

## UNIVERSITY OF REGINA SENATE

**Date:** January 29, 2021  
**To:** Members of Senate  
**From:** Glenys Sylvestre, Executive Director (University Governance) and University Secretary  
**Re:** February 5, 2021 Meeting of Senate

A meeting of Senate is scheduled for February 5, 2021 from 9:00 a.m. to 12:00 p.m. by Video Conference.

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes of October 16, 2020 - *circulated with the Agenda*
4. Business Arising from the Minutes
5. Optional Reports
  - 5.1 Chancellor
  - 5.2 President
  - 5.3 University Secretary, Appendix I, p.2
    - 5.3.1 2021 Upcoming Senate Election, *For Information*
6. Reports from Senate Committees
  - 6.1 Report on Actions Taken from the June 24, 2020 Senate Executive Committee, *For Information*, Appendix II, p.3
7. Items from Executive of Council, *For Approval/Information*, Appendix III, pp.4-58
8. Briefs, Submissions or Recommendations from Elected or Appointed Representatives of Senate
  - 8.1 Board Members Elected by Senate, Verbal Update
9. Academic and Administrative Reports
  - 9.1 'Intuition, Reason and Social Media,' presentation by Dr. Gordon Pennycook, Assistant Professor, Faculty of Business Administration
  - 9.2 Winter 2021 In-Progress Report of Registrations, *For Information*, Appendix, IV, pp.59-68
10. Other Business
  - 10.1 Next Meeting of Senate – 9:00 a.m., June 9, 2021
11. *In Camera* Session
12. Adjournment



Glenys Sylvestre  
Executive Director (University Governance) and University Secretary

**UNIVERSITY OF REGINA**  
Senate

**Item for Information**

**Subject:** 2021 Senate Election

**Background and Description:**

We will have three vacancies for Senate district representation for terms beginning July 1, 2021.

Nominations have been called for the following:

**District 3 (Assiniboia-Bengough)**

John Bumbac 2<sup>nd</sup> term ends 2021 – not eligible for re-election

**District 4 (Swift Current – Gravelbourg)**

Ralph Aman 2<sup>nd</sup> term ends 2021 – not eligible for re-election

**District 7 (Melfort-Wynyard-Davidson)**

Marsha Barteski-Hoberg 2<sup>nd</sup> term ends 2021 – not eligible for re-election

**District 11 (Regina)**

1 (New) -Vacant

Nominations will be accepted by the University Secretariat until **4:00 p.m. on Thursday, April 15th, 2021**. Please consider nominating alumni that you may know in these districts.

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

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

If elections are necessary for any districts, these will be completed by electronic vote in May 2021. Results of the Senate election will be shared at the June Senate meeting.

Prepared by:  
Preeti Daniels, Administrator (Board and Senate)  
On Behalf of:  
Glenys Sylvestre, University Secretary  
Date: January 20, 2021

**REPORT TO SENATE**

**February 5, 2021**

**FROM THE SENATE EXECUTIVE COMMITTEE**

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**6.1 Report on Actions Taken at the June 24, 2020 Senate Executive Committee Meeting.**

**BACKGROUND:**

Senate Bylaws 5.2.1 provide the Terms of Reference of the Senate Executive Committee as follows:

*The Executive Committee shall have the power to act on behalf of Senate wherever there is brought to the attention of the Executive Committee a matter which, in its opinion, ought to be disposed of prior to the next regular meeting of Senate.*

The Senate Executive Committee met on June 24, 2020 to deal with such matters. Senators were informed by email that the Senate Executive Committee would consider motions related to the following:

- (1) To allow students in the Faculty of Engineering & Applied Science who were to be on an ENGG 054 work term in Spring/Summer 2020 to receive their Co-operative Education designation after completing three out of four work-term placements, effective immediately.
- (2) That the Duolingo Online English Test with a minimum score of 110 be accepted as an approved test of proficiency in English for undergraduate and graduate admissions, on a temporary basis for the 2020-2021 academic year (May 1<sup>st</sup> to April 30<sup>th</sup>), effective immediately.

As a result, the items noted were approved at the June 24, 2020 Senate Executive Committee meeting, however inadvertently missed for information at the October Senate meeting, and therefore are being brought forward to the February Senate meeting for information.

Prepared by:  
Preeti Daniels, Administrator (Board and Senate)  
On Behalf of:  
Glenys Sylvestre, University Secretary  
Date: January 27, 2021

**REPORT TO THE UNIVERSITY OF REGINA SENATE  
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF  
28 OCTOBER 2020, 25 NOVEMBER 2020, AND 27 JANUARY 2021**

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**LEGEND:**

202110 – Winter 2021 Term

202120 – Spring/Summer 2021 Term

202130 – Fall 2021 Term

202210 – Winter 2022 Term

**1. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH****1.1 FACULTY OF EDUCATION****1.1.1 New Program - Master of Education in Adult Education and Human Resource Development**

**MOTION:** That the new Master of Education in Adult Education and Human Resources Development course, project and thesis programs be created, effective 202130.

**Master of Education in Adult Education and Human Resources Development Course Route**

EAHR 850 or approved research methods course*	3
EAHR 801	3
EAHR 802	3
EAHR 8XX Elective	3
EAHR 8XX Elective	3
8XX Elective	3
8XX Elective	3
8XX Elective	3
8XX Elective	3
EFDN 899	3
<b>Total Credit Hours</b>	<b>30</b>

\*Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

**Master of Education in Adult Education and Human Resource Development Project Route**

EAHR 850 or approved research methods course*	3
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EAHR 801 or EAHR 802	3
EAHR 8XX Elective	3
EAHR 8XX Elective	3
EAHR 8XX Elective	3
8XX Elective	3
8XX Elective	3
8XX Elective	3
ED 900 Project	3
ED 900 Project	3
Total Credit Hours	30

\*Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

#### Master of Education in Adult Education and Human Resource Development Thesis Route

EAHR 850 or approved research methods course*	3.0
EAHR 801 or EAHR 802	3.0
EAHR 8XX Elective	3.0
EAHR 8XX Elective	3.0
8XX Elective	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
Total Credit Hours	30.0

\*Approved Research Methods courses include (but are not limited to) ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

**Rationale:** The Master of Education in Adult Education and Human Resource Development (MEd in AHRD) will replace the Master of Adult Education and Community Engagement (MAECE) and Master of Human Resource Development (MHRD) degrees. Selected existing courses from these two degree programs will be combined into one program within the Masters of Education degree. Students will be able to select courses in both or either the Adult Education or the Human Resource Development streams, within one combined

program. The new program responds to stakeholder and student calls for a coherent program with a combination of adult education and human resource development content. This new program aligns with student demand, course selection flexibility, and is consistent with the Strategic Plan of the University of Regina, while maintaining the integrity of the two original programs.

(End of Motion)

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### **1.1.2 Admission Suspension - Master of Adult Education and Community Engagement**

**MOTION:** That admissions to the Master of Adult Education and Community Engagement (thesis route, project route, course route) programs be suspended, effective 202130.

**Rationale:** The Master of Education in Adult Education and Human Resource Development (MEd in AHRD) will replace the Master of Adult Education and Community Engagement (MAECE) and Master of Human Resource Development (MHRD) degrees. Selected existing courses from these two degree programs will be combined into one program within the Masters of Education degree. Students will be able to select courses in both or either the Adult Education or the Human Resource Development streams, within one combined program. The new program responds to stakeholder and student calls for a coherent program with a combination of adult education and human resource development content. This new program aligns with student demand, course selection flexibility, and is consistent with the Strategic Plan of the University of Regina, while maintaining the integrity of the two original programs.

(End of Motion)

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### **1.1.3 Admission Suspension - Master of Human Resource Development**

**MOTION:** That admissions to the Master of Human Resource Development (thesis route, project route, course-based route) programs be suspended, effective 202130.

**Rationale:** The Master of Education in Adult Education and Human Resource Development (MEd in AHRD) will replace the Master of Adult Education and Community Engagement (MAECE) and Master of Human Resource Development (MHRD) degrees. Selected existing courses from these two degree programs will be combined into one program within the Masters of Education degree. Students will be able to select courses in both or either the Adult Education or the Human Resource Development streams, within one combined program. The new program responds to stakeholder and student calls for a coherent program with a combination of adult education and human resource development content. This new program aligns with student demand, course selection flexibility, and is consistent with the Strategic Plan of the University of Regina, while maintaining the integrity of the two original programs.

#### **Management of Transition (from old program to new program)**

The new MEd in AHRD will come into effect 202130:

- *new applicants will be accepted to the new program (Oct. 15, 2021)*
- *current students in MAECE and MHRD programs will be allowed to complete their degree according to the existing program outline and they will be given a one time offer to transfer to the new*

*program.*

- *newly admitted students who defer their admission (up to one year) will be given the choice of completing their original degree or transfer into the new degree program.*
- *any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new program.*

Students who return from a leave of absence will be permitted to return to their original degree program.

(End of Motion)

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#### **1.1.4 Discontinued Route - Master of Education in Curriculum and Instruction**

<p><b>MOTION:</b> That the Master of Education in Educational Leadership course route be discontinued, effective 202130.</p>
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**Rationale:** The course-based route of the Master of Education in Curriculum and Instruction will be replaced by the recently approved Master of Education in Teaching, Learning, and Leadership, which will move this program toward a common theme of teaching, learning, and leadership by contributing courses from both EC&I (teaching and learning) and EDL (leadership) subject areas. The resulting course-based degree program is flexible enough to suit the needs of students from either area while providing a coherent program of study. The degree culminates with a Capstone seminar course which requires the student to reflect and synthesize their learnings from their program.

#### **Management of Transition (from old program to new program)**

Active students in the MEd in EC&I course route will be permitted to:

- complete the program or
- be offered a one-time opportunity to transfer to the new Master of Education in Teaching, Learning, and Leadership.

(End of Motion)

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#### **1.1.5 Discontinued Route - Master of Education in Educational Leadership**

<p><b>MOTION:</b> That the Master of Education in Educational Leadership course route be discontinued, effective 202130.</p>
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**Rationale:** The course-based route of the Master of Education in Educational Leadership will be replaced by the recently approved Master of Education in Teaching, Learning, and Leadership, which will move this program toward a common theme of teaching, learning, and leadership by contributing courses from both the EDL (leadership) and EC&I (teaching and learning) subject areas. The resulting course-based degree program is flexible enough to suit the needs of students from either area while providing a coherent program of study. The degree culminates with the completion of a Capstone seminar course which requires the student to reflect and synthesize their learnings from the program.

**Management of Transition (from old program to new program)**

Active students in the MEd in EDL course route will be permitted to

- (a) complete the program or
- (b) be offered a one-time opportunity to transfer to the new Master of Education in Teaching, Learning, and Leadership.

(End of Motion)

**1.2 FACULTY OF GRADUATE STUDIES AND RESEARCH****1.2.1 Regulation Change - Graduate Co-operative Education**

<b>MOTION:</b> That the regulation on Co-operative Education at the graduate level be modified, effective 202130.	
Current	Proposed
<p><i>Graduate Co-operative Education Program</i>  <a href="https://www.uregina.ca/gradstudies/current-students/grad-calendar/programs-overview.html">https://www.uregina.ca/gradstudies/current-students/grad-calendar/programs-overview.html</a></p> <p>At the master's level there are two ways that a student can participate in a co-operative education experience. The first way is to register in one of the co-operative education programs offered at the University of Regina. Alternately, some units offer Graduate Co-operative Education courses, outside of a co-operative education program. Students who complete either a Co-operative Education Program, or complete an approved Graduate Co-op Work Term Course will have a Co-operative Education Designation added to their degree.</p> <p>Any masters student in good standing in an academic unit supporting a co-operative education Program is eligible to apply for this route (either at time of admission or by submitting a Request for Graduate Transfer). Similarly, any full-time masters student in good standing in a unit that offers a Graduate Co-op Work Term course may apply to take the co-operative education course. The student's academic unit has to provide approval for the student to enroll in either the co-operative education program or the co-operative education courses; academic units may have additional requirements or constraints on the students who are either accepted into a co-operative education route or are granted permission to take a graduate work term. A recommendation for a co-operative education placement requires the approval of both the student's academic unit and FGSR.</p> <p>Students in a co-operative Education Program will be required to register in at least 6 credit hours (or equivalent) for each of two work semesters in a work placement for a total of 12 credit hours (or equivalent). Each work semester will be graded (Pass/Fail). Students may be required to submit a report or make a formal presentation on their co-</p>	<p><i>Graduate Co-operative Education Experience</i>  <a href="https://www.uregina.ca/gradstudies/current-students/grad-calendar/programs-overview.html">https://www.uregina.ca/gradstudies/current-students/grad-calendar/programs-overview.html</a></p> <p><b>At the master's level there are two ways to enter into co-operative education experiences. Some units have built requirements into the program itself (co-op program), where other units have added the option to apply for this experience in addition to the program requirements (co-op option).</b></p> <p><b>A master's student must be in good standing to be eligible for the Co-operative Education experience (Academic units may have additional requirements for entry). A recommendation for a co-operative education placement requires the approval of the student's academic unit.</b></p> <p><b>Students seeking a Co-operative Education designation will be required to register in two work terms. Each work term will be graded (Pass/Fail or Credit/No Credit). Students may be required to submit a report or make a formal presentation on their co-operative work term which will be subject to the academic review to assess its merits.</b></p> <p><b>International students who wish to participate in a Co-operative Education experience must apply for a Work Permit as well as a Study Permit prior to applying for co-operative education work placement. Please consult with the Co-operative Education office or refer to Immigration, Refugees and Citizenship Canada (IRCC) regulations.</b></p> <p><b>Students who complete two approved co-operative education work terms will have a Co-operative Education designation added to their degree.</b></p>



<p><del>operative work term which will be subject to academic review to assess its merits.</del></p> <p>Units that do not have a co-operative Education Route may offer a Graduate Work Term course. Instructions on how to create these courses is described <a href="#">here</a>. Graduate Work Term classes will be in addition to the student's program and will not replace required courses in the student's program. Remuneration provided to the student during the course of the placements is expected to be consistent with pay provided to regular employees undertaking similar responsibilities.</p> <p>International students who wish to participate in a Co-op Route program or for Graduate Work Term classes must apply for a Work Permit as well as a Study Permit. Please refer to Citizenship &amp; Immigration Canada's (CIC) regulations.</p>	
Current	Proposed
<p><i>Registration Status</i>  <a href="https://www.uregina.ca/gradstudies/current-students/grad-calendar/reg-rules.html">https://www.uregina.ca/gradstudies/current-students/grad-calendar/reg-rules.html</a>  A student's status will be determined as follows:  <b>Full-time:</b></p> <ul style="list-style-type: none"> <li>• registration in 6 credit hours or more in a semester;</li> <li>• registration in ARTS 601 and ARTS 602;</li> <li>• registration in CS 903;</li> <li>• registration in Psychology internship classes (PSYC 876-879, PSYC 880AA, PSYC 880AB);</li> <li>• registration in any JSGS internship (JSGS 850AA-ZZ);</li> <li>• registration in any work placement course (GRST 600, GBUS 801, 802, 803, MBA 801, 802, 803);</li> <li>• registration in any Co-op Work Term course (CS 601, 602, ENGG 601, 602);</li> <li>• registration in GRST 995AA for post program for students who have completed course and other program credit hour requirements, but have not finished writing or defending the thesis/project/practicum;</li> <li>• registration in GRST 996AA, for students who have received approval for an extension;</li> <li>• registration in the last requirements of a graduate program (e.g. just have one course remaining); and who will otherwise be engaged in thesis research/writing. These students register in the required credit hours, but registration must be for a minimum of 3 credit hours. Students in this category must contact FGSR who will notify Financial Services to adjust their Income Tax (T2202) form.</li> </ul> <p><b>Part-time:</b></p> <ul style="list-style-type: none"> <li>• Registration in less than 6 credit hours in a semester-</li> <li>• Registration in GRST 995AB for post-program students using university facilities-</li> </ul>	<p><i>Registration Status</i>  <a href="https://www.uregina.ca/gradstudies/current-students/grad-calendar/reg-rules.html">https://www.uregina.ca/gradstudies/current-students/grad-calendar/reg-rules.html</a>  A student's registration status will be determined as follows:  <b>Full-time:</b></p> <ul style="list-style-type: none"> <li>• registration in 6 credit hours or more in a <b>term</b>;</li> <li>• registration in a Psychology internship <b>course</b> (PSYC 876-879, PSYC 880AA, PSYC 880AB);</li> <li>• registration in any JSGS internship <b>course</b> (JSGS 850AA-ZZ);</li> <li>• registration in any <b>Co-operative Education/Work Term</b> course (<b>ARTS 601, ARTS 602, CS 601, 602, ENGG 601, 602</b>, GBUS 801, 802, 803, MBA 801, 802, 803);</li> <li>• registration in GRST 995AA for post program for students who have completed course and other program credit hour requirements, but have not finished writing or defending the thesis/project/practicum;</li> <li>• registration in GRST 996AA, for students who have received approval for an extension;</li> <li>• registration in the last requirements of a graduate program (e.g. just have one course remaining); and who will otherwise be engaged in thesis research/writing. These students register in the required credit hours, but registration must be for a minimum of 3 credit hours. Students in this category must contact FGSR who will notify Financial Services to adjust their Income Tax (T2202) form.</li> </ul> <p><b>Part-time:</b></p> <ul style="list-style-type: none"> <li>• registration in less than 6 credit hours in a semester;</li> <li>• registration in GRST 995AB for post-program students using university facilities;</li> <li>• registration in GRST 996AB, for students who have received approval for an extension;</li> <li>• registration in GRST 999 (non-resident</li> </ul>

<ul style="list-style-type: none"> <li>• Registration in GRST 996AB, for students who have received approval for an extension-</li> <li>• Registration in GRST 999 (non-resident maintenance) for students not using university facilities.</li> </ul> <p><i>Registration must be for a minimum of 3 credit hours for students who have credit hours remaining on their program.</i></p>	<p>maintenance) for students not using university facilities.</p> <p><i>Registration normally must be for a minimum of 3 credit hours for students who have credit hours remaining on their program.</i></p>
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**Rationale:** A motion for a new co-operative education option at the graduate level was approved at Senate in October 2017. The intention of this was to allow Faculties without graduate co-op programs to facilitate experiential learning opportunities for their students in addition to their program requirements. Two courses were to be developed in each faculty at six credit hours each (full time) and only be charged the co-op fee (\$920.75 at the time).

A motion at Board of Governor’s was passed in May 2018 stating “That the Co-op Fee be increased by 2.8% to the nearest \$0.25 (\$895.50) and that the application of this fee be extended to all graduate co-op placements”.

FGSR’s motion was interpreted that students in the co-operative education option and programs would be charged the co-op education fee in addition to any credit hours (tuition and service fees) associated with the class as determined by the unit.

This and subsequent motions are being submitted to correct what students are being charged when registered for a graduate co-op placement and to ensure that full time status is maintained while registered.

All of this material has been previously approved, this is brought forward to update the calendar.

(End of Motion)

### 1.3 FACULTY OF MEDIA, ART, AND PERFORMANCE

#### 1.3.1 Program Renamed and Revised - Master of Arts in Interdisciplinary Studies

**MOTION:** That the Master of Arts (MA) in Interdisciplinary Studies program be renamed to the Interdisciplinary MA in Media and Artistic Research and be modified, effective 202130.

**Rationale:** This name change to the interdisciplinary Master’s degrees in MAP is a key recommendation of the IDS Grad Unit Review Team. With the introduction of the Interdisciplinary PhD in Media and Artistic Research in 2018, the names of the Master’s degrees require updating to reflect the MAP IDS Grad area’s stated focus on Media and Artistic research.

The name changes will:

- 1) Align the degrees as part of the MAP stream of graduate programs in interdisciplinarity in media and artistic research
- 2) Create continuity between the Master’s and PhD in order to recruit our Master’s graduates and have them move seamlessly into the PhD, and to recruit new students into the flow of the MAP

- interdisciplinary brand
- 3) Avoid the current confusion due to inconsistent branding.

(End of Motion)

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**1.3.2 Program Renamed and Revised – Master of Fine Arts in Interdisciplinary Studies**

**MOTION:** That the Master of Fine Arts (MFA) in Interdisciplinary Studies be renamed to Interdisciplinary MFA in Media and Artistic Research and be modified, effective 202130.

Current Master of Fine Arts (MFA) in Interdisciplinary Studies		Proposed <i>Interdisciplinary MFA in Media and Artistic Research</i>	
FA 800	3	<b>MAP</b> 800	3
FA 803	3	<b>MAP</b> 803	3
FA 804 or FILM 804	3	<b>MAP</b> 804 or FILM 804	3
One of: FA 899 ART 801-804	3	One of: <b>MAP</b> 899 ART 801 – 804	3
Elective	3	Elective	3
Courses related to two major areas of research	12	Courses related to two major areas of research	12
FA 902	15	<b>MAP</b> 902	15
FA 903 (Optional)	0	<b>MAP</b> 903 (Optional)	0
Total Credit Hours	42	Total Credit Hours	42

**Rationale:** This name change to the interdisciplinary Master’s degrees in MAP is a key recommendation of the IDS Grad Unit Review Team. With the introduction of the Interdisciplinary PhD in Media and Artistic Research in 2018, the names of the Master’s degrees require updating to reflect the MAP IDS Grad area’s stated focus on Media and Artistic research.

The name changes will:

- 1) Align the degrees as part of the MAP stream of graduate programs in interdisciplinarity in media and artistic research
- 2) Create continuity between the Master’s and PhD in order to recruit our Master’s graduates and have them move seamlessly into the PhD, and to recruit new students into the flow of the MAP interdisciplinary brand
- 3) Avoid the current confusion due to inconsistent branding

(End of Motion)

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## 1.4 FACULTY OF SCIENCE

### 1.4.1 New Program - Master of Science in Computer Science (Data Science)

**MOTION:** That the Master of Science in Computer Science (Data Science) course route program be created, effective 202130.

#### **MSc in Computer Science (Data Science)**

A fully-qualified student may complete a Master's in Data Science by undertaking 30 credits of coursework. Students in this route who are interested in pursuing the Co-op Designation must complete CS 700, 710, 711, 712, 713, 714, 715, and 716 before they can undertake any co-op work terms.

CS 700	3
CS 710	3
CS 711	3
CS 712	3
CS 713	3
CS 714	3
CS 715	3
CS 716	3
CS 719	6
Total	30

**Rationale:** The MSc in Computer Science (Data Science) program provides a structured curriculum that progressively builds toward giving students advanced knowledge on this topic of study. Motions to create the specific courses in this program are provided in Motion 1; the courses are listed here for the convenience of considering this motion:

#### First Semester (Fall)

CS 700: Software Development Fundamentals (3)

CS 710: Python & Data Fundamentals (3)

#### Second Semester (Winter)

CS 711: Foundations of Data Science (3)

CS 712: Foundations of Statistics & Machine Learning (3)

#### Third Semester (Spring/Summer)

CS 713: Applied Machine Learning (3)

CS 714: Big Data Analytics & Cloud Computing (3)

#### Fourth Semester (Fall)

CS 715: Advanced Data Science & Machine Learning (3)

CS 716: Communication in Data Science (3)

#### Fifth Semester (Winter)

CS 719: Data Science Seminar & Project (6)

The curriculum is structured such that the first semester focuses on the fundamentals of the topic of study, the second semester focuses on foundational topics, the third and fourth semesters focus on topically-relevant courses, and the fifth semester focuses on the development of a practical project.

Students who are interested in pursuing a Co-op Designation may apply after the completion of their third semester, if they have a CGPA of 80% or higher in the six courses taken thus far in the program. The work

terms would be taken after the completion of the fourth semester, deferring the fifth semester coursework (CS 719) by one or two semesters.

Note that as this program is being rolled-out, we plan to admit students into it once per year, starting in the Fall 2021 semester. As such, only two additional courses need to be taught in each semester in the first year. In the second year, an additional two courses will need to be taught in the Spring/Summer semester, and one (6-credit) course taught in the Fall semester. While this will represent an increased graduate course teaching commitment from the Department of Computer Science in the short term, in the long run it will allow us to reduce the number of CS 8xx courses being offered and focus what remains of those courses on the research needs of our MSc Project, MSc Thesis, and PhD students. In recent years, we have added between 4 and 6 graduate courses per semester with the express purpose of providing courses for our MSc Course Route students to take; these will no longer be necessary.

The application period for students starting in the Fall 2021 semester is Nov 16, 2020 – March 15, 2021. Once this new program is fully approved, we will contact the highly-qualified candidates during the application review process to determine if they would like to be admitted into this program route or be considered for the final admissions cycle for the existing MSc in Computer Science (Course Route).

(End of Motion)

#### 1.4.2 New Program - Master of Science in Human Centred Computing

**MOTION:** That the Master of Science in Computer Science (Human Centred Computing) program be created, effective 202210.

#### **MSc in Computer Science (Human Centred Computing)**

A fully-qualified student may complete a Master's in Human-Centred Computing by undertaking 30 credits of coursework. Students in this route who are interested in pursuing the Co-op Designation must complete CS 700, 730, 731, 732, 733, 734, 735, and 736 before they can undertake any co-op work terms.

CS 700	3
CS 730	3
CS 731	3
CS 732	3
CS 733	3
CS 734	3
CS 735	3
CS 736	3
CS 739	6
Total	30

**Rationale:** Motion 2 proposed the creation of the MSc in Computer Science (Data Science) program. This motion proposes a second stream, giving students an option for pursuing professionally-focused advanced study in another area that is a strength of our Department of Computer Science.

The MSc in Computer Science (Human-Centred Computing) program provides a structured curriculum that progressively builds toward giving students advanced knowledge on this topic of study. Motions to create the specific courses in this program are provided in Motion 2; the courses are listed here for the convenience of considering this motion:

First Semester (Winter)

CS 700: Software Development Fundamentals (3)

CS 730: Human-Computer Interaction Fundamentals (3)

Second Semester (Spring/Summer)

CS 731: Human-Centred Interface Design & Implementation (3)

CS 732: Foundations of Human-Centred Evaluation Methods (3)

Third Semester (Fall)

CS 733: Computer Graphics & Animation (3)

CS 734: Mobile Computing (3)

Fourth Semester (Winter)

CS 735: Virtual and Augmented Reality (3)

CS 736: Information Visualization (3)

Fifth Semester (Spring/Summer)

CS 739: Human-Centred Computing Seminar & Project (6)

The curriculum is structured such that the first semester focuses on the fundamentals of the topic of study, the second semester focuses on foundational topics, the third and fourth semesters focus on topically-relevant courses, and the fifth semester focuses on the development of a practical project.

Students who are interested in pursuing a Co-op Designation may apply after the completion of their third semester, if they have a CGPA of 80% or higher in the six courses taken thus far in the program. The work terms would be taken after the completion of the fourth semester, deferring the fifth semester coursework (CS 739) by one or two semesters.

Note that as this new program is being rolled-out, we plan to admit students into it once per year, starting in the Winter 2022 semester. As such, only two additional courses need to be taught in each semester in the first year. In the second year, an additional two courses will need to be taught in the Winter semester, and one (6-credit) course taught in the Spring/Summer semester.

The application period for students starting in the Winter 2022 semester is March 16, 2021 – July 15, 2021. We expect this motion to be fully approved by March 16, 2021, at which time it will be added to the online application process as a new program.

(End of Motion)

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**1.4.3 Admission Suspension - Master of Science in Computer Science (Course Route)**

<b>MOTION:</b> That the admissions to the Master of Science in Computer Science (Course Route) be suspended, effective 202130.
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**Rationale:** The current MSc Course Route provides students with a high degree of flexibility in the courses that they wish to take. While this is a positive aspect of this program in principle, in practice it creates many difficulties with student registration and managing course sizes. Students often have trouble choosing which courses to take, and may have to wait multiple semesters for a course they are interested in due to high demand. With this set of motions, we propose to create new MSc programs in two streamed routes with specific curricula that are focused on professionally-focused advanced study in the specific streamed areas, which will serve as a replacement for the MSc in Computer Science (Course Route).

Any students currently in the MSc in Computer Science (Course Route) will be permitted to continue in that program to the completion of their degree. They will be permitted to take at most two of the new CS 7XX courses (see Motion 7). Any students who have been offered admissions into the current MSc Course Route but have not started their studies by 202120 (Spring/Summer 2021) will be given the option to choose to take either of the new programs. It is necessary to consider these individuals, since the offers of admissions made to the MSc in Computer Science (Course Route) are valid for three semesters. Any of these admitted students who wish to pursue the existing degree structure rather than one of the new ones will be permitted to do so.

(End of Motion)

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## 2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

### 2.1 FACULTY OF BUSINESS ADMINISTRATION

#### 2.1.1 Concurrent Program - Certificate in Ideation, Creativity and Entrepreneurship

**MOTION:** That the Certificate in Ideation, Creativity and Entrepreneurship (ICE Certificate) be allowed as a concurrent (secondary) program for students of the Faculty of Business Administration and for University of Regina students in other Faculties, effective 202120.

The result of this motion will be a change to the Faculty of Business Administration portion of the University of Regina Undergraduate Calendar under the heading "Concurrent programs".

#### **Concurrent programs**

1. Business administration students may take a secondary program in other faculties (with some limitations).
2. Students in other faculties cannot take the BBA or BAdmin program as a secondary program.
3. Students in other faculties may take the DipBA or DipAdmin as a secondary program.
4. Business administration students and students in other faculties may take the Certificate in Ideation, Creativity and Entrepreneurship as a secondary program.

**Rationale:** The ICE Certificate will most often be of interest to students who are already enrolled in another University of Regina program. Allowing this certificate to be a secondary program permits these students to remain enrolled in their primary program while concurrently completing the ICE Certificate.

(End of Motion)

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### 2.2 FACULTY OF EDUCATION

#### 2.2.1 New Certificate - le certificat Voie d'avenir pour enseigner en Saskatchewan

**MOTION:** Que le certificat Voie d'avenir pour enseigner en Saskatchewan soit mis au calendrier académique, date effective 202130.

<b>Certificat Voie d'avenir pour enseigner en Saskatchewan / élémentaire</b>
EPSF 315
EPSY 418 ou EPSY 425
ECSF 100 ou ECSF 110 ou un cours au choix approuvé
ECSF 402 ou un cours au choix approuvé
EFLD 416

<b>Certificat Voie d'avenir pour enseigner en Saskatchewan / secondaire</b>
EPSF 300
EPSY 418 ou EPSY 425
ECSF 100 ou ECSF 110 ou un cours au choix approuvé
ECSF 402 ou un cours au choix approuvé
EFLD 416



**Raison:** Ce certificat de 18 crédits est l'équivalent français de **Pathways** offert par la Faculté d'éducation en anglais. Il est conçu pour les enseignants formés à l'étranger qui ont besoin de crédits additionnels pour être éligible à la certification par le SPTRB et qui désirent suivre un certificat leur permettant de mieux s'acclimater au système scolaire de la Saskatchewan.

La liste des cours : EPSF 300 Théories et pratiques de l'enseignement au secondaire **OU** EPSF 315 Théories et pratiques de l'enseignement à l'élémentaire, EPSY 418 Vers une pédagogie inclusive, ECSF 402 Enseignement des Traités en classe (version française de ECCU 400) et ECSF 100 L'école et la société : connaissances et savoirs pédagogiques. Ces quatre cours valent 3 crédits chacun pour un total de 12 crédits.

Un stage supervisé de six (6) semaines de 6 crédits EFLD 416.

**English Translation:**

**MOTION:** That the Certificate Voie d'avenir pour enseigner en Saskatchewan be created, effective 202130

**Certificat Voie d'avenir pour enseigner en Saskatchewan / elementary (18 Credit Hours)**

EPSF 315 (3)  
 EPSY 418 or EPSY 425 (3)  
 ECSF 100 or ECSF 110 or approved elective (3)  
 ECSF 402 or approved elective (3)  
 EFLD 416 (6)

**Certificat Voie d'avenir pour enseigner en Saskatchewan / secondary (18 Credit Hours)**

EPSF 300 (3)  
 EPSY 418 or EPSY 425 (3)  
 ECSF 100 or ECSF 110 or approved elective (3)  
 ECSF 402 or approved elective (3)  
 EFLD 416 (6)

**Admission to this program:**

**Certificat Voie d'avenir pour enseigner en Saskatchewan**

Saskatchewan Teacher's Certificate Assessment letter from the Saskatchewan Professional Teachers Regulatory Board and Proficiency in French, 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:** This 18 credit hour certificate is the French version of the ***Certificate for Internationally Educated Teachers*** currently offered by the Faculty of Education. It is designed for teachers educated outside Canada who require additional credits to meet Saskatchewan Professional Teachers Regulatory Board (SPTRB) certification requirement and who would like to be better prepared for the Saskatchewan classroom.

(End of Motion)

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## 2.3 LA CITE UNIVERSITAIRE FRANCOPHONE

### 2.3.1 New Minor - Bilingual Minor in African Studies

**MOTION:** To create a Bilingual Minor in African Studies, effective 202130.

#### Bilingual Minor in African Studies

The Bilingual Minor in African Studies introduces students to African history, culture, politics, and social realities and allows students to develop intercultural understanding, critical thinking, and communication skills in French and English. The program consists of two required courses and four electives. A study abroad option in Francophone Africa is offered every two years.

#### Language requirement

Students must complete at least 9 credit hours in French. Language proficiency requirements for individual courses can be met with 1. Pre-requisites including FRN200, 201, 300, or 301, depending on the course; or 2. Previous French-language learning (e.g., Grade 12 French immersion, native fluency) and a Language Placement Test scoring at or above the required level defined by the prerequisite.

Credit hours	Bilingual Minor in African Studies
3.0	ÉAS200
3.0	ÉAS210
6.0	Study Abroad in francophone Africa (6 credits) OR Two courses from List A
6.0	Two courses from List A or B
18.0	ÉAS Minor — 65.00% GPA required

\*\*A minimum of 9.0 credit hours must be taken in French.

\*\*\*A 6.0 credit study abroad course in Francophone Africa will be offered every two years.

#### **List A — Courses on African topics**

ARTH 290AP African Art History  
 ÉAS300AA-ZZ Perspectives d'études sur l'Afrique  
 ENGL 485AB Postcolonial Literature/Theory  
 FILM 380AO African Cinema  
 FILM 480BL Afrofuturism  
 FRN 220AC La musique en Afrique francophone  
 HIST 290AN History of Africa  
 Any other course with substantial course content related to Africa. Permission must be obtained from the Associate Director or designate.

#### **List B — Other relevant courses**

ANTH 100 Introduction to Anthropology  
 ARTH 100 (in French) Introduction to Art History  
 GEOG 100 World Regional Geography  
 GEOG 222 Global Economies, Local Lives  
 GEOG 316 Geography of the Third World  
 HIST116 Issues in World History  
 IS 220 International Development and Poverty  
 IS 300 Globalization: Its Dynamics and Consequences  
 MAP 201 Global Migrations  
 SOC 201 Globalization and Development  
 SOC 314 Sociology of Development  
 WGST 421 Feminism, Women and Globalization

**Rationale:** This program will enrich La Cité’s current program offerings, helping to attract more students and reinforcing the intercultural dimension of our programs. Courses relevant to African Studies are already offered in other faculties including Arts and MAP. An African Studies program, housed at La Cité, will increase cross-faculty collaboration, while allowing students interested in this area to complete a focused program of study that will enrich their understanding of African history, culture, politics, and social realities. Please see the proposal for a more detailed rationale and the program description.

If you would like further information on this particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretary.

(End of Motion)

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## 2.4 FACULTY OF MEDIA, ART, AND PERFORMANCE

### 2.4.1 Admission Suspension - Bachelor of Arts in Theatre and Performance Major, Acting Concentration and Bachelor of Arts in Theatre and Performance Major, Design/Stage Management Concentration

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

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

(End of Motion)

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### 2.4.2 Revision to the Post Baccalaureate in Visual Arts

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

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

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

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

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

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

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

Faculty of Media, Art, and Performance

Post-Baccalaureate Certificate in Visual Arts

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

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

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

(End of Motion)

**2.4.3 New Program - Bachelor of Fine Arts in Devised Performance and Theatre Creation**

**MOTION:** That the Bachelor of Fine Arts (BFA) in Devised Performance and Theatre Creation program be created, effective 202120.

Credit hours	BFA in Devised Performance and Theatre Creation Required Courses
0.0	MAP 001
<b>Critical Competencies – 18 credit hours</b>	
<b>Communication in Writing</b>	
3.0	Two of ACAD 100, ENGL 100 or ENGL 110
3.0	
<b>Culture and Society</b>	
3.0	MAP 202

Credit hours	BFA in Devised Performance and Theatre Creation Required Courses
3.0	Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)
<b>Natural or Social Sciences</b>	
3.0	Two courses in the following areas (excluding courses in research/statistics):
3.0	ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.
<b>Concentration Requirements – 81 credit hours, 70% GPA Required in Concentration</b>	
3.0	THTR 110 - Foundations
6.0	Two courses from THTR 111 – Performance Technologies, THTR 112 – Behind the Magic: Props & Painting or THTR 121 – Behind the Magic: Creating Costumes
3.0	THTR 120 – Cabaret Class
3.0	THTR 122 – Reading the Visual
3.0	THTR 210 – Scene Study OR THTR 212 Set & Rigging
3.0	THTR 213 – Dramaturgy I: Performance Magic
3.0	THTR 215 – Understanding Performance Texts
3.0	THTR 220 – Fringe Festival Class
3.0	THTR 223 – Dramaturgy II: Performance Power
3.0	THTR 225 – A Survey of Human Performance
3.0	THTR 211 AA – ZZ OR THTR 222 – Performance Spaces
3.0	THTR 310 – Scripted Production
3.0	THTR 314 – Puppets, Masks and Meaning
3.0	THTR 315 – Happenings and Collectives OR THTR 301
3.0	THTR 320 – Devising I: Creation
3.0	THTR 326/327/328 AA – ZZ OR THTR 301
3.0	THTR 410 – Devising II: Development
3.0	THTR 414 – Professional Development
6.0	THTR 311 AA – ZZ AND/OR THTR 319 AA - ZZ
3.0	THTR 411 AA – ZZ AND/OR 419 AA - ZZ
6.0	THTR 420 – Devising III: Production and Performance
6.0	THTR 426/427/428 AA - ZZ
3.0	THTR 330 or ELECTIVE
<b>Media, Art, and Performance Requirements outside the Concentration – 9 credit hours</b>	
9.0	Three courses outside the area of concentration, chose from CTCH, FILM, MPA, MUSIC, and VISUAL ARTS. *CTCH 411 IS STRONGLY RECOMMENDED*
<b>Open Electives</b>	
12.0	Four Open Electives
<b>120.0</b>	<b>Total - PGPA 65.00% required</b>

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

If you would like further information on this particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretary.

(End of Motion)

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## 2.5 FACULTY OF NURSING

### 2.5.1 Addition of a Minor

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

#### **Minors for Nursing Programs**

Students may complete one minor in a subject other than their major. The minor is a concentration of at least six courses in a discipline from any of the Faculties of Science; Arts; Media, Art, and Performance; or La Cité universitaire francophone; or Kinesiology and Health Studies. The applications to graduate with a minor are ultimately approved by the Faculty offering the student’s first major. The specific courses required for a minor in a given discipline can be found under the relevant departmental listing. A minimum of three (3) courses from outside the major are required.

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

(End of Motion)

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## 2.5.2 Revision to the English Language Proficiency Requirements

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

### **Post-Secondary Educational Credentials for English Proficiency**

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

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

### **Approved Tests of Proficiency in English**

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

1. University of Regina's ESL Placement Test with a minimum average score of "Level 055".
2. Canadian Test of English for Scholars and Trainees (CanTEST) with a minimum section score of 4.5 each on listening and reading, and 4 on the test of writing.
3. Test of English as a Foreign Language (TOEFL) with a minimum overall score of 83 on the internet-based test (iBT), with minimum section scores of Reading 20, Listening 20, Speaking 20 and Writing 20. Institutional TOEFL and paper based TOEFL will not be accepted.
4. International English Language Testing System (IELTS) - Academic, with a minimum overall score of 6.5, and no band score less than 6.0.
5. Canadian Academic English Language Assessment (CAEL) with a minimum score of 60.
6. Michigan English Language Assessment Battery (MELAB) with a minimum score of 85.
7. Comprehensive English Language Test (CELT), restricted to francophone students, with a minimum score of 60.
8. Pearson Test of English (PTE) Academic with a minimum overall score of 59 and minimum score of 59 in each area.
9. Cambridge Certificate in Advanced English (CAE), also known as C1 Advanced (formerly known as Cambridge English: Advanced) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).
10. Cambridge Certificate of Proficiency in English (CPE), also known as C2 Proficiency (formerly known as Cambridge English: Proficiency) with an overall minimum score of 180 and a minimum score of 169 in each skill (Reading, Use of English, Writing, Listening, and Speaking).

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

- ~~1. CanTEST: A minimum score of 4.5 in each of Listening, Reading and Writing and a minimum score of 5 in Speaking.~~
- ~~2. CAEL: A minimum score of 70 with a minimum sub-score of 70 in Speaking and minimum sub-scores of 60 in all other components.~~

~~3. IELTS (Academic): A minimum overall score of 7 with no band less than 5, and a minimum score of 7 in Speaking; 7 in Writing; 7.5 in Listening; and 6.5 in Reading.~~

~~4. MELAB: A minimum score of 85 with a minimum sub-score of 3+ in Speaking.~~

~~5. TOEFL: The internet-based (iBT) exam with a minimum overall score of 90 with minimum sub-scores of 20 in Reading, and Writing, 26 in Speaking and 22 in Listening, or the paper-based exam with a minimum overall score of 580 with a minimum TWE score of 5. (Note: The Institutional TOEFL is not accepted).~~

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

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

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

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

The paper based TOEFL has been discontinued.

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

(End of Motion)

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## 2.6 FACULTY OF SCIENCE

### 2.6.1 Revision to the Diploma in Computer Science

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

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

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

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

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

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

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

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

Credit hours	Diploma in Computer Science Required Courses
3.0	CS 110*
3.0	CS 115*
3.0	CS 201
3.0	CS 210*
3.0	CS 215
3.0	CS 200-, 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	CS 300- or 400-level
3.0	<u>MATH 110</u>
3.0	ENGL 100
<b>33.0</b>	<b>Subtotal: Major Requirements 65.00% Major GPA required</b>
27.0	<del>10</del> <u>9</u> Electives. Courses in mathematics and statistics, economics, and administration are recommended
<b>60.0</b>	<b>Total: 65.00% Program GPA required</b>
*Or equivalent experience. Students must contact the Department Head for approval.	

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

Science (UofR, Campion, FNUniv, or Luther)

Diploma in Computer Science

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

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

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

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

(End of Motion)

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#### **2.6.2 Admission Requirements Revision - Bachelor of Science Honours Program**

<p><b>MOTION:</b> To revise the admission requirements to the Bachelor of Science Honours program, effective 202120.</p>
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Page 252 of the 2020-21 Undergraduate Calendar

##### **Bachelor of Science Honours (BSc Honours)**

The structure of the BSc Honours degree is the same as that of the BSc, except that a minimum of 54 credit hours must be in the major discipline, and a maximum of 24 credit hours of electives is permitted.

Students wishing to pursue a BSc Honours program require permission of the Department. Students pursuing a B.Sc Honours in Economics, Geography and Environmental Science or Psychology must apply for admission according to the criteria set out by the Department housing the Honours program they are seeking. Please contact the Science Student Services office for further information.

**Rationale:** This paragraph is being added to the Undergraduate Calendar to ensure transparency to students interested in the Honours program.

(End of Motion)

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## 2.7 CENTRE FOR CONTINUING EDUCATION

### 2.7.1 New Certificate - Certificate in Indigenous Language I

**MOTION:** To create the 15-credit hour Certificate in Indigenous Language I, effective 202120.

#### Certificate in Indigenous Language I

Credit hours	Certificate in Indigenous Language I , required courses
*All language courses must be completed in the same language.	
0.0	ARTS 099 or CCE 099
3.0	One Indigenous Language course numbered 100
3.0	One Indigenous Language course numbered 101
3.0	One Indigenous Language course numbered 202
3.0	One Indigenous Language course numbered 203
3.0	One Indigenous Language course numbered 206 OR LING 100 OR LING 230*
<b>15.0</b>	<b>INLI Certificate – 65.00% GPA required</b>
*Please note this course has a prerequisite outside of this program or requires the permission of the Program Coordinator.	

**Rationale:** This program will allow all faculties to access a program of study similar to our Arts minor in Indigenous languages. It also broadens the potential subject base to all of the Indigenous languages of Canada, beyond those already established and offered at First Nations University of Canada, and allows us to accept transfer credit from other institutions which can feed into this and our other Indigenous Language programming (e.g. Indigenous Language Guardianship, Indigenous Education minor, etc.).

If you would like further information on this particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretary.

(End of Motion)

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## 2.7.2 New Certificate - Certificate in Indigenous Language II

**MOTION:** To create the 30-credit hour Certificate in Indigenous Language II, effective 202120.

### Certificate in Indigenous Language II

Credit hours	Certificate in Indigenous Language II, required courses
*All language courses must be completed in the same language.	
0.0	ARTS 099 or CCE 099
3.0	One Indigenous Language course numbered 100
3.0	One Indigenous Language course numbered 101
3.0	One Indigenous Language course numbered 202
3.0	One Indigenous Language course numbered 203
3.0	One Indigenous Language course numbered 206 OR LING 100
3.0	LING 230*
3.0	One Indigenous Language course numbered 225 or 230
3.0	One of INDL 241* OR 242* OR a section of 240 AA-ZZ*
3.0	One course in the Culture and History of an Indigenous people (chosen from courses numbered INDG 208 through INDG 222 AA-ZZ)*
3.0	One additional approved LING or Indigenous Language elective**
<b>30.0</b>	<b>INLII Certificate - 65.00% GPA required</b>
*Please note these courses have a prerequisite outside of this program or requires the permission of the Program Coordinator.	
**Approved electives: Indigenous Language courses (as available) LING 210, 211, 212, 213, 230, 280, 327, 360, 380, 485, 490	

**Rationale:** This program will expand on the Certificate of Indigenous Language I established in the previous motion and allow students in all faculties to access an advanced program of study in Indigenous languages, with a potential subject base broadened to all of the Indigenous languages of Canada. By accepting transfer credit from other institutions which can feed into this and our other Indigenous Language programming (e.g. Indigenous Language Guardianship, Indigenous Education minor, etc.), we can expand our potential student body to a national audience.

If you would like further information on this particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretary.

(End of Motion)

### 2.7.3 New Certificate - Certificate in Indigenous Language Guardianship

**MOTION:** To create a Certificate in Indigenous Language Guardianship, effective 202120.

#### Certificate in Indigenous Language Guardianship

Credit Hours	Certificate in Indigenous Language Guardianship, required courses
0.0	Arts 099 or CCE 099
3.0	One Indigenous Language course numbered 100
3.0	One Indigenous Language course numbered 101
3.0	One of CREE 202, DAK 202, DENE 202, NAK 202, SAUL 202 <sup>1</sup> , or INDL 202
3.0	One of CREE 203, DAK 203, DENE 203 <sup>2</sup> , NAK 203, SAUL 203, or INDL 203
3.0	One of CREE 206, DAK 206, DENE 206, NAK 206 <sup>3</sup> , SAUL 206 <sup>4</sup> , INDL 206, or LING 100
3.0	One of CREE 225, DAK 225 <sup>5</sup> , DENE 225 <sup>6</sup> , NAK 225, SAUL 225 <sup>7</sup>
3.0	One course in Indigenous Literatures (INDL 240AA-ZZ*, INDL 241*, or INDL 242* <sup>8</sup> )
3.0	LING 230* <sup>9</sup>
3.0	LING 280 <sup>10</sup>
3.0	EINL 325* <sup>11</sup> or LING 327* <sup>12</sup>
30.0	Subtotal – 65.00% GPA required
*Please note each of these courses have a prerequisite outside of this program or requires the permission of the Program Coordinator.	

<sup>1</sup> All of these courses have a prerequisite that is not built into the program. The INDL courses numbered 100 and 101 have been added to the program, nullifying this objection.

<sup>2</sup> This course was created in 201030 and has never been offered. We are attempting to build capacity for this and other Indigenous Language courses by offering a program in which they can contribute. Allowing such an objection to block the creation of a program that would include this class would simply perpetuate the problem.

<sup>3</sup> This course was last offered 200510. As with Note 2.

<sup>4</sup> All of these courses have a prerequisite that is not built into the program. As with Note 1, the 100-level language courses are now included in the proposal.

<sup>5</sup> This course was created in 201110 and has never been offered. As with Note 2.

<sup>6</sup> This course was created in 201110 and has never been offered. As with Note 2.

<sup>7</sup> This course was created in 201110 and has never been offered. As with Note 2.

<sup>8</sup> All of these courses have a prerequisite that is not built into the program. Although each of these courses carries a prerequisite, we will not be reducing the Indigenous Language content of this program in favour of a course, for instance, in English. The majority of students expected to access this program will be FNUniv/U of R students who require that prerequisite as part of their studies. All other students (e.g. Continuing Ed) will be made aware that there is an additional prerequisite required here. In any event, part of the current prerequisite is “permission of the Department Head” and this option will be considered on an individual basis.

<sup>9</sup> Prerequisite is completion of 30 credit hours or permission of department head. Students wishing to pursue this program will be granted permission for this course. Additionally, we are altering the prerequisite to include completion of the Arts Language Requirement as an option, and that option will be taken care of within this program.

<sup>10</sup> Prerequisite is LING 100 or completion of the Arts Language Requirement. The Arts language requirement is now part of the program.

<sup>11</sup> Prerequisite is an introductory course in the principles of teaching English as a Second Language or EINL 225. This option is available for students within Indigenous Education should they choose to pursue a more rigorous course of language study that is currently available within their own Faculty.

<sup>12</sup> FNUniv is in current discussions with the Faculty of Arts to consider a change to LING 327 allowing for this prerequisite to be revised to read as....Prerequisite is LING 220 or an introductory course in the teaching of English or French as a second language.

**Rationale:** When this certificate was first proposed three years ago, it was meant to build on the Faculty of Arts Indigenous Language minors already on the books, provide a stepping stone between both the Indigenous Language and Linguistics minors and the full degree programs, and also provides a program that is available to more than just students in the Arts Faculty. Due to initial objections, largely surrounding prerequisites, we have modified the original to address those objections (**see notes below**). The impetus for this program is the increasing requests from students from such faculties as Indigenous Social Work for a program that they can include within their course of studies since they are unable to access Arts minors. This program will address this problem. Additionally, this certificate provides a counterpart to our First Nations Language Instructors' Certificate which is geared primarily to Education students and language instruction. We have received considerable feedback from communities where people wish to work with their languages in a capacity that does not necessarily involve language instruction, and this certificate allows us to meet this need. Finally, please note that all courses are already available, so no new curriculum is needed.<sup>13</sup> Although the program as now envisioned will be available to Continuing Education students outside the regular U of R community, its main audience remains our general student body.

If you would like further information on this particular motion, please see <https://www.uregina.ca/president/governance/council/eofc-meetings.html> or contact the University Secretary.

(End of Motion)

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## 2.8 REGISTRAR'S OFFICE

### 2.8.1 Senior Citizens' Tuition Waiver

<b>MOTION:</b> To update the Senior Citizens' Tuition Waiver, effective 202120.
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**Senior Citizens' Tuition Waiver** - Tuition, subject to certain restrictions, may be waived for Canadian citizens or permanent residents of Canada persons 65 years of age and over (as of the end of the term in which they enrol) up to a maximum of 15 credit ~~units~~ hours total during the Fall and Winter terms (September to April) and a maximum of six credit ~~units~~ hours total in the Spring and Summer terms (May to August). The waiver applies to tuition only. More information on how to register is available on the Registrar's Office website.

**Rationale:** This is a housekeeping item; Senior Citizens' Tuition Waiver is being updated to clarify citizenship requirements.

(End of Motion)

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<sup>13</sup> Based on the current layout of the program, students will need to complete an additional minimum four courses to be able to complete the certificate. This would potentially prevent new students or students in other faculties from registering in this program. Due to changes in the proposal, there is now only one potential prerequisite outside of the program (see Note 8) and students will be made aware of that fact.

### 3. COUNCIL COMMITTEE ON RESEARCH

#### 3.1 President's Research Chair and Chancellor's Research Chair

**MOTION:** That the President's Research Chair and Chancellor's Research Chair be approved.

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

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

The Terms of Reference for the President's Research Chair and Chancellor's Research Chair may be found in **Attachment 1**.

(End of Motion)

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#### 3.2 Policy Update - Research Centres and Institutes (RCH-010-005)

**MOTION:** That the revised policy "Research Institutes and Centres (RCH-010-005)" be approved, as outlined in Attachment 3.

##### **Background and Description:**

The proposed revisions to the Research Institutes and Centres policy, which were completed as part of a regularly scheduled review of this policy, are intended to streamline the policy by removing detailed procedures (now included as an appendix) based on lessons learned over five years of experience working with and applying this policy.

The proposed revisions include a simplified review process and strengthened financial accountability by requiring an annual budget and planning report from Research Institutes and Centres. Links have been added to other relevant policies such as GOV-010-005 (Approval Authorities and Execution of Documents). A requirement for incorporating principles of equity, diversity, and inclusion was also added.

To allow comparison between the old and new policies, a redline version of the policy is provided showing all tracked changes (**Attachment 2**). The clean, revised version with all changes accepted is included as **Attachment 3**.

The revised policy as presented in Attachment 3 will be forwarded to the 9 March 2021 meeting of the University of Regina Board of Governors for approval.

(End of Motion)

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

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



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

**SIGNATURES:**


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

Date

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

Date

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

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

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

**SIGNATURES:**


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

Date

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

Date

# Research Institutes and Centres

Number: RCH-010-005  
 Audience: All University employees ~~and Researchers associated with the University of Regina~~~~or Researchers~~  
 Issued: April 18, 2007  
 Last revised: July 7, 2015; November 3, 2020  
 Owner: Vice-President (Research)  
 Approved by: Board of Governors  
 Contact: ~~Vice-President (Research) — 306-585-5184~~Director, Research Office, 306-337-2478

## Introduction

The University of Regina values the strengths and contributions of its research institutes and centres and seeks to ensure their success as a vital part of the University's research mandate.

In keeping with good governance, this policy provides for the creation, management and disestablishment of University of Regina research institutes and centres. The abbreviation "Centres/Institutes" is used throughout this policy and will be understood to include all research groups, whether generally identified as a research centre or research institute.

## Definitions

- **Research Institute or Centre** – a formally constituted unit of the University established to bring together relevant researchers and increase focus on a specific area or topic. The terms "research institute" and "research centre" are equivalent for the purposes of this policy.
- **Relevant Authority** – the person with authority and responsibility for a research institute or centre. This is the Vice-President (Research) or delegate, in the case of a University-based research institute or centre and the dean, in the case of a faculty-based research institute or centre.
- **Office of Record** - The Research Office will hold copies of reviews and annual reports of university-based and faculty-based research institutes and centres.

## Policy

### Purpose of Research Institutes and Centres

The prime objective of a research institute or centre (hereafter abbreviated as "Centre/Institute") is the generation of research product and knowledge. However, a ~~research institute or centre~~Centre/Institute may also have important non-research co-objectives, such as teaching or training, dissemination of research, or public service.

Centres/Institutes are established by the Board of Governors after review and approval, on recommendation from Senate.

## Types of Research Institutes and Centres

The University has two types of ~~Centres/Institutes~~ ~~research institutes and centres~~:

- ~~1. University-based, under the authority of the Vice-President (Research) Faculty-based, under the authority of the relevant dean; and,~~
- ~~2. University based, under the authority of the Vice-President (Research) Faculty-based, under the authority of the relevant dean.~~

As research orientation and activities evolve to include more or fewer faculties/departments than when established, it is possible that it becomes advantageous to convert an initially faculty-based institute or centre to university-based status, or vice-versa. In such a situation the relevant dean and the Vice-President (Research) may recommend this change to the Board of Governors.

## Funding

~~Centre/Institutes~~~~Research institutes and centres~~ are encouraged to seek out external funding so far as possible. To promote this, Centres/Institutes receive a portion of indirect costs received from grants and contracts administered by the Centre/Institute (Tri-Agency funding excepted). Financial support for Centres/Institutes should be based on at least three to five years of confirmed funding, and not solely on a short-term grant or contract. The budget plan for a Centre/Institute must include items such as anticipated costs for administrative and infrastructure support, Information Services and other service costs. The responsible authority (Vice-President Research or Dean) should be advised and updated at least annually regarding a Centre/Institute's budget plans and financial commitments. ~~Notwithstanding, the University may provide operating funding and in-kind support so far as competing priorities allow.~~

## ~~Duration of Research Institutes and Centres~~

~~Research institutes and centres are expected to have longevity.~~

## Leadership and Accountability of Research Institutes and Centres

Every ~~Centre/Institute~~ ~~institute or centre~~ shall have a director with administrative responsibility for the institute or centre. The director shall report either to the Vice-President (Research) or delegate in the case of a university-based Centre/Institute or a faculty dean in the case of a faculty-based Centre/Institute. The director shall report either to a faculty dean in the case of a faculty-based institute or centre or to the Vice-President (Research) in the case of a university-based institute or centre. Appointments as a director of a research institute or centre will normally be for three to five years. Re-appointments are possible with the approval of the relevant authority.

All directors will be issued an appointment letter from Human Resources outlining their role, responsibility, expectations, etc. A director who is a faculty member of the University will continue to receive applicable benefits and privileges. Course release or other compensatory workload reduction may be agreed upon, depending on individual circumstances. Where the director is out of scope, benefits and privileges will be defined in the applicable appointment letter and by the relevant University policies.

~~Where a director of a university-based research institute or centre is a faculty member, the Vice President (Research) shall forward an annual assessment of the director's performance to the relevant faculty dean as input into the faculty performance review process. This assessment will be shared with the director.~~

### **Research Institutes and Centres and Academic Programming**

~~A Centre/Institute research institute or centre may contribute to undergraduate, graduate, or other training (such as internships) related to ongoing research programs. However, while academic programs may be supported by a Centre/Institutes research institute or centre, such programs shall not be housed or administered by a Centre/Institutes research institute or centre.~~

### **Multi-Institutional Arrangements**

~~A University of Regina Centre/Institute may be co-housed at another institution. In such situations, the relevant authority will work with the director to minimize unnecessary duplication in reporting or review processes. A formal agreement with the other institution that outlines each party's rights and obligations must be reviewed and signed by the Vice President (Research).~~

~~At times it may be advantageous for a research institute or centre to enter into a formalized arrangement (such as a partnership or other relationship) with an entity or entities external to the University. Such arrangements may be subject to formal agreement signed by the Vice President (Research) or other authority depending on the arrangement contemplated.~~

~~A University of Regina research institute or centre may be co-housed at another institution. In such situations, the relevant authority will work with the director to minimize unnecessary duplication in reporting or review processes (for example, an institute or centre annual report or review could be designed to meet the criteria of all administering institutions).~~

### **Signing Authority**

~~Signing authority for the Centre/Institute director will be in accordance with GOV-010-005, Approval Authorities and Execution of Documents and related appendix. All research grants and contracts must be reviewed and approved by the Research Office.~~

~~The relevant authority will provide an incoming institute or centre director with a document defining the director's signing authority.~~

### **Financial Structures**

~~Every Centre/Institute must establish an accounting structure in consultation with Financial Services with all external funds deposited into individual FOAPAL to ensure compliance in internal and external reporting.~~

~~An appropriate research institute or centre account structure will be set up in consultation with Financial Services.~~

### Office of Record

The Office of the Vice President (Research), or its designate, will hold copies of reviews and annual reports of both university-based and faculty-based research institutes and centres.

### Policy Compliance

Research institutes and centres shall conform to University policies and procedures.

## Consequences for Noncompliance

If a Centre/Institute/research institute or centre does not meet the requirements outlined in this policy, a full review may be conducted and the Centre/Institute/research institute or centre may be disestablished.

If non-compliance with policies is due to the director's activity/inactivity, the relevant policies' consequences will be applied.

## Processes

### Establishment of a New Research Institute or Centre

The following are the steps to establish a new research institute or centre:

1. In consultation with the Council Committee on Research, ~~the relevant authority, in consultation with the Council Committee on Research,~~ reviews foundation documentation ~~(described below)~~ and forwards the relevant documentation with a recommendation to establish a new research institute or centre to Executive of Council.
2. ~~Executive of Council recommends on the matter to Senate~~
- 3.2. ~~\_\_\_\_\_~~ Senate approves the establishment of the research institute or centre and makes a recommendation to the Board of Governors
- 4.3. ~~\_\_\_\_\_~~ The Board of Governors accepts or rejects the recommendation from Senate ~~makes a decision to establish the research institute or centre~~

### Foundation Documentation

~~Comprehensive foundation documentation is essential before approval of a new research institute or centre. The documentation should be complete enough to justify the need for a new institute or centre, demonstrate its viability, and guide the management of the new institute or centre over its initial years of existence. At a minimum, the documentation should include:~~

- ~~▪ name of the institute or centre~~
- ~~▪ rationale for, and purpose of, the institute or centre~~
- ~~▪ an analysis of the institute or centre's fit within the University's strategic research priorities~~
- ~~▪ management structure of the institute or centre, including clear lines of authority and responsibility~~
- ~~▪ anticipated duration of the institute or centre (this may be indefinite or for a specified term—if for a defined term, plans for institute or centre wind-up should be included)~~
- ~~▪ a budget for at least the first three years of operation of the institute or centre, including anticipated revenues from all sources and all operational costs~~
- ~~▪ a description of physical resource needs (such as office or laboratory space)~~
- ~~▪ projected staffing requirements~~
- ~~▪ a risk assessment and risk management strategy, particularly for budget shortfalls~~
- ~~▪ a definition of institute or centre membership, and membership categories~~
- ~~▪ terms of reference for an advisory committee for the institute or centre, if applicable~~
- ~~▪ envisioned relationships with existing University entities and with entities external to the University~~
- ~~▪ projected contributions, if any, to University goals other than research (such as contributions to teaching and training or to public service)~~
- ~~▪ performance metrics against which the institute's or centre's progress and success will be measured (e.g. external funding, publications, graduate student numbers, community service)~~

~~Once a new institute or centre is approved and a director appointed, the foundation documentation should be viewed as a living template and ongoing guide for institute or centre operations.~~

~~In response to changing circumstances and opportunities, changes to the foundation documentation can be recommended, typically as part of a review or annual report. In accepting proposed changes to foundation documentation, the relevant authority will use his/her good judgment as to whether the proposed changes are so fundamental as to require approval from the Board of Governors.~~

## ~~Disestablishment of a Research Institute or Centre~~

~~Research institutes or centres may be disestablished via either of two mechanisms:~~

- ~~5.1. \_\_\_\_\_ In the case of a research institute or centre with a prescribed termination date, the institute or centre will cease to exist as of that date, or,~~
- ~~6.2. \_\_\_\_\_ In the case of a research institute or centre with no prescribed termination date, the institute or centre may be disestablished by the Board of Governors.~~



~~The relevant authority may recommend disestablishment, giving due consideration to consultations with the relevant director, the Council Committee on Research, and key institute or centre partners. In the case of disestablishment under (2) above, reasonable notice will be given so as to allow for the orderly winding up of institute or centre affairs.~~

## Review

The director of a Centre/Institute is responsible for preparing documentation for a review and providing it to the relevant authority. The relevant authority shall provide a director with at least 90 days' notice of a review due date.

A review of the Centre/Institute shall take place at least every five years.

At any point in time, the relevant authority may initiate an external review. An external review involves comment, analysis, and recommendations by appropriate individuals or entities external to the University selected and engaged by the relevant authority.

Upon receipt and consideration of a review, the relevant authority may:

- recommend a continuance of the Centre/Institute with a review in five years;
- recommend a continuance of the Centre/Institute with a review in fewer than five years, during which time the Centre/Institute will endeavor to address issues raised during the review;
- initiate steps to disestablish the Centre/Institute.

Deans will forward a copy of a review of a faculty-based Centre/Institute to the Office of Record.

Reports from reviews of University-based Centre/Institutes will be shared with and discussed by the Council Committee on Research. Comments will be shared with the relevant authority for consideration.

## Disestablishment of a Research Institute or Centre

Research institutes or centres may be disestablished via either of two mechanisms:

1. In the case of a research institute or centre with a prescribed termination date, the institute or centre will cease to exist as of that date; or,
2. In the case of a research institute or centre with no prescribed termination date, the institute or centre may be disestablished by the Board of Governors.

The relevant authority may recommend disestablishment, giving due consideration to consultations with the relevant director, the Council Committee on Research, and key institute or centre partners. In the case of disestablishment under (2) above, reasonable notice will be given so as to allow for the orderly winding up of institute or centre affairs.

## Reporting

Each Centre/Institute shall report annually to the relevant authority on its activities, membership, challenges and opportunities. The director of a Centre/Institute is responsible for preparing the annual report and providing it to the relevant authority. Unless otherwise mutually agreed by the director and the relevant authority, the annual report due date for the University year ending April 30 will be June 30 of the same year.

Deans will forward a copy of the annual report of a faculty-based Centre/Institute to the Office of Record.

~~Research institutes and centres shall report annually on activities. The director of a research institute or centre is responsible for preparing the annual report and providing it to the relevant authority. Unless otherwise mutually agreed by the director and the relevant authority, the annual report due date for the University year ending April 30 will be June 30 of the same year.~~

~~Deans will forward a copy of the annual report of a faculty based institute or centre to the Office of Record.~~

~~Unless otherwise mutually agreed by the director and the relevant authority, the annual report will include, at a minimum:~~

- ~~▪ an application of the specific performance metrics found in the institute or centre's foundation documentation, including a discussion of progress on meeting performance objectives~~
- ~~▪ a listing of publications attributable to institute or centre activities~~
- ~~▪ a listing of presentations and workshop and conference activity attributable to institute or centre activities~~
- ~~▪ a listing of communications or media activities attributable to institute or centre activities~~
- ~~▪ an assessment of any outreach or public service activities attributable to institute or centre activities~~
- ~~▪ a listing of contributions to undergraduate, graduate or internship training~~
- ~~▪ a university year financial statement noting all monies received and expended by the institute or centre in each of its University accounts (i.e. FOAPALs)~~
- ~~▪ an assessment of the status and continued viability of the institute or centre~~

Where the relevant authority deems it advisable, the relevant authority may direct a Centre/Institute~~research institute or centre~~ director to prepare an interim report at any point in time between ~~i~~Centre/Institute~~institute or centre~~ annual reports. In so doing, the relevant authority will define the nature and scope of the requested information. The interim

report, and where useful an assessment of it by the relevant authority, may be provided to the Board of Governors.

## Internal Review

The director of a research institute or centre is responsible for preparing an in-house review and providing it to the relevant authority. An internal review shall take place at any point in time on the request of the relevant authority, and at least every five years. The relevant authority shall provide a director with at least 90 days' notice of an internal review due date. Unless otherwise mutually agreed by the director and the relevant authority, an internal review is based on all the elements of the annual report, plus, at a minimum, the following additional components:

- an assessment of the institute or centre's progress since the most recent review, based on the specific performance metrics found in the institute or centre's foundation documentation
- an analysis of the institute or centre's fit within the University's strategic research priorities
- an assessment and recommendation as to whether any of the institute or centre's foundation documentation, management structure, membership categories, or performance measures should be amended to respond to new realities
- a summary of all revenues and expenditures since the most recent review
- an analysis of challenges and opportunities over the next three to five years
- a strategy for the next three to five years to address challenges and opportunities
- a recommendation as to the continuance, restructuring, or disestablishment of the institute or centre

Upon receipt and consideration of the in-house review, the relevant authority may:

- approve the internal review;
- request further information; or,
- initiate an external review.

Deans will forward a copy of the in-house review of a faculty-based institute or centre to the Office of Record.

## External Review

At any point in time the relevant authority may initiate an external review.

An external review involves comment, analysis and recommendations by an appropriate external individual or entity (either external to the institute or centre, external to the relevant faculty, or external to the University) selected and engaged by the relevant authority. Details of the external review may differ as defined by the relevant authority, but typically may include:

- ~~an analysis of the institute or centre's research performance~~
- ~~an analysis of the institute or centre's non-research contributions to the University~~
- ~~an analysis of the institute or centre's fit within the University's strategic research-priorities~~
- ~~a funding and expenditures summary over the lifetime of the institute or centre (or since the previous external review)~~
- ~~a research plan over the next five years~~
- ~~a funding and expenditures projection over the next five years~~
- ~~confirmation the institute or centre's current management structure is appropriate or recommendations for changes to the management structure~~
- ~~a recommendation as to the continuance, or restructuring, or disestablishment of the institute or centre~~

~~Upon receipt and consideration of the external review, the relevant authority may accept the review or request further information.~~

~~Deans will forward a copy of an external review of a faculty-based institute or centre to the Office of Record.~~

## Related Information

- [RCH-030-010 Budgetary Limits on Spending Research Funds](#)
- OPS-010-050 Fiscal and Research Year Ends
- [RCH-030-005 Research Cost Recovery](#)
- [GOV-022-010 Conflict of Interest/Conflict of Commitment Policy](#)
- [GOV-010-005 Approval Authorities and Execution of Documents](#)
- [Appendix A – Elements of the Foundation Document\(s\)](#)
- [Appendix B – Elements of the Review Document\(s\)](#)
- [Appendix C – Review Process details](#)

# Research Institutes and Centres

Number: RCH-010-005  
Audience: All University employees and Researchers associated with the University of Regina  
Issued: April 18, 2007  
Last revised: November 3, 2020  
Owner: Vice-President (Research)  
Approved by: Board of Governors  
Contact: Director, Research Office, 306-337-2478

## Introduction

The University of Regina values its research institutes and centres' strengths and contributions and seeks to ensure their success as a vital part of the University's research mandate.

In keeping with good governance, this policy provides the framework for creating, reviewing, and disestablishing University of Regina research institutes and centres. The abbreviation "Centre/Institutes" is used throughout this policy and will be understood to include all research groups, whether generally identified as a research centre or research institute.

## Definitions

- **Research Institute or Centre** – a formally constituted unit of the University established to bring together relevant researchers and increase focus on a specific area or topic. The terms "research institute" and "research centre" are equivalent for this policy's purposes.
- **Relevant Authority** – the person with authority and responsibility for a research institute or centre. This is the Vice-President (Research) or delegate, in the case of a University-based research institute or centre and the dean, in the case of a faculty-based research institute or centre.
- **Office of Record** - The Research Office will hold copies of reviews and annual reports of university-based and faculty-based research institutes and centres.

## Policy

### **Purpose of Research Institutes and Centres**

The prime objective of a research institute or centre (hereafter abbreviated as "Centre/Institute") is the generation of research products and knowledge. However, a Centre/Institute may also have important non-research co-objectives, such as teaching or training, dissemination of research, or public service.

Centres/Institutes are established by the Board of Governors after review and approval, on recommendation from Senate.

### **Types of Research Centres/Institutes**

The University has two types of Centres/Institutes:

- University-based, under the authority of the Vice-President (Research); and
- Faculty-based, under the oversight of the relevant dean. ,

As research activities and membership evolve to include more or fewer faculties/departments than when established, it may become advantageous to convert an initially faculty-based Centre/Institute to university-based status, or vice-versa. In such a situation, the Vice-President (Research) or delegate and the relevant dean may recommend this change to the Board of Governors.

### **Funding**

Centres/Institutes are encouraged to seek out external funding. To promote this, Centres/Institutes receive a portion of indirect costs received from grants and contracts administered by the Centre/Institute (Tri-Agency funding excepted). Financial support for Centres/Institutes should be based on at least three to five years of confirmed funding, and not solely on a short-term grant or contract. The budget plan for a Centre/Institute must include items such as anticipated costs for administrative and infrastructure support, Information Services and other service costs. The responsible authority (Vice-President Research or Dean) should be advised and updated at least annually regarding a Centre/Institute's budget plans and financial commitments.

### **Leadership and Accountability of Centre/Institutes**

Every Centre/Institute shall have a director with administrative responsibility for the Centre/Institute. The director shall report either to the Vice-President (Research) or delegate in the case of a university-based Centre/Institute or a faculty dean in the case of a faculty-based Centre/Institute. Appointments as a director of a Centre/Institute will normally be for a three to a five-year term. Re-appointments are possible with the approval of the relevant authority. A Dean may not serve as the Director of a Faculty-based research Centre/Institute.

All directors will be issued an appointment letter from Human Resources outlining their role, responsibility, expectations, etc. A director who is a faculty member of the University will continue to receive applicable benefits and privileges. Course release or other compensatory workload reduction may be agreed upon, depending on individual circumstances. Where the director is out of scope, benefits and privileges will be defined in the applicable appointment letter and by the relevant University policies.

### **Centre/Institutes and Academic Programming**

A Centre/Institute may contribute to undergraduate, graduate, or other training (such as internships) related to ongoing research programs. However, while a Centre/Institute may support academic programs, such programs shall not be housed or administered by a Centre/Institute.

**Multi-Institutional Arrangements**

A University of Regina Centre/Institute may be co-housed at another institution. In such situations, the relevant authority will work with the director to minimize unnecessary duplication in reporting or review processes. A formal agreement with the other institution that outlines each party's rights and obligations must be reviewed and signed by the Vice-President (Research).

**Equity, Diversity, and Inclusion**

Recognizing that commitments to Equity, Diversity, and Inclusion (EDI) strengthen research and potential relevance and impact to communities, Centres/Institutes will document and implement applicable EDI practices and plans.

**Signing Authority**

Signing authority for the Centre/Institute director will be in accordance with GOV-010-005 Approval Authorities and Execution of Documents and related appendix. All research grants and contracts must be reviewed and approved by the Research Office.

**Financial Structures**

Every Centre/Institute must establish an accounting structure in consultation with Financial Services with all external funds deposited into individual FOAPAL to ensure compliance in internal and external reporting.

**Policy Compliance**

Centres/Institutes shall conform to University policies and procedures.

**Consequences for Non-compliance**

If a Centre/Institute does not meet the requirements outlined in this policy, an internal or external review may be conducted, and the Centre/Institute may be disestablished.

If non-compliance with policies is due to the director's activity/inactivity, the relevant policies' consequences will be applied.

# Processes

## Establishment of a New Centre/Institute

The following are the steps to establish a new Centre/Institute:

1. In consultation with the Council Committee on Research, the relevant authority reviews foundation documentation, and then forwards the appropriate documentation with a recommendation to establish a new Centre/Institute to Executive of Council. Executive of Council recommends the matter to Senate.
2. Senate approves the establishment of the Centre/Institute and makes a recommendation to the Board of Governors.
3. The Board of Governors accepts or rejects the recommendation from Senate.  
Centre/Institute

## Review

The director of a Centre/Institute is responsible for preparing documentation for a review and providing it to the relevant authority. The relevant authority shall provide a director with at least 90 days' notice of a review due date.

A review of the Centre/Institute shall take place at least every five years.

At any point in time, the relevant authority may initiate an external review. An external review involves comment, analysis, and recommendations by appropriate individuals or entities external to the University selected and engaged by the relevant authority.

Upon receipt and consideration of a review, the relevant authority may:

- recommend a continuance of the Centre/Institute with a review in five years;
- recommend a continuance of the Centre/Institute with a review in fewer than five years, during which time the Centre/Institute will endeavor to address issues raised during the review;
- initiate steps to disestablish the Centre/Institute.

Deans will forward a copy of a review of a faculty-based Centre/Institute to the Office of Record.

Reports from reviews of University-based Centre/Institutes will be shared with and discussed by the Council Committee on Research. Comments will be shared with the relevant authority for consideration.

## Disestablishment

Centres/Institutes may be disestablished via either of two mechanisms:



1. In the case of a Centre/Institute with a prescribed termination date, the Centre/Institute will cease to exist as of that date, unless the Centre/Institute director and the relevant authority determine through an internal review that the Centre/Institute should be continued; or,
2. In the case of a Centre/Institute with no prescribed termination date, the Centre/Institute may be disestablished by the Board of Governors.

The relevant authority may recommend disestablishment, giving due consideration to consultations with the relevant director, the Council Committee on Research, and key Centre/Institute partners. In the case of disestablishment under (2) above, reasonable notice will be given to the director so as to allow for the orderly winding up of Centre/Institute affairs.

## Reporting

Each Centre/Institute shall report annually to the relevant authority on its activities, membership, challenges and opportunities. The director of a Centre/Institute is responsible for preparing the annual report and providing it to the relevant authority. Unless otherwise mutually agreed by the director and the relevant authority, the annual report due date for the University year ending April 30 will be June 30 of the same year.

Deans will forward a copy of the annual report of a faculty-based Centre/Institute to the Office of Record.

Where the relevant authority deems it advisable, the relevant authority may direct a Centre/Institute director to prepare an interim report at any point in time between Centre/Institute annual reports. In so doing, the relevant authority will define the nature and scope of the requested information. The interim report, and where useful an assessment of it by the relevant authority, may be provided to the Board of Governors.

## Related Information

- [RCH-030-010 Budgetary Limits on Spending Research Funds](#)
- [OPS-010-050 Fiscal and Research Year Ends](#)
- [RCH-030-005 Research Cost Recovery](#)
- [GOV-022-010 Conflict of Interest/Conflict of Commitment Policy](#)
- [GOV-010-005 Approval Authorities and Execution of Documents](#)
- [Appendix A – Elements of the Foundation Document\(s\)](#)
- [Appendix B – Elements of the Review Document\(s\)](#)
- [Appendix C – Review Process details](#)

## Appendix A

### Foundation Documentation

Comprehensive foundation documentation is essential before approval of a new research centre/institute. The documentation should be complete enough to justify the need for a new centre/institute, demonstrate its viability, and guide the management of the new centre/institute over its initial years of existence. At a minimum, the documentation should include:

- name of the centre/institute
- rationale for, and purpose of, the centre/institute
- an analysis of the centre/institute's fit within the University's strategic research priorities
- management structure of the centre/institute, including clear lines of authority and responsibility
- a description of how the centre/institute will incorporate the principles of equity, diversity and inclusion (EDI) into its operations
- anticipated duration of the centre/institute (this may be indefinite or for a specified term – if for a defined term, plans for centre/institute wind up should be included)
- a budget for at least the first three years of operation of the centre/institute, including anticipated revenues from all sources and all operational costs
- a description of physical resource needs (such as office or laboratory space)
- projected staffing requirements
- a risk assessment and risk management strategy, particularly for budget shortfalls
- a definition of centre/institute membership, and membership categories
- terms of reference for an advisory committee for the centre/institute, if applicable
- envisioned relationships with existing University entities and with entities external to the University
- projected contributions, if any, to University goals other than research (such as contributions to teaching and training or to public service)
- performance metrics against which the institute's or centre's progress and success will be measured (e.g. external funding, publications, graduate student numbers, community service)

Once a new centre/institute is approved and a director appointed, the foundation documentation should be viewed as a living template and ongoing guide for centre/institute operations.

In response to changing circumstances and opportunities, changes to the foundation documentation can be recommended, typically as part of a review or annual report. In accepting proposed changes to foundation documentation, the relevant authority will use their good judgment as to whether the proposed changes are so fundamental as to require approval from the Board of Governors.

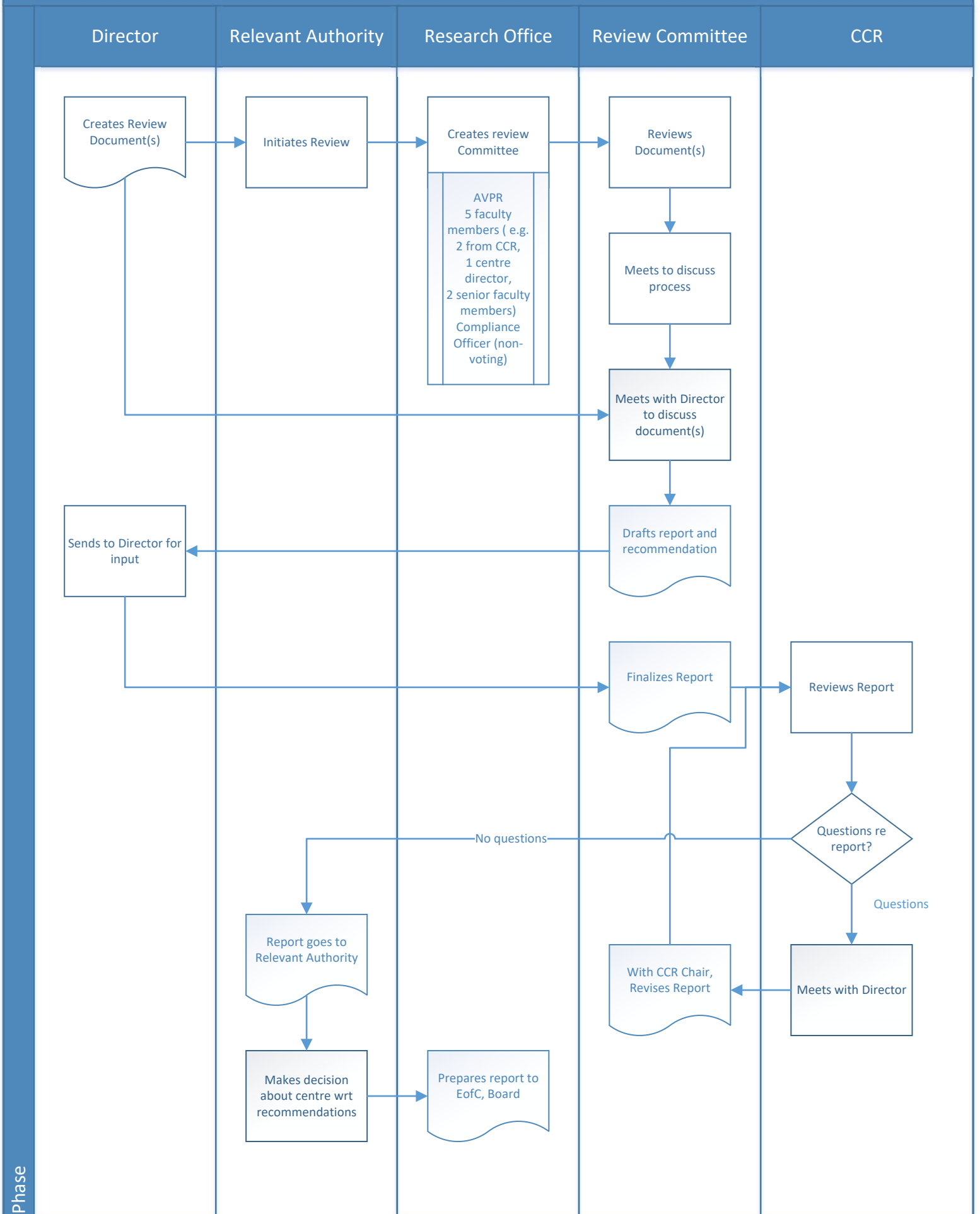
## Appendix B

### Review Document

The review document prepared by the Director of the Centre/Institute should include:

- an application of the specific performance metrics found in the centre/institute's foundation documentation, including a discussion of progress on meeting performance objectives
- evidence of dissemination and knowledge translation
- an assessment of the impact of outreach or public service activities attributable to centre/institute activities
- a list of contributions to undergraduate, graduate or internship training (names, thesis titles, current position)
- actions the centre/institute has taken to incorporate the principles of equity, diversity and inclusion (EDI) into its operations
- a university-year financial statement noting all monies received and expended by the centre/institute in each of its University accounts (i.e. FOAPALs)
- an assessment of the status, continued viability, and need for the centre/institute
- an assessment of the centre/institute's progress since the most recent review, based on the specific performance metrics found in the centre/institute's foundation documentation
- an analysis of the centre/institute's fit within the University's strategic research priorities
- a list of equipment and infrastructure that is the responsibility of the centre/institute
- membership list and criteria
- benefits of centre/institute status with respect to revenue, collaboration, entrepreneurship, and external partnerships that likely would not have been possible without the centre/institute.
- an assessment and recommendation as to whether any of the centre/institute's foundation documentation, management structure, membership categories, or performance measures should be amended to respond to new realities
- a summary of all revenues and expenditures since the most recent review
- an analysis of challenges and opportunities over the next three to five years
- a strategy for the next three to five years to address challenges and opportunities
- a recommendation as to the continuance, restructuring, or disestablishment of the centre/institute

# Appendix C - Flow of University-Based Research Centre Review



## 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. CONSENT ITEMS

#### 1.1 Faculty of Arts

##### History Programs – Addition of Courses to Group I (Canada)

Executive of Council approved to include INDG 228, Indigenous History within Canada: Eastern Canada, and INDG 229, Indigenous History within Canada: Western Canada, as optional required courses within the Group I (Canada) in the major and minor templates, effective 202120.

#### 1.2 Faculty of Arts and First Nations University of Canada

##### Program Revision – Bachelor of Arts in Resource and Environmental Studies

Executive of Council approved to revise the Bachelor of Arts in Resource and Environmental Studies program, effective 202120.

#### 1.3 Faculty of Arts and La Cité universitaire francophone

##### Revision – Core Requirements

Executive of Council approved to remove HIST 310 as an Indigenous Knowledge course option from all Faculty of Arts program templates and La Cité's Bachelor of Arts and Bachelor of Arts Honours in French and Francophone Intercultural Studies templates, effective 202120.

#### 1.4 Faculty of Kinesiology and Health Studies

##### Program Revision – Bachelor of Kinesiology, Bachelor of Sport and Recreation Studies, and Recreation Studies Internship

Executive of Council approved to remove BUS 007 from the non-credit requirements in the Bachelor of Kinesiology, Bachelor of Sport and Recreation Studies and Bachelor of Sport, and Recreation Studies Internship, effective 202120.

Program Revision – Sport and Recreation Management and Sport and Recreation Management Internship Majors

Executive of Council approved to add CTCH 213 - Branding, Advertising and Design and CTCH 214 - Visual Communication for the Web as major electives for the Sport and Recreation Management and Sport and Recreation Management Internship majors, effective 202120.

1.5 Faculty of Media, Art, and Performance

Revision – Diploma in Film Production

Executive of Council approved to revise the Diploma in Film Production, effective 202120.

Program Outline Changes – Media, Art, and Performance

Executive of Council approved that the following program outlines be modified, effective 202130.

Master of Fine Arts (MFA) in Media Production

Master of Arts (MA) in Media Studies

Interdisciplinary PhD in Media and Artistic Research

Master of Music in Performance Concentration Orchestral Instruments

Master of Music in Performance Concentration Keyboard Instruments

Master of Music in Performance Concentration Voice

Master of Music in Performance Concentration

Master of Music in Composition Concentration

Master of Music in Conducting Concentration

Master of Arts in Musicology

Master of Arts in Music Theory

Master of Fine Arts Program (Studio Art Practice)

1.6 Faculty of Nursing

Revision – Faculty Academic Performance Regulations

Executive of Council approved the revision to the Faculty Academic Performance Regulations, effective 202120.

Program Change – Clinical Nurse Specialist

Executive of Council approved that the Master of Nursing-Clinical Nurse Specialist (CNS) program be modified, effective 202130.

1.7 Faculty of Science

Route Change – Master of Science in Computer Science Thesis Route

Executive of Council approved that the Master of Science (MSc) Thesis Route program be modified, effective 202130.

Route Change – Master of Science in Computer Science Project Route

Executive of Council approved that the Master of Science Computer Science Project Route be modified, effective 202130.

Route Change – Master of Science in Computer Science Course Route

Executive of Council approved that the Master of Science Computer Science Course Route be modified, effective 202120.

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

2.1 Faculty of Business Administration

Program Change – Master of Business Administration (MBA) General Management

Executive of Council approved that the Levene MBA with Specializations – General Management (course and co-op option) program be modified, effective 202120.

2.2 Faculty of Engineering and Applied Science

Course Change – ENSE 885AA-ZZ

Executive of Council approved that ENSE 885AA-ZZ course components change, effective 202130.

2.3 Faculty of Media, Art, and Performance

Program Change – PhD in Media and Artistic Research

Executive of Council approved that the PhD in Media and Artistic Research program be modified, effective 202120.

2.4 Faculty of Science

Course Change – BIOL 880AA-ZZ

Executive of Council approved that BIOL 880AA-ZZ base series course components change, effective 202130.



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

3.1 Faculty of Arts

Revision to the Certificate in Sustainability

Executive of Council approved to revise the Certificate in Sustainability to include ECON 274, ECON 275, and ECON 373, effective 202120.

3.2 Faculty of Engineering and Applied Science

Program Revision – Environmental Systems Engineering (EVSE)

Executive of Council approved to replace ENGG 330 with ENEV 322 in Term 5, effective 202120.

Program Revision – Electronic Systems Engineering (ESE)

Executive of Council approved to update the Electronic Systems Engineering (ESE) program, effective 202120.

Revisions – Engineering Minors

Executive of Council approved to update all Engineering minors, based on Software Systems and Electronic Systems course renumbering, effective 202120.

Program Revision – Software Systems Engineering (SSE)

Executive of Council approved to update the Software Systems Engineering (SSE) program based on the ENEL course number changes, effective 202120.

Program Revision – Industrial Systems Engineering (ISE)

Executive of Council approved to update the Industrial Systems Engineering (ISE) program, effective 202120.

Program Revisions – Petroleum Systems Engineering (PSE)

Executive of Council approved to update the Petroleum Systems Engineering (PSE) electives list, effective 202120.

3.3 Faculty of Media, Art, and Performance

Revision to the Certificate in Animation

Executive of Council approved that the Certificate in Animation be revised, effective 202120.

Revision to the Bachelor of Arts in Media, Art, and Performance, Film Studies Concentration

Executive of Council approved to revise the Bachelor of Arts in Media, Art, and Performance, Film Studies Concentration, effective 202120.

3.4 Faculty of Science

Revision to the Biology Co-operative Education Program

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

**4. COUNCIL COMMITTEE ON RESEARCH**

4.1 Change to the Council Committee on Research Terms of Reference

Executive of Council approved amendments to the Council Committee on Research Terms of Reference, effective immediately.

4.2 Annual Report

The annual report was received for information.

**5. COUNCIL NOMINATING COMMITTEE**

5.1 Replacements on Council Committees Requiring Council Membership

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

**6. UNIVERSITY SECRETARY**

6.1 Revision to the Council Rules and Regulations

Executive of Council approved revisions to the Council Rules and Regulations.

**UNIVERSITY OF REGINA**  
**Senate**

**Item for Information**

**Subject:** Winter 2021 In-progress Report of Registrations

**Background and Description:**

The following is a summary status report of the in-progress winter 2021 term as compared to winter 2020.

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 (OIR) 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.

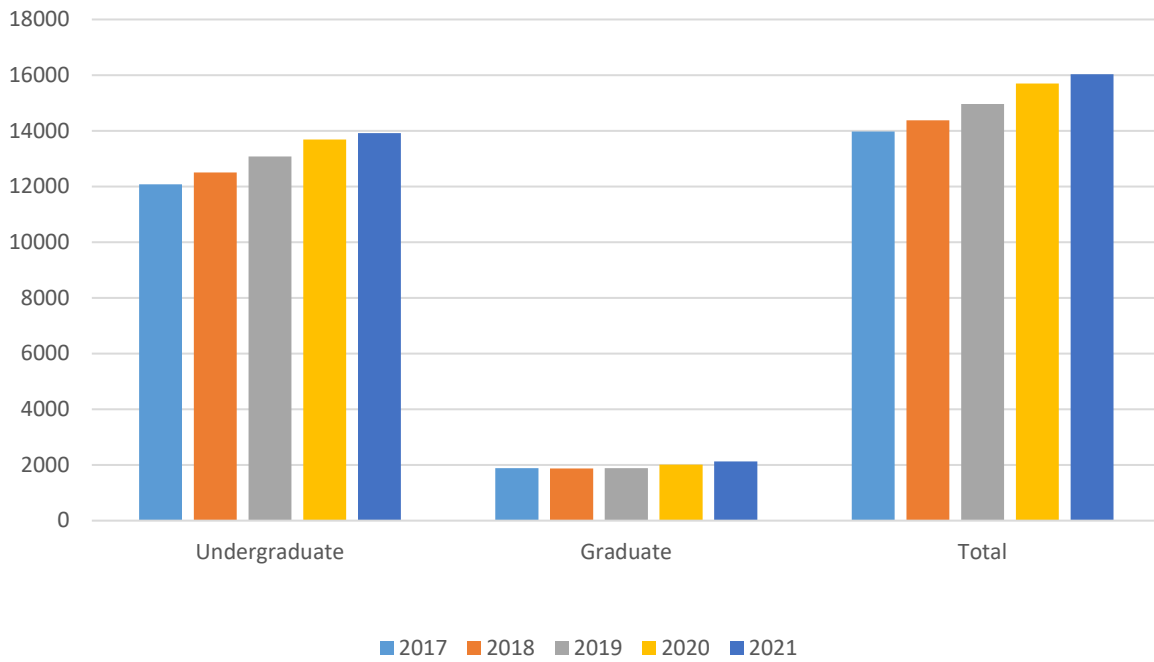
The University system fifth day of class headcount for the winter 2021 term was 16,036, up 333 students or 2.1% from the winter 2020 term. The Undergraduate headcount was 13,913, an increase of approximately 1.7%, and the Graduate headcount was 2,123 which is up 5.3%.

Increases in headcount can be seen at U of R Proper (1.5%), First Nations University of Canada (12%), and Luther College (6.1%). There was a decrease at Campion College of 4%.

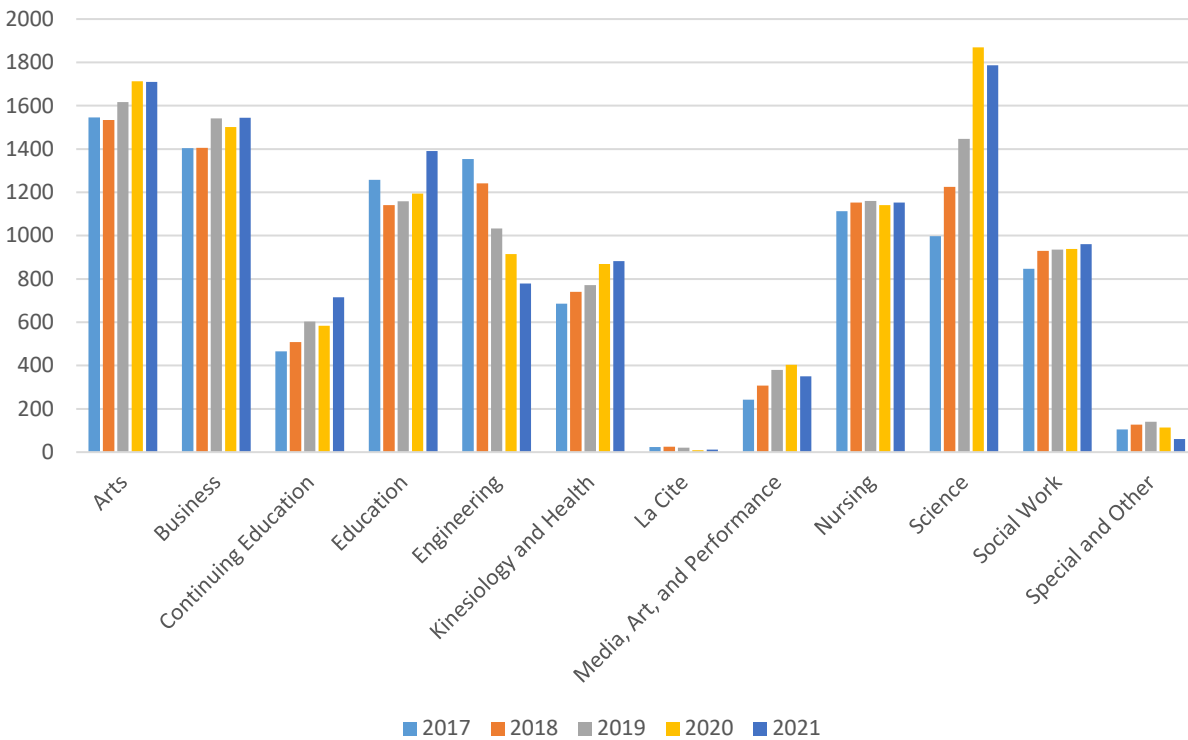
Faculties with notable increases in headcount year over year include Continuing Education (22%), Education (16%), Media, Art, & Performance (11%), Graduate Studies & Research (5.3%), and Business Administration (3%).

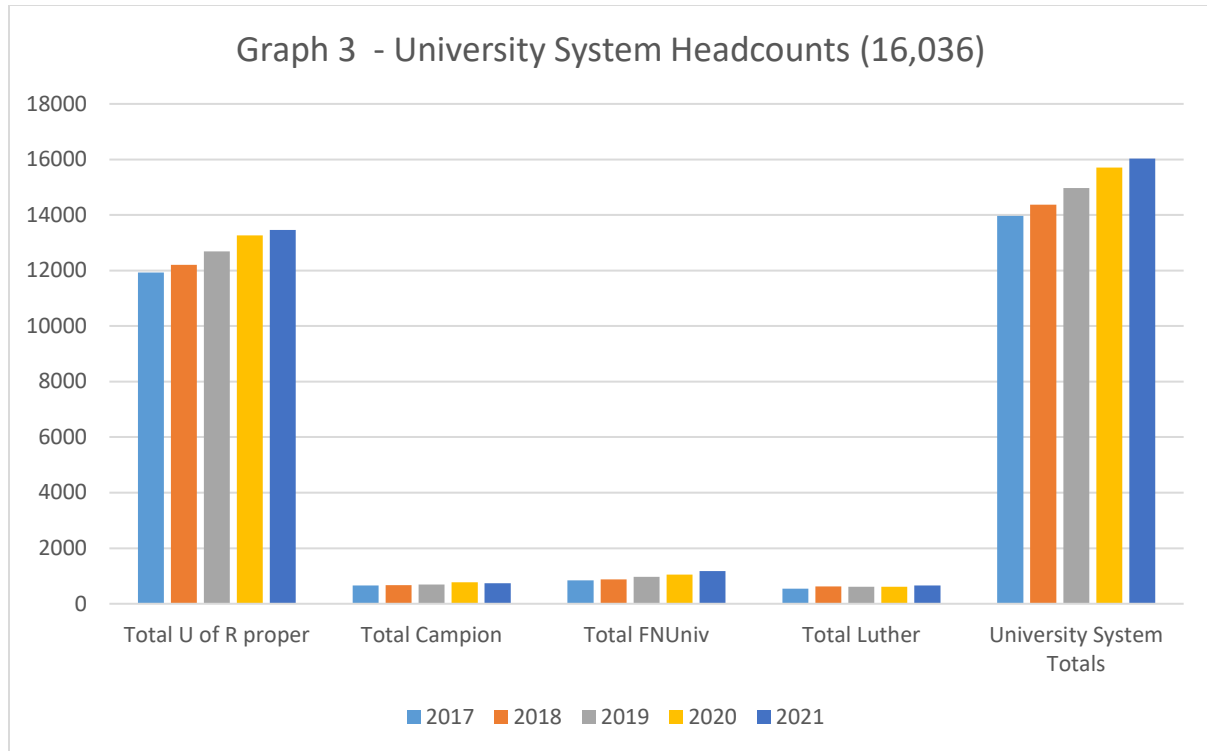
The headcount in the winter term of 2017 was 13,972. From 2017 to the present, we see a five-year increase of 14.8%. Areas of notable increases include Science (79%), Continuing Education (54%), Media, Art, & Performance (45%), Kinesiology & Health Studies (29%), Social Work (13%), Education (11%), Arts (11%), and Business Administration (10%).

Graph 1 - University Headcount by Level (16,036)



Graph 2 - Undergraduate Headcount by Faculty (U of R Proper)





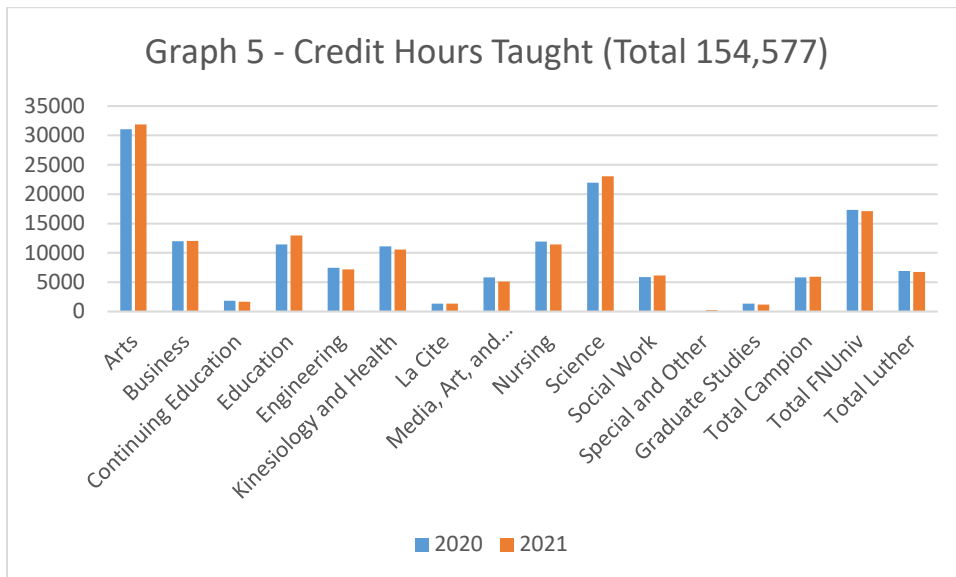
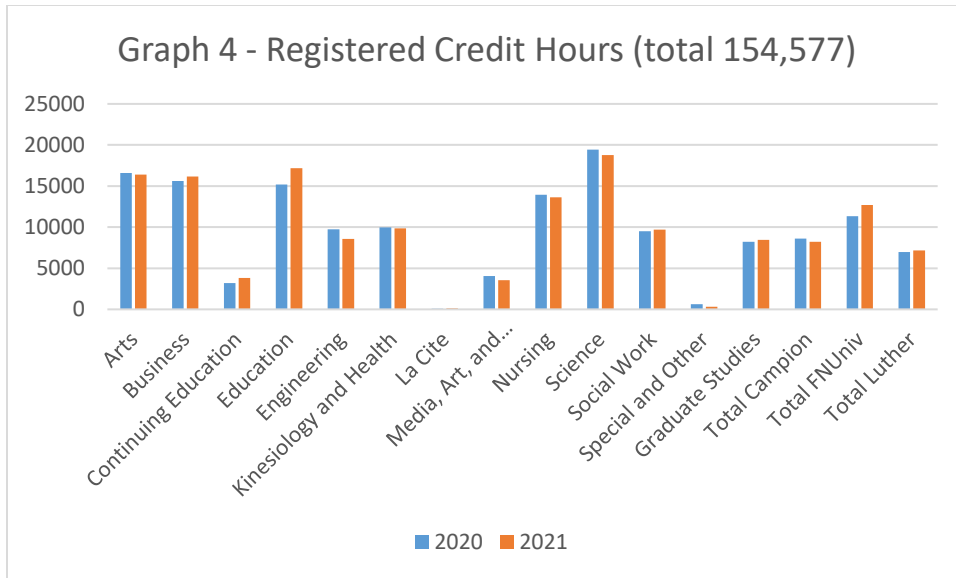
### **Registered Credit Hours and Credit Hours Taught (Graphs 4 & 5)**

Registered credit hours represents 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 2021 term is about 154,577. This represents an increase of approximately 1,482 credit hours (1%) year over year.

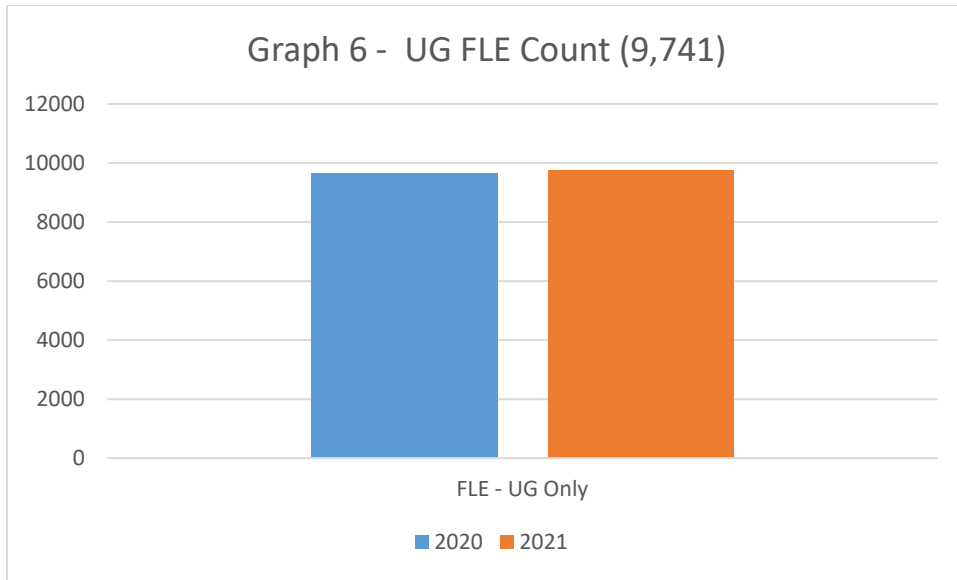
Notable increases in registered credit hours include Continuing Education (19%), La Cite (15%), and Education (13%).

Notable increases in credit hours taught include Education (14%), Science (5%), Social Work (5%), and Arts (3%).



**Full Load Equivalents (Graph 6)**

Full load equivalents (FLEs) 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 9,741 FLEs which is up by 83 FLEs (1%) from winter 2020.



## **Population Segments**

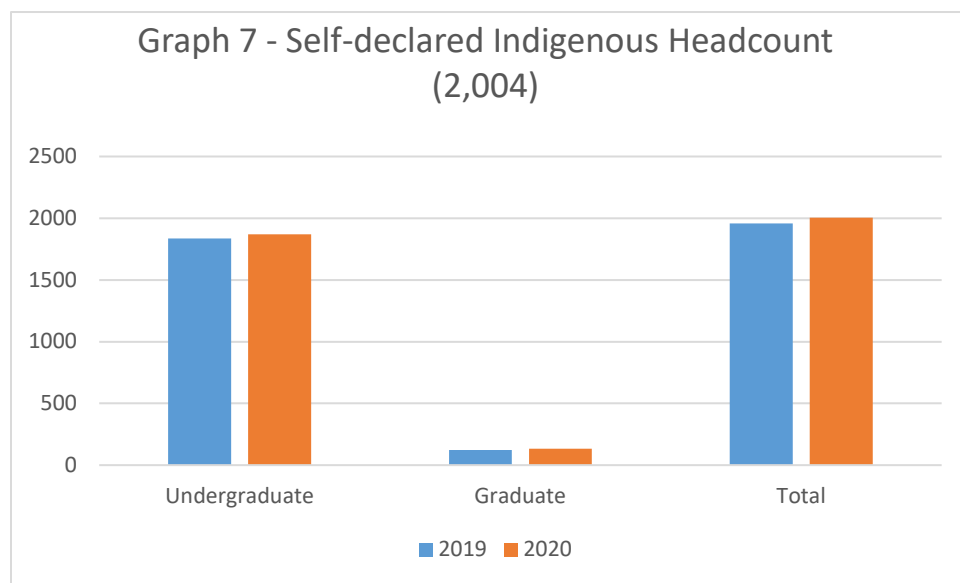
### **Self-Declared Indigenous Students (Graph 7)**

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 OIR show that on the census date for the 2020 winter term the University system had a 30% increase in self-declared Indigenous headcount over the five-year period starting winter 2016. This represents an increase of 463 students.

The census date comparison of the winter term 2019 and the winter term 2020 shows an increase in the undergraduate self-declared Indigenous student headcount from 1,835 to 1,875 or 35 students (2%) and an increase in graduate level students from 122 to 134 or 12 students (10%). The overall increase of self-declared indigenous students in the University system was 47 students (2%).

The preliminary headcount of self-declared indigenous students for the winter 2021 term is 2,241 which is up 19.9% from last year at this time.

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>



### **International Students (Graph 8)**

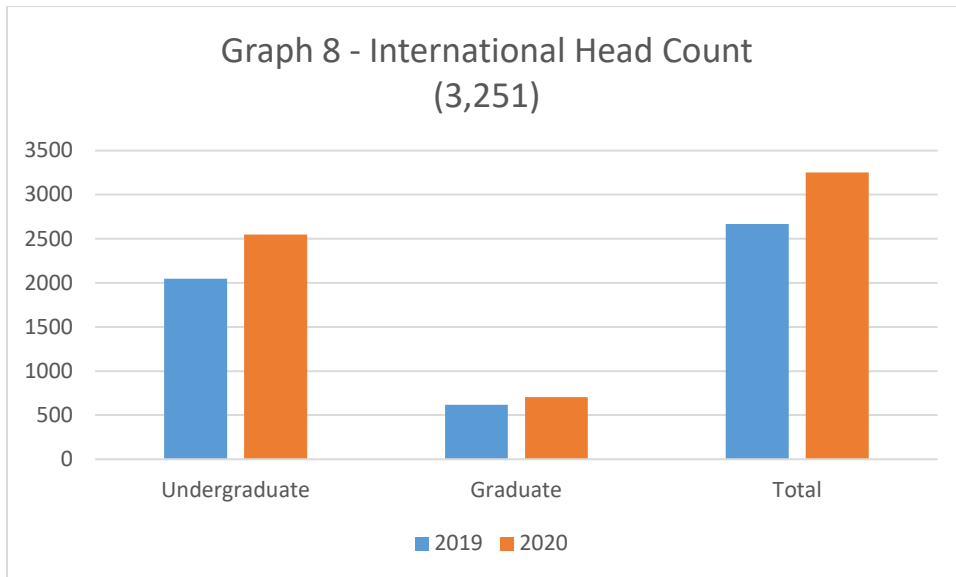
A five year snapshot of the fifth day of classes is not available for international students at this time. The data prepared by OIR show that on the census date for the winter 2020 term the University system had a five-year increase of 71% in international student headcount. This represents a growth in the international student population from 1,906 in the winter 2016 term to 3,251 in the winter 2020 term.

The census date comparison of the winter term 2019 and the winter term 2020 shows an increase in the international student headcount from 2,667 to 3,251 or 584 students (22%).

The preliminary headcount of international students for the winter 2021 term is 2,699 down 12% from last year at this time.

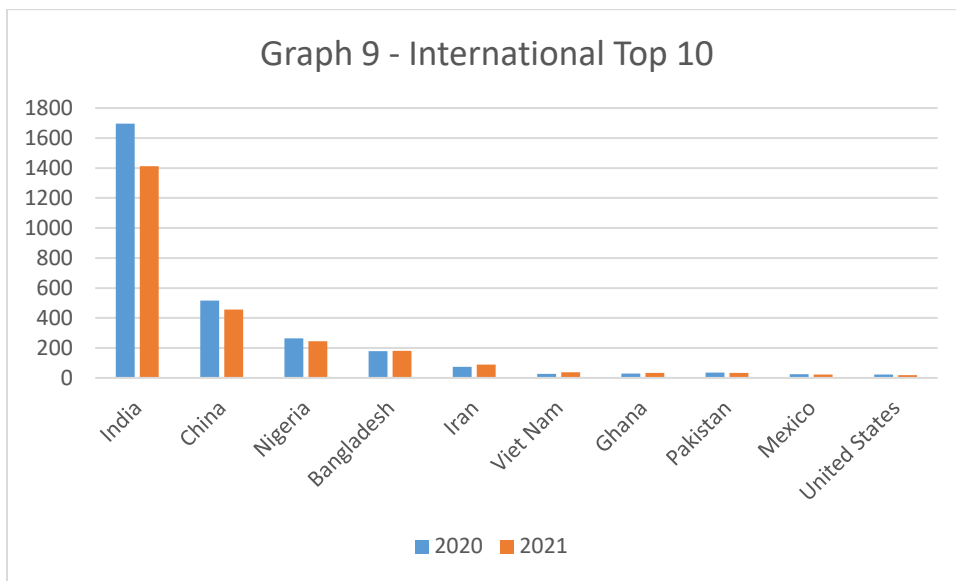


Official numbers are reported by OIR after the winter census date. More details on the international student population can be found on the OIR Website at <https://www.uregina.ca/orp/statistics/index.html>



### Top International Nations (Graph 9)

India continues to surpass all as the top sending nation with a headcount of 1,412 on the fifth day of classes. This represents a decrease from India of 285 students from the winter 2020 term.



### Alternate Delivery and Off Campus Course Activity

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

#### **Course Modality (Table 1)**

The number of class sections being delivered via alternate modalities in the winter 2021 term is 1,958. Class sections coded as RLDS and RLWS are those that would normally be held on-site.

Table 1 - Alternate Modality by Faculty	# of class sections						
	BLEND	RLDS	RLWS	TELE	VIDEO	WEB	Total
Arts		326	93	18	23	64	<b>524</b>
Business Administration		138	6		1	26	<b>171</b>
Continuing Education		3				15	<b>18</b>
Education	11	226				35	<b>272</b>
Engineering & Applied Science		135					<b>135</b>
Grad School of Public Policy		3	2			27	<b>32</b>
Kinesiology & Health Studies		100				16	<b>116</b>
La Cite universitaire francophone		40	1			2	<b>43</b>
Media, Art, and Performance		98	8		3	14	<b>123</b>
Nursing						17	<b>17</b>
Science	4	344	21			13	<b>382</b>
Social Work	7	86		17		15	<b>125</b>
<b>Total</b>	<b>22</b>	<b>1499</b>	<b>131</b>	<b>35</b>	<b>27</b>	<b>244</b>	<b>1958</b>

Note: BLEND (mix of technologies used), RLDS (primarily Zoom), RLWS (primarily UR Courses), TELE (televised via on-site studio), Video (video conferenced), WEB (traditional WEB based).

#### **Off Campus Registration Activity (Tables 2 & 3)**

On the fifth day of classes there were 4,391 class registrations in the winter 2021 term. While this does represent a decline from the winter 2020 term of about 1,800 course registrations, the availability of RLDS, RLWS as well as the increase in the number of WEB course sections created new opportunities for students within these communities to register in regular class sections.

Note: Your Home are live streamed courses that students log into from home.

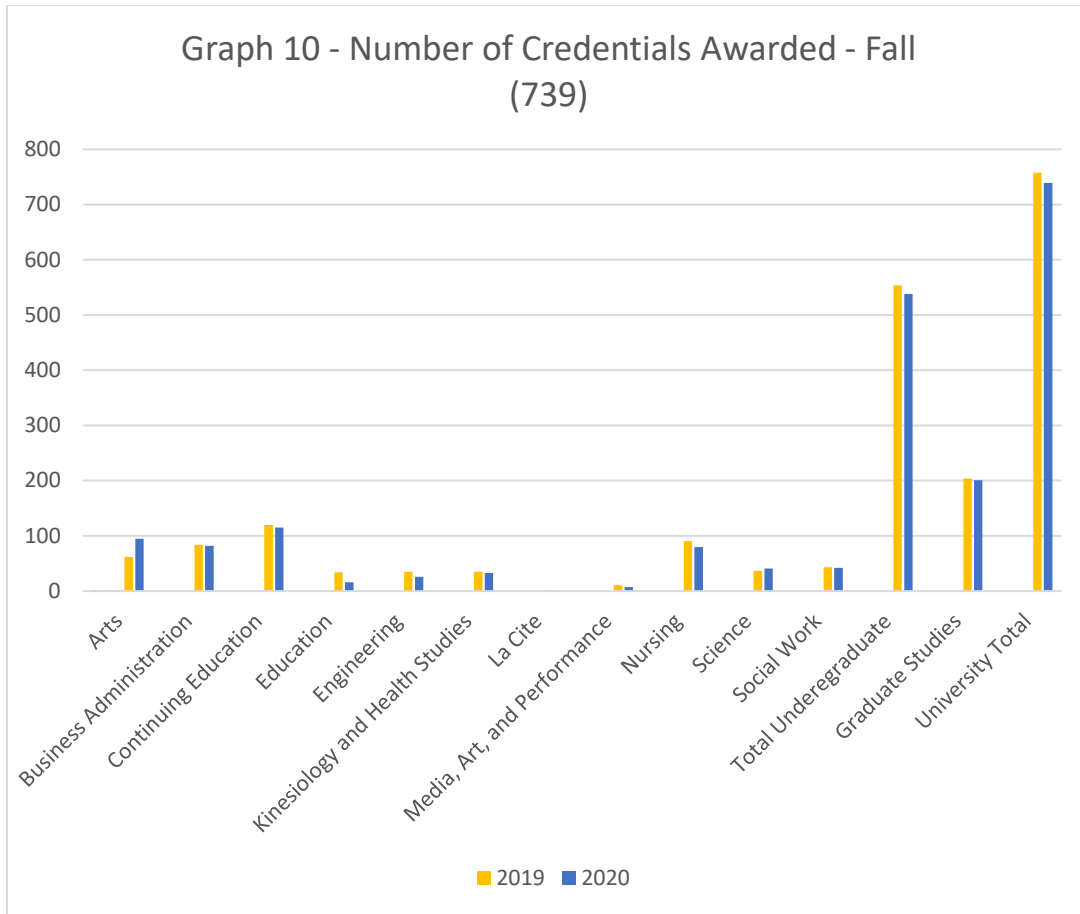
Table 2 - Offsite Class Registration Activity	# of Reg
ASSINIBOIA	8
BUFFALO NARRW	1
CREIGHTON	3
ESTEVAN	113
HUMBOLDT	1

Table 2 - Offsite Class Registration Activity	# of Reg
INDIAN HEAD	4
LA RONGE	523
MEADOW LAKE	1
MELFORT	153
MOOSE JAW	3
MOOSOMIN	3
MUENSTER	2
NORTH BATTLEFORD	46
PRINCE ALBERT	1030
RED EARTH	32
SASKATOON	572
SWIFT CURRENT	197
TISDALE	1
WEYBURN	23
WHITE BEAR	0
WHITEHORSE	249
WHITEWOOD	3
YORKTON	340
YOUR HOME	51
<b>TOTAL</b>	<b>4391</b>

Table 3 - Offsite Course Activity by Faculty	Total
Arts	1603
Business Administration	87
Education	743
Kinesiology & Health Studies	30
Media, Art, and Performance	77
Science	727
Social Work	1124
<b>Grand Total</b>	<b>4391</b>

**Graduation and Convocation: Cycle ending fall 2020 (Graph 10)**

The University graduated 739 students in the fall of 2020. This was down by 19 graduates over the previous spring.



*Submitted by the Office of the Associate Vice-President (Student Affairs) and the Office of the Registrar on January 22, 2021.*