AGENDA

SENATE MEETING

Date: 4 February 2022
To: Members of Senate
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 11 February 2022

A meeting of Senate is scheduled for 11 February 2022, 9:00 a.m.-12:00 p.m. via web conferencing (Zoom).

AGENDA

1. **Call to Order**

2. **Approval of the Agenda**

3. **Approval of the Minutes of 22 October 2021 –** *circulated with the Agenda*

4. **Business Arising from the Minutes**

5. **Optional Reports**
   5.1   Chancellor
   5.2   President
   5.3   University Secretary
       5.3.1   2022 Senate Election, Appendix I, p. 2
       5.3.2   2022 Chancellor Election, Appendix II, p. 3
       5.3.3   2022 Elected Member of Senate to the Board of Governors, Appendix III, p. 4

6. **Academic Presentation**
   6.1   "Overview of the Faculty of Arts," presentation by Dr. S. Dea, Dean, Faculty of Arts

7. **Items from Executive of Council,** *For Approval/Information,* **Appendix IV, pp. 5-38**

8. **Briefs, Submissions or Recommendations from Elected or Appointed Representatives of Senate**
   8.1   Board Members Elected by Senate, *Verbal Update*

9. **Administrative Reports**
   9.1   Winter 2022 In Progress Report of Registrations, Appendix V, pp. 39-42

10. **Other Business**
    10.1   "Project Airlock Challenge," presentation by University of Regina students
    10.2   Next Meeting of Senate – 9:00 a.m., Wednesday, 8 June 2022

11. ***In Camera Session***

12. **Adjournment**

UNIVERSITY OF REGINA
Senate

Item for Information

Subject: 2022 Senate Election

Background and Description:

The 2022 Senate election date is set for **Friday, 20 May 2022.** Nominations will be called in the late Fall 2021 through Degrees magazine.

Nominations will be received by the University Secretariat until 4:00 p.m. on **Friday, 15 April 2022.** Please consider nominating alumni that you may know these districts.

Nominations will be called for the following:

District 1 (Moosomin-Estevan)
Darrell Sydiaha (1st term ends 2022) – Eligible for re-election

District 3 (Assiniboia-Bengough)
Vacant

District 4 (Swift Current-Gravelbourg)
Leslie Neufeld (1 year appointment ends 2022) – Eligible for re-election

District 5 (Maple Creek-Rosetown-Lloydminster)
Olivia Arnal (1st term ends 2022) – Eligible for re-election

District 6 (Saskatoon and Area)
Richard Kies (2nd term ends 2022) – Not eligible for re-election

District 7 (Melfort-Wynyard-Davidson)
Brett Barber (1 year appointment ends 2022) – Eligible for re-election

District 8 (Melville-Yorkton-Hudson Bay)
Kerri Zawada (2nd term ends 2022) – Not eligible for re-election

District 10 (Moose Jaw)
Edward Strueby (2nd term ends 2022) – Not eligible for re-election

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, please visit our website at:
https://www.uregina.ca/president/governance/senate/elections.html or email senate@uregina.ca.

UNIVERSITY OF REGINA
Senate

Item for Information

Subject: 2022 Chancellor Election

Background and Description:

The University of Regina Act states that the Chancellor and 14 members of Convocation may be elected to the University of Regina Senate. The Chancellor of the University and the 14 elected members of Senate serve three year terms and are eligible for re-election for a second consecutive term.

On 30 June 2022, Pamela Klein will end her first term as Chancellor at the University of Regina. Chancellor Klein is eligible for re-election. All members of the Convocation are eligible to nominate candidates for Chancellor. Nominees must be members of Convocation for at least 10 years before nomination and must reside in the province of Saskatchewan.

Nominations for Chancellor must be signed by seven members of Convocation and endorsed by the nominee. The election for the Chancellor will take place at the Senate meeting held on Wednesday, 8 June 2022.

Nominations for Chancellor, accompanied by biographical information and a photograph of the candidate, can be submitted to the **University Secretariat by 4:00 p.m. on Friday, 15 April 2022.**

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

UNIVERSITY OF REGINA
<u>Senate</u>

Item for Information

Subject: 2022 Elected Member of Senate to the Board of Governors

Background and Description:

Section 56 of *The University of Regina Act* states:

      (2)   The Board shall consist of:
            (d)   two members elected by the Senate.

Section 60 states:

      (1)   Where a vacancy occurs on the board among members elected or appointed ...,
            the vacancy shall be filled in the manner herein provided and the person elected or
            appointed to fill the vacancy shall hold office for a term of three years.

Section 59 states:

      (1)   Members of the board ... and members elected by the senate or the faculty shall
            hold office for a term of three years and thereafter until their successors are
            appointed or elected and are eligible to serve for a second term.

Dr. Art Opseth's second term as an elected Senator to the Board of Governors will end on 30 June 2022. Dr. Opseth is not eligible for re-election. As such, we will be seeking nominations for an elected Senator to the Board of Governors.

Nominations will be received by the University Secretariat until 4:00 p.m. on **Wednesday, 25 May 2022.** The election for the elected member of Senate to the Board of Governors will take place at the Senate meeting held on Wednesday, 8 June 2022.

Please considering putting your name forward or nominating a fellow Senator for this election.

Information on the election of Senate members to the Board of Governors 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, please visit our website at: https://www.uregina.ca/president/governance/senate/elections.html or email senate@uregina.ca.

REPORT TO THE UNIVERSITY OF REGINA SENATE
FROM THE EXECUTIVE OF COUNCIL MEETINGS ON
27 OCTOBER 2021, 24 NOVEMBER 2021, AND 26 JANUARY 2022

LEGEND:
202120 – Spring/Summer 2021 Term
202220 – Spring/Summer 2022 Term
202230 – Fall 2022 Term

ITEM(S) FOR APPROVAL:

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

1.1   FACULTY OF ENGINEERING AND APPLIED SCIENCE

1.1.1   Program Changes – Co-op Hours

> **MOTION:** That program changes adjusting the co-op hours be made, effective 202220.
> Master of Engineering in Electronic Systems Engineering Co-op Option
> Master of Engineering in Environmental Systems Engineering Co-op Option
> Master of Engineering in Industrial Systems Engineering Co-op Option
> Master of Engineering in Petroleum Systems Engineering Co-op Option
> Master of Engineering in Process Systems Engineering Co-op Option
> Master of Engineering in Software Systems Engineering Co-op Option

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

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

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

Current		Proposed	
Master of Engineering in Petroleum Systems Engineering Co-op option		Master of Engineering in Petroleum Systems Engineering Co-op option	
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENPE 8xx	3 cr hrs	ENPE 8xx	3 cr hrs
ENxx 8xx or ENPE 3xx-4xx	3 cr hrs	ENxx 8xx or ENPE 3xx-4xx	3 cr hrs
ENxx 8xx or ENPE 3xx-4xx	3 cr hrs	ENxx 8xx or ENPE 3xx-4xx	3 cr hrs
ENxx 8xx or related discipline approved by Program Chair	3 cr hrs	ENxx 8xx or related discipline approved by Program Chair	3 cr hrs
ENxx 8xx or related discipline approved by Program Chair	3 cr hrs	ENxx 8xx or related discipline approved by Program Chair	3 cr hrs
ENGG 601	~~6 cr hrs~~	ENGG 601	**4 cr hrs**

ENGG 602	~~6 cr hrs~~	ENGG 602	**4 cr hrs**
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
ENPE 902	3 cr hrs	ENPE 902	3 cr hrs
TOTAL	~~42 cr hrs~~	**TOTAL**	**38 cr hrs**

Current		**Proposed**	
Master of Engineering in Process Systems Engineering Co-op option		Master of Engineering in Process Systems Engineering Co-op option	
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENPC 8xx	3 cr hrs	ENPC 8xx	3 cr hrs
ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx 8xx	3 cr hrs	ENxx 8xx	3 cr hrs
ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs	ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs
ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs	ENxx 8xx or related discipline 3xx-8xx* (subject to approval of PSENG)	3 cr hrs
ENGG 601	~~6 cr hrs~~	ENGG 601	**4 cr hrs**
ENGG 602	~~6 cr hrs~~	ENGG 602	**4 cr hrs**
ENGG 701	1 cr hr	ENGG 701	1 cr hr
ENGG 702	1 cr hr	ENGG 702	1 cr hr
ENGG 703	1 cr hr	ENGG 703	1 cr hr
ENPC 902	3 cr hrs	ENPC 902	3 cr hrs
TOTAL	~~42 cr hrs~~	TOTAL	**38 cr hrs**

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

Rationale:

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

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

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

(end of Motion)

1.2 FACULTY OF GRADUATE STUDIES AND RESEARCH

1.2.1 New Programs – Multidisciplinary, Collaborative, and Cotutelle Doctor of Philosophy Programs

MOTION: That the Multidisciplinary, Collaborative, and Cotutelle doctoral programs options be approved, effective 202230.

Proposed
Multidisciplinary PhD (partnership between two different programs/disciplines at the UofR):   Multidisciplinary PhD program fosters advanced inquiry and synthesis across disciplines with a focus on training PhD students in multidisciplinary methods and theories that address grand challenges. Candidates in this program will work under the co-supervision of Faculty members from two distinct disciplines and graduate programs and are required to translate research findings into real-world solutions.
The Collaborative Partnership PhD (CPP) (partnership between UofR and other Canadian Universities):   The Collaborative Partnership PhD Program trains outstanding doctoral students at the University of Regina and a partner Canadian University. The CPP program is intended to co-supervise highly qualified graduates, co-develop graduate programs, and accelerate strategic research collaboration between the University of Regina and other PhD granting postsecondary institutions.
The *Cotutelle* PhD (partnership between UofR and an international university):   The *cotutelle* (joint supervision) PhD **requires** an **existing** research collaboration between two supervisors from two postsecondary institutions. The Supervisors agree to co-supervise and combine the capacities of the two institutions to develop the skills and competencies of the PhD student and enhance scholarly networking and collaboration. PhD graduates enrolled in the Cotutelle or Collaborative Partnership PhD programs will write one dissertation and will be conferred a doctoral degree/parchment from each institution.

Rationale:

The new generation of PhD graduates are encouraged to rethink the dissertation content and defence, engage in interdisciplinary scholarship, acquisition of essential professional development skills, knowledge translation, and community engagement. They require diverse skills and competencies to effectively address the grand challenges facing our communities, industry and government partners. FGSR seeks to establish new collaborative PhD programs that address these needs and incentivize research collaboration within and outside the University of Regina. The proposed PhD program options prioritize innovation and collaboration as FGSR creates new opportunities for a doctoral experience that is inherently multidisciplinary, grounded in Indigenous knowledge, experiential, and globally engaged.

For additional information on these doctoral programs, please review **Attachment A.**

(end of Motion)

1.2.2   English Language Proficiency Test – Duolingo

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

Rationale:

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

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

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

(end of Motion)

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2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1 FACULTY OF EDUCATION

2.1.2 Graduation Requirements – Distinction

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

Graduation Requirements

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

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

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

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

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

Rationale:

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

(end of Motion)

2.2 FACULTY OF KINESIOLOGY AND HEALTH STUDIES

2.2.1 Residency Requirement Revision

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

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

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

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

Diploma or Certificate Programs

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

PLAR and Transfer Credit

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

Rationale:

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

(end of Motion)

2.3   FACULTY OF MEDIA, ART, AND PERFORMANCE

2.3.1   Program Rename – Bachelor of Arts in Theatre and Performance Studies

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

Rationale:

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

Like the recently approved BFA in Devised Performance and Theatre Creation, the revisions to the BA are a reflection of the (relatively) recent AUR. The external report noted, "Closing that BFA program and leaving a BA in Theatre with various specialization options may have seemed prudent at the time, but [it] hasn't resulted in excitement and the current curriculum, following the closure of the BFA program, lacks a strong focus." These revisions seek to remedy the current situation with a focused curriculum that challenges students to intellectually engage with contemporary theatre and performance.

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

As proposed, all students coming into the theatre department will enter into the BA program and at the end of the first year all students in the cohort will apply to move forward in either the BA program or the BFA

program. Regardless of which program a student ultimately chooses, the cohort created during that common first year continues to be a strong connection to the department. Students in this program will have the opportunity for international travel with the theatre study course as well as coordinating and participating in an annual mini symposium which will be a showcase for theatre research. The department is currently in discussions around adding a BA Honours stream and this theatre research showcase will be foundational to that particular program.

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

(end of Motion)

2.3.2   Program Revisions – Visual Arts Major and Major Concentrations

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

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

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

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

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

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

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

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

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

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

Credit hours	Bachelor of Fine Arts (Visual Arts) Required Courses
0.0	MAP 001
Critical Competencies – 18 credit hours	
Communication in Writing (at least six credit hours)	
3.0	Two of: ACAD 100, ENGL 100, 110
3.0	
Natural and Social Sciences (at least 6 credit hours)	
3.0	Two courses in the following areas: excluding courses in research/statistics, ECON, GEOG, PSCI, PSYC, SOC, and SOST, STS, other than Statistics or methodology.
3.0	Any Science courses, including MATH and Computer Science
Culture and Society (at least 6 credit hours)	
3.0	MAP 202
3.0	One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.
Indigenous Studies in Visual Arts	
3.0	INA/INAH course or approved elective
Media, Art, and Performance – 9 credit hours	
3.0	Three Media, Art, and Performance (chosen from courses designated as MAP, FILM, Music, Theatre)
3.0	
3.0	
Art – 78 credit hours	
3.0	ART 100 or INA 100
3.0	ART 220 or INA 220
3.0	ART 221 or INA 221
15.0	Five courses from ART 223,230,240,250,260,270 or Film 205
6.0	300-level ART courses
6.0	
3.0	ART 400
3.0	ART 401
12..0	Four 400-level studio ART courses Students who wish to declare a specific concentration within the Visual Arts major should consult with a program advisor.
3.0	ARTH 100
3.0	ARTH 301

Credit hours	Bachelor of Fine Arts (Visual Arts) Required Courses
12.0	Four ARTH courses at the 200- or 300-level
3.0	INAH 100
Open Electives – 15 credit hours	
15.0	Five Open Electives
120.0	**Total**

(end of Motion)

2.4 FACULTY OF SCIENCE

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

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

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

BSc in Data Science

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

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

Credit hours	BSc in Data Science Required Courses
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 354
3.0	STAT 418
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	CS/STAT 496
84.0	**Subtotal: Major Requirements** **65.00% Major GPA required**
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
12.0	Four Open electives
120.0	**Total: 65.00% Program GPA required**

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

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

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

(end of Motion)

2.4.2 New Minor – Indigenous Knowledge and Science
Submitted in partnership with First Nations University of Canada

MOTION: To create a Minor in Indigenous Knowledge and Science, effective 202220.

Credit hours	Minor in Indigenous Knowledge and Science
3.0	CHEM 101
3.0	ENVS 100 or ENVS 200
3.0	INDG 100
3.0	Indigenous Language 100-level
12.0	Four approved electives from lists A and B (at least one (1) elective course must be from List A)
24.0	**Subtotal**

Approved electives for the Minor in Indigenous Knowledge and Science
Note that courses from List A are preferred.

List A (With Indigenous content in the course description)

- ADMN 436AM - Natural Resource Development from an Indigenous Perspective
- BIOC 200 - Medicinal Plants and Culture
- ENVS 100 - Introduction to Indigenous Environmental Science
- ENVS 200 - Indigenous Environmental Law
- INDG 222AD - Indigenous and Traditional Ecological Knowledge
- INDG 236 - Indigenous Economic, Environmental and Geographic Systems
- INDG 290AE - Indigenous Ecological Knowledge and Resource Management
- INDG 360 - Indigenous Economic Geography
- PHYS 140 - Physics of Energy and the Environment
- INHS 100
- INHS 101

List B (No Indigenous content in the course description)

- BIOL 100 - Biology I - From Cells to Organisms
- BIOL 101 - Biology II - Organisms in their Environment
- BIOL 275 - Ecology
- BIOL 276 - Environmental Biology
- BIOL 316 - Conservation Biology
- CS 100 - Introduction to Computers
- CS 110 - Programming and Problem Solving
- GES 200 - Introduction to Environmental Studies
- GES 400 - Environmental Impact Assessment
- GES 120 - Human Geography
- GES 121 - Physical Geography
- GES 325 - Biogeography
- GES 326 - Environment and Resource Management
- GEOL 102 - Environmental Geology
- GEOL 270 - Earth Resources and the Environment
- GEOL 329 - Soils and Sediment Analysis
- IDS 100 - Interdisciplinary Studies: Historical Issues
- IDS 290AD - Ecomuseums: Community Engagement for Sustainability

- MATH 101 - Introductory Finite Mathematics I
- MATH 108 - Mathematical Problems, Ideas and Personalities
- PHIL 275 - Environmental Ethics
- PHIL 282 - Philosophical Issues in Sustainable Development
- PHIL 370AF - Environmental Ethics and Public Policy

Rationale:

The minor will allow students to complete courses with significant Indigenous content. The minor can be completed by any students registered in Arts, Science, Kinesiology, or Media, Arts, and Performance programs. Four approved electives are currently included in the proposed minor. A multidisciplinary science course with significant Indigenous content is being developed and will be added to the minor in the future. As well, when other Science courses with Indigenous content will be developed, they will be required in the minor and the number of approved electives will decrease.

(end of Motion)

2.4.3   New Major – Data Science

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

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

BSc in Data Science

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

Credit hours	BSc in Data Science Required Courses
3.0	CS 110
3.0	CS 115
3.0	CS 210
3.0	CS 215
3.0	CS 265
3.0	CS 280
3.0	CS/MATH 261
3.0	CS 310
3.0	CS 320
3.0	CS 340
3.0	CS 375
3.0	CS 412
3.0	CS 465
3.0	MATH 110
3.0	MATH 111

Credit hours	BSc in Data Science Required Courses
3.0	MATH 122
3.0	MATH 221
3.0	STAT 160
3.0	STAT 251
3.0	STAT 252
3.0	STAT 300
3.0	STAT 301
3.0	STAT 354
3.0	STAT 418
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	Any MATH, STAT, or CS course at the 300-level or higher.
3.0	CS/STAT 496
84.0	**Subtotal: Major Requirements** **65.00% Major GPA required**
3.0	ENGL 100
3.0	ENGL 110
6.0	Two Natural Science electives
12.0	Four Arts, La Cité, or Media, Art, and Performance electives
12.0	Four Open electives
120.0	**Total: 65.00% Program GPA required**

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

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

(end of Motion)

2.4.4   Admission Requirements – Computer Science Major

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

Revisions for the Undergraduate Calendar

PAGE 7: Faculty of Science, Computer Science Major

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

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

Minimum Average 70%
- English Language Arts A30 and B30[1]
- Pre-Calculus 30
- Two of:
  - Biology 30
  - Calculus 30
  - Chemistry 30
  - Computer Science 30
  - Physics 30
  - Earth Science 30

Science Qualifying:

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

Additional Requirements:

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

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

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

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

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

Minimum Average: 70%

- One English literature course[1]

- One Pre-Calculus

- Two of Biology, Calculus, Chemistry, Computer Science, Earth Science, or Physics

Science Qualifying:

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

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

Rationale:

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

(end of Motion)

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3.   COUNCIL COMMITTEE ON RESEARCH

3.1   Research Chair – Child Trauma Research Centre Research Chair

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

Background:

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

(end of Motion)

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4.   FACULTY OF ARTS

4.1   Faculty of Arts Renaming

> **MOTION:** That Senate rescind its October 18, 2019 motion "that the Faculty of Arts be renamed the Faculty of Humanities and Social Sciences, effective 202120."

Rationale:

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

Further, the primary motive for the name change was to make the academic mission of the Faculty more legible to prospective students. However, layering a name-change on top of the many changes to the higher

education sector caused by the pandemic risks creating confusion rather than clarity for prospective students.

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

Background:

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

(end of Motion)

ITEMS FOR INFORMATION

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

1.   COUNCIL COMMITTEE ON RESEARCH

1.1   Annual Report

The annual report was received for information.

1.2   Research Ethics Board (REB) External Review

The report was received for information.

2.   COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1   Faculty of Arts

2.1.1   Program Revisions – Certificate in Sustainability

Executive of Council approved to move PSYC 340 from the Sustainability in Practice section of the certificate to the Dimensions of Environmental Sustainability section of the certificate, effective 202220.

2.2   Faculty of Business Administration

2.2.1   Renamed Major – Major in Management

Executive of Council approved that the Bachelor of Business Administration and Bachelor of Administration major currently named *Management* be renamed *General Business Studies*, effective 202220.

2.3   **Faculty of Education**

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

Executive of Council approved that changes be made to the Yukon Native Teacher Education Program (YNTEP) Bachelor of Education Elementary (120 hours) program, effective 202220.

2.3.2   <u>Program Revisions – Yukon Native Teacher Education Elementary Bachelor of Education After Degree</u>

Executive of Council approved that changes be made to the Yukon Native Teacher Education Program (YNTEP) Elementary Bachelor of Education After Degree (BEAD) Program (60 credit hours) program**,** effective 202220.

2.3.3   <u>Program Revisions – Elementary and Secondary Bachelor of Indigenous Education Program</u>

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

2.3.4   <u>Program Revisions – Bachelor of Indigenous Education After Degree Secondary Program, Visual Arts Major</u>

Executive of Council approved that changes be made to the Bachelor of Indigenous Education After Degree (BEAD) Secondary Program, Visual Arts Major (60 credit hours) template, effective 202220.

2.3.5   <u>Four Year and After Degree Elementary Bachelor of Education Program Revisions</u>

Executive of Council approved that changes be made to the Four-Year Elementary Bachelor of Education (BEd) Programs and the Elementary Bachelor of Education After Degree (BEAD), effective 202230.

2.3.6   <u>Four Year and After Degree Secondary Bachelor of Education Science Major Program Revisions</u>

Executive of Council approved that changes be made to the Four-Year Science Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

2.3.7   <u>Four Year and After Degree Bachelor of Education English Major Program Revisions</u>

Executive of Council approved that changes be made to the Four-Year English Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

2.3.8   <u>Four Year and After Degree Bachelor of Education Health Major Program Revisions</u>

Executive of Council approved that changes be made to the Four-Year Health Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

2.3.9   Four Year and After Degree Bachelor of Education Mathematics Program Revisions

Executive of Council approved that changes be made to the Four-Year Mathematics Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

2.3.10   Four Year and After Degree Secondary Bachelor of Education Physical Education Program Revisions

Executive of Council approved that changes be made to the Four-Year Physical Education Major Secondary Bachelor of Education (BEd) and Secondary Bachelor of Education After Degree (BEAD) Programs, effective 202230.

2.3.11   Four Year Secondary Bachelor of Education Joint Program Revisions

Executive of Council approved that changes be made to the Four-Year Secondary Bachelor of Education (BEd) Joint Programs, effective 202230.

2.3.12   Four Year and After Degree Elementary Secondary Baccalauréat en éducation Program Revisions

Executive of Council approved that changes be made to the Four-Year Baccalauréat en Éducation Elementary and Secondary BEd and BEd After Degree (BEAD) Programs, effective 202230.

2.3.13   Secondary Outdoor Education Minor Revisions

Executive of Council approved that changes be made to the Secondary Outdoor Education Minor, effective 202230.

2.3.14   INAH 100 Requirement Revision

Executive of Council approved that the INAH 100 requirement in the Elementary Bachelor of Indigenous Education Program and Elementary Bachelor of Indigenous Education Cree Immersion Program be expanded to include ART 100; INA 100/220/290 AA-ZZ, effective 202230.

2.3.15   EIND 205 Requirement Revisions

Executive of Council approved that the EIND 205 requirement in Indigenous education programs be expanded, effective 202230.

2.3.16 <u>BIOL 140 Requirement Revision</u>

Executive of Council approved that the BIOL 140 requirement in the Elementary Bachelor of Indigenous Education Program; Elementary Bachelor of Indigenous Education Cree Immersion Program; Elementary Bachelor of Indigenous Education Dene Immersion Program be expanded to include CHEM 104 and GEOL 102, effective 202230.

2.4 Faculty of Media, Art, and Performance

2.4.1 <u>Program Revision – Bachelor of Arts in Media, Art, and Performance Major, Creative Technologies Concentration</u>

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

2.5 Faculty of Science

2.5.1 <u>Eligibility Requirements Revision – Co-operative Education Program</u>

Executive of Council approved to update undergraduate co-op eligibility requirements, effective 202220.

2.5.2 <u>Program Revisions – Diploma in General Science</u>

Executive of Council approved to include the minor in Indigenous Knowledge and Science as a concentration option in the Diploma in General Science, effective 202220.

2.5.3 <u>Program Revisions – Bachelor of Science and Bachelor of Science Honours in Environmental Geoscience</u>

Executive of Council approved to revise the Bachelor of Science in Environmental Geoscience and the Bachelor of Science Honours in Environmental Geoscience, effective 202220.

2.6 Faculty of Social Work

2.6.1 <u>Suspension of Prior Learning and Assessment Recognition (PLAR)</u>

Executive of Council approved to temporarily suspend applications for PLAR credit toward SW 348 Practicum I, effective 202220.

3.   OTHER BUSINESS

3.1   Faculty of Social Work

3.1.1   Change in Name – Faculty Based Research Centre

The report was received for information.

3.2   Microcredential Framework

The report was received for information.

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

Document Contents

Executive Summary

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

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Key Goals in Establishing the Chair

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

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

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

Timeline & Process

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

December 2021:   Gift Agreement finalized

January 5, 2021:   Presentation of Proposal to the Council Committee on Research
                             Motion passed - January 5, 2022

January 26, 2022:   Presentation to Executive of Council

February 11, 2022:   (pending Executive of Council approval)
                             Presentation to the University of Regina Senate

March 8, 2022:   (pending Senate approval)
                             Presentation to the University of Regina Board of Governors

March, 2022:   Development criteria and metrics (VPR, Director CTRC) including UofR
                             EDI Employment Policy EMP-010-010,
                             Put out a call/posting for candidates

April 2022:   Interviews and review of potential candidates
                             Hiring of Research Chair

May 2022:   Funding term begins

May 2022 -   In collaboration with the Chair, the Director will seek continued financial
May 2025:   support for Chair.

May 2025:   Funding term ends

Funding & Resources

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

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

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

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

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

Key Criteria for the Chair

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

The Chair will develop a research program committed to:

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

Research Chair Responsibilities

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

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

 a) function from a strength-based and healing/resilience-enhancing perspective that then moves understandings of trauma away from narratives of brokenness and toward wholeness, strength, and courage;

 b) draw from multiple perspectives regarding trauma including Indigenous perspectives;

 c) critically engage not only with the manifestations of trauma but also with the systemic structures and inequities that continue its perpetuation;

 d) focus on prevention and intervention;

 e) draw on their expertise to shape a program that contributes to the enhanced well-being of children through improved prevention strategies and comprehensive responses, with a focus on all aspects supporting more resilient children and youth, families, and communities; and,

 f) weave innovative knowledge translation and mobilization initiatives into all aspects of the program ensuring expanded access to research informing efficient, effective programs and services (including health, justice, education, and social services) that support children who have experienced trauma, and that can help keep children safe by preventing trauma from occurring in the first place.

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

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Rationale for Chair

This section is divided into:

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

Background and Context

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

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

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

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

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

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

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

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

The Need

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

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

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

Description of the Research Environment

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

Our strategic research priorities include, but are not limited to:
1. Child and youth mental health and well-being
2. Perinatal health and resilience building
3. Trauma-informed/sensitive practices and pedagogies
4. Educator/practionner mental health and well-being
5. Developing innovative approaches to the field targeting critical development periods
6. Childhood trauma and climate change/ climate change migration

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

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

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

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

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

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Alignment

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

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

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

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

Submitted by: Dr. Nathalie Reid, Director CTRC

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UNIVERSITY OF REGINA
Senate

Item for Information

Subject: Winter 2022 In-progress Report of Registrations

Background and Description:

The following is a summary status report of the in-progress winter 2022 term as compared to winter 2021.

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

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

The University system fifth day of class headcount for the winter 2022 term was 15,605, down 971 students or 6.1% from the winter 2021 term. The Undergraduate headcount was 12,962, a decrease of approximately 6.8%, and the Graduate headcount was 2,023 at decrease of just below 1%.

The headcount in the winter term of 2018 was 14,376. From 2018 to the present, we see a five-year increase of 4.8%. Areas of notable increases include Science (43%), Education (21%), Media, Art, & Performance (10%), Kinesiology & Health Studies (8%), Continuing Education (6%), and Social Work (5%).

Registered Credit Hours and Credit Hours Taught

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 2022 term is about 144,432. This represents a decrease of approximately 10,145 (-7%) credit hours year over year.

Notable increases in registered credit hours include Social Work (4%) and Nursing (1%).

Notable increases in credit hours taught include Kinesiology and Health Studies (18%), Nursing (4%), Media, Art, and Performance (3%), and Social Work (1%).

Full Load Equivalents

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 9,042 FLEs which is down by 699 FLEs (7%) from winter 2021.

Population Segments

Self-Declared Indigenous Students

The preliminary headcount of self-declared Indigenous students for the winter 2022 term is 2,198 which is up flat from last year at this time (2,200).

The undergraduate headcount of self-declared Indigenous students for the winter 2022 term is 2,000 which is down 23 students (1%) and the graduate headcount is 198 which is up 21 students (12%).

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

The preliminary headcount of international students for the winter 2022 term is 2,637 which is down 131 students (5%). from last year at this time.

The undergraduate headcount of self-declared international students for the winter 2022 term is 1,954 which is down 155 students (7%) and the graduate headcount is 683 which is up 24 students (5%).

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 Nation

India continues to surpass all as the top sending nation with a headcount of 1,138 on the fifth day of classes. This represents a decrease from India of 274 students from the winter 2021 term.

On-line and Remote Classes

There are 2,700 scheduled class sections for the winter 2022 term. Of those, 956 class sections are scheduled in a remote or on-line format, 95 have been schedule as Hybrid, and 67 have been scheduled as Hyflex. Both Hybrid and Hyflex provide options for students to either attend in-person, or remotely.
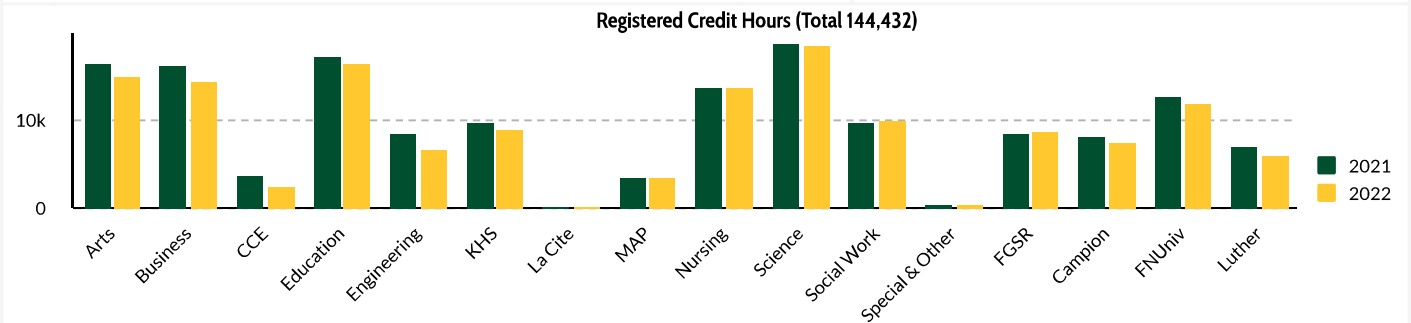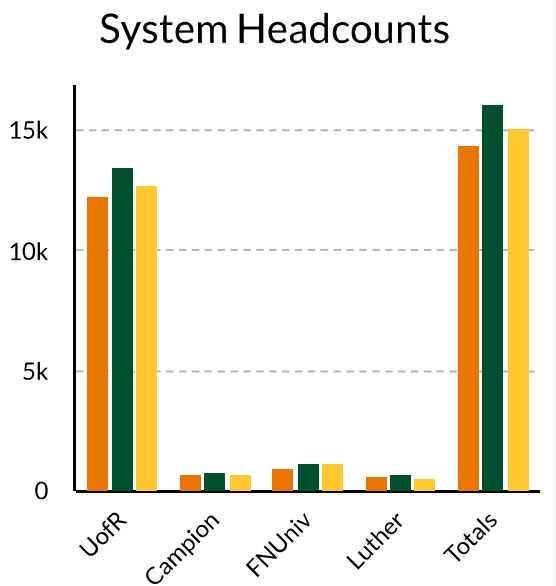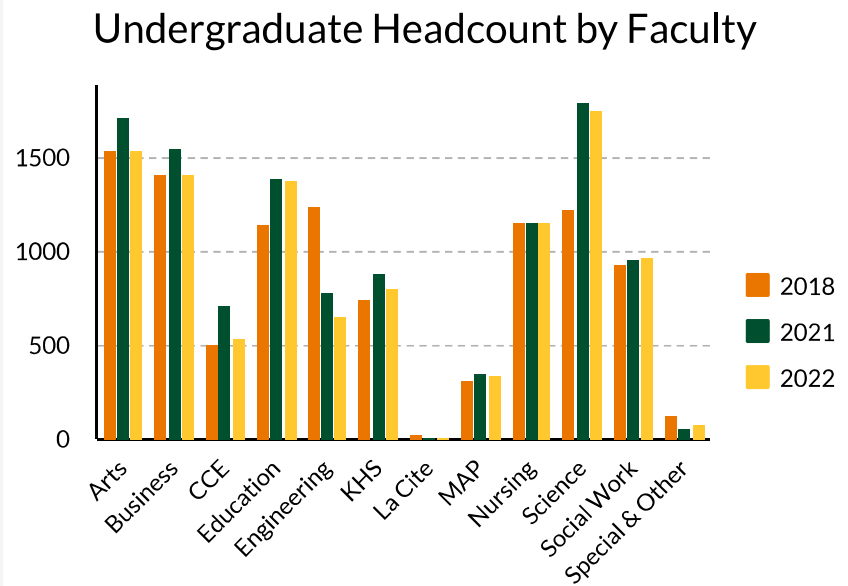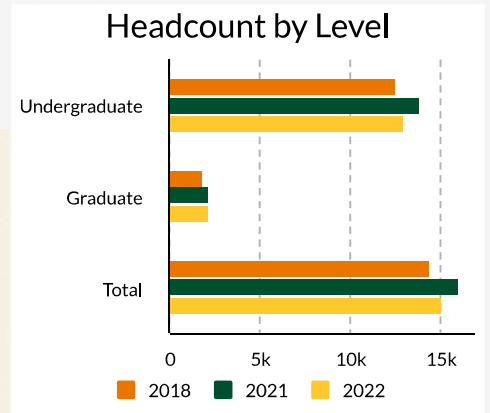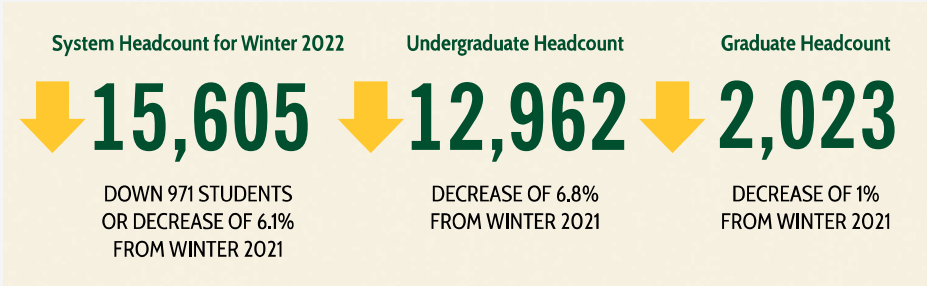
Graduation and Convocation: Cycle Ending Fall 2021

The University graduated 1,306 students in the fall of 2021. This is up by 297 graduates over the previous fall.

Submitted by the Office of the Associate Vice-President (Student Affairs) and the Office of the Registrar on January 27, 2022.

Enrolment Performance

System Headcount for Winter 2022

▼ **15,605**

DOWN 971 STUDENTS OR DECREASE OF 6.1% FROM WINTER 2021

Undergraduate Headcount

▼ **12,962**

DECREASE OF 6.8% FROM WINTER 2021

Graduate Headcount

▼ **2,023**

DECREASE OF 1% FROM WINTER 2021

Headcount by Level

Legend: 2018, 2021, 2022

Undergraduate Headcount by Faculty

Faculties: Arts, Business, CCE, Education, Engineering, KHS, La Cite, MAP, Nursing, Science, Social Work, Special & Other

Legend: 2018, 2021, 2022

System Headcounts

Categories: UofR, Campion, FNUniv, Luther, Totals

Legend: 2018, 2021, 2022

Registered Credit Hours (Total 144,432)

Categories: Arts, Business, CCE, Education, Engineering, KHS, La Cite, MAP, Nursing, Science, Social Work, Special & Other, FGSR, Campion, FNUniv, Luther
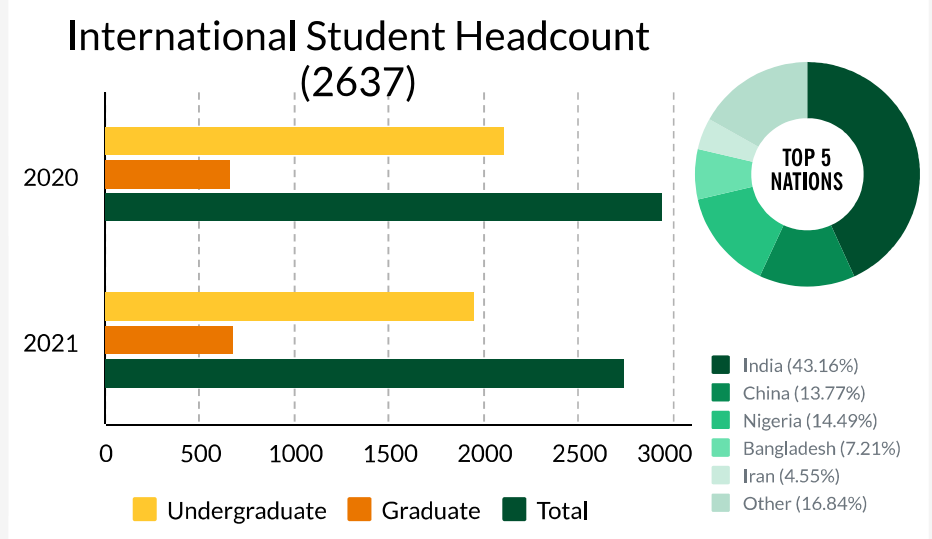
Legend: 2021, 2022

FLEs

9,042

DOWN BY 699 OR DECREASE OF 7% FROM WINTER 2021

SELF-DECLARED INDIGENOUS STUDENTS

2198

FLAT FROM WINTER 2021

REMOTE & ONLINE CLASSES

956

OUT OF 2,700 ACTIVE CLASS SECTIONS IN WINTER 2022 SEMESTER

GRADUATION & CONVOCATION

1,306

UP BY 297 STUDENTS GRADUATED IN THE FALL OF 2021

International Student Headcount (2637)

Years: 2020, 2021

Legend: Undergraduate, Graduate, Total

TOP 5 NATIONS

- India (43.16%)
- China (13.77%)
- Nigeria (14.49%)
- Bangladesh (7.21%)
- Iran (4.55%)
- Other (16.84%)

The University of Regina is on Treaty 4 lands with a presence in Treaty 6.

BACKGROUND & DESCRIPTION

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Graduation and Convocation: Cycle ending fall 2021 (Graph 10)

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GLOSSARY

Graduate

Graduate study refers to an advanced level of post-secondary education (normally post-baccalaureate) that leads to the attainment of a graduate certificate or diploma, a master's degree, or a doctoral designation.

Graduation & Convocation

This includes graduate and undergraduate students, as well as students who have completed their program of study and have been awarded a credential.

International Student

A student that has been admitted to the University with an International Student Visa.

Remote & Online Classes

This includes courses delivered in the remote synchronous (Zoom based) format, remote asynchronous (UR Courses based) format, and the traditional on-line (WEB) format.

Self-Declared Indigenous Student

A student who has self-declared as Canadian Indigenous, Aboriginal Peoples in Canada, Metis, Status/Non-Status Indian or Inuit ancestry.

University System

University System counts includes the University of Regina, and the federated colleges: Campion College, Luther College, and the First Nations University of Canada.

Undergraduate

Undergraduate study refers to the very first level of post-secondary education and can lead to the attainment of a certificate/diploma (usually 1-2 years) or degree (4+ years) in a major subject area.