DATE: 20 February 2013
TO: Executive of Council
FROM: Annette Revet, University Secretary
RE: Meeting of 23 January 2013

A meeting of Executive of Council is scheduled for Wednesday 27 February 2:30 - 4:30 p.m. in the AH 527.

AGENDA

1. Approval of the Agenda

2. Approval of the Minutes of Meeting 23 January - circulated with the Agenda

3. Remarks from the Chair

4. Report of the University Secretary

5. Reports from Committees
   5.1 Council Committee on Undergraduate Admissions and Studies, Appendix I, Pages 2-3
   5.2 Faculty of Graduate Studies and Research, Appendix II, Pages 4-6
   5.3 Advisory Group on Planning, Evaluation and Allocation (AGPEA), Appendix III, Page 7
   5.4 Council Committee on Research, Appendix IV, Page 8
   5.5 Council Agenda Committee, Appendix V, Page 9

6. Graduand Lists
   6.1 Graduand Lists for Approval - Omnibus Motion – to be distributed at the meeting
      6.1.1 Faculty of Business Administration
      6.1.2 Faculty of Education
      6.1.3 Faculty of Fine Arts
      6.1.4 Faculty of Graduate Studies and Research
      6.1.5 Faculty of Kinesiology and Health Studies
      6.1.6 Faculty of Social Work
      6.1.7 Centre for Continuing Education

7. Business Arising from the Minutes
   7.1 Teaching and Learning Strategic Plan, Appendix VI, Pages 10-15

8. Reports from Faculties and Other Academic Units
   8.1 Arts
   8.2 Business Administration
   8.3 Education
   8.4 Engineering and Applied Science
   8.5 Fine Arts
   8.6 Graduate Studies & Research
   8.7 Kinesiology and Health Studies
   8.8 Nursing
   8.9 Science
   8.10 Social Work
   8.11 Continuing Education
   8.12 Library
   8.13 Institut français
   8.14 Federated Colleges
      8.14.1 Campion College
      8.14.2 First Nations University of Canada
      8.14.3 Luther College

9. Other Business

10. Adjournment
1. **ITEMS FOR APPROVAL**

The Council Committee on Undergraduate Admissions and Studies has approved the following curriculum, program and policy changes, and hereby recommends them for approval.

### 1.1 Report from the Faculty of Arts

#### MOTION 1: International Studies Program

To revise the requirements for the Development Studies concentration in the BA Major (9.29.2.2), BA Honours Major (9.29.3.2) and Certificate in International Studies (9.29.4.2) to allow students to count both JS 383 and SOC 314 in their major, honours major or certificate.

(End of Motion 1)

**Rationale:** The course title and content of JS 383 has been changed so that its content doesn’t overlap with SOC 314. Consequently, this motion will allow students to count both courses toward their major in International Studies.

#### MOTION 2: Revisions to Indigenous Studies Core Requirement

To add PSCI 338 and SOC 214 to the list of courses that satisfies the Indigenous Studies core requirement.

(End of Motion 2)

**Rationale:** Both courses focus on Canada’s Indigenous people.

#### MOTION 3: Revisions to Indigenous Studies Core Requirement

To move INDG classes as satisfying the “Social and Cultural Heritage” core requirement to satisfying only the “Indigenous Studies” core requirement.

(End of Motion 3)

**Rationale:** The Faculty’s core requirements are based on ‘competencies’ that students must learn prior to graduation. Each course may satisfy only one core requirement. Until the adoption of the “Indigenous Studies” requirement, INDG courses were included in the “Social and Cultural Heritage” category, but the former seems most appropriate.

#### MOTION 4: Revisions to Elective Courses Regulation

To revise the “Elective Courses regulation” to add AMTH 091, 092 and CHEM 100 to the list of courses that do not count towards an Arts program; and,

To add “diplomas” to the list of programs offered by the Faculty of Arts to which some courses may not be counted for credit.

(End of Motion 4)
Rationale: AMTH 091 and 092 replace AMTH 001 and 002, respectively. The content in AMTH 003 has been replaced and augmented by material and is offered as Math 102. The Faculty of Science is not letting students count the two AMTH courses for credit toward their degree programs. CHEM 100 is equivalent to high school level chemistry. The Faculty recently started to offer diploma programs and this regulation is meant to apply to those programs also.

2. ITEM FOR INFORMATION

2.1 Programme du Baccalauréat en éducation

The information regarding this program was originally approved by CCUAS on February 13, 2012 and Executive of Council on March 28, 2012. The following is the way the information should have been submitted for approval.

Undergraduate Program – correction:

In the forthcoming undergraduate calendar, "Secondary BEd Program" will be changed to read "Baccalauréat en éducation, Français de base".

This change reflects the spirit and intent of the motion previously passed to move administration of the Core French program to the Baccalauréat en éducation program; at that time, translation of the English wording of the template titles was inadvertently missed.

Prepared by: Jamie Mellor, Policy and Ceremonies
On behalf of: Allan Patenaude, Chair
February 12, 2013
FACULTY OF GRADUATE STUDIES AND RESEARCH
REPORT TO EXECUTIVE OF COUNCIL, FEBRUARY 27, 2013
(From January 21, 2013 FGSR Faculty Council Meeting)

APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL

The Faculty of Graduate Studies and Research Faculty Council approved and presents to Executive of Council for approval.

1. FACULTY OF BUSINESS ADMINISTRATION

MOTION 1: The Addition of GBUS 867 (Management Consulting)

THAT effective Fall 2013, GBUS 867, Management Consulting be added to the programs as outlined below, be approved.

Master of Human Resource Management (MHRM)
Choose 3 of: GBUS 844, 846AA-ZZ, 860, 861, 863, 864, 867, 870, 871, 872, 873, and EAHR 811, 850

Master of Administration in Leadership
Choose 4 of: GBUS 843, 844, 860, 865, 867, 871, 872, 873, 876

Masters Certificate in Human Resource Management
Choose 2 of: GBUS 817, 844, 861, 862, 863, 864, 867

Master's Certificate in Organizational Leadership
Choose 2 or 1 of: GBUS 817, 843, 844, 860, 865, 867, 871, 872, 873

Master's Certificate in Project Management
Choose 2 of: GBUS 817, 833, 836, 860, 867, 870, 874

(end of Motion 1)

Rationale: This course is of interest to students pursuing these programs, and would be considered beneficial to their career. Feedback has indicated that students often enter these programs with the intention of becoming consultants or leadership coaches. This course will provide them with applied skills, and provide a path for them to acquire further tools for a career in consulting.

2. FACULTY OF GRADUATE STUDIES AND RESEARCH

MOTION 2: Reinstatement of Minimum Scores (TOEFL iBT)

That that minimum scores (TOEFL iBT) in the four (4) test components of Writing, Speaking, Reading, and Listening be reinstated, and that the normal minimum for each be set at 20 be approved. The minimum overall score will remain as 80.

(end of Motion 2)
Rationale: In January 2009, it was approved to remove the minimum scores in the four test components, with the caveat that applicants would be monitored on a regular basis. FGSR has recently undertaken a survey of a number of graduate schools in Canada and has found that since the inception of the TOEFL iBT test in 2005, many graduate schools have revised their minimum overall scores as well as the individual component scores. In consultation with Associate Deans, Graduate Studies and Research from the line faculties, the motion of reinstating normal minimums in the four components which is consistent with many schools across Canada was supported.

Through our own survey, it was also noted that individual academic units/program areas are opting for their own minimum overall scores and/or minimum scores in any of the four areas which are often much higher than the general standard score. FGSR has discussed this with the Associate Deans, Graduate Studies and Research, and ask that this be discussed in their respective faculties. Any proposals to change from the standard score be submitted to FGSR Faculty Council for approval and upon final approval will be posted to the FGSR website.

Examples of the scores required at other universities are available from the Director, Graduate Student Services, FGSR.

INFORMATION ITEMS FOR EXECUTIVE OF COUNCIL

The Faculty of Graduate Studies and Research Faculty Council presents to Executive of Council for information.

1. COURSE CHANGES

 Renumbering GBUS 846AA to GBUS 868
(GBUS 868 will replace 846AA in all programs where it is currently listed, effective 201330, and GBUS 846AA will be archived.)

 GBUS 868 - Occupational Health and Safety
This course focuses on the effective management of occupational health and safety (OHS). Beginning with a survey of the history of OHS and the current legal environment, the course turns to contemporary issues in OHS (e.g., psychological harassment in the workplace). Approaches to developing and improving organizational OHS systems which enhance employee safety and well being are also discussed.

 JSGS 871
Change the grading mode from credit/no credit to normal.

 JSGS 872
Change the grading mode from credit/no credit to normal.

 JSGS 873
Change the grading mode from credit/no credit to normal.

 JSGS 874
Change the grading mode from credit/no credit to normal.

 JSGS 875
Change the grading mode from credit/no credit to normal.

 JSGS 876
Change the grading mode from credit/no credit to normal.

**JSGS 877**
Change the grading mode from credit/no credit to normal.

**JSGS 878**
Change the grading mode from credit/no credit to normal.

**JSGS 879**
Change the grading mode from credit/no credit to normal.

**MBA 848 AA-ZZ International/Domestic Study Tour**
Change the course title to International Study Tour
Change the calendar description to read: This course involves travel abroad, with the purpose of exposing students to real world business activities. The course involves travel to one or more destinations to visit business enterprises, as well as pre- and post-travel classroom activities.

**SW 820**
Remove term restrictions.
REPORT TO EXECUTIVE OF COUNCIL MEETING
February 27, 2013
FROM THE ADVISORY GROUP ON PLANNING, EVALUATION AND ALLOCATION

1. Current membership of AGPEA (see http://www.uregina.ca/presoff/provost/AGPEA.shtml)

Co-chairs
- Provost & Vice-President (Academic)
- Vice-President (Administration)

Ex officio
- L Benedicenti (AVPA)
- B Christie (AVP Resource Planning)
- R Kelln (Dean, FSGR)
- J McNinch (Deans’ Council)

Elected
- I Germani (E of C; Arts)
- A MacDonald (E of C; Campion Arts)

Appointed
- Y Petry (E of C; Luther Arts)
- H Ryan (E of C; Education)
- M Trussler (E of C; Arts)

Resource person
- L Stradeski (Financial Services)

2. Meetings of AGPEA since last Executive of Council meeting

Since its last report to Executive of Council, AGPEA has met three times, on 17 January, 31 January and 14 February. On 17 January, AGPEA discussed APR and resource allocation data. It had presentations from the Vice-President (Research) on the University’s research enterprise, and from the Director of the Centre for Continuing Education regarding CCE’s mission, capabilities, and cost-recovery budget model. On 31 January, AGPEA discussed a draft document speaking to administrative unit review processes and measurements, and continued its discussions of resource allocation data. On 14 February, AGPEA further discussed the unit review document. Final emendations will be considered at the 14 March meeting. A comprehensive overview was given of the University’s funded research activities, their place in the budget, and their effect on the operating grant allocation via the Saskatchewan University Funding Mechanism (SUFM).

3. Anticipated upcoming items

At upcoming meetings, AGPEA anticipates discussion of:
- The University’s 2013-14 budget
- Protocols for administrative unit reviews
- the Academic Program Review and restructuring (ongoing)
- Further proposals for program revisions, restructurings, and deletions
- A Master’s degree in Journalism.

Prepared by:
Thomas Chase (Co-Chair)
15 February 2013
1. Items for Information

1.1 Research Chairs Project
   The committee created a sub-committee to review Research Chairs at the institution. The sub-committee interviewed current Research Chairs on campus and undertook an environmental scan of research chairs and procedures at other institutions. The sub-committee prepared a brief report of significant findings and recommendations.

   The project will be brought forward to the next CCR meeting for further discussion.

1.2 Overhead policy
   A sub-committee presented a proposed draft of the overhead policy. The draft policy will be brought back to the next meeting for further discussion.

1.3 Research Trust Fund applications

   Two Research Trust Fund applications were recommended for approval. The committee will review and revise the assessment criteria for the next meeting.

February 14, 2012
Subject: Council Agenda Committee – Terms of Reference

MOTION: that the Council Agenda Committee be reinstated into the Council Rules and Regulations.

Background and Description: Terms of Reference

Agenda Committee of Council

Term of Office: 2 years for Council Members

Membership: President (ex officio)
            University Secretary (ex officio)
            3 Council Members

Terms of Reference:
1. The Agenda Committee of Council may be called to meet by the University Secretary to review the need for a Council meeting. If called, the agenda for this meeting will likely pertain to broad policy issues and long term interest of the University, and will be prepared by the Agenda Committee although an advance draft of the agenda may be circulated as a working paper, soliciting response from the academic community prior to the preparation and distribution of the formal agenda and notice of meeting.

Rationale: The current Council Rules and Regulations no longer include the Terms of Reference for the Council Agenda Committee. This committee has been reestablished as a result of the call for a Council meeting in March 2013. The Terms of Reference will be listed under 6.2 Council Committees.

Date: 15 February 2013
Prepared By: D’arcy Schauerte
On Behalf of: John Conway, Chair, Council Agenda Committee
THE UNIVERSITY OF REGINA STRATEGIC PLAN FOR TEACHING AND LEARNING
January 2013

VISION

All faculty at the University of Regina will be well known for offering high quality student instruction. Good teaching will be widely acclaimed, broadly supported, and rewarded. Students’ engagement and satisfaction with their learning experience will be a significant priority.

PREAMBLE

Teaching is one of the three pillars of the University of Regina’s mission. The University’s Strategic Plan, mâmawohkamâtowin: Our Work, Our People, Our Communities, makes several broad commitments in the area of teaching and learning. The very first item in the plan calls for the University to “[p]romote and reward the pursuit of excellence in teaching” and to “[m]ake the University widely known for excellence in all its activities.” The first item in the mission statement of the Plan is to “[p]rovide high quality, accessible education that prepares learners for productive and creative lives.” The Plan also confirms that “[w]e value interaction between faculty members and students as the fundamental activity of the academy[,] ... acknowledge the diversity of learning styles and needs of our students[,] ... [and] aim to be accessible to all who can learn with us.” This Strategic Plan for Teaching and Learning is intended to focus the efforts of the University community in realizing these aspects of the University’s overall Strategic Plan and to benefit all of our students individually and our society as a whole.

Because teaching and learning are so varied across Faculties, this Plan aims to provide a collegial framework within which Faculties can decide for themselves how best to support, recognize, and reward excellent teaching and learning.

OBJECTIVES

Within each Faculty:

1. To ensure that good teaching, and the time, effort, and resources devoted to achieving good teaching, are given due recognition.
2. To agree upon a definition of good teaching.
3. To agree upon and establish measures for documenting good teaching, so that it can be recognized and appropriately rewarded.
4. To agree upon and establish programs and services that will encourage and support members to enhance the quality of their teaching.
REWARDING GOOD TEACHING

Goal #1: to ensure that good teaching serves as a genuine asset in applications for tenure, promotion, and merit

Corresponding Actions:

a. Faculties will ensure that their criteria documents are very clear about how good teaching will be defined and how members can use high achievement in this area to build cases for tenure, promotion, and merit
b. faculty members may negotiate individual agreements with their deans to allocate more time and effort to their teaching, with an explicit understanding of how these activities will be recognized and rewarded in tenure and promotion processes

DEFINING GOOD TEACHING

Goal #1: to ensure that each Faculty agrees upon a definition of what constitutes good teaching

Corresponding Actions:

a. Faculties will each develop definitions of good teaching and incorporate the resulting definitions into their criteria documents. The following draft may be used as a template.

Draft definition of good teaching

1. Good teaching:
   a. inspires students to be independent learners
   b. motivates students to fully comprehend important issues in their chosen subject(s) of study
   c. prepares students to critically evaluate and, when appropriate, assimilate new information and ideas
   d. visibly engages students in the subject and in the classroom
   e. develops more sophisticated minds in order to generate higher-level thoughts and actions
   f. enables students to build on and transfer learning from previous courses and to move quickly into areas of new related content
   g. enables students to creatively and critically apply problem-solving skills to address unique questions

2. In addition to being knowledgeable about their subject, good teachers:
   a. think critically about and reflect on their teaching practices and work continuously to improve them
   b. are well-prepared for their classes
c. grade fairly and give prompt, constructive, and substantial feedback  
d. use class time efficiently to guide students to course learning objectives  
e. structure the teaching/learning environment to enhance the learning process  
f. exhibit flexibility, adjusting well to unexpected questions or new and changing circumstances in the classroom

3. Good teachers:
   a. have ambitious but reasonable expectations of their students, and communicate these clearly  
b. are approachable, both in the classroom and other appropriate settings (such as office hours)  
c. treat their students with respect  
d. recognize that students have differing strengths and weaknesses. When students are having difficulty grasping new ideas, good teachers adjust their teaching to accommodate and overcome these difficulties  
e. encourage interaction and cooperation among students

DOCUMENTING GOOD TEACHING

Goal #1: to agree upon and establish a protocol for faculty members to use in demonstrating their teaching efforts and abilities to heads, peer-review committees, and deans

Corresponding Actions:

a. Faculties will agree upon and set out multiple methods for their members to document the quality of their teaching in ways that will carry conviction with their heads, peers and deans. Such methods may include:
   o formal course evaluation reports, in which other faculty members, chosen for their objectivity (and at least one of them for knowledge of the field), consult course syllabi (including past versions where available), review grading practices, read a sample of assigned readings and assignments, observe at least two classes (the choice of classroom lectures will be at the member’s discretion), and interview students and the faculty member, as appropriate  
   o written assessments provided by undergraduate students recognized within the Faculty for their academic accomplishments  
   o statistical measures such as results of class-level student surveys designed to indicate the degree of student engagement with the course material  

b. Faculties will agree upon and set out multiple methods for their faculty members to demonstrate their commitment to becoming better teachers. Such methods may include:
- standardized forms for reporting the work that went into preparing a course, the kinds of student assessment used, and the opportunities provided for interaction between instructor and students
- publishing reports in journals related to higher education of novel or interesting strategies for enhancing student learning outcomes
- presenting formal papers at conferences on the scholarship of teaching and learning
- developing formal student learning outcomes for specific courses and building mechanisms for reliably assessing the extent to which these outcomes have been achieved

SUPPORTING GOOD TEACHING

**Goal #1:** to assist faculty members to enhance their teaching skills

**Corresponding Actions:**

- Faculties, in collaboration with the Centre for Teaching and Learning, will design and implement effective assessment practices
- Faculties, in collaboration with the Centre for Teaching and Learning, will:
  - develop and operate teaching programs for new instructors and any others who want to participate
  - help interested faculty to establish teaching-development plans

**Goal #2:** to assist faculty members to develop new, or refresh existing, courses

**Corresponding Actions:**

- the Centre for Teaching and Learning will acquaint interested faculty members with pedagogical approaches and supporting technologies that can help them structure a more engaging learning experience for their students
- the Centre for Teaching and Learning will provide support for faculty members interested in improving their course designs

**Goal #3:** to create a University-wide culture of commitment to and high respect for good teaching

**Corresponding Actions:**

- senior administrators will regularly declare and tangibly demonstrate that they place a very high value on good teaching
- the Provost will ensure that teaching successes are celebrated and showcased within the University community
c. the Centre for Teaching and Learning will develop a mechanism for profiling good teaching to the community
d. the Centre for Teaching and Learning will develop a comprehensive slate of teaching awards, along with clear eligibility and adjudication criteria
e. the Awards Facilitator will assist University of Regina teaching-award winners in applying for external teaching awards

Goal #4: to collect and regularly discuss information about which classroom-level strategies are particularly successful in enhancing student learning outcomes

Corresponding Actions:

a. in collaboration with the Office of Resource Planning and Faculties, the Centre for Teaching and Learning will administer tools designed to assess the extent to which students are developing skills like critical thinking and analytical reasoning (for example, the Collegiate Learning Assessment or the Classroom Survey of Student Engagement)
b. the Centre for Teaching and Learning will discuss the anonymized results of these surveys with the University community to establish any identifying characteristics of teaching strategies that contribute to or detract from desired student learning outcomes

Goal #5: to regularly assess and report the extent to which the University community generally is engaging its students in the classroom

Corresponding Actions:

a. in collaboration with the Office of Resource Planning, the Centre for Teaching and Learning will ensure that the University participates in the National Survey of Student Engagement (NSSE) and will share the results with the University community
b. the Centre for Teaching and Learning will annually assemble randomly-chosen student focus groups to discuss their learning experiences during the fall semester and identify any areas either of excellence or of concern; the anonymized results will be made available to the University community
c. the Teaching and Learning Advisory Group will review the resulting reports and recommend appropriate actions to Deans’ Council
Goal #6: to ensure that effective programs for the support of teaching receive core-budget funding

Corresponding Action:

a. every year the Provost, in consultation with deans and directors, will develop a proposal for funding teaching-related programs and present the proposal to the University budget committee