

**DATE:** 13 May 2015  
**TO:** Executive of Council  
**FROM:** Annette Revet, University Secretary  
**RE:** Meeting of 20 May 2015



A meeting of Executive of Council is scheduled for Wednesday 20 May 2:30 - 4:30 p.m. in the AH 527. As per Section 4.6.2 of the Council Rules and Regulations Executive of Council meetings shall be closed except to persons invited to attend and all members of Council who choose to attend as guests.

**AGENDA**

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 29 April** - *circulated with the Agenda*
3. **Remarks from the Chair**
4. **Report of the University Secretary**
  - 4.1 Results of the 2015 Executive of Council Elections, Appendix I, Pages 2-3
5. **Reports from Committees of Council**
  - 5.1 Council Committee on Academic Mission, Appendix II, Page 4
  - 5.2 Council Committee on the Faculty of Graduate Studies and Research, Appendix III, Pages 5-10
  - 5.3 Faculty of Graduate Studies and Research Scholarship Committee, *to be distributed at the meeting*
  - 5.4 Council Committee on Research, Appendix IV, Pages 11-19
  - 5.5 Council Committee on Undergraduate Awards, *to be distributed at the meeting*
  - 5.6 Council Nominating Committee, Appendix V, Page 20
  - 5.7 Joint Council/Senate Committee on Ceremonies, Appendix VI, Page 21 *and to be distributed at the meeting*
6. **Graduand Lists**
  - 6.1 Graduand Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
    - 6.1.1 Faculty of Arts
    - 6.1.2 Faculty of Business Administration
    - 6.1.3 Faculty of Education
    - 6.1.4 Faculty of Engineering and Applied Science
    - 6.1.5 Faculty of Fine Arts
    - 6.1.6 Faculty of Graduate Studies and Research
    - 6.1.7 Faculty of Kinesiology and Health Studies
    - 6.1.8 Faculty of Nursing
    - 6.1.9 Faculty of Science
    - 6.1.10 Faculty of Social Work
    - 6.1.11 Centre for Continuing Education
7. **Business Arising from the Minutes**
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 and 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 Champion College
    - 8.14.2 First Nations University of Canada
    - 8.14.3 Luther College
9. **Other Business**
  - 9.1 Proposal for a Centre for Academic Advising, Appendix VII, Pages 22-28
10. **Adjournment**

**UNIVERSITY OF REGINA**  
Executive of Council

**Item for Information**

**Subject:** Results of the 2015 Council Elections

**Background and Description:**

The following is a summary of the results of the elections that were held to fill the vacancies on Executive of Council. Terms are for a two-year from July 1, 2015 to June 30, 2017, unless otherwise stated.

<b>Arts (Humanities)</b>	Marcel DeCoste Susan Johnston Garry Sherbert 4 vacancies
<b>Arts (Social Sciences)</b>	Hafiz Akhand Ulrike Hardenbicker Jeff Loucks Andre Magnan Donald Sharpe 2 vacancies
<b>Business Administration</b>	Shelagh Campbell Tatiana Levit David Senkow
<b>Campion College</b>	Alex MacDonald
<b>Centre for Continuing Education</b>	No vacancies
<b>Education</b>	Lace Marie Brogden Kathleen Nolan Marc Spooner 3 vacancies
<b>Engineering &amp; Applied Science</b>	Mohamed El-Darieby 2 vacancies
<b>Fine Arts</b>	Risa Horowitz Wes Pearce Helen Pridmore Christine Ramsay Robert Truskowski
<b>First Nations University</b>	Bettina Schneider 1 vacancy
<b>Graduate Studies and Research</b>	Ebin Arries Joe Piwowar

	Amy Zarzeczny 2 vacancies
<b>Kinesiology and Health Studies</b>	John Barden Paul Bruno
<b>Library</b>	Marilyn Andrews 1 vacancy
<b>Luther College</b>	Fotini Labropulu Mary Vetter
<b>Nursing</b>	Liz Domm Joan Wagner
<b>Science</b>	Martin Argerami Mark Brigham Cory Butz Douglas Farenick Scott Murphy Mark Vanderwel Harold Weger
<b>Social Work</b>	Daniel Kikulwe Gabriela Novotna
<b>URSU</b>	Umar Ahsan (2016) Leanne Heisler (2016) Raheel Masood (2016) Brad Lulik (2016) Stevan Mikha (2016) Devon Peters (2016) Derek Smith (2016)
New Ex-Officio Members:	Thomas Bredohl, Acting Dean of Arts (as of July 1, 2015)

Prepared by:  
D'arcy Schauerte, University Secretariat

On Behalf of:  
Annette Revet, University Secretary

12 May 2015

**EXECUTIVE OF COUNCIL**  
Council Committee on Academic Mission

**Item for Decision**

**Subject:** Faculty of Fine Arts – Change of Name

**MOTION:** That Executive of Council recommends to Senate that the 'Faculty of Fine Arts' be renamed the 'Faculty of Media, Art, and Performance'.

**Rationale:**

The Faculty of Fine Arts has been discussing the need for a name change for approximately the last two years.

The name "Fine Arts" no longer adequately describes the range of teaching, research, creative, and performing activity in the Faculty. It does not speak clearly to contemporary students about what the Faculty offers to them and to the wider community.

The new name better identifies the Faculty as it now conducts teaching, research, and creative and performing activities. The name change will produce the acronym MAP, capturing Media, Art and Performance in a memorable typographic and visual form. The Faculty will use this acronym for marketing purposes. Students will identify with the opportunity to MAP their future in the Faculty. Visual identity for the Faculty will also include a map.

All costs for changing the visual identity of the Faculty can be managed from the Faculty's budget.

The name change will better reflect how programs are being delivered today and into the future. It is anticipated that this will promote recruitment of students, which will have a positive impact on enrolments in the Faculty.

Date: 6 May 2015  
Prepared By: Robyn Lekien  
Submitted by: Chris Yost, Chair (CCAM)

**COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
REPORT TO EXECUTIVE OF COUNCIL**

From May 4, 2015 Council Committee on the Faculty of Graduate Studies and Research

**APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL**

The Council Committee on the Faculty of Graduate Studies and Research approved and presents to Executive of Council the following motions for approval:

**1. FACULTY OF ENGINEERING AND APPLIED SCIENCE**

**MOTION 1: Process Systems Engineering**

That, effective Fall 2015, a PhD program in Process Systems Engineering be approved for:

- (a) PhD following MASc degree; or  
(b) PhD following MEng degree.

**(a) PhD in PSEng – following a Master’s (MASc) degree (60 credit hours)**

<b>Courses*</b>	<b>Credit Hours</b>
ENPC 8xx or ENPC 880AA-ZZ – Selected Topics	3
ENPC 8xx or ENPC 880AA-ZZ – Selected Topics	3
ENxx or approved course 8xx*	3
ENxx or approved course 8xx*	3
ENGG 800-Comprehensive Review of a Selected Topic in Engineering	3
ENGG 900-Graduate Seminar in Engineers	0
ENPC 901-Research	45
<b>Total Credit Hours</b>	<b>60</b>

\*up to two courses may be taken from the list of approved courses

**(b) PhD in PSEng – following a Master’s (MEng) degree (63 credit hours)**

<b>Courses*</b>	<b>Credit Hours</b>
ENPC 8xx or ENPC 880AA-ZZ – Selected Topics	3
ENPC 8xx or ENPC 880AA-ZZ – Selected Topics	3
ENxx or approved course 8xx*	3
ENxx or approved course 8xx*	3
ENGG 800-Comprehensive Review of a Selected Topic in Engineering	3
ENGG 900-Graduate Seminar in Engineers	0
ENGG 903-Research Methodology in Engineering	3
ENPC 901-Research	45
<b>Total Credit Hours</b>	<b>63</b>

\*up to two courses may be taken from the list of approved courses

**Courses Approved for Process Systems Engineering**

ENGG 811	Advanced Process Control
ENGG 813	Advanced Fluid Mechanics
ENGG 814	Advanced Thermodynamics
ENGG 815	Modeling, Simulation and Computer-Aided Processes
ENGG 816	Engineering Systems Analysis and Design
ENGG 817	Applied Artificial Intelligence
ENGG 818	Advanced Numerical Methods
ENGG 819	A Systems Engineering Approach to Project Management
ENIN 833	Computer-Aided Process Engineering
ENIN 835	Principles and Prevention of Corrosion
ENPE 861	Fluid Flow in Porous Media
ENPE 821	Advanced Reservoir Simulation
ENEV 831	Physical-Chemical Processes for Water and Waste Treatment
ENEV 832	Biological Processes for Wastewater Treatment
ENEV 863	Air Quality Management
ENEV 864	Petroleum Waste Management
ENEL 831	Control Systems Theory and Design
ENIN 880AA-ZZ	– Selected Topics
ENEV 886AA-ZZ	– Selected Topics
MATH 8xx	
STAT 8xx	
CS 8xx	
CHEM 8xx	
GBUS 8xx	

**Minimum Admission requirements:**

The applicants must meet the entrance requirements of the Faculty of Graduate Studies and Research.

(end of Motion 1)

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**Rationale:** Faculty members in the Process Systems Engineering program area have been graduating PhD students for the past ten years under PhD-ENGG (PhD-General Engineering), which does not truly describe the graduates' area of expertise. This has been a disadvantage to students in terms of competing for jobs and a disadvantage to Process Systems Engineering in terms of attracting highly qualified students. An approval to change to a PhD program in Process Systems Engineering will resolve these issues.

**MOTION 2: Software Systems Engineering**

That, effective Fall 2015, a PhD program in Software Systems Engineering be approved for:

- (a) PhD following MASC degree; or
- (b) PhD following MEng degree.

**(a) Ph.D in SSE – following a Master's (MASC) degree (60 credit hours)**

<b>Courses*</b>	<b>Credit Hours</b>
ENSE 8xx or ENSE 885AA-ZZ – Selected Topics or ENSE 890AA-ZZ – Selected Topics	3
ENSE 8xx or ENSE 885AA-ZZ – Selected Topics or ENSE 890AA-ZZ – Selected Topics	3

ENxx or approved course 8xx*	3
ENxx or approved course 8xx*	3
ENGG 800-Comprehensive Review of a Selected Topic in Engineering	3
ENGG 900-Graduate Seminar in Engineers	0
ENSE 901-Research	45
<b>Total Credit Hours</b>	<b>60</b>

\*up to two courses may be taken from the list of approved courses

**(b) Ph.D Program in SSE – following a Master’s (MEng) degree (63 credit hours)**

<b>Courses*</b>	<b>Credit Hours</b>
ENSE 8xx or ENSE 885AA-ZZ – Selected Topics or ENSE 890AA-ZZ – Selected Topics	3
ENSE 8xx or ENSE 885AA-ZZ – Selected Topics or ENSE 890AA-ZZ – Selected Topics	3
ENxx or approved course 8xx*	3
ENxx or approved course 8xx*	3
ENGG 800-Comprehensive Review of a Selected Topic in Engineering	3
ENGG 900- Graduate Seminar in Engineers	0
ENGG 903-Research Methodology in Engineering	3
ENSE 901-Research	45
<b>Total Credit Hours</b>	<b>63</b>

\*up to two courses may be taken from the list of approved courses

**Courses Approved for Software Systems Engineering**

ENGG 812: Advanced Probability and Statistics  
 ENGG 815: Modeling, Simulation and Computer-Aided Processes  
 ENGG 816: Engineering Systems Analysis and Design  
 ENGG 817: Applied Artificial Intelligence  
 ENGG 818: Advanced Numerical Methods  
 ENGG 819: A Systems Engineering Approach to Project Management  
 MATH 8xx  
 STAT 8xx  
 CS 8xx  
 GBUS 8xx

**Minimum Admission requirements:**

As listed in the FGSR website for PhD in all programs in the Faculty of Engineering & Applied Science.

(end of Motion 2)

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**Rationale:** Faculty members in the Software Systems Engineering program area have been graduating PhD students for the past ten years under PhD-ENGG (PhD-General Engineering), which does not truly describe the graduates’ area of expertise. This has been a disadvantage to students in terms of competing for jobs as well as a disadvantage to Software Systems Engineering in terms of attracting highly qualified students. An approval to change to a PhD program in Software Systems Engineering will resolve these issues.

## 2. FACULTY OF SOCIAL WORK

### **MOTION 3: Program Change – MISW 904**

That the MISW 904 – Internship change from 12 credit hours to 9 credit hours effective Fall 2015.

(end of Motion 3)

#### **Rationale:**

Need to separate internship (MISW 904) from the Internship Report and Presentation.

<b>Current MISW Internship</b>	
MISW 800 – Cultural Camp	3 cr hrs
MISW 810 – The Residential School Experience and Its Legacy of Abuse	3 cr hrs
MISW 822 – Traditional Aboriginal Counseling	3 cr hrs
MISW 830 – Individual Counseling	3 cr hrs
MISW 850 – Group, Family and Community Counseling	3 cr hrs
MISW 860 – Community-based Participatory Research	3 cr hrs
MISW 904 – Internship	12 cr hrs
Total	30 cr hrs

<b>Proposed MISW Internship</b>	
MISW 800 – Cultural Camp	3 cr hrs
MISW 810 – The Residential School Experience and Its Legacy of Abuse	3 cr hrs
MISW 822 – Traditional Aboriginal Counseling	3 cr hrs
MISW 830 – Individual Counseling	3 cr hrs
MISW 850 – Group, Family and Community Counseling	3 cr hrs
MISW 860 – Community-based Participatory Research	3 cr hrs
MISW 900 – Report	3 cr hrs
MISW 904 – Internship	9 cr hrs
Total	30 cr hrs



## **INFORMATION ITEMS FOR EXECUTIVE OF COUNCIL**

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

### **1. NEW COURSES**

#### **EADM 826 Leadership Development in Education (3)**

This course will focus on applied research in educational leadership. Based upon a review of related literature, students will conduct research relevant to educational leadership in K-12 education. Topics will include educational leadership, self awareness and leadership, the role of leadership in schools, and the application of current leadership development models to the Saskatchewan school system.

#### **ED 817 Research Methods with Indigenous Peoples (3)**

This course, through readings and discussion, will examine issues and research methods particular to research with Indigenous peoples including ethical considerations and protocols. Students will examine the developing paradigm in Indigenous research and explore research methodologies proposed by Indigenous researchers.

#### **ED 823 Introduction to Post-colonial Theories and Representations (3)**

This course examines power relations, marginality, hybridity and voice through a post-colonial frame, and traces the effects of colonial histories played out globally and in this geographic location. Under examination are claims of representation and knowledge as they are lived and contested through Indigenous, settler-colonial, and diasporic societies.

### **2. COURSE CHANGES**

#### **ED 801 Educational Statistics and Research Design (3)**

This course introduces students to experimental design, statistical analysis of data in educational research and experiments, and computer data analysis. Topics include a review of common research designs and their underlying assumptions, hypothesis testing, parametric and non-parametric tests of significance, the analysis of variance, and methods of correlation.

#### **ED 900 Project (Alternate credit 3 or 6 credit hours)**

Project hours are individual study under the direction of a faculty member. Registration can be repeated; a maximum of 6.0 credit hours will be counted in the program.

#### **ENPC 902 – Process Systems Engineering Project**

Grading Mode be changed from 'N' – Normal (0-100%) to 'P/F'.

#### **SW 885 – Thesis Proposal Course**

Students registered in the thesis route will complete a comprehensive thesis proposal.

**3. ARCHIVED COURSES**

ED 820 - Western Ideas in Education

ED 870AW - Research Methods with Indigenous Peoples

ED 870AX – Introduction to Post-colonial Theories and Representations

**4. REACTIVE and RENAME COURSE**

ASW 900-Internship Research Report be reactivated and renamed MISW 900 Internship Research Report.

**COUNCIL COMMITTEE ON RESEARCH  
REPORT TO EXECUTIVE OF COUNCIL**

**1. Items for Approval**

The Council Committee on Research approved and presents to Executive of Council the following items for approval:

**Subject:** Name Change - Clean Energy Technologies Institute

**MOTION 1:** To approved the name change of the Type 1 Research Centre/Institute from “Clean Energy Technologies Institute (CETI)” to “Clean Energy Technologies Research Institute (CETRI)”.

Background: The Clean Energy Technologies Institute (CETI) is a Type 1 research and demonstration institute that will integrate the existing clean energy, and CO<sub>2</sub> Capture research expertise and undertake thematic research and projects to address challenges related to Greenhouse Gas mitigation and the development of alternative clean energy technologies. However, it has run into serious confusion regarding the uniqueness of name as well as issues relating to availability of a suitable URL.

**Rationale:** The acronym CETI is already used for Canadian Energy Technology & Innovation which uses the URL [www.ceti.ca](http://www.ceti.ca). A suitable URL is therefore not available for our use. Also, the acronym when pronounced is similar to SETI (The search for extraterrestrial intelligence). SETI is a very well known name. People outside SETI’s field generally find it confusing. There is also serious confusion with another CETI (Communication with extraterrestrial intelligence). Adding ‘Research’ to the name will clearly distinguish our centre on “Clean Energy” from other fields or centres. The approval of the name change will resolve all of these issues.

**Subject:** Research Centres and Institutes Policy

**MOTION 2:** That the policy on Research Centres and Institutes be revised as follows:

**Rationale:** Executive of Council approved RCH-010-005 - Research Institutes and Centres on February 25, 2015. Based on discussions with the Provincial Auditor’s Office, the Vice-President (Research) is recommending the following changes:

*To the "Foundation Documentation" and "Internal Review" sections, add the following bullet:*

- *an analysis of the institute or centre’s fit within the University’s strategic research priorities*

**Rationale** - The Provincial Auditor’s Office report states we are supposed to assess the centres,/institutes, contribution to the University’s strategic research goals. This analysis is requested in the "External Review" section but is not asked of the centre directors at any other review point.

*To the "Reporting" section, add the following paragraph:*

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

**Rationale** - the Provincial Auditor's Office was concerned that there was no mechanism for interim reporting. Adding this bullet provides that opportunity.

May 8, 2015  
Submitted by: Andrei Volodin, Chair  
Prepared by: M.Beitel, ORIP

## Research Institutes and Centres

Number: RCH-010-005  
Audience: All University employees *or* Researchers  
Issued: April 18, 2007  
Last revised:  
Owner: Vice-President (Research)  
Approved by: Board of Governors  
Contact: Vice-President (Research) – 306-585-5184

### Introduction

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

In keeping with good governance, this policy provides for the creation, management and disestablishment of University of Regina research institutes and centres.

### Definitions

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

### Policy

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

The prime objective of a research institute or centre is the generation of research product and knowledge. However, a research institute or centre may also have important non-research co-objectives, such as teaching or training, dissemination of research, or public service.

### **Types of Research Institutes and Centres**

The University has two types of research institutes and centres:

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

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

### **Funding**

Research institutes and centres are encouraged to seek out external funding so far as possible. Notwithstanding, the University may provide operating funding and in-kind support so far as competing priorities allow.

### **Duration of Research Institutes and Centres**

Research institutes and centres are expected to have longevity.

### **Leadership and Accountability of Research Institutes and Centres**

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

A director who is a faculty member of the University will continue to receive applicable benefits and privileges. Course release or other compensatory workload reduction may be agreed upon, depending on individual circumstances. Where the director is out of scope, benefits and privileges will be defined in the applicable appointment letter and by the relevant University policies.

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

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

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

### **Multi-Institutional Arrangements**

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

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

### **Signing Authority**

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

### **Financial Structures**

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

### **Office of Record**

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

### **Policy Compliance**

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

## **Consequences for Noncompliance**

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

## **Processes**

### **Establishment of a New Research Institute or Centre**

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

1. The relevant authority, in consultation with the Council Committee on Research, reviews foundation documentation (described below) and forwards the relevant

documentation with a recommendation to establish a new research institute or centre to Executive of Council

2. Executive of Council recommends on the matter to Senate
3. Senate approves the establishment of the research institute or centre and makes a recommendation to the Board of Governors
4. The Board of Governors makes a decision to establish the research institute or centre

### Foundation Documentation

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

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



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

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

## Disestablishment of a Research Institute or Centre

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

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

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

## Reporting

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

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

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

- an application of the specific performance metrics found in the institute or centre's foundation documentation, including a discussion of progress on meeting performance objectives
- a listing of publications attributable to institute or centre activities

- a listing of presentations and workshop and conference activity attributable to institute or centre activities
- a listing of communications or media activities attributable to institute or centre activities
- an assessment of any outreach or public service activities attributable to institute or centre activities
- a listing of contributions to undergraduate, graduate or internship training
- a university-year financial statement noting all monies received and expended by the institute or centre in each of its University accounts (i.e. FOAPALs)
- an assessment of the status and continued viability of the institute or centre

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

## Internal Review

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

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

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

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

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

## External Review

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

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

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

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

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

## Related Information

- [RCH-030-010 Budgetary Limits on Spending Research Funds](#)
- [OPS-010-050 Fiscal and Research Year Ends](#)
- [RCH-030-005 Research Cost Recovery](#)

**COUNCIL NOMINATING COMMITTEE**

Report to Executive of Council

**Subject:** Council Nominating Committee Report

**Background and Description:**

1. For Approval

1.1 Replacements on the Council Committee on Budget

**MOTION:** The Council Nominating Committee recommends to Executive of Council that Dr. Thomas Bredohl be appointed to the Council Committee on Budget for a three year term, effective July 1, 2015 to replace the vacancy that has resulted given that Peter Dorrington has resigned from the University of Regina, effective June 30, 2015.

**Rationale:** The Council Nominating Committee has reviewed the list of volunteers and Dr. Bredohl is the suggested candidate. Given the response to the call for volunteers, the Committee determined faculty representation, the wishes of the volunteers and the requirement that members of Council will normally be asked to serve on only one Council Committee in determining the recommendations as put forward.

2. For Information

The Council Committees membership list will be posted on the Council Website effective July 1, 2015.

Prepared by:  
D'arcy Schauerte, University Secretariat

On Behalf of:  
David Senkow, Chair, Council Nominating Committee

11 May 2015

**JOINT COUNCIL/SENATE COMMITTEE ON CEREMONIES  
REPORT TO EXECUTIVE OF COUNCIL**

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1. ITEM FOR APPROVAL

1.1 Honorary Degree Candidates for Addition to the Approved Roster

**(CONFIDENTIAL – to be distributed at the meeting)**

**MOTION 1:** That the list of honorary degree candidates for addition to the Approved Roster, *appended to the University's official file*, be approved.

**NOTE:** Please return all copies of the CONFIDENTIAL report at the end of the meeting.

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**Rationale:**

*Categories for Nomination:*

The Ceremonies Committee took the following considerations into account when selecting candidates for nomination to Executive of Council and Senate:

1. A Saskatchewan or prairie figure, well known and respected regionally for distinguished work which has earned him or her a reputation in public service.
2. A distinguished person from a professional field or the creative arts field who is recognized as having achieved a reputation for excellence.
3. A scientist, humanitarian, public servant or public figure who is recognized nationally or internationally for distinguished work and reputation.
4. A visionary leader whose presence at Convocation would be inspiring to the graduating class.
5. On occasion, special efforts may be made to mark the time or circumstance by placing special emphasis on some particular field of endeavour. Please specify:

*Exclusion list:*

The following persons are not eligible for consideration for an honorary degree:

- Current members of the Board of Governors or Senate (excluding Chancellors Emeriti);
- Current or recent members of the faculty or staff of the University;
- Current students;
- Holders of elected office at any level (such as municipal, provincial, or federal).

May 08, 2015

**UNIVERSITY OF REGINA**  
Executive of Council

**Item for Information**

**Subject:** Proposal for a Centre for Academic Advising

**Background and Description:**

As part of its first strategic priority, which focuses on student success, the University's new strategic plan, *peyak aski kikawinaw*, calls on us to "provide the necessary supports required to meet diverse student needs." More specifically, the student success objective sets out several indicators of success, including "increased retention and success rates of first-year students," "increased completion rates of Aboriginal students," and "increased completion rates of international students." The plan outlines potential steps including better supports for students who are coming into University for the first time, and implementation of retention strategies that reflect current student needs.

To help us achieve our student success objectives, a "shared" or "blended" advising model and a Centre for Academic Advising are being evaluated. At a time of spending restraint, it is important to note that the proposal involves **a reconfiguration of existing resources** rather than the establishment of new positions. A staffing complement of roughly nine people is envisaged, drawn from the existing corps of more than two dozen skilled advisors already in place in various offices around campus.

University of Regina data for the last five academic years show that we have lost an average of 775 undergraduate students per year between the Fall and Winter terms. In the 2014-15 academic year, that figure was 890. While it is true that some losses are inevitable, retention of even 1/3 of these "lost" students, in part through more effective, timely advising, will not only make a crucial difference in their GPAs, but lead to a better understanding of available support services (Hester, 2008) and help us to achieve the University's goals with regard to institutional sustainability.

The Centre will focus on incoming, undecided, transfer, at-risk, and other high-needs students, especially in Years 1 and 2. The scholarly literature suggests that such students are best served by a central unit such as that proposed here. Data suggest a strong partnership between Student Affairs and Faculty/academic offices to be extremely beneficial for postsecondary advising programs (King, 2002).

The Centre will **complement rather than replace** specialized advising in the Faculties and Schools. The proposal recognizes the continuing need for specialized advising, and advocates a blended model that will better serve the needs of all students.

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Hester, E. (2008). Student evaluations of advising: Moving beyond the mean. *College Teaching* 56 (1), 35-38.

King, N. S. (2002). Reporting through academic vs. student affairs. Retrieved on 4 May 2015 from the *NACADA Clearinghouse of Academic Advising Resources* at <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Reporting-Avenues.aspx#sthash.JU8QAa09.dpuf>

May 8, 2015

**Centre for Academic Advising:  
The Central Resource for Undergraduate Advising and Transition  
at the University of Regina**

Choose or Change Your Program or Major  
Develop and Navigate a Degree Plan  
Understand Academic Regulations and Procedures  
Deal with Academic Difficulties  
Overcome Transition Issues  
Add, Drop or Withdraw from a course  
Review Your Academic Path  
Get Referred to Appropriate Support Services

Submitted by

**John D. Smith**  
**Associate Vice-President**  
**(Student Affairs)**  
University of Regina  
May 7, 2015

In order to enhance the transition and retention of students into the University, the delivery model in which academic planning and support to students is offered must change. Instead of silos within individual faculties, there must be integration and sharing of advising responsibilities between the faculties and a centralized office that supports the advising and transition of first and second year students to the University of Regina (King, 2002). This will create the greatest impact on the retention and success of our students (Nutt, 2003).

In the following pages, a shared model of advising will be explained that will result in the following improvements to our current system:

- a central office on campus focused on academic planning for students;
- services that are more visible, accessible and timely;
- implementation of a campus wide degree audit software;
- coordinated programming for at risk students;
- direct referrals to Tutoring, Accessibility Services, Cultural Supports and Counselling;
- advising staff within the faculties will have the ability to focus on third and fourth year students;
- a coordinated voice on campus to speak to advising related issues (CAS 2012);
- cross training and developmental opportunities for advising staff (King, 2000); and
- coordinated conversion, advising and registration of incoming students.

### **The Shared Model of Advising at the University of Regina**

The time has come for the University of Regina to switch from the *decentralized* model of advising, inherited from the University of Saskatchewan 40 years ago, to the more commonly used *shared* model of advising (King, 2002). In the shared model of advising, incoming students, transfer students, students with transition issues, at risk students and those that are still exploring their academic options are serviced by a centralized advising office. This leaves the advising staff within the faculties to deal with third and fourth year issues of major course selection, ensuring timely graduation and identifying opportunities within the field, whether it is graduate school, professional programs or career identification.

By hiring personnel to staff the Centre for Academic Advising from within the ranks of the advisors currently serving in the faculties, we are able to incur no additional costs for human resources. Some staff would stay housed within the Faculties to advise third and fourth year students and some staff would be relocated to the centralized office. The huge benefit of hiring current advisors from within the ranks of the faculties is the knowledge base that is brought to the central unit. These knowledgeable advisors bring detailed awareness of the internal workings of the departments and faculties and cross train with each other. This results in a centralized service that is knowledgeable about programs throughout the University and is directly connected to the faculties and faculty personnel.

Many higher education practitioners and scholars believe that advising is core to retaining students (Tinto, 1987). The focus of this initiative is to provide the best experience for students that facilitate their efficient and successful navigation towards graduation.



### Advantages and Strengths of the Shared Model

- The new model allows for a centralized office with a focus on **successful navigation** of the University system and dealing with **transitional issues** that arise with new students, **transfer students**, and **students in academic jeopardy**.
- Third, Fourth and Fifth year students will be focused on by the Faculty Advisors who will advise on graduation requirements, graduate school, connections in the field of study, what to do with their degree, specialization areas, etc.
- **Each faculty served will have a designated lead advisor within the Centre** for Academic Advising that coordinates with the Associate Dean, attends faculty meetings, and brings the latest approved information back to the team. This is the continued connection to the faculties.
- **All advisors** within the Centre for Academic Advising **will be cross trained** with the lead Advisor being the specialist when there are unique questions or scenarios.
- There will **always be a Quick Question Desk open** at the front.
- There will be a rotating schedule of advisors taking walk-ins, advisors taking appointments, and advisors taking phone or Skype appointments.
- **Walk-in appointments** for academic triages **will always be available**.
- There will be a computer bank within the unit where **peer student workers would help register students** if needed after their appointments with the advisors.
- There will be **standardized training for new advisors**, as well as **coverage when an advisor is sick, on leave, on vacation**, or when an advisor leaves and there is a need to rehire.
- There is a **career development and progression path for advisors**, as they will now be staff of Student Affairs.

### Staffing of the Centre

The proposed complement of staff within the Centre for Academic Advising will be 8 APT staff and 1 CUPE. These staff members will be moved out of the present faculty advisor ranks identified as 27 – 32 staff members currently tasked with advising duties. (Some members are not solely responsible for advising, but supporting the faculty offices in other areas. **Identification of advisors that wish to be engaged full-time with students in an advising capacity is imperative.**)

The staff complement will be organized as follows:

- 1 x Manager of the Centre for Academic Advising (APT)
- 1 x Coordinator of Advising (APT)
- 6 x Academic Advisors (APT)
- 1 x Administrative Support (CUPE OP SERV)
- 3 x Student Assistants (CUPE)
- 10 x Student Peer Advisors (Volunteers)

- **Manager of the Centre for Academic Advising** will be responsible for the entire unit, all staff, all processes, and meeting targeted outcomes. The Manager is expected to be a player-coach and participate in walk in rotations and take appointments.
- **Coordinator of Advising** will be responsible for the front end of the operation including the Admin and Student Staff and the Student Peer Advisors. This position would ensure client service levels, student and volunteer staffing and scheduling, and would serve as the

Manager during the Manager's absence from campus. The Coordinator is expected to be a player-coach and participate in walk in rotations and take appointments.

- **Academic Advisors** will be responsible for participating in every form of advising students offered within the Centre. That could be walk in, by appointment, by phone, by Skype, quick question, or group advising. Each advisor will serve as a liaison to one faculty and serve as the resident expert on that faculty. They will train the other advisors in the faculty programs and bring all changes to the group. They will attend faculty councils and coordinate with the advising staff within the faculties.
- **Administrative Support** personnel will provide administrative support to the advising staff, as well as provide exemplary client service to the students seeking advising. They will be able to answer quick questions and refer appropriately to services on campus when needed. They will work with the student assistants and volunteers for desk coverage and distribute phone and email inquiries to the professional staff when necessary.
- **Student Assistants** will aid the admin support and professional staff with whatever tasks necessary to facilitate the best experience for the students seeking information. They will also provide break and lunch coverage for the admin support staff.
- **Student Peer Advisors** will be a volunteer force trained to facilitate simple questions by students with a heavy focus on aiding and instructing students on registration and degree audit software processes. They will provide appropriate office developed resources to students such as information sheets, degree templates, and referrals and directions to campus support offices.

### Scope of Focus

The following will be the focus of the new Centre for Academic Advising:

- Incoming, Exploratory, Undecided, and Transfer Students new to the University
- First and second year students will be a priority
- At Risk/High Risk students in concert with the Student Success Centre
- RTD students in tandem with the Academic Recovery Program and the Arts Transfer Program
- Increased access to advising staff (Hester, 2008)

The suggested division of focus, first and second year students as the focus of the Centre for Academic Advising and students in their third year and beyond the main focus of the faculties, is not a random decision. The proposed division of priorities is purposeful for the following reasons:

- Transition issues to campus and university in general happen during the first two years. By the third year within on campus, these issues have dissipated and the remaining students have learned to navigate their new environment (Tinto, 1999).
- The bulk of programs are designed with most general education and liberal arts requirements in the first two years of study. The courses for the majors are mostly concentrated in the third and fourth years.
- Students who are trying to work towards entrance into a professional program or delayed entry program will have found out by their third year whether or not they will be gaining entry into their ultimate choice. If not, they are still in the stage of exploration and decisions on final majors.
- 75% of students change their major at least once (Gordon, 1995). Many three of four times. Most of these changes will happen and be resolved within the first two years. Most third

year students will be entrenched within their final program of choice and will need the focus of the advisors within the faculties to plan for their timely graduation.

- RTD students are usually in the first two years of study. This forces the students to withdraw from their program and relocate academically to another faculty in the hopes of returning to their first choice program. This is the perfect time to deal with the transition issues and the reality that the students may need to pick a different major.
- Where students get advising, as long as they are being advised appropriately, does not have an impact on their identity with their faculty. Timely, appropriate advising and transitional support allows for the student to successfully navigate their first two years and work closely with their faculty in years three, four, and beyond. This is when they are entrenched in their major specific courses and focused on graduation and making decisions about their future careers. These students are best served by the faculty advisors and staff that can focus more specifically on these very important issues.

### **Degree Audit Software**

It has been identified as a definite need that the University invest in a cross campus degree audit software package to be used for advisors and selected personnel to track students' academic progress, program planning, and degree audit towards graduation. This software could be accessed not only by professional personnel but via a self service option by the students themselves. The Task Force on Academic Advising, the Registrar's Office, the Faculty of Graduate Studies and Research and the Academic Advisors of the University all have listed this as a high priority for student success. This serves as the opportunity to implement such software across campus with Student Affairs and the Centre for Academic Advising as the leads for implementation.

### **Initiative Timeline**

Attainable within the next fiscal year is the design and implementation of this centralized office with an **optimal launch date of January 2016**. Second optimal date would be **May 2016**.

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