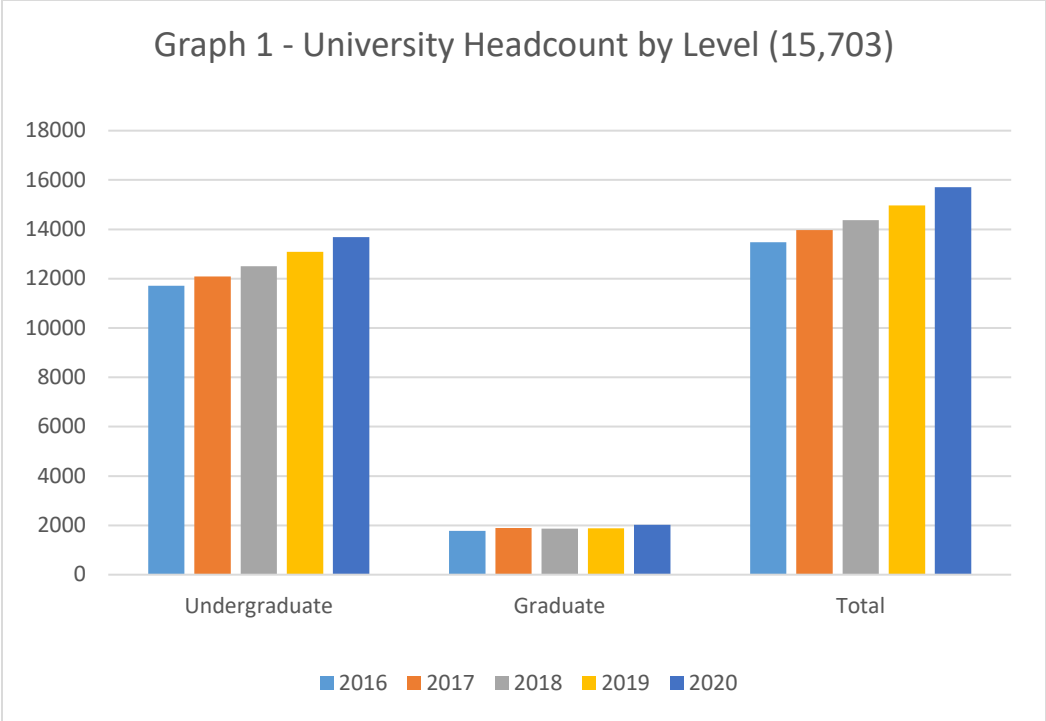
Headcount (Graphs 1, 2, & 3)

Headcount represents the number of registered students in full and part time studies.
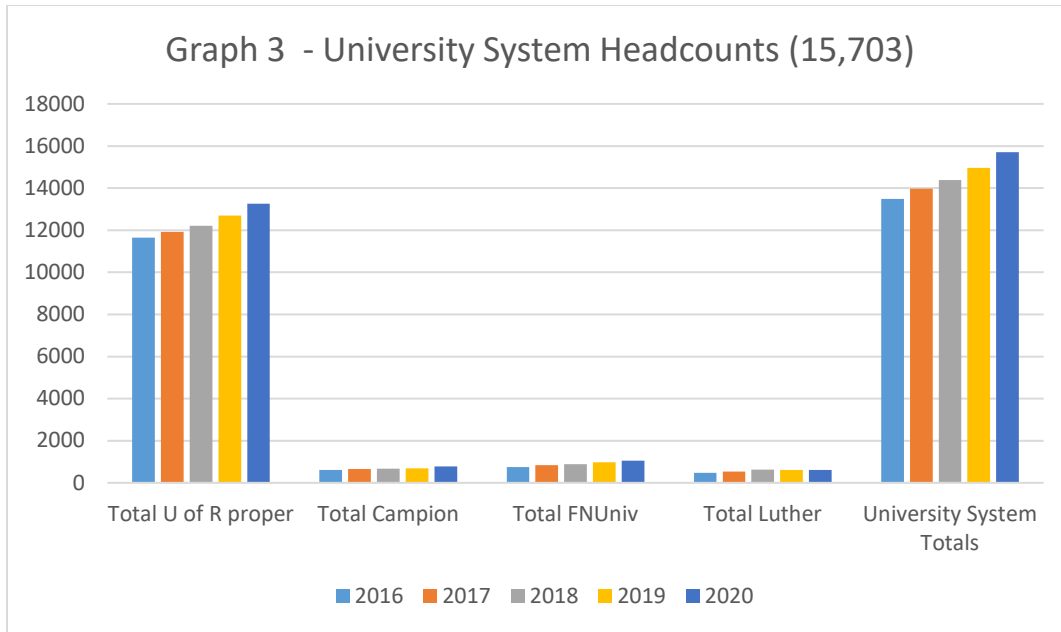
The University system fifth day of class headcount for the winter 2020 term was 15,703, up 737 students or 4.9% from the winter 2019 term. The Undergraduate headcount was 13,687, an increase of approximately 4.6%, and the Graduate headcount was 2,016, up 7.0%.

Increases in headcount can be seen at U of R Proper (4.5%) Campion College (12%), First Nations University of Canada (7.5%), and Luther College (1.3%).

Faculties with notable increases in headcount year over year include Science (29%), Kinesiology & Health Studies (13%), Media, Art, & Performance (11%), Graduate Studies & Research (8%), and Arts (6%).

The headcount in the winter term of 2016 was 13,481. From 2015 to the present, we see a five-year increase of 16.5%. Areas of notable increases over this five-year span include Science (90%), Media, Art, & Performance (76%), Kinesiology & Health Studies (33%), Continuing Education (26%), Social Work (22%), Business (13%), and Arts (11%).

Graph 1 - University Headcount by Level (15,703)

Graph 2 - Undergraduate Headcount by Faculty (U of R Proper)

Graph 3 - University System Headcounts (15,703)
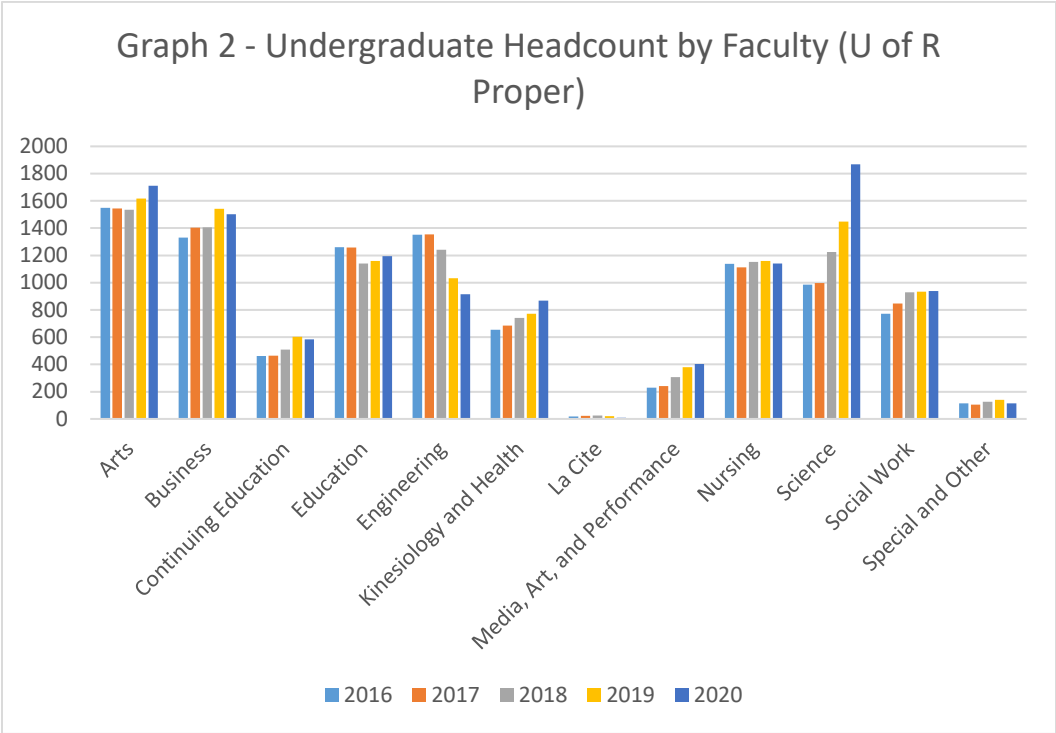
Registered Credit Hours and Credit Hours Taught (Graphs 4 & 5)
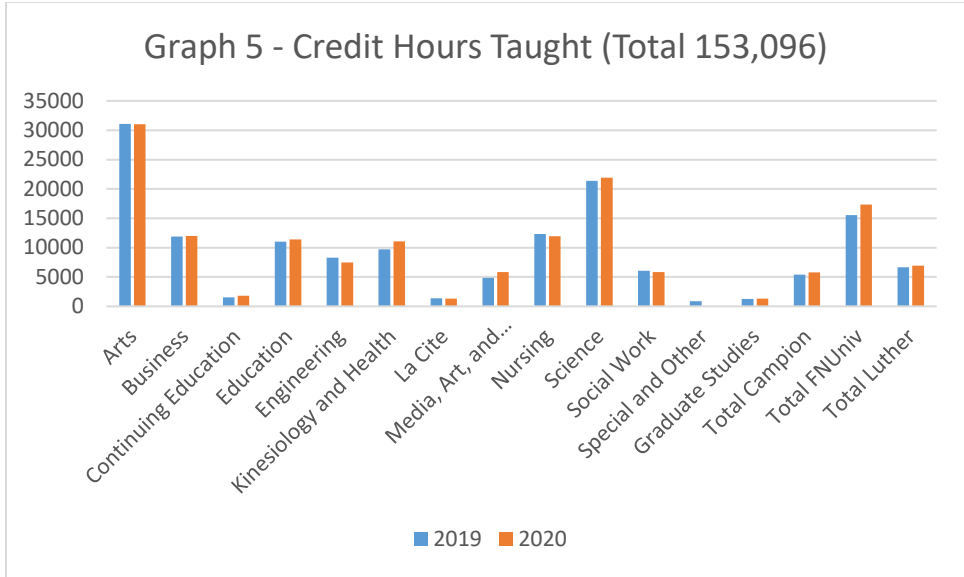
Registered credit hours represent the credit hours that students within a given Faculty register in. Credit hours taught represents the number of credit hours that the instructional staff within a Faculty teach.

The total number of registered credit hours and credit hours taught for the winter 2020 term is about 153,096. This represents an increase of approximately 3,783 credit hours (3%) year over year.

Notable increases in registered credit hours include Science (22%), Kinesiology & Health Studies (11%), and Media, Art, & Performance (5%).

Notable increases in credit hours taught include Continuing Education (20%), Kinesiology & Health Studies (14%), Graduate Studies & Research (4%), and Science (3%).

Graph 4 - Registered Credit Hours (total 153,096)

Graph 5 - Credit Hours Taught (Total 153,096)
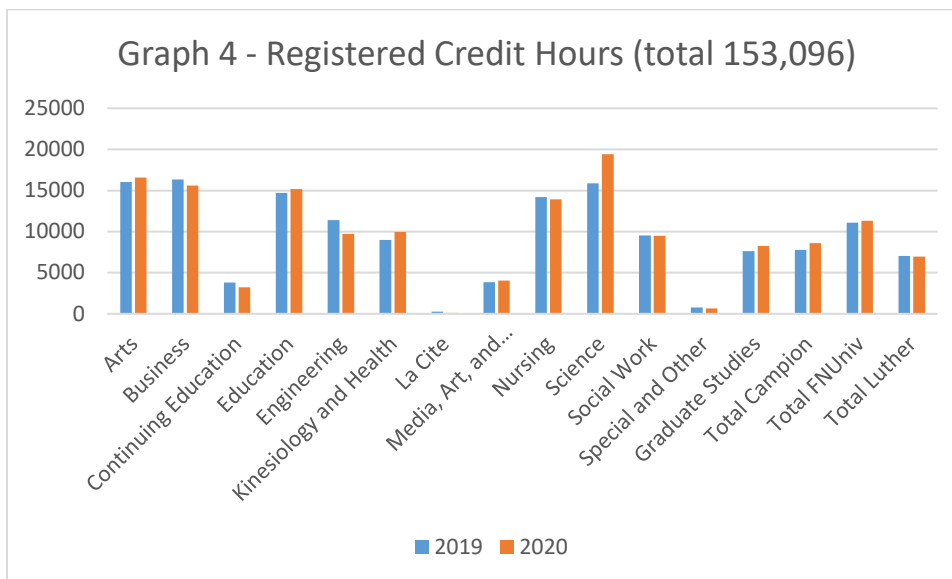
Full Load Equivalents (Graph 6))

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 9,658 FLEs which is up by 212 FLEs (2%) from winter 2019.

**Graph 6 - UG FLE Count (9,658)**
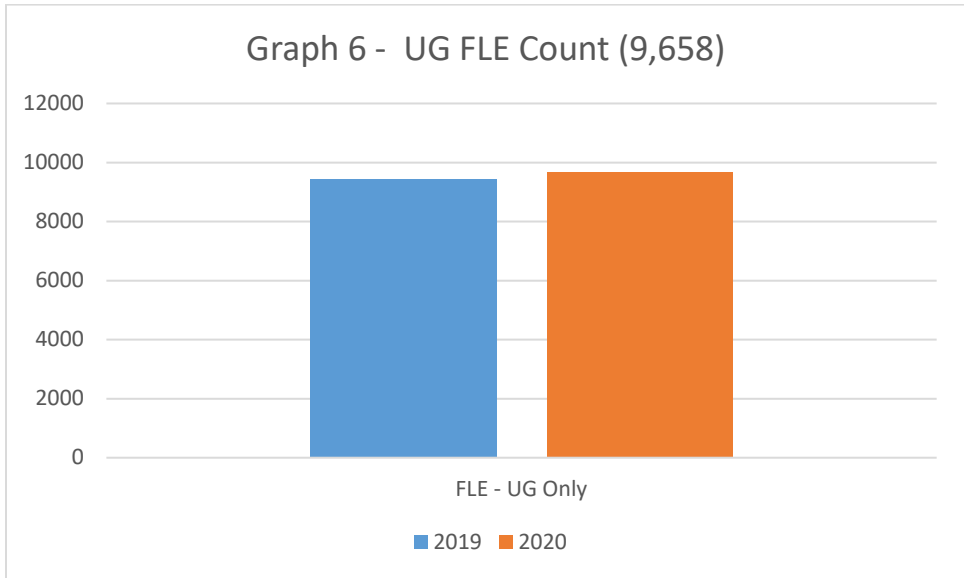
Population Segments

Self-Declared Indigenous Students (Graph 7)

A five-year snapshot of the fifth day of classes is not available for self-declared Indigenous students at this time. The data prepared by the Office of Institutional Research (OIR) show that on the census date for the 2019 winter term the University system had a 34% increase in self-declared `Indigenous headcount over the five-year period starting winter 2015. This represents an increase of 505 students.

The census date comparison of the winter term 2018 and the winter term 2019 shows an increase in the undergraduate self-declared Indigenous student headcount from 1,714 to 1,846 or 132 students (8%) and a modest increase in graduate-level students from 120 to 126 (5%). The overall increase of self-declared Indigenous students in the University system was 138 students (8%).

The preliminary headcount of self-declared Indigenous students for the winter 2020 term is 1,991.

Official numbers are reported by OIR after the winter 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/index.html


Graph 7 - Self-declared Indigenous Headcount (1,972)
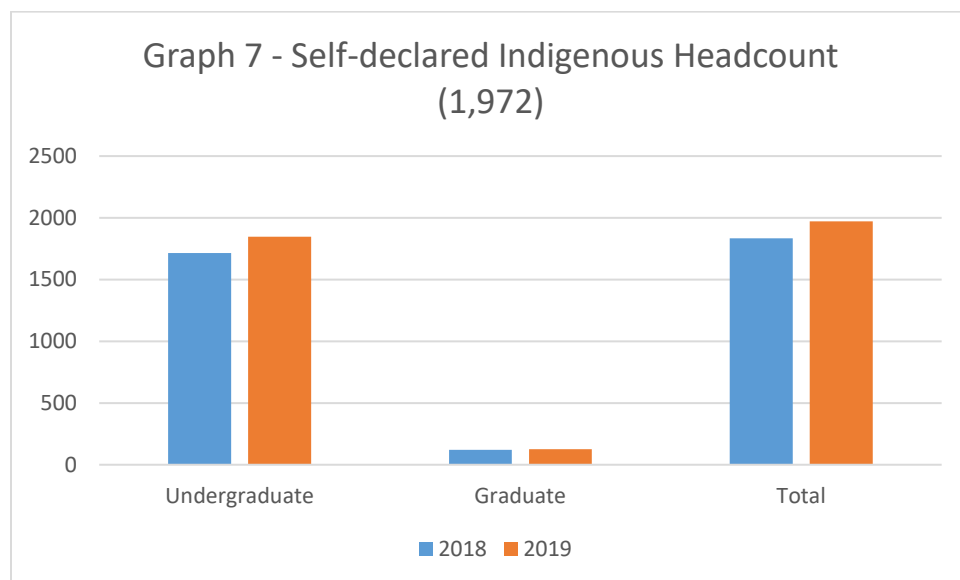
International Students (Graph 8)

A five year snapshot of the fifth day of classes is not available for international students at this time. The data prepared by OIR show that on the census date for the winter 2019 term the University system had a five-year increase of 48% in international student headcount. This represents a growth in the international student population from 1,803 in the winter 2015 term to 2,667 in the winter 2019 term.

The census date comparison of the winter term 2018 and the winter term 2019 shows an increase in the international student headcount from 2,154 to 2,667, or 513 students (24%).

The preliminary headcount of international students for the winter 2020 term is 3,170, up 19% from 2019.

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

Graph 8 - International Student Headcount (2,667)
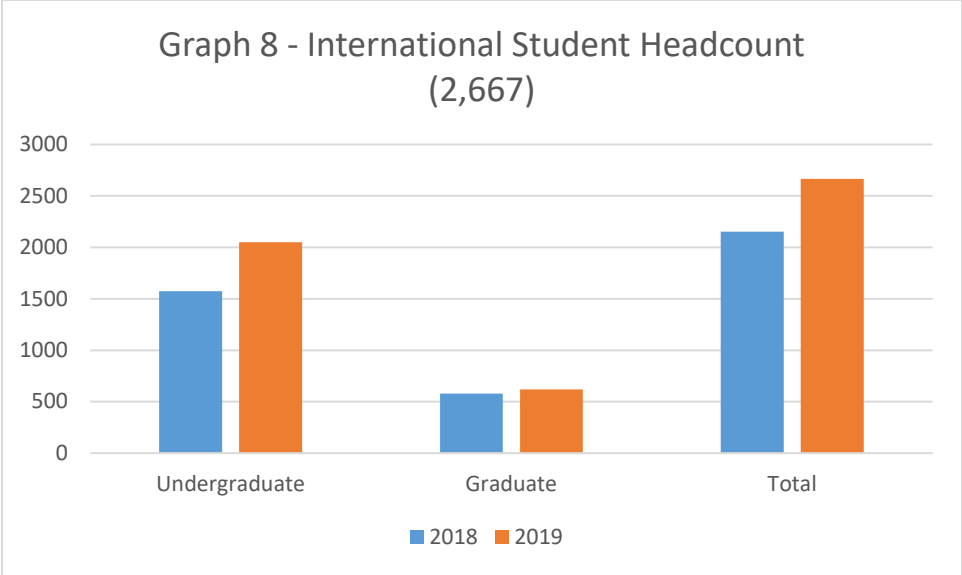
Top International Nations (Graph 9)

India continues to surpass all as the top sending nation with a headcount of 1,697 on the fifth day of classes. This is an increase of 489 students from India. Bangladesh, Nigeria, Iran, Ghana, and Viet Nam are also showing growth.

Graph 9 - International Top 10
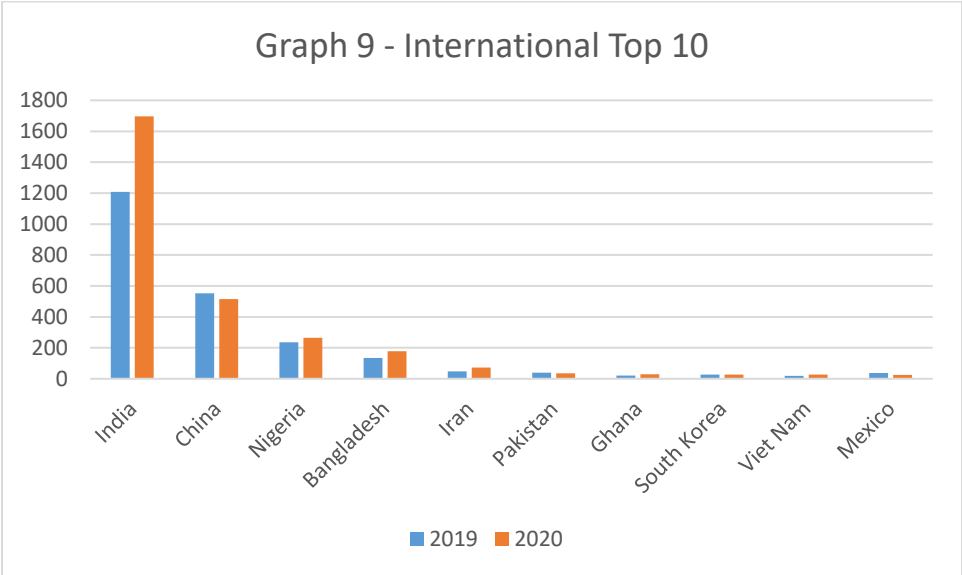
Alternate Delivery and Off Campus Course Activity

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

Web, Televised, Video, and Blended Delivery (Table 1)

On the fifth day of classes in the winter term 2019 there were 7,862 undergraduate course registrations and 406 graduate course registrations in courses offered via the web, televised, video, or through blended deliveries.

Table 1 - UG Alternate Delivery	FNUniv	Luther	U of R	Total
Arts	823	40	2194	**3057**
Business Administration	275		148	**423**
Continuing Education			468	**468**
Education	60		735	**795**
Engineering & Applied Science			28	**28**
Graduates Studies & Research			406	**406**
Kinesiology & Health Studies	110		1103	**1213**
La Cite			41	**41**
Media, Art, and Performance	92		205	**297**
Nursing			580	**580**
Science	92	150	105	**347**
Social Work	111		502	**613**
Total	**1563**	**190**	**6515**	**8268**

Off Campus Registration Activity (Tables 2 & 3)

The U of R continues to have strong course registration activity outside the Regina main campus. On the fifth day of classes there were 6,422 class registrations in the winter 2020 term.

Table 2 - Offsite Course Activity	# of Reg
ARCOLA	1
BROADVIEW	1
BUFF NARRW	17
CLRWATER R	22
CREIGHTON	2
ESTEVAN	49
HUMBOLDT	1
LA RONGE	371
MASKWACIS	18
MEADOW LK	3
MELFORT	180

Table 2 - Offsite Course Activity	# of Reg
MOOSE JAW	6
NIPAWIN	65
NORTH BTFD	80
PRINCE ALB	2149
RED EARTH	164
SASKATOON	2591
SWIFT CURR	109
WEYBURN	15
WHITE BEAR	2
WHITEHORSE	215
WHITEWOOD	2
YORKTON	246
YOURHOME	113
Total	**6422**

Table 3 - Offsite Course Activity by Faculty	Total
Arts	1685
Business Administration	75
Education	667
Kinesiology & Health Studies	72
Media, Art, and Performance	93
Nursing	2197
Science	703
Social Work	930
Grand Total	**6422**

Graduation and Convocation: Cycle ending fall 2018 (Graph 10)

The University graduated 758 students in the fall of 2019. This was up by 41 graduates over the previous spring.

Graph 10 - Number of Credentials Awarded - Fall
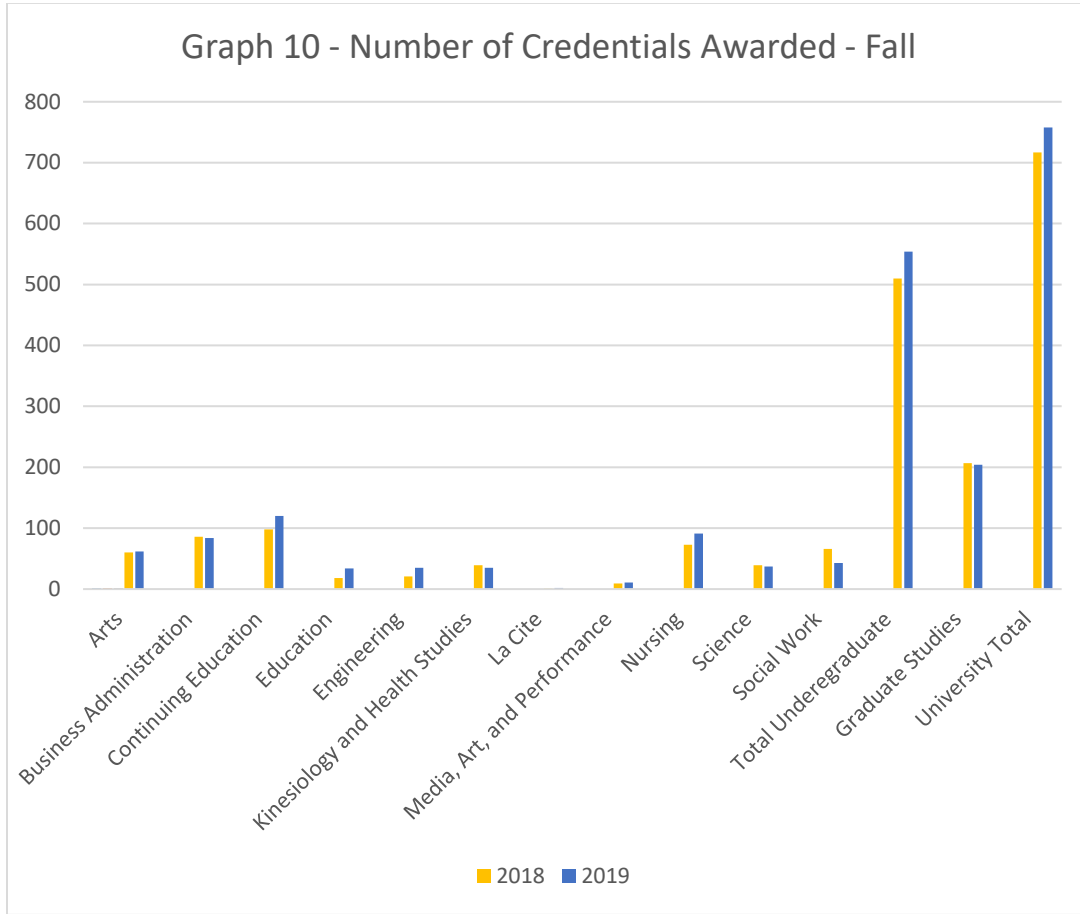
Submitted by the Office of the Associate Vice-President (Student Affairs) and the Office of the Registrar on January 20, 2020.