

EXECUTIVE OF COUNCIL

Date: 18 March 2022
To: Executive of Council
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 23 March 2022

A meeting of Executive of Council is scheduled for 23 March 2022, 2:30-4:30 p.m. via Zoom. As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 23 February 2022** - *circulated with the Agenda*
3. **Business Arising from the Minutes**
 - 3.1 Graduate Advanced Training and Entrepreneurship (GATE) Centre - Proposal, Appendix I, pp. 2-15
4. **Remarks from the Chair**
5. **Report from the University Secretary**
 - 5.1 2022-2023 Executive of Council Meeting Schedule, *For Information*, Appendix II, p. 16
6. **Reports from Committees of Council**
 - 6.1 Council Committee on the Faculty of Graduate Studies and Research, Appendix III, pp. 17-23
 - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix IV, pp. 24-50
 - 6.3 Council Committee on Research, Appendix V, pp. 51-84
7. **Graduand Lists**
 - 7.1 Graduand Lists for Approval - Omnibus Motion - *distributed confidentially*
 - 7.1.1 Faculty of Education
 - 7.1.2 Faculty of Graduate Studies and Research
 - 7.1.3 Faculty of Kinesiology and Health Studies
 - 7.1.4 Faculty of Social Work
 - 7.1.5 Centre for Continuing Education
8. **Other Business**
9. **Adjournment**

BUSINESS ARISING FROM THE MINUTES

1. GRADUATE ADVANCED TRAINING AND ENTREPRENEURSHIP (GATE) CENTRE PROPOSAL

MOTION: That Executive of Council approve the proposal for a Graduate Advanced Training and Entrepreneurship (GATE) Centre.

Background Information:

Please review Attachments A, B, and C.



The Graduate Advanced Training and Entrepreneurship (GATE) Centre

The Faculty of Graduate Studies and Research

November 2021



The GATE Centre

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The GATE Centre

1. Vision

The University of Regina will become a catalyst for innovation and entrepreneurship in the Prairies through development of future talent and expansion/acceleration of start-up creation.

2. Rationale

The knowledge-based economy has incentivized universities to re-think their traditional academic mission (research and teaching) and advance innovation as their "Third Mission." As a result, the University of Regina will play an increasing role in the region's economic and social development as it attracts talented researchers and students, retains high-quality personnel, and produces novel research artifacts.

Henry Etzkowitz, a renowned scholar on the subject, argues that the mission of an entrepreneurial university is to promote regional development that translates research discovery into economic activity. The critical elements of an entrepreneurial university include a tech transfer office, an incubator, extensive entrepreneurship programming designed to develop an innovation ethos, and a research base with commercial potential. The UofR already possesses a solid research base with ample potential for commercialization activities. The institution is partnering with two Saskatchewan incubators to generate graduate student-led start-ups, and it is establishing a commercialization and technology transfer unit. To accelerate research and the translation of research innovations and ideas into commercial opportunities hinges on the following key pillars:

- 1) Commercialization and technology transfer unit ✓
- 2) Incubator ✓
- 3) Graduate Advanced Training and Entrepreneurship Centre

With the first two pillars established, the current goal is to integrate opportunities and support for translating research and innovation into economic activity and incentivize the pursuit of entrepreneurship and commercialization across campus activities.

Establishing a **Graduate Advanced Training and Entrepreneurship (GATE) Centre** will serve an important need for the provision of entrepreneurship programming and training to students. The GATE Centre will help FGSR meet Graduate student demand for professional and entrepreneurial training and position the University to be a leader in graduate student career preparation and social innovation training (social R&D). Expanding the career paths is relevant to all graduate students, particularly the PhD graduates, for whom traditional academic career paths are less certain. National statistics and graduate employment outcomes data indicate that the number of PhDs, particularly PhDs in the humanities and social sciences, pursuing tenure track academic careers continues to decline. A few institutions have been tracking graduate career outcomes and the diversity of the ways in which graduate students can contribute to the world broadening the scope of career-related training and social innovation.¹

¹ McAlpine, L., & Austin, N. (2018). Humanities PhD graduates: Desperately seeking careers? *Canadian Journal of Higher Education*. 48 (2), 1-19.

See also: Reithmeier, Reinhart, Liam O'Leary, Xiaoyue Zhu, Corey Dales, Abokor Abdulkarim, Anum Aquil, Lochin Brouillard et al. "The 10,000 PhDs project at the University of Toronto: Using employment outcome data to inform graduate education." *PloS one* 14, no. 1 (2019): e0209898. Available: https://www.sgs.utoronto.ca/wp-content/uploads/sites/253/2019/06/SGS_Overview_10KPhDsProject.pdf



Importantly, the GATE Centre focuses on social innovation through partnerships with non-profit and community organizations, as well as with the City of Regina, to help graduate students acquire more experiential training while solving social and community challenges. The CityStudio initiative mentioned below, for example, offers a strong model for partnership and the need to provide graduate student social innovation and entrepreneurship training to help address community challenges. The GATE Center will serve the larger goal of brand-differentiation for the institution as a hub of innovation in the Prairies and will contribute to the university's efforts to attract high quality students as well. The GATE Centre will work closely the AVPR to develop a model of intellectual property co-creation that clearly recognizes the importance of the graduate student in the IP creation based on the new commercialization strategy.

The partnership-focused model of the Centre involves developing joint initiatives to identify synergies with units and organizations, such the Community Engagement and Research Centre (CERC) and ENACTUS Canada, among a list of potential partners who have already expressed readiness to work with GATE (see partnership list). Additionally, the Centre will work with the MITACS Development Officer to identify new community partners involved in the social innovation and social R&D spaces. The potential to locate the Centre in Innovation Place will increase opportunities for intersection with businesses and start-ups that are located in the Innovation Place space. The partnership with Innovation Place will provide to support the financial and long-term sustainability of the Centre.

3. Alignment with the U of R Strategic Priorities

The GATE Centre aligns with the U of R's strategic priorities that seek to promote student success. The Centre will deliver "supports to graduate career-ready students," and training programs to "ensure they develop the independence and agency to pursue their life and career goals."²

The University's Strategic Plan states: "We will discover and meet students' needs and provide them with the support they require to thrive in their programs and graduate in a timely manner." Graduate schools have increasingly recognized career readiness and entrepreneurship training constitute primary areas of professional development to ensure a successful transition of graduates from university to workplace. In addition, a significant number of our graduate students are increasingly taking the co-op option, which helps them transition into the workplaces in Saskatchewan.

The GATE Centre will streamline and coordinate graduate professional development and entrepreneurship activities. As a non-research centre, our primary mission is to promote career readiness of graduate students and postdoctoral fellows, and thus foster a culture of entrepreneurship and innovation in alignment with the strategic priorities of the University.

The five strategic priority areas, discovery, truth and reconciliation, wellbeing and belonging, environment and climate action, impact and identity, as well as the goals outlined in the plan, envision the university working very closely with internal and external partners to contribute to the economic and social development of the City of Regina and the Province.

² <https://www.uregina.ca/strategic-plan/>



The UofR goal of promoting entrepreneurship, innovation and career-readiness through training and mentorship is part of the VPR's concerted efforts to establish an entrepreneurial and innovation ecosystem at the University of Regina that is student-centric, partnership-focused and transformational. The ecosystem nurtures future talent and a start-up, entrepreneurial culture within the region and the province. Such a goal is also in synch with the Province's Growth Plan.

4. Advanced Training and Entrepreneurship Programming

The Centre works with other units to develop essential skills programming that complements the academic/disciplinary training available in graduate programs at the master's and doctoral levels. The shift toward fostering an entrepreneurial mindset will be supported through a wide array of programming that includes:

Grad program and Kickstart-U programming

The Centre will work with Faculty of Business Administration to promote entrepreneurship training and professional skills development for graduate students looking at commercializing the outcomes of their research. The program would involve skills development programming provided by the Faculty of Business Administration and would be followed up with a capstone project whereby the program participants would be led through the Kickstart-U program of Foresight.

e-Mentoring and networking programs

The Centre for Entrepreneurship and Graduate Development will be hosting networking events connecting graduate students and postdocs to match them with potential industry and community partners. The Centre will also help students develop effective pitch for their innovative ideas and new ventures through a number of workshops and events to build new companies. Another major goal of the e-mentorship is to connect students with successful entrepreneurs and mentors outside the University community to help expand student networks.

Start-Up services voucher

The Centre for Entrepreneurship and Graduate Development will work with the VPR Office to develop Start-Up Services Voucher. The voucher program will support emerging UofR entrepreneurs with up to \$5,000 worth of business services including business plan development and consulting services.

Competitive technology transfer/innovation grant

The FGSR will establish a limited pool of competitive scholarships to promote graduate student and postdoc innovation and help identify promising technologies and innovations. Modeled after NSERC Idea to Innovation program, the funding supports testing innovative ideas and new technologies with the goal of commercializing them.

Indigenous Entrepreneurship Unconference

Working with local Indigenous organizations and external partners, such as Grand Challenges Canada³ and the Toronto-based Indigenous Centre for Innovation and Entrepreneurship⁴ to launch an annual Indigenous Entrepreneurs Unconference to identify innovative ways of addressing the challenges Indigenous communities face and build sustainable enterprises.

Grand Challenges

³ <https://indigenouinnovate.org/home>

⁴ <https://www.toronto.ca/business-economy/business-start-ups/incubators/indigenous-centre-for-entrepreneurship/>



Annual Grand Challenge event invites graduate students from across the Prairies to compete for prizes and recognition of their innovations.

CityStudio initiative

In partnership with the City of Regina, the CityStudio⁵ model presents an opportunity to further the visions of the City and the University through collaborative projects that help:

- Support a culture of social innovation and community engagement among students and Faculty
- Develop new experiential learning opportunities for students (e.g., support to graduate “career-ready” students)
- Create more collaboration opportunities between Students, faculty, and City Staff to address community challenges
- Retention of skilled graduate students to live in the City and the Province
- Pro-active engagement with the City of Regina and other community partners

5. Governance

Leadership and Accountability

The Dean of FGSR will oversee the Centre’s overall strategic direction and initiatives. An Advisory Board will be established to advise the Dean and an annual activities plan will be shared with the board for approval.

Policy Compliance

The Centre shall conform to University policies and procedures, available on the policy website:

[University of Regina Policy | Policy, University of Regina](#)

Reporting and Review

The Centre shall report annually to the VPR on its activities, membership, challenges and opportunities. The Manager of the Centre is responsible for preparing the annual report and for review and approval by the Dean of FGSR.

Equity, Diversity, and Inclusion

The Centre’s commitment to Equity, Diversity, and Inclusion (EDI) will be embodied in programming that supports diverse communities. The Centre will work with partners to deliver specialized programming to students from traditionally disadvantaged communities and students with disabilities. Through capacity building in Indigenous communities, as part of the University’s commitment to Truth and Reconciliation, or promotion of social innovation enterprise.

6. Funding

The Centre will have sufficient internal funding from FGSR and the VPR office, and attract external funding, in addition to generating sufficient revenue to offset fully or partially operating costs.

Other potential revenue sources for the Centre include: (1) registered graduate students, (2) undergraduate students, (3) students from outside of UofR, such as students in SaskPolytech, and (4) professionals. For registered graduate students, FGSR is considering the feasibility of charging an annual professional development fee (to support and expand the graduate development). Current and former graduate students can register into any workshops and

⁵ CityStudio Vancouver: <https://citystudiovancouver.com/launch-a-citystudio/>



professional non-credit certificates/micro-credentials offered through the Center and FGSR without the need to pay additional fees.

The workshops offered through the Centre could also be made available for undergraduate students at UofR as well, FGSR is considering to charge a fee of \$25 per workshop. For students from outside of UofR, a higher fee will be charged, compared with UofR undergraduate students. The revenue generation potential from these streams is expected to reach \$200,000 annually.

The Centre will also seek funding from external sources such as credit unions and industry partners whose mission aligns with the goal of promoting entrepreneurship, innovation and career-readiness in postsecondary higher education. The Centre offers the U of R a naming fund raising opportunity to partner with external donors and to create a sustainable funding stream for student entrepreneurship training and support.

The Centre's expenses will be mainly staff, workshop materials, and potentially hiring instructors. Once the Centre is fully operational, one full-time out of scope position and a co-op graduate student will be needed. The annual cost for staff will be about \$100,000. We expect another \$50,000 will be used to hire instructors for workshops to provide consistent programming. The Centre should be able to recover these costs through the above potential revenues.

7. Physical Resource Requirements

GATE will lease office and meeting room space from Innovation Place. Funds for rent will be raised from external funding and partnership grants with local, Provincial or Federal organizations.

8. Staffing

The Manager of Graduate Engagement and Special Projects at FGSR will be working half time managing the day-to-day operations in the first year until a permanent Centre manager/director is hired. A co-op graduate student will be hired to assist the manager/director.

The permanent director/manager will be a person with a proven track record experience in the innovation/entrepreneurship sector who will oversee and expand the initiatives outlined above.

Contingent on growth and expansion, the Centre will need to eventually hire an Engagement and Events Coordinator responsible for working closely with stakeholders to develop and plan events.

9. Partnerships

The GATE Centre will work with a number of internal partners such as the Faculty of Business, Career Services, and UR International. In addition, the Centre will establish strong relationships and collaboration with a number of external partners such as:

City of Regina: Work with the City on identifying innovative solutions that build our communities. The Social Development Grants offers a funding opportunity for the Centre to build capacity in the non-profit sector:
<https://www.regina.ca/about-regina/grants-scholarships/community-investment-grants/social-development-grants/>

Conexus Venture Capital: Founded by Conexus Credit Union, Conexus Venture Capital invests time, knowledge and capital in Saskatchewan and Canadian high-growth start-ups, helping to fuel growth in the local innovation economy.



Conexus Venture Capital currently has two venture capital funds: the Conexus Venture Capital Fund #1 and Emmertech. See: <https://www.conexus.ca/Business/Resources/VentureCapital/>

Co.Labs: Partner with Saskatoon-based Co.Labs on training and initiatives that help students launch their careers in tech. For example, the Co.Lab's Semi-annual summits for future founders and tech employees connects students with "experts about what it takes to be a founder + opportunities to work in development, marketing, sales, product, and much more." See <https://www.co-labs.ca/co-learn>

Economic Development Regina (EDR): The Centre will seek to partner with EDR to capitalize on the synergies between the two partners as they seek to "supports industry growth and diversification through retention, development and attraction of industry and tourism;" and find "innovative ways to promote sustainable growth while effectively addressing the challenges associated with it." See: <https://economicdevelopmentregina.com/about>

Innovation Place: The Centre will reside at Innovation Place to capitalize on proximity to its "collaborative community that helps emerging and established technology companies thrive through flexible space and supportive partnerships." The Crown organization supports the advancement and success of Saskatchewan's technology sector through the development and operation of research parks: <https://www.innovationplace.com/>

The Regina Open Door Society (RODS): A non-profit organization that provides settlement and integration services to refugees and immigrants in Regina. RODS is committed to meeting the needs of newcomers by offering programs and services that enable them to achieve their goals and participate fully in the larger community.

10. Other resources

TBD

Table 1: Submission Template Summary

Target areas for the additional operating grant allocation in 2021-22 and 2022-23 to support long-term financial sustainability					Steady State		
Priority Area	Goals/Objectives	Actions	Targets/Outcomes	Measures	Revenue	Expenses	Net
Revenue Generation	Increase our revenue through the provision of non-credit graduate level training to graduate students and postdocs	Hire manager/director with background in entrepreneurship and innovation training who will build an entrepreneurship training program and partner with Faculties/units to establish specialized micro-certificates	Build entrepreneurship programming and apply for training grants from industry, provincial and Federal funding agencies	Recording of revenues provided through student fees	The official launch of the GATE centre a fee structure will be set up to ensure the long term sustainability of the centre and uninterrupted provision of graduate professional development training for all grad students and postdocs	\$150K	\$>



COUNCIL COMMITTEE ON ACADEMIC MISSION

3737 Wascana Parkway
Regina, Saskatchewan, Canada S4S 0A2
<http://www.uregina.ca/president/governance/council/CCAM.html>

March 11, 2022

Re: GATE Proposal

Dear Members of Executive of Council,

The Dean of the Faculty of Graduate Studies and Research met with CCAM on March 1st to provide an overview the Graduate Advanced Training and Entrepreneurship (GATE) proposal and entertained questions. CCAM discussed this item initially after the presentation and at a special meeting on March 7th. After carefully reviewing the proposal and meeting with the Dean, CCAM supports the GATE proposal in principle and has made the following recommendations to members of Executive of Council for their consideration.

1. CCAM recognizes the current and ongoing fiscal challenges of the University and suggests that the proposal requires further clarification about the source of funding for the GATE Centre as it was not clear where the source of the funds would come from or how the funding will be sustained in the long-term. Further consultation with the Council Committee on Budget is also recommended.
2. CCAM recommends that the proposal go into greater detail about how the GATE Centre would be accessible and beneficial to all graduate students, not just students in specific disciplines with linkages to industry. To that end, the Committee recommends further consultation with graduate programs.
3. CCAM suggests that the proposal could benefit from more explanation about the GATE Centre's governance structure. Specifically, it would be helpful if there were more information about the role of the Director of Centre and how this position is going to be filled. (E.g., will the Director be an academic?)
4. CCAM was not clear from the GATE proposal if there are guidelines or criteria regarding what types of businesses would partner with the Centre. If there are existing criteria for these types of partnerships, this information could be included in the proposal.

It is our sincere hope that these suggestions are helpful to members of Executive of Council in their discussions of this proposal.

Sincerely,

A handwritten signature in black ink that reads "CHRISTINA WINTER".

Christina Winter, Chair
Council Committee on Academic Mission

Addendum to the GATE Proposal

Following the EofC January meeting's motion, Dr. A. Douai reached out to CCAM and Dr. Roger Petry to solicit further input on the GATE proposal. The summary of the consultations below will be incorporated in the Centre's initiatives and activities.

I. CCAM members received the proposal and provided helpful comments and suggestions to ensure that GATE does serve all graduate students regardless of their field of study. At CCAM meeting (03/01/2022), committee members sought clarification around potential fees, governance structure and focus on graduate student development. The discussion was very constructive and CCAM expressed support. Following the meeting, additional feedback was provided by CCAM (letter dated 03/11/2022 – Attached). Responses to CCAM's recommendations in that letter are provided:

1. CCAM recognizes the current and ongoing fiscal challenges of the University and suggests that the proposal requires further clarification about the source of funding for the GATE Centre as it was not clear where the source of the funds would come from or how the funding will be sustained in the long-term. Further consultation with the Council Committee on Budget is also recommended.

The Centre will not lead to any financial burden on students or risk for the university because it will receive internal funding from the FGSR and the VPR office for the pilot phase. FGSR will be working with UAC to raise external funding, in addition to generating sufficient revenue to offset fully or partially operating costs from other users such as: (1) undergraduate students, (2) students from outside of UofR, such as students in Saskatchewan Polytechnique, and (3) professionals. Current and former graduate students can register into any workshops and professional non-credit certificates/micro-credentials offered through the Center and FGSR without the need to pay additional fees.

In addition to external donors, one of the potential avenues for financially sustaining the centre is to review graduate student application fees and look at a slight increase in application fees since the current fee of \$100 is the lowest fee among comprehensive universities. It is important to note that any additional student fees that might be contemplated in the future would require approval of the Board of Governors.

After consultation with the University Secretary, it was noted that CCB review is limited to recommendation by CCUAS, CCFGSR or Executive of Council. The University retains the ability to disestablish the Centre if it is not financially sustainable in the future, thus minimizing financial risk. We are happy to answer any specific questions of Executive of Council at its meeting on 03/23/2022.

2. CCAM recommends that the proposal go into greater detail about how the GATE Centre would be accessible and beneficial to all graduate students, not just students in specific disciplines with linkages to industry. To that end, the Committee recommends further consultation with graduate programs.

The GATE Centre focuses on graduate student professional development that promotes career readiness and positions graduate students to succeed after graduation. The emphasis on essential and transferrable professional skills, including the ability to translate knowledge to multiple audiences, effective leadership of teams and project management skills, are relevant to all graduate students regardless of discipline. The GATE Centre will help FGSR develop programming specifically

tailored to graduate students and thus prioritize professional development within the graduate student experience at the UofR. Expanding the career paths is relevant to all graduate students, particularly PhD graduates, for whom traditional academic career paths are less certain.

The other major area of focus for GATE includes the focus on cultivating an entrepreneurial mindset and the promotion of social innovation training (social research & development) through the expansion of partnerships. As the proposal states, “the GATE Centre focuses caters to broader interests and needs of graduate students and emphasizes social innovation through partnerships with non-profit and community organizations, as well as with the City of Regina, to help graduate students acquire more experiential training while solving social and community challenges. The CityStudio initiative mentioned below, for example, offers a strong model for partnership and the need to provide graduate student social innovation and entrepreneurship training to help address community challenges.”

Consultations with graduate programs have already been undertaken on multiple occasions with the Associate Deans, Graduate and Research, as well as the CCFGSR. In addition, consultations with UofR students and alumni have been conducted.

3. CCAM suggests that the proposal could benefit from more explanation about the GATE Centre’s governance structure. Specifically, it would be helpful if there were more information about the role of the Director of Centre and how this position is going to be filled. (E.g., will the Director be an academic?)

The proposal envisions that a director with relevant background and experience (not an academic) will be managing the day-to-day operations of the GATE Centre. The director will work closely with FGSR Associate Dean, Engagement and Partnerships, who has daily oversight of all engagement programming at the FGSR. The director will have the experience in leading professional development training and a successful record of building partnerships with non-profit, community, industry, and government stakeholders.

The overall quality of the GATE Centre’s programming will be overseen and vetted by academics FGSR Associate Dean, Engagement and Partnerships, and, ultimately, the FGSR Dean. Regular reports will be shared with CCFGSR to provide additional academic oversight.

4. CCAM was not clear from the GATE proposal if there are guidelines or criteria regarding what types of businesses would partner with the Centre. If there are existing criteria for these types of partnerships, this information could be included in the proposal.

The GATE Centre seeks to establish strong relationships and collaboration with a number of external partners that includes organizations from the non-profit and voluntary sectors, community organizations and industry to ensure that the activities and initiatives serve a broader range of student needs and interests. A sample list of potential partners was included in the proposal and it is not meant to be exhaustive.

The Center will follow the University of Regina’s relevant policies and criteria regarding partnerships.

II. Consultations with Dr. Petry (02/014/2022) indicate that it’s important for the GATE Centre’s activities to remain open to other approaches to entrepreneurship (e.g., non-profit sector) so as to “provide graduate

students with a diversity of livelihood approaches when providing training and allow graduate students the opportunity to consider what best suits their interests, research, and situation.”

The Centre will work with other units around campus to supplement graduate professional skills development, enhance student career readiness, and connect students to other sectors while taking into account the specific context of Saskatchewan. Some of potential partners and units that GATE will reach out to include: Faculty of Arts Community Outreach Unit, Luther College and Non-Profit and Voluntary Studies Sector Network (NVSSN), Office of Indigenous Engagement, U of R and International Association of Universities work on Responsible Consumption and Production (UN Sustainable Development Goal 12).

III. URSU and Alumni Consultations

A number of meetings and consultations were undertaken to gauge student and alumni support for the initiative. Meetings with alumni underscored the urgent need for such an initiative to help the UofR catch up with other postsecondary institutions already offering such programming. Similarly, URSU leaders and executive expressed strong support and excitement for such initiative, including at a presentation the Dean of FGSR delivered to URSU Executive on March 15.

EXECUTIVE OF COUNCIL MEETING SCHEDULE

Executive of Council Meetings 2022-2023

All meetings are on Wednesday from 2:30-4:30 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

<u>Meeting Dates</u>	<u>Deadline for Agenda Items*</u>
September 28, 2022	September 16, 2022
October 26, 2022	October 14, 2022
November 23, 2022	November 10, 2022
January 25, 2023	January 13, 2023
February 22, 2023	February 10, 2023
March 22, 2023	March 10, 2023
April 26, 2023	April 14, 2023
May 24, 2023	May 12, 2023
June 21, 2023	June 9, 2023

*Graduand lists may be submitted up to 10:30 a.m. on the day of the meeting. However, notification of graduand lists for submission must be received by the deadline date.

**REPORT TO EXECUTIVE OF COUNCIL
FROM THE COUNCIL COMMITTEE ON THE
FACULTY OF GRADUATE STUDIES AND RESEARCH
23 MARCH 2022**

1. FACULTY OF NURSING

1.1 Collaborative Nurse Practitioner Program (CNPP) – Change to Admission Requirements

MOTION: That the admission requirements change for the Collaborative Nurse Practitioner Program (CNPP), effective 202230.

Current (https://www.uregina.ca/gradstudies/future-students/programs/nursing.html)	Proposed
<p>Admission</p> <p>Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research and additionally have:</p> <ul style="list-style-type: none"> • an overall grade point average of 75% in the last 60 credit hours of most recent post-secondary studies; • completion of an approved baccalaureate nursing program; • proof of licensure or registration as a registered nurse (RN) including registration number in a Canadian province or territory; • completion of a minimum of two (2) years of clinical practice experience as a RN within the last five years; to be shown in the CV. The CV should include your education background, nursing & work history, community involvement, special contributions and acknowledgements; please submit your CV in a Word or PDF document format to: grad.docs@uregina.ca • a written essay addressing the following topic: A graduate-level nurse practitioner program is very demanding. How do you intend to address the demands? (500-1000 words). This will include proper APA standards and formatted properly. • Authorization for Release of Personal Information form 	<p>Admission</p> <p>Applicants must satisfy the admission requirements of the Faculty of Graduate Studies and Research, <i>be licensed to practice as a RN in a Canadian Province(s) or Territory and additionally have:</i></p> <ul style="list-style-type: none"> • <i>Have</i> an overall grade point average of 75% in the last 60 credit hours of their most recent post-secondary studies; • <i>Demonstrate</i> completion of an approved baccalaureate nursing program; • proof of licensure or registration as a registered nurse (RN) including registration number in a Canadian province or territory <i>Indicate which Canadian Province(s) or Territory applicant has licensure as a registered nurse;</i> • completion of a minimum of two (2) years of clinical practice experience as a RN within the last five years; to be shown in the CV. The CV should include your education background, nursing & work history, community involvement, special contributions and acknowledgements; please submit your CV in a Word or PDF document format to: <i>Provide a curriculum vitae CV/resume and cover letter. CV/resume should include your education (formal and continuing nursing education), nursing and work history, professional practice and/or community involvement. The cover letter (maximum 1 page) should include why you are interested in becoming a Nurse Practitioner and what supports you have that will ensure your success in the program.</i> • a written essay addressing the following topic: A graduate-level nurse practitioner program is very demanding. How do you intend to address the demands? (500-1000 words). This will include proper APA standards and formatted properly. • <i>Sign the Authorization for Release of Personal Information form;</i>

	<ul style="list-style-type: none"> • <i>In addition to two references required for FGSR, we require a third reference. Minimally, two of the references should be familiar with the applicants nursing practice (i.e., manager, supervisor, clinical faculty, preceptor); applicants must refer to FGSR criteria for further details.</i>
<p>Additional Risk Management Requirements following acceptance into the program. NOTE: these documents must be submitted to the Clinical Coordinator via email at cnpp@saskpolytech.ca or by fax at 306-775-7791</p> <p>Students admitted to the CNPP program must provide the following documentation no later than September 30:</p> <ul style="list-style-type: none"> • A Vulnerable Sector Search (VSS). Please note that a Criminal Record Check is done within this document. **IMPORTANT** Please indicate to your local Police Department of RCMP detachment that you require a <i>Vulnerable Sector Search</i> for educational and clinical placement purposes, as you will be working with the elderly, the infirm, children, youth and other vulnerable populations. This document must be dated within 3 months from acceptance into the program. • A record of immunization. Specific immunization may be required for certain clinical placements, such as the influenza immunization. Students who refuse or are unable to comply with this requirement may be at risk for not being able to complete required components of the program. • Basic Life Support (BLS) for Healthcare Providers (C) • Respiratory Mask FIT Testing • HSPnet Consent Form • Workplace Hazardous Materials Information System (WHMIS) Training • Workers Compensation form • Confidentiality Agreement <p>Application Deadline here. NOTE: Applications from out of province candidates are welcome but first consideration will be given to Saskatchewan residents.</p>	<p><i>Risk Management Requirements</i> <i>NOTE: details pertaining to these documents and the submission process will be provided after acceptance into the program.</i></p> <p>Additional Risk Management Requirements following acceptance into the program. NOTE: these documents must be submitted to the Clinical Coordinator via email at cnpp@saskpolytech.ca or by fax at 306-775-7791</p> <p>Students admitted to the CNPP program must provide the following documentation no later than September 30:</p> <ul style="list-style-type: none"> • A Vulnerable Sector Search (VSS). Please note that a Criminal Record Check is done within this document. **IMPORTANT** Please indicate to your local Police Department of RCMP detachment that you require a <i>Vulnerable Sector Search</i> for educational and clinical placement purposes, as you will be working with the elderly, the infirm, children, youth and other vulnerable populations. This document must be dated within 3 months from acceptance into the program. • A record of immunization. Specific immunization may be required for certain clinical placements, such as the influenza immunization. Students who refuse or are unable to comply with this requirement may be at risk for not being able to complete required components of the program. • Basic Life Support (BLS) for Healthcare Providers (C) • Respiratory Mask FIT Testing • HSPnet Consent Form • Workplace Hazardous Materials Information System (WHMIS) Training • Workers Compensation form • Confidentiality Agreement <p>Application Deadline here. NOTE: Applications from out of province candidates are welcome but first consideration will be given to Saskatchewan residents. <i>Quebec does not support practice experiences for students enrolled in out of province programs. Applicants from Quebec should contact the program prior to applying.</i></p>

Rationale:

N. B. Applications submitted prior to the June effective date will be accepted and reviewed based on past requirements.

- Rewritten for greater clarity.

- The requirement for applicants to be licensed in a Canadian jurisdiction moved to the beginning to eliminate applications from registered nurses who do not have Canadian licensure.
- Essay requirement replaced by a cover letter as essay has not been identified by faculty as reflective of student writing ability, and reading the essays is a labour-intensive process for the applications sub-committee.
- Removal of the practice experience as a registered nurse. Studies have identified:
 - that cumulative undergraduate GPA as well as GPA specific to nursing/scientific criteria are predictors of successful completion of NP programs and certification (licensure) exams whereas years of nursing practice are not a predictor of success;
 - there is no significant relationship between year of completion of a BSN program (years of experience) and success in the NP program; and
 - more recently, a study revealed that “Age was a negative predictor of on-time graduation,... finding supported by three articles in the nursing literature.

(end of Motion 1)

2. JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

2.1 Master’s Certificate in Non-Profit Management – Discontinue Program

MOTION: That the Master’s Certificate in the Non-profit Management be discontinued, effective 202230.
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Rationale:

This program has recorded low enrollments in the past three years compared to other JSGS certificate programs.

Note: One student in program, requirements are completed, student needs to apply to graduate.

(end of Motion 2)

2.2 Master’s Certificate in Social Economy, Co-operatives and the Nonprofit Sector – New Program

MOTION: That a Master’s Certificate in Social Economy, Co-operatives and the Nonprofit Sector be created, effective 202230.
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Proposed	Total credit hours
Certificate in Social Economy, Co-operatives and the Nonprofit Sector	
JSGS 849	3
Two Electives: JSGS 810, JSGS 838, JSGS 811, JSGS 846, or JSGS 808	6
Total	9

Rationale:

The proposed certificate combines JSGS Non-profit Management Certificate offered exclusively at the University of Regina with the JSGS Certificate in Social Economy and Co-operatives offered exclusively at the University of Saskatchewan. The two certificates in their current form have many areas of overlap. Combining the two certificates would eliminate repetitions and create space for co-teaching/expertise sharing. Additionally, merging the two

certificates would streamline course content, which will ultimately ‘tidy up’ our course offerings and make them more thematically focused. This process of course revision will emphasize skill creation rather than mere theoretical/policy considerations of the respective sectors. This merge also increases the value proposition and makes marketing for the proposed certificate more cost-effective. Finally, this merge further promotes the one-school approach with respect to utilizing the school’s existing faculty complement at both campuses as outlined in the JSGS Strategic Plan.

(end of Motion 3)

2.3 Master’s Certificate in Science and Innovation Policy – New Program

MOTION: That an on-line Master’s Certificate in Science and Innovation Policy be created, effective 202230.

Proposed	Total credit hours
Master’s Certificate in Science and Innovation Policy	
JSGS 859	3
JSGS 806	3
One Elective: JSGS 882, JSGS 808, JSGS 880, or NORD 847	3-4
Total	9-10

Rationale:

The proposed certificate combines courses that are currently being offered at JSGS to offer graduate-level training that incorporates theory, methodology and practical policy applications. The proposed program will fill and educational gap in Saskatchewan and Canada and create unique educational value on matters of science and innovation policy, policy analysis, as well as governance, leadership, strategic management or scientific and technological Innovation in the circumpolar world.

(end of Motion 4)

2.4 Master’s Certificate in Indigenous Nation Building – Program Change

MOTION: That the Master’s Certificate in Indigenous Nations Building electives be changed, effective 202230.

Current		Proposed	
Indigenous Nations Building Certificate		Indigenous Nations Building Certificate	
JSGS 893	3	JSGS 893	3
JSGS 894	3	JSGS 894	3
JSGS 895	0	JSGS 895	0
JSGS 8xx or approved elective*	3	JSGS 8xx or approved elective *One Elective: JSGS 896, JSGS 851, JSGS 808, or JSGS 863	3
Total	9	Total	9
*Subject to approval of the Graduate Chair.		*Subject to approval of the Graduate Chair.	

Rationale:

The Indigenous Nations Building Certificate is offered at both the U of S and U of R JSGS campuses. The electives listed are what were passed at the U of S, so we need to add this to the U of R certificate in order to be consistent.

(end of Motion 5)

FOR INFORMATION

1. COURSE DELETION

Faculty of Education (Effective 202220)

EC&I 861

EC&I 862

EC&I 863

2. NEW COURSES

Faculty of Education

EC&I 864 Theories & Research in Pedagogical Grammar (3)

This course examines theories and research in pedagogical grammar, a research domain concerned with how grammar can be taught to second language learners. Topics include linguistic description, teaching methods, designing lessons, choosing materials and understanding learner errors. There will be a focus on integrating grammar into communicative language instructional approaches.

EC&I 865 Curriculum and Instruction in Second Language Education (3)

Drawing on current theories of second language learning, this course examines second language education in language and content lessons. Topics include the history of second language teaching; issues in pedagogical practice; assessment; curriculum innovation and the design of learning activities and assessment in a variety of settings and programs.

EC&I 880 Enjeux relatifs à la réussite des élèves autochtones en SLM (3)

Ce cours se donne en ligne et vise à sensibiliser à l'enseignement et à l'usage d'approches pédagogiques intégrant d'autres types de savoirs, savoir-faire, savoir-être et savoir-devenir du patrimoine canadien. Son objectif ultime est de répondre à l'appel à l'action de la Commission sur la vérité et réconciliation (CVR).

Johnson Shoyama Graduate School of Public Policy (Effective 202230)

NORD 847 Circumpolar Innovation and Entrepreneurship (4)

This course examines the manner in which scientific and technological innovation, or the commercialization of technology-based products and services, is shaping the circumpolar world. Nations around the world have identified innovation as being the cornerstone of economic competitiveness and critical to everything from job creation to environmental sustainability.

JSGS 896 Indigenous Nation Building in Canada (3)

This course will explore critical nation-building issues confronting Indigenous peoples in Canada. The course will examine multi-dimensional settings that confront Indigenous peoples in the pursuit of social, cultural, political, educational, and economic development. It will provide in-depth, hands-on exposure to issues related to nation-building.

3. COURSE CHANGES

Faculty of Nursing (Effective 202220)

Current	Proposed
MNUR 802 Advanced Health Assessment and Diagnostic Reasoning (3)	MNUR 802 Advanced Health Assessment and Diagnostic Reasoning (3)
Phases of clinical judgment and various diagnostic reasoning models are explored in the context of direct patient care. Health maintenance concepts and diagnostic reasoning skills are developed. The mandatory one-week on-campus residency is designed to develop and evaluate health assessment and diagnostic reasoning skills. Prerequisite: MNUR 800. While enrolled, the student will engage in 16 hours of practice education experience. Additionally, a one week mandatory residency in Regina is held at the end of this course. The residency will account for 16 lab hours. Pre-requisite: MNUR 800 and MNUR 803	Phases of clinical judgment and various diagnostic reasoning models are explored in the context of direct patient care. Health maintenance concepts and diagnostic reasoning skills are developed. The mandatory one-week on-campus residency is designed to develop and evaluate health assessment and diagnostic reasoning skills. Prerequisite: MNUR 800. While enrolled, the student will engage in 16 hours of practice education experience. Additionally, a one week mandatory residency in Regina is held at the end of this course. The residency will account for 16 39 lab hours. Pre-requisite: MNUR 800 and MNUR 803

Johnson Shoyama Graduate School of Public Policy (Effective 202230)

Current	Proposed

JSGS 894 Indigenous Nation-building (3)	JSGS 894 Indigenous Nation-building <i>Nation Building in Practice</i> (3)
JSGS 849 Social Economy and Public Policy (3)	JSGS 849 <i>Foundations in</i> Social Economy and Public Policy (3)
JSGS 811 Nongovernmental Organizations and Alternative Service Delivery (3) This course examines the increasing role played by the third sector in Canada. Students will examine alternative allocations of responsibility for solving particular social and public problems--voluntary, not-for-profit, for-profit, joint public/private, publicly encouraged/subsidized, and publicly coerced--along with examples, reasons, and theories for particular forms of organization, new methods of accountability and tensions between government and its new partners.	JSGS 811 Nongovernmental Organizations and Alternative Service Delivery <i>Foundations of the Nonprofit Sector</i> (3) This course examines the increasing role played by the third sector in Canada. Students will examine alternative allocations of responsibility for solving particular social and public problems--voluntary, not-for-profit, for-profit, joint public/private, publicly encouraged/subsidized, and publicly coerced--along with examples, reasons, and theories for particular forms of organization, new methods of accountability and tensions between government and its new partners. <i>JSGS 811 provides a descriptive and analytical overview of the Canadian voluntary sector. This graduate course focuses on the structure of the voluntary sector, its history and relationship with government. This course challenges students to assess criteria, which determine the enabling policy environment for non-profit organizations.</i>
JSGS 810 Nonprofit Leadership and Governance (3) This course will introduce students to strategic leadership issues in the non-profit sector, focusing on governance, executive leadership and board of directors' roles in strategy formation and implementation. The course will feature the application of strategic and operational management tools and techniques to non-profit organizations, analyzing external, competitive and internal environment; developing objectives; understanding current strategy; formulating and implementing future directions.	JSGS 810 Nonprofit Leadership and Governance <i>Co-operatives and Nonprofit Governance and Leadership</i> (3) This course will introduce students to strategic leadership issues in the non-profit sector, focusing <i>board-run organizations such as co-operatives and non-profits. The course will focus</i> on governance, executive leadership, <i>interactions with external stakeholders</i> , and the board of directors' roles in strategy formation and implementation. The course will feature the application of strategic and operational management tools and techniques to non-profit organizations, analyzing external, competitive and internal environment; developing objectives; understanding current strategy; formulating and implementing future directions.

**REPORT TO EXECUTIVE OF COUNCIL
FROM THE COUNCIL COMMITTEE ON
UNDERGRADUATE ADMISSIONS AND STUDIES
23 MARCH 2022**

ITEM(S) FOR APPROVAL:**1. FACULTY OF ARTS****1.1 Certificate in Economics – Program Revision**

MOTION: To add the following note to the Certificate in Economics, effective 202230.

Credit Hours	Certificate in Economics Required Courses
0.0	ARTS 099
3.0	ECON 201
3.0	ECON 202
3.0	One ECON course (ECON 100 is highly recommended)
3.0	One ECON course (may be ADMN/BUS 340)
9.0	Three ECON courses
3.0	ENGL 100
6.0	Two approved electives
30.0	Total: 65.00% PGPA required
<p>Note: <u>Students may use only up to 9 credit hours that they have received in one Economics Certificate program to fulfill the requirements in an additional certificate program including “Certificate in Economics,” “Certificate in Development and International Economics,” “Certificate in Environmental and Resource Economics,” and “Certificate in Monetary and Financial Economics.”</u></p>	

Rationale:

Students may only use up to 9 credit hours to fulfill requirements of an additional Economics certificate program. This requirement prevents the double counting of all credit hours towards to economics certificates, limiting a potential overlap to three courses, which could mainly be foundational courses such as ECON 201 and 202.

The Department of Economics would like to note that the Certificate in Economics is a general certificate program which may serve better to students who want to take a wholesome approach to economics. It provides great flexibility since it does specify the Econ electives and includes approved electives from other disciplines, hence the greater credit hours. The below specialized certificates are targeted for students with focused interests in the fields described in their titles. These students may choose to complete the specialized certificates as complementary programs to their primary degree(s). All ECON certificates align with credit hour requirements of 15 – 30 credit hours, as describe in the University’s micro-credential framework.

(end of Motion)

1.2 Certificate in Development and International Economics – New Certificate

MOTION: To create a Certificate in Development and International Economics with the following program structure, effective 202230.

Certificate in Development and International Economics

<u>Credit Hours</u>	<u>Certificate in Development and International Economics Required Courses</u>
<u>0.0</u>	<u>ARTS 099</u>
<u>3.0</u>	<u>ECON 201</u>
<u>3.0</u>	<u>ECON 202</u>
<u>3.0</u>	<u>ECON 224</u>
<u>3.0</u>	<u>ECON 211</u>
<u>3.0</u>	Three of ECON 308, 311, 341, 342, 363, 364
<u>3.0</u>	
<u>3.0</u>	
<u>21.0</u>	<u>Total: 65.00% PGPA required</u>
<u>Students can start this certificate if they have completed Pre-calculus 20, ECON 100 or 15 credit hours.</u>	
<u>Note: Students may use only up to 9 credit hours that they have received in one Economics Certificate program to fulfill the requirements in an additional certificate program including “Certificate in Economics,” “Certificate in Development and International Economics,” “Certificate in Environmental and Resource Economics,” and “Certificate in Monetary and Financial Economics.”</u>	

(end of Motion)

1.3 Certificate in Environmental and Resource Economics – New Certificate

MOTION: To create a Certificate in Environmental and Resource Economics with the following program structure, effective 202230.

<u>Credit Hours</u>	<u>Certificate in Environmental and Resource Economics Required Courses</u>
<u>0.0</u>	<u>ARTS 099</u>
<u>3.0</u>	<u>ECON 201</u>
<u>3.0</u>	<u>ECON 202</u>
<u>3.0</u>	<u>ECON 224</u>
<u>3.0</u>	Two of ECON 273, 274, 275
<u>3.0</u>	
<u>3.0</u>	Two of ECON 351, 372, 373
<u>3.0</u>	
<u>21.0</u>	<u>Total: 65.00% PGPA required</u>
<u>Students can start this certificate if they have completed Pre-calculus 20, ECON 100 or 15 credit hours.</u>	
<u>Note: Students may use only up to 9 credit hours that they have received in one Economics Certificate program to fulfill the requirements in an additional certificate program including “Certificate in Economics,” “Certificate in Development and International Economics,” “Certificate in Environmental and Resource Economics,” and “Certificate in Monetary and Financial Economics.”</u>	

(end of Motion)

1.4 Certificate in Monetary and Financial Economics – New Certificate

MOTION: To create a Certificate in Monetary and Financial Economics with the following program structure, effective 202230.

<u>Credit Hours</u>	<u>Certificate in Monetary and Financial Economics Required Courses</u>
<u>0.0</u>	<u>ARTS 099</u>
<u>3.0</u>	<u>ECON 201</u>
<u>3.0</u>	<u>ECON 202</u>
<u>3.0</u>	<u>ECON 224</u>
<u>3.0</u>	<u>Two of ECON 231, 234, ACSC 116*</u>
<u>3.0</u>	
<u>3.0</u>	<u>Two of ECON 331, 342, 366**</u>
<u>3.0</u>	
<u>21.0</u>	<u>Total: 65.00% PGPA required</u>
<u>Students can start this certificate if they have completed Pre-calculus 20, ECON 100 or 15 credit hours.</u>	
<u>* or MATH 116; ** or BUS/ADMN 497</u>	
<u>Note: Students may use only up to 9 credit hours that they have received in one Economics Certificate program to fulfill the requirements in an additional certificate program including “Certificate in Economics,” “Certificate in Development and International Economics,” “Certificate in Environmental and Resource Economics,” and “Certificate in Monetary and Financial Economics.”</u>	

Rationale for all new economics certificates above (1.2 – 1.4): For many years the Economics department has offered a highly subscribed Certificate in Economics (30 credit hour program) that provides non-economic majors with economics training on wide ranging issues. The program has been particularly popular with Business majors and with Science majors at the University of Regina.

Given the expertise of its faculty members, the department has developed and offered on regular basis a number of elective courses that are clustered around few fields of economics: development and trade, the environment and energy, as well as monetary theory and finance. We would like to take advantage of the recently approved framework for micro-credentials at the University of Regina and create these specialized certificates, at no additional faculty resources for delivering them.

The courses included in the proposed certificates examine very important and timely issues. As a result these specialized Economic Certificates provide great value for non-Economics major students with particular interests in development and international business, in the environment and energy related fields as well as in finance. In addition, individuals already working in the environment and energy sector or the development and trade could be potential mature students taking these programs on a part-time basis. The department offers the courses with sufficient frequency that will enable students to complete these certificates within a 12-month period, if they wish.

The department has consulted and received support from the Mathematics and Statistics department and Faculty of Business regarding the Certificate in Monetary and Financial Economics.

See **Attachment A** for Registrar’s Undergraduate Academic Planning Questionnaire.

(end of Motion)

2. FACULTY OF EDUCATION

2.1 Arts Education – Program Revisions

MOTION: That the Arts Education B.Ed and BEAD templates be changed as follows, effective 202230.

Four-Year Arts Education Program (120 credit hours) Arts Education Major Concentration areas: Dance Education, Drama Education, Literature Education, Music Education, and Visual Education	
Term 1-2	
Media, Art, and Performance Elective (Major) (3) EAE 201 (Major)(3) ECS 101 (3) ECS 110 (3) ENGL 100 (3) ENGL 110 (3) INDG 100 (3) MATH 101 (3) Natural Science (3) note 1 Concentration elective (3) note 2	
Term 3 (Fall)	Term 4 (Winter)
Concentration elective: ELIT 101, EDAN 101, EDRA 101, EMUS 101 or EVIS 101 (3) Arts Education Major Course: ELIT 101, EDAN 101, EDRA 101. EMUS 101 or EVIS 101 (Major) (3) Arts Education Major Course: ELIT 101, EDAN 101, EDRA 101. EMUS 101 or EVIS 101 (Major) (3) Concentration elective (3) note 2 Media, Art, and Performance Elective (Major) (3)	Concentration elective: ELIT 202, EDAN 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (3) Arts Education Major Course: ELIT 202, EDA 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (Major) (3) Arts Education Major Course: ELIT 202, EDAN 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (Major) (3) Concentration elective (3) note 2 Open elective (3)
Term 5	Term 6
EAE 302 (Major)(3) Open elective (3) ECS 203 (3) Concentration Curriculum: EVIS 326, ELNG 310, EDRA 203, ELNG 300, EDAN 301, EMUS 366/377 (3) note 2 Arts Education Major Course: ELIT 101/202, EDAN 101/202/402/403, EDRA 101/202, EMUS 101/202, or EVIS 101/202 (Major) (3) note 2	EAE 350 (Major) (3) ECS 401 (3) EFLD 360 (0) ECCU 400 (3) Two Education Methods & Curriculum courses (ELNG 300 level, ERDG 300 level, ESST 300 level, EMTH 300 level, or ESCI 300, 310, 350, or 351 level) (36) Education Methods & Curriculum course (ELNG 300 level, ERDG 300 level, ESST 300 level, EMTH 300 level, ESCI 300 level) (3)
Term 7	Term 8
EFLD 402 (15)	Media, Art, and Performance Elective (3) EPSY 400 (3) Concentration elective (3) note 2 Open elective (3) Open elective (3)

<p>Notes:</p> <ol style="list-style-type: none"> 1. Natural science courses are to be selected from astronomy, biology, chemistry, geology, physics, or an approved natural science. 2. Students require an area of concentration (Dance Education, Drama Education, Literature Education, Music Education, or Visual Education) as part of their program. 3. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 4. Students require at least three credit hours in each of the Arts Education areas: Dance, Drama, Literature, Music and Visual Education.

Arts Education After Degree (BEAD) Program (60 credit hours) Arts Education Major Concentration Areas: Creative Technologies Education, Dance Education; Drama Education, Literature Education; Music Education, Visual Education	
Term 1	Term 2
EAE 302 (3) Choose three of the following (9): EDAN 101, EDRA 101, ELIT101, EMUS 101, EVIS 101 One Concentration Curriculum elective (EMUS 366/377, EVIS 326, ELNG 300, ELNG 310, EDAN 301, EDRA 203) (3)	EAE 350 (3) ECS 401 (3) EFLD 360 (0) ECCU 400 (3) Two Education Methods & Curriculum courses (ELNG, ERGD, ESCI, ESST, or EMTH 300, 310, 350 or 351 ELNG 300 level, ERDG 300 level, ESST 300 level, EMTH 300 level, ESCI 300 level) (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	Secondary Focus Choose four of the following (12): EDAN 202, 402, or 403; EDRA 202, ELIT 202, EMUS 202, EVIS 202 (3) EPSY 400 (3) Elementary Focus ECS 203 (3) One of EDAN 202, 402, or 403; EDRA 202, ELIT 202 or EVIS 202 (3) ELIT/ELNG/ERDG elective (3) One of ECE, EHE, EMTH, EPE, ESCI, ESST 310 or 317 (3) EPSY 400 (3)
<p>Notes:</p> <ol style="list-style-type: none"> 1. Students require an area of concentration (Creative Technologies Education, Dance Education, Drama Education, Literature Education, Music Education or Visual Education) as part of their program. 2. Students' progress from one term to the next is dependent upon achieving positive assessments and evaluations in student review meetings which focus on academic and professional development. 3. Students may choose either focus in term four based on preference for Elementary or Secondary Teacher Education. 	

Rationale:

This more clearly communicates the 300 level courses that qualify as curriculum and methods classes for the purpose of student self-registration.

(end of Motion)

2.2 Baccalauréat en éducation secondaire – Program Revisions

MOTION: Que les grilles des cours à suivre dans le programme du Baccalauréat en éducation secondaire Option A (120 crédits) et Option B (150 crédits) soient modifiées à la session 4 afin de remplacer ~~ENS 1500~~ par ENS 1950.

Translation:

MOTION: That our templates for the Secondary Program of le Baccalauréat en éducation française Option A (120 crédits) and Option B (150 crédits) – Session 4 – Be Changed from ENS 1500 to ENS 1950, effective 202230.

Option A: Baccalauréat en Éducation Secondaire, (BacEd) (120 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELFI 151 (FR) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201/300/301 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FR niveau 200/300 (3) FRN 366 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*
CSO 1903 (DLC 252) (3) FLS/FRN niveau 200 (3) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENS 1500 ENS 1950 (2) FLS/FRN niveau 200/300 (3) FLS/FRN niveau 200/300 (3) mineure (3)
Session 5	Session 6
DLNG 300 (3) ECSF 317 (3) EDAC 050 (0) E (mineure) (3) EPSF 300 (3) mineure (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) Élective (3) EPSF 350 (3)
Session 7	Session 8
EFLD 400 (internat) (15)	DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3) cours au choix (3)

Option B (5 Ans): Baccalauréat en Éducation Secondaire et BA (Français) (150 Crédits)	
Session 1 (Automne)	Session 2 (Hiver)
DELFI 151 (FRN 200L BA) (3) ECSF 100 (3) ENGL 100 ou FRN 352 (3) FRN 201 (3) mineure (3)	INDG 100 (FR) (3) ECSF 110 (3) FRN 300 (3) FRN niveau 200 (3) mineure (3)
Session 3 – ULaval*	Session 4 – ULaval*

CSO 1903 (DLC 252) (3) FRN 301 (3) FRN niveau 246 (3) FRN 366 (3) mineure (3)	CSO 2902 (DLC 253) (3) DID 1060 (1) ENS 1500 ENS 1950 (2) FRN niveau 200 (3) FRN niveau 300 (3) mineure (3)
Session 5	Session 6
FRN 236 (3) FRN niveau 300 (3) un cours en ANTH ou RLST * (3) sciences naturelles (3) un cours en ECON ou GES** ou IS ou JS ou PSCI ou PSYC ou SOC ou SOST ou WGST (3)	un cours de ENGL 110 ou PHIL 100 ou SOST 110 (3) FRN niveau 400 (3) FRN niveau 400 (3) MATH 101 (FR) (3) beaux-arts (3)
Session 7	Session 8
DLNG 300 (3) ECSF 317 (3) EDAC 050 (0) EPSF 300 (3) E (mineure) 300 (3) mineure (3)	DFMM 350 (3) DFRN 351 ou cours au choix (3) DLNG 351 (3) Élective (3) EPSF 350 (3)
Session 9	Session 10
EFLD 400 (internat) (15)	DFMM 400 ou DFMM 435 (3) EADM 310 (3) EPSY 418 (3) EPSY 425 (3) un cours en HIST ou CLAS 100 ou IDS 100 ou CATH 200 (3)
Notes: * sauf RLST 181, 184, 186, 188, 281, 284 ou 288 ** sauf GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 ou 431	

Rationale:

Bac students are required to take a field experience during their year at Université Laval. At this time, our Elementary Program students are able to take ENP 1950 and this field experience is under the control of our Bac team. Our Secondary Program students are taking ENS 1500 and this field experience is not under our control and not always optimum for our student's needs. By changing the course from ENS 1500 to ENS 1950, our Secondary program students will benefit from the same advantages of our Elementary Program students. Université Laval is ready for this change and they are keeping 1950 as a course for both our field experiences (ENP 1950 and ENS 1950).

(end of Motion)

2.3 Certificate of Extended Studies – Program Revisions

MOTION: That the Certificate of Extended Studies be renamed and the description be revised as follows, effective 202230.

~~Certificate of Extended Studies~~ **Advanced Certificate in Education**

This is a one-year program (30 credit hours) of undergraduate courses to meet re-orientation objectives of holders of a BEd. For planning a program contact the Faculty of Education Office of Student Services.

Qualifications for Admissions into the Advanced Certificate in Education

Applicants to the Advanced Certificate in Education must have an approved Bachelor of Education (B.Ed.) degree with a minimum 65.00% UGPA or applicants may complete the certificate concurrent with their B.Ed. program at the University of Regina.

The graduation requirement for the Advanced Certificate in Education is 65.00%.

Rationale:

The new title is more appealing as an avenue to additional qualifications requirements by SPTRB. The Undergraduate Calendar updates are to communicate existing requirements for admission and graduation.

(end of Motion)

3. FACULTY OF SCIENCE

3.1 Faculty of Science Admission Requirements - Revisions

MOTION A: To update the post-secondary admission requirements to the Faculty of Science and the Faculty of Science Qualifying program such that the post-secondary admissions category applies to any student who has attempted a minimum of 15.0 credit hours, effective 202230.

MOTION B: To update the minimum admissions average for Post-Secondary applicants to be calculated based on a maximum of the student's most recent 30 credit hours of approved courses. In cases where the AGPA on the most recent 30 credit hours of approved courses is less than 60%, admission to the Science Qualifying program will be considered based on a minimum AGPA of 60% on all approved post-secondary courses, effective 202230.

Science (U of R, Campion, FNUniv, or Luther)

Applicants who have attempted ~~24~~ 15 credit hours or more of approved post-secondary courses with a minimum Admissions Grade Point Average (AGPA) of 65% based on a maximum of their 30 most recent credit hours of approved courses, will be admitted directly to their major in the Faculty of Science.

Applicants must provide evidence of having completed course work in math and sciences at either the post-secondary or secondary school level.

Program Specific Admission Requirement

Science Qualifying	<p>Applicants who have attempted 24 <u>15</u> credit hours or more of approved post-secondary courses with an AGPA of 60-64.99% <u>(based on a maximum of their 30 most recent credit hours of approved courses)</u> OR who have not completed the indicated course requirements may be admitted as a Science Qualifying student.</p> <p><u>In cases where the AGPA on the most recent 30 credit hours of approved courses is less than 60%, admission to the Science Qualifying program will be considered based on a minimum AGPA of 60% on all approved post-secondary courses.</u></p>
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Rationale:

Many applicants have attended multiple post-secondary institutions. We do not want to punish students for their past academic difficulties, if in the meantime they have been performing well. We currently look at all approved previous post-secondary work when calculating admission averages. Other universities only look at transferable courses or a certain number of credit hours. For example, University of Calgary uses the past 30 credit hours, University of Alberta uses the past two terms if they contain at least 24 credit hours, and University of Toronto uses the most recent annual average.

(end of Motion)

4. UR INTERNATIONAL AND ENROLMENT SERVICES**4.1 English Language Proficiency Test – Duolingo English Test**

MOTION: That the Duolingo Online English Test with a minimum score of 110 be *extended* as an accepted approved test of proficiency in English for undergraduate admissions, on a temporary basis for the 2022-2023 academic year (May 1, 2022 to April 30, 2023). This test is currently being used for the 2021-2022 academic year (July 1, 2021 to April 30, 2022).

What is Duolingo English Test?

The Duolingo Online English Test is an English proficiency test that can be taken online, on-demand, in under one hour for \$49 USD. Certified results are available within 48 hours of the test session and applicants can request Duolingo to send their results directly to our admission office. For more information about Duolingo English test, please visit

<https://englishtest.duolingo.com/applicants>

IELTS Equivalencies to the Duolingo Scale:

IELTS	Duolingo
7.0	115-120
6.5	105-110
6.0	95-100

Canadian Universities that accept the Duolingo Online English Test:

University of Saskatchewan <https://admissions.usask.ca/requirements/english-language-proficiency.php#ProofofEnglishproficiency>

Concordia University <https://www.concordia.ca/admissions/undergraduate/requirements/english-language-proficiency.html>

University of New Brunswick <https://www.unb.ca/international/admission/english.html>

University of Guelph <https://admission.uoguelph.ca/international/englishprof>

Ryerson University <https://www.ryerson.ca/international/admissions/how-to-apply/english-language/#accordion-content-1600699438165-acceptable-tests-and-qualifications>

University of Alberta <https://www.ualberta.ca/admissions/international/admission/admission-requirements/language-requirements/index.html>

University Comparisons:

Institute Name	Duolingo English Test	Duolingo English Test Deadline by Institute	IELTS Comparison
University of Saskatchewan	Minimum score of 110	Accepted for undergraduate direct-entry programs only for admission to the 2021-22 academic year.	Overall 6.5, no band less than 6.0
Concordia University	Minimum score of 120. No subscore below 90	Fall 2021 applications and beyond	Overall 7.0, no band less than 5.5
University of New Brunswick	Minimum score of 115	No deadline indicated	Overall 6.5
University of Guelph	Minimum score of 110	No deadline indicated	Overall 6.5, no band less than 6.0
Ryerson University	Minimum score of 115	No deadline indicated	Overall 6.5
University of Alberta	Minimum score of 115. No subscore below 95	No deadline indicated	Overall 6.5, no band less than 6.0

Rationale:

Accepting Duolingo's online English test will allow the University of Regina to be as accessible 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 UGPAs to those that have taken an IELTS exam to meet the English Language Proficiency:

	Duolingo – UGPA and # of Students	IELTS – UGPA and # of Students
URI Enrolment Services	65.97% with 58 students	67.51% with 395 students
Enrolment Services	76.79% with 25 students	75.49% with 28 students

The sample size is 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.

(end of Motion)

5. REGISTRARS OFFICE

5.1 Protected Persons – Calendar Update

MOTION: That the following revisions to the Undergraduate Calendar be approved to add language related to protected persons and how tuition is recognized for a protected person, effective immediately.

Requirement for a Study Permit

International students are required to obtain a study permit for engaging in academic, professional, vocational, or other education or training that is more than six (6) months in duration. There are some exemptions to this rule. Visit the Immigration, Refugees and Citizenship Canada ([IRCC](#)) website for more information on when a study permit is required and for information on exemptions. It is illegal to study without a required study permit. If a student cannot provide proof of eligibility to study at the University of Regina, it will lead to withdrawal from all classes, and may result in no tuition refund.

Protected Persons (Conventional Refugees) in Canada

Pursuant to R215(1)(g), protected persons, within the meaning of A95(2), may apply for a study permit from within Canada. However, they must meet all the conditions required of study permit holders as identified in R216(1). The requirement to leave Canada at the end of the authorized stay is satisfied by virtue of R216(2).

(page 26, 2021-2022 Undergraduate Calendar)

Tuition While Awaiting Permanent Residence or Protected Person Status

International students who have applied for permanent residence or protected person status continue to pay the differential tuition rate until the residency or protected person status is granted by the Government of Canada. Students must submit a copy of their permanent residence or protected person status to the appropriate Enrolment Services office. Any change in tuition rate that results from a change of immigration status, takes effect in the following term upon receipt of a copy of the official documentation confirming permanent residency or protected person status.

(page 27, 2021-2022 Undergraduate Calendar)

Rationale:

These changes provide clarity to the current practices related to students who are waiting for and then obtain protected person status.

(end of Motion)

5.2 Instructor Responsibilities – Calendar Revision

MOTION: That the following revisions to the Undergraduate Calendar be approved to add language related to the responsibility of instructors to notify students of their exam modality in the written course outline, effective immediately.

(page 42, 2021-2022 Undergraduate Calendar)

Instructor Responsibilities

Students of the U of R can expect their instructors to:

1. Provide them with a written course outline within the first three hours of instruction which should include:
 - The content of the course.
 - Any prerequisites for the course.
 - **The modality of exams.**

- A list of assignments and exams, with due dates if possible.
- The grading scheme: weightings of the assignments and exams*.
- The instructor's policy on attendance.
- The instructor's policy on late assignments and missed exams.
- *Any proposed changes to the grading scheme must be circulated in writing and consented to by the students registered in and attending the course.

Rationale:

The additional language clarifies the expectation that instructors are required to declare how exams will be delivered in their course outlines.

(end of Motion)

Registrar’s Undergraduate Academic Programming Questionnaires

I. PROGRAM INFORMATION

Program Name: Certificate in Development and International Economics

Type of Program:

x	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name (if different from Program Name): Certificate in Development and International Economics

Faculty(ies)/School(s)/Department(s): Faculty of Arts – Department of Economics

Expected Proposal Submission Date (Month/Year): December 2021

Expected Start Date (Month/Year): January 2023

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Economics Department has offered a highly subscribed Certificate in Economics for many years. This flexible certificate provides non-econ majors with economics training on a wide ranging of issues. Over the years the department has offered a number of elective courses clustered in the area of development and international trade. The department would like to take advantage of the recently approved framework for micro-credentials at the U of R and create specialized certificates on areas in which we have built teaching and research capacity.

2. What are the key objectives and/or goals of this program and how will it be delivered?

To provide economics training to non-econ majors in the field of development and international trade. Most courses are delivered F2F. The department offers these courses with sufficient frequency that will enable students to complete the certificate within a 12-month period, if they wish.

3. How does this program compare to similar programs (Provincial/National)?

Not applicable.

4. List the expected benefits of the program to University of Regina students.

The course included in the proposed certificate examine very important and timely issues. As a result, the specialized Econ certificate provides great value for non-economics major students with particular interest in development, international issues and global economy. These may include Business International Studies or other majors.

The economics training would expand their disciplinary perspective, will deepen their understanding in the field. In addition students will develop additional skills to enhance the employment opportunities in public, private and non-profit sectors.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected unit(s) that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This economics certificate does not overlap or duplicate any existing programs. Instead it complements the training provided in other disciplines and provides more choice for students who would like to expand their disciplinary perspectives.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

N/A

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

By developing an understanding of complex issues in economics development and globalization, this specialized econ certificate would support a number of objectives in the university's strategic plan including: obj c. internationalization (discovery area) and, obj c. social impact (the impact and identity area).

3. Are there any other strategic considerations for this program?

N/A

4. Does this program support external and/or community needs? Please attach letters of support if available.

N/A

IV. Program Plan

1. What are the program admission requirements?

N/A

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	ECON 201	3
	ECON 202	3
	ECON 224	3
	ECON 211	3
Elective Requirements	Three of ECON 308, 311, 341, 342, 363, 364	9
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

3. Is any of the curriculum new or under development? If so, list here.

No the courses are already being offered for Econ major programs.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability

Note: Please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

Total credit hour requirement is 21 credit hours. Students may only use up to 9 credit hours to fulfill requirements of an additional economics certificate program. This requirement prevents the double counting of all credit hours towards two economics certificates, limiting a potential overlap to three courses. This overlap could mainly be foundational core courses such as ECON 201, 202, and 224.

5. Are there any other program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

Non-econ majors, such as Business and Science or other majors from social sciences and humanities within the Faculty of Arts.

7. How will students be recruited to the program?

General advertising along other econ programs and specific advertising in any of the courses included in the program which may be taken as electives from non-econ majors.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5

9. How will prospective and current students receive academic advising?

Advising services in the Faculty of Arts; an at the department level through the undergraduate coordinator.

10. Will this program be delivered in a distance or distributed manner. That is, is it planned that the entire program or specific courses will be delivered:

___ Online

___ At a distance (in a specific community for example)

___ Video-conferenced or distributed

Please provide details.

Department offers online sections of Econ 201 and 202, which are core requirements. Most of the specialized courses are offered F2F, but we are open to consider remote delivery if there is adequate demand.

V. Needs and Costs of the Program (CCB)

Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

No additional teaching resources are required. The department already offers the courses and an increase in enrollment would lower the cost of delivery.

1. What is the budget source of the new resources?

N/A

2. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

3. Will the program have any specialized need for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (give it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

N/A

4. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1			
2			
3			
4			
5			
5 Year Total			

5. What additional Library holding are required and what is the cost?

N/A

6. Will the program have any specialized classrooms, laboratory, or space needs? If yes, please specify.

N/A

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Monika Çule	monika.cule@uregina.ca	585-4708

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

I. PROGRAM INFORMATIONProgram Name: **Certificate in Environmental and Resource Economics**

Type of Program

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name: **Certificate in Environmental and Resource Economics**

Faculty(ies)/School(s)/Department(s): Faculty of Arts – Department of Economics

Expected Proposal Submission Date (Month/Year): December 2021

Expected Start Date (Month/Year): January 2023

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Economics Department has offered a highly subscribed Certificate in Economics for many years. The certificate provides non-econ majors with economics training on a wide ranging issues. However, over the years the department has developed and offered elective courses clustered in the area of environment and resources, energy, and climates change. A number of faculty members hired in the last few years, are active researchers in the field. The department would like to take advantage of the recently approved framework for micro-credentials at the U of R and create specialized certificates on areas in which it has built teaching and research capacity.

2. What are the key objectives and/or goals of this program and how will it be delivered?

To provide economics training to non-econ majors in field of environmental and resource economics. Most courses are delivered F2F. The department offers the courses with sufficient frequency that will enable students to complete the certificate within a 12 month period, if they wish.

3. How does this program compare to similar programs (Provincial/National)?

Not applicable

4. List the expected benefits of the program to University of Regina students.

The courses included in the proposed certificate examine very important and timely issues in environment, energy and climate change. As a result, the specialized Econ certificate provides great value for non-Economics major students with particular interest in environmental and energy fields. These may include business, geography and environmental studies, geology and petroleum engineering majors.

The economics training would expand their disciplinary perspectives, develop additional skills and enhance the employment opportunities in public, private and non-profit sectors.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This economics certificate does not overlap or duplicate existing programs. Instead it complements the training provided from other disciplines and provides more choice and opportunity for students who value multidisciplinary training.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

N/A

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

With economics training in environmental, resources, energy, and climate change issues, this specialized Econ certificate would directly support the environment and climate action focus area, as well as other objectives in the University's strategic plan including: obj a. excellence in teaching and research (the discovery area) and, obj c. Social impact (the impact and identity area).

3. Are there any other strategic considerations for this program?

N/A

4. Does this program support external and/or community needs? Please attach letters of support if available.

N/A

IV. PROGRAM PLAN

1. What are the program admission requirements?

N/A

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	ECON 201	3
	ECON 202	3
	ECON 224	3
Elective Requirements	Two of ECON 273, 274, 275	6
	Two of ECON 351, 372, 373	6
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

3. Is any of the curriculum new or under development? If so, list here.

No, the courses are already being offered for Econ major programs.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability

Note: please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

Total 21 credit hours required. Students may only use up to 9 credit hours to fulfill requirements of an additional Economics certificate program. This requirement prevents the double counting of all credit hours toward two economics certificates, limiting a potential overlap to three courses, which could mainly be foundational courses such as ECON 201, 202 and 224.

5. Are there any program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

Non-econ majors, such as Business, Science and Engineering; potential mature students working the energy and environmental sectors.

7. How will students be recruited to the program?

General advertising along other Econ programs and specific advertising in any of the courses included in the program which may be taken as electives from non-econ majors.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5

9. How will prospective and current students receive academic advising?

Advising services in the Faculty of Arts; and at the department level through the undergraduate coordinator.

10. Will this program be delivered in a distance or distributed manner? That is, is it planned that the entire program or specific courses will be delivered?

_____ Online

_____ At a distance (in a specific community for example)

_____ Video-conferenced or distributed

Please provide details.

Department offers online sections of ECON 201 and 202, which are core requirements.

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

No additional teaching resources are required. Department already offers the courses and an increase in enrollment would lower the cost of delivering these courses.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

Courses are already being offered; the department we would manage a potential increase in demand in any of the courses by increasing the course size. If there is a need to offer courses more frequently, the department would prioritize high demand courses and would meet that additional demand in that fashion.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

N/A

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1			
2			
3			
4			
5			
5 Year Total			

6. What additional Library holdings are required and what is the cost?

N/A

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

N/A

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Monika Çule	monika.cule@uregina.ca	585-4708

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

I. PROGRAM INFORMATIONProgram Name: **Certificate in Monetary and Financial Economics**

Type of Program

X	Certificate
	Diploma
	Baccalaureate
	After Degree
	Other (specify):

Credential Name: **Certificate in Monetary and Financial Economics**

Faculty(ies)/School(s)/Department(s): Faculty of Arts – Department of Economics

Expected Proposal Submission Date (Month/Year): December 2021

Expected Start Date (Month/Year): January 2023

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

Economics Department has offered a highly subscribed Certificate in Economics for many years. This flexible certificate provides non-econ majors with economics training on a wide range of issues. However, over the years the department has offered a number of elective courses clustered in the area of monetary policy and finance. The department would like to take advantage of the recently approved framework for micro-credentials at the U of R and create specialized certificates on areas in which we have built teaching, such as this.

2. What are the key objectives and/or goals of this program and how will it be delivered?

To provide economics training to non-econ majors in field of monetary policy and financial economics. Most courses are delivered F2F. The department offers the courses with sufficient frequency that will enable students to complete the certificate within a 12 month period, if they wish.

3. How does this program compare to similar programs (Provincial/National)?

Not applicable

4. List the expected benefits of the program to University of Regina students.

The courses included in the proposed certificate examine very important and timely issues in monetary and financial economics. As a result, the specialized Econ certificate provides great value for non-Economics major students with particular interest in finance, financial crisis and global economy. These may include business (finance), Actuarial Science and other majors.

The economics training would expand their disciplinary perspectives, develop additional skills and enhance the employment opportunities in public, private and non-profit sectors.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

This economics certificate does not overlap or duplicate existing programs. Instead it complements the training provided in other disciplines and provides more choice for students who would like to expand their disciplinary perspectives. The department has consulted and received support from the Business and Math and Stats departments regarding the inclusion of their courses.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty's Strategic Plan?

N/A

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

By developing an understanding of complex issues in monetary policy and finance, this specialized Econ certificate would support a number of objectives in the university's strategic plan including: obj c. internationalization (discovery area) and obj c. Social impact (the impact and identity area).

3. Are there any other strategic considerations for this program?

N/A

4. Does this program support external and/or community needs? Please attach letters of support if available.

N/A

IV. PROGRAM PLAN

1. What are the program admission requirements?

N/A

2. Insert the proposed curriculum here.

Course Name or Subject Area	Subject and Course Number (s)	Credit Hours
Core Requirements	ECON 201	3
	ECON 202	3
	ECON 224	3
Elective Requirements	Two of ECON 231, 234, ACSC 116*	6
	Two of ECON 331, 342, 366**	6
Major Requirements(if applicable)		
Minor Requirements (if applicable)		

* or MATH 116; ** or BUS/ADMN 497

3. Is any of the curriculum new or under development? If so, list here.

No, the courses are already being offered for Econ major programs.

Course Name	Subject and Course Number	NEW	UD	Anticipated Date of Course Availability

Note: please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

Total 21 credit hours required. Students may only use up to 9 credit hours to fulfill requirements of an additional Economics certificate program. This requirement prevents the double counting of all credit hours toward two economics certificates, limiting a potential overlap to three courses, which could mainly be foundational courses such as ECON 201, 202 and 224.

5. Are there any program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

Non-econ majors, such as Business, Science and other majors from social sciences and humanities within the Faculty of Arts.

7. How will students be recruited to the program?

General advertising along other Econ programs and specific advertising in any of the courses included in the program which may be taken as electives from non-econ majors.

8. What is the expected 5 year enrolment?

Year 1	Year 2	Year 3	Year 4	Year 5

9. How will prospective and current students receive academic advising?

Advising services in the Faculty of Arts; and at the department level through the undergraduate coordinator.

10. Will this program be delivered in a distance or distributed manner? That is, is it planned that the entire program or specific courses will be delivered:

- _____ Online
- _____ At a distance (in a specific community for example)
- _____ Video-conferenced or distributed

Please provide details.

Department offers online sections of ECON 201 and 202, which are core requirements. Most of the specialized courses are offered F2F, but we are open to consider remote delivery if there is adequate demand.

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

No additional teaching resources are required. Department already offers the courses and an increase in enrollment would lower the cost of delivering these courses. The Math department has also indicated that any additional demand for the ACSC/MATH 116 can be easily met within the existing capacity.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

Courses are already being offered; the department we would manage a potential increase in demand in any of the courses by increasing the course size. If there is a need to offer courses more frequently, the department would prioritize high demand courses and would meet that additional demand in that fashion.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

N/A

5. Proposed budget and revenue from the Program.

Year	Projected Revenue	Projected Expenses	Net
1			
2			
3			
4			
5			
5 Year Total			

6. What additional Library holdings are required and what is the cost?

N/A

7. Will the program have any specialized classroom, laboratory, or space needs? If yes, please specify.

N/A

VI. Faculty/Department/Academic Unit Contact Person

Contact Person(s)	Email	Telephone
Monika Çule	monika.cule@uregina.ca	585-4708

VII. Approvals

	Signature (if required)	Date
Department Head/Program Director		
Associate Dean (Undergraduate)		
Departmental/Program Council		
Faculty Council		
CCUAS		
CCB (if deferred)		
CCAM (if deferred)		
Executive of Council		
Senate		

**REPORT TO EXECUTIVE OF COUNCIL
FROM THE COUNCIL COMMITTEE ON RESEARCH
23 MARCH 2022**

1. RESEARCH AND SCHOLARLY MISCONDUCT POLICY (GOV-022-025)

<p>MOTION: That Executive of Council endorse the proposed policy amendments to the Research and Scholarly Misconduct Policy, GOV-022-025.</p>
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Background and Description:

The proposed revisions to the Research and Scholarly Misconduct Policy, GOV-022-025 policy were completed as part of a regularly scheduled review of this policy. These revisions are intended to update the policy in accordance with the Tri-Agency Framework: Responsible Conduct of Research 2021. The proposed policy amendments reflect current position titles, updated principles and processes to guide the University's response to allegations of misconduct, and clear allocation of responsibilities.

Significant changes to the policy include a new appeals process available to the respondent and the introduction of alternative dispute resolution.

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

Research and Scholarly Misconduct

Number: GOV-022-025
Audience: All University Members
Last revised: March 3, 2022
Owner: Vice-President (Research)
Approved by: Board of Governors
Contact: Vice-President (Research) – 306-585-5184

Introduction

Research is central to the mission of the University and to the advancement of knowledge. The University, funding agencies, and other public and private sponsors of research and related scholarly activities recognize that the pursuit of new knowledge can best flourish in a climate of academic freedom and mutual respect. At the University of Regina, research excellence is driven by curiosity, diligence, collaboration, and integrity, as well as compliance with the policies, practices and ethical norms governing research. The University is committed to ensuring that the highest standards of scholarly conduct and academic integrity are understood and practiced in its community.

This policy explains the principles that guide the University's response to allegations of Research/Scholarly Misconduct. This policy applies to all members of the University Community participating in research or scholarly activities at, on behalf of, in connection with, or under the auspices of the University (each a "Researcher").

Definitions

- **Academic Integrity** – the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty, diligence, rigor and integrity in research and academic publishing.
- **Allegation** – an unproven assertion or claim that a Researcher has committed Research/Scholarly Misconduct
- **Complainant** – person who makes an allegation of Research/Scholarly Misconduct.
- **Conflict of Interest** – a conflict, real or perceived, between a Researcher's personal interests and the Researcher's responsibilities and obligations to the University to the extent that an impartial observer might reasonably question whether the member's actions or decisions are influenced by that personal interest
- **Fabrication** – making up data, source material, graphs, images, methodologies, circumstances, findings or results

- **Falsification** – manipulating, changing, omitting, misrepresenting or distorting data, source material, graphs, images, methodologies, circumstances, findings, equipment, processes or results, without acknowledgement and which results in inaccurate or misleading findings, results or conclusions
- **FGSR** – the Faculty of Graduate Studies and Research
- **Investigative Committee** – the committee established to conduct a formal investigation into an allegation of Research/Scholarly Misconduct
- **Plagiarism** – presenting, using or passing off another’s published or unpublished work, including ideas, words, theories, concepts, data, source material, methodologies, graphs, images or findings, as one’s own without appropriate referencing and, if required, without permission; using another’s production or process without crediting the source; presenting as new and original an idea or product derived from an existing source (including the re-publication of one’s own previously published work or part thereof, including data, in any language, without adequate acknowledgment of the source, or justification)
- **Principal Investigator** – the faculty member or equivalent visiting scholar who is in charge of a research or education project
- **Respondent** – the person against whom an allegation of Research/Scholarly Misconduct is directed, or who may be implicated in an allegation of Research/Scholarly Misconduct (including co-authors, co-investigators or other members of a research team), or who becomes the subject of an inquiry or investigation. A Respondent may also include a former employee, student or post-doctoral fellow of the University against whom an allegation of Research/Scholarly Misconduct is made.
- **Research** - any effort intended to extend knowledge through a disciplined inquiry or systematic investigation done in the context of academic activity on behalf of the University. Research involves some or all of: the creation of new knowledge, including understanding or concepts; the creative application of existing knowledge; the organization and synthesis of existing knowledge; and/or creative expression.

Policy

Scholarly Conduct

Researchers are honest and committed to conducting research, teaching, mentoring, and disseminating knowledge in an ethically responsible way. Scholarly Conduct includes, but is not limited to:

- maintaining honesty and scholarly and scientific rigor in (i) proposing and performing research, (ii) recording, analyzing, and interpreting data; and (iii) reporting and publishing data and findings
- representing accurately and honestly research observations and findings no matter in what medium they are presented (notes, abstracts, draft manuscripts, reports, oral presentations, or publications)
- using statistics and other quantitative and qualitative methods of data analysis and evaluation appropriately and responsibly
- giving due credit to those responsible for the work, words, and ideas presented

- including as authors, with their consent, all those and only those who have made a substantial contribution (conceptual or material) to, and who accept responsibility for, the contents of the publication or document
- acknowledging appropriately all those and only those who have contributed to research, including funders and sponsors
- referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including theories, concepts, data, source material, methodologies, findings, graphs and images
- adhering to the standards or codes of ethics for the Researcher's academic or professional discipline, (including but not limited to the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS))
- disclosing any relationships, financial, personal, or professional, that might be perceived to compromise one's judgment or impartiality, or constitute a Conflict of Interest, and appropriately identifying and addressing any real, potential or perceived conflict of interest, in accordance with the University's Conflict of Interest and Conflict of Commitment policy
- facilitating the exchange of knowledge among researchers at all levels of experience by encouraging a climate of intellectual collaboration and trust
- facilitating the training and development of members of the research community, ensuring they have the opportunity to achieve their full potential
- educating members of the research community in the ethical standards of research
- demonstrating respect for all people engaged in research as participants, students, or co-workers by protecting their rights and welfare, appropriately securing consent and information, and fulfilling the spirit and intent of requirements of all applicable laws, regulations, policies, standards and guidelines
- ensuring appropriate data storage
- keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreement, University policies, laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others
- treating animals used in research, teaching, and testing with attention to their welfare and in compliance with all applicable laboratory animal care laws, regulations, policies, standards and guidelines
- demonstrating stewardship of resources by appropriately using research funds, caring for and maintaining equipment and other research materials, and complying with all applicable laws, regulations, policies, standards and guidelines
- abiding by all University policies, procedures and guidelines governing research and the determination of its outcomes
- using grant or award funds in accordance with the policies of the granting agency and providing true, complete and accurate information on documentation for expenditures from grant or award accounts
- seeking opportunities to enhance and deepen individual and institutional understanding of research and scholarly conduct.

Researchers are responsible for the intellectual and ethical quality of their work and for ensuring it meets the University's standards for research:

- as set by the University's Research Office, [Research Ethics Board](#) (REB) (including [researchers' responsibilities](#) for both obtaining and renewing REB approvals), the University's [Code of Conduct](#), [Occupational Health and Safety Committee](#), and [President's Committee on Animal Care](#), and
- as described in the University's research policies and the [Tri-Agency Framework: Responsible Conduct of Research](#)

Research/Scholarly Misconduct

No Member of the University Community shall engage in research/scholarly misconduct, which includes but is not limited to the following:

- [Fabrication](#), [Falsification](#), or [Plagiarism](#),
- disregarding or breaching agreements that relate to the conduct of the research; breach of any policy relating to research of any funding agency
- using research funds for purposes other than the funding agency's express requirements or policies; misappropriating research funds; or providing incomplete, inaccurate or false information on documentation for expenditures from grant or award accounts
- inadequate acknowledgement or invalid authorship; failing to appropriately recognize the contributions of others or deliberately misrepresenting one's own or others' work; attributing authorship to people other than those who have made a substantial contribution to, and who accept responsibility for the intellectual content; using others' materials without permission or otherwise taking unfair advantage of privileged access to others' work;
- misappropriation of intellectual property rights of another person
- redundant publication; publishing one's own previously published data or research as original research, except where it is clearly indicated in the published work that the publication is intended to be a republication or when such republication would be deemed reasonable in light of the circumstances of where it is published (e.g., refereed journal article versus newspaper op-ed.)
- misrepresenting academic or professional credentials or experience
- failing to comply with applicable laws or regulations, or University policies and practices for the protection or welfare of researchers, human subjects, the public, or laboratory animals
- failing to adhere to the standards or codes of ethics for one's academic or professional discipline
- failing to obtain the appropriate approvals, permits or certifications before conducting research
- failing to comply with relevant regulations, requirements, policies, laws or regulations, for the conduct and reporting of certain types of research activity
- misleading others about research results, selectively reporting research results, or deliberately delaying the publication of research results
- tampering with or destroying the research or research data of another for personal gain or out of maliciousness

- failing to inform collaborators of research findings and developments in a timely fashion, withholding methodology or research materials or data from the research community, or omitting key aspects of methodology in papers or proposals to hinder replication of one's research
- failing to disclose and address real, perceived, or potential Conflicts of Interest relating to a research project as outlined in the University's Conflict of Interest and Conflict of Commitment policy; mismanagement of a Conflict of Interest
- providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report; listing of co-applicants, collaborators or partners without their agreement
- deliberate destruction of research data or records to avoid the detection of wrongdoing, or in contravention of the applicable funding agreement, University policy and/or laws, regulations and professional or disciplinary standards
- falsely accusing a Researcher of Research/Scholarly Misconduct
- any other conduct or activity that does not conform with the law or which constitutes a significant departure from the prevailing ethical and other standards that are commonly accepted within the relevant research community for proposing, performing, conducting, reporting, publishing or reviewing research, or treating human or animal research subject.

Lack of awareness of the applicable policies, cultural differences and/or impairment by alcohol or drugs will not constitute a defence for a breach of this policy. If it can be demonstrated that a Researcher knew or reasonably ought to have known that they violated this policy, then the violation may be dealt with under the provisions of this policy.

What Is Not Research/Scholarly Misconduct

Research/Scholarly Misconduct does not include:

- (i) honest errors, conflicting data or differences of interpretation or judgment relating to research data or results that are reasonable in light of the circumstances in which they are made or reached;
- (ii) differences of opinion regarding research methodologies, analyses of data and theoretical frameworks; or
- (iii) Plagiarism by students, other than post-doctoral fellows, relating to research that is undertaken for academic credit, provided the allegation implicates only students. These allegations are addressed through the [Regulations Governing Academic and Non-Academic Misconduct](#).

In determining whether a Researcher has breached this policy, it is not relevant to consider whether a breach was intentional or a result of honest error. However, intent is a consideration in deciding on the severity of the recourse that may be imposed.

Allegations of Research/Scholarly Misconduct

Allegations of Research/Scholarly Misconduct are taken seriously by the University. The University will make diligent efforts to ensure that the assessment or investigation of an allegation is conducted in a timely, objective, thorough, competent and fair manner and in accordance with this policy and the related procedures and Terms of Reference.

A person who has reasonable grounds to believe that Research/Scholarly Misconduct is occurring or has occurred shall report the matter to the Vice-President (Research). An allegation must be in writing and signed. Anonymous allegation of Research/Scholarly Misconduct may be acted upon by the Vice-President (Research) if accompanied by sufficient information to enable the assessment of the allegation and the credibility of the facts and evidence on which the allegation is based, without the need for further information from the complainant.

Where information relating to possible Research/Scholarly Misconduct comes to the attention of the Vice-President (Research), they will normally assign an out-of-scope designate to conduct an informal investigation.

The Vice-President (Research) will ensure allegations of Research/Scholarly Misconduct are appropriately addressed on a case-by-case basis, taking into account the varying nature and severity of different allegations. The suitable responses may include, but are not limited to: informal inquiry, alternative resolution, formal investigation and report, and/or engagement of third parties (including legal counsel and law enforcement, as may be required). Remedies and penalties for confirmed misconduct may also vary widely. In determining an appropriate response, consideration will be given to the extent of the misconduct, whether there have been previous cases of misconduct, or other mitigating or aggravating circumstances. Following the principles of progressive discipline, repeated cases will normally result in more severe penalties.

At any time while an allegation of Research/Scholarly Misconduct is being assessed or investigated, the University may independently, or at an agency's request in exceptional circumstances, take interim administrative actions, as deemed appropriate by the University, to protect human or animal research subjects, research funds, research collaborators, members of the University Community or the public, and to ensure that the purposes of the funding provided by an agency, if any, are carried out.

The University will not tolerate retaliation or reprisals against anyone who makes a good faith allegation of Research/Scholarly Misconduct or against anyone who provides information or assistance during an inquiry or investigation into an allegation of Research/Scholarly Misconduct. Any acts of retaliation (including threats, intimidation, reprisals, or adverse employment or academic action) made against the complainant or any individual who participated in any manner in the investigation or resolution of a report of a breach of this policy are subject to discipline. If the allegation is found to have been made in bad faith, the University will investigate the action under the Respectful University Policy, and the complainant may be subject to discipline.

The University will comply with the Tri-Agency Framework: Responsible Conduct of Research requirements relating to reporting misconduct or allegations of misconduct.

The University will handle all allegations, inquiries and investigations with discretion and in a confidential manner and will endeavor to protect the privacy of the complainant(s) and respondent(s) as far as is possible. However, in order to comply with the law or policy, the University may need to disclose information about an allegation to individuals or entities within and external to the University. As well, the University's obligation to maintain confidentiality is subject to *The Local Authority Freedom of Information and Protection of Privacy Act*, and other legislation. For allegations determined to be unfounded, every effort will be made by the University to protect or restore the reputation of those wrongly subjected to an allegation.

Where the allegation is related to conduct that occurred at another institution (whether as an employee, a student or in some other capacity), the University will contact the other institution and determine with that institution's designated point of contact which institution is best placed to conduct the inquiry and investigation, if warranted.

Roles and Responsibilities

Vice-President Research

- ensures that the University has appropriate and effective procedures for dealing with allegations of Research/Scholarly Misconduct.
- ensures that this policy and process are communicated to members of the University community.
- monitors the compliance with this policy and related procedures.

Members of the University Community

Members of the University Community are responsible for:

- (i) understanding and complying with this Policy;
- (ii) reporting all instances of Research/Scholarly Misconduct; and,
- (iii) cooperating fully in an inquiry or investigation into an allegation of Research/Scholarly Misconduct.

Researchers who will be conducting research with human participants must complete the Panel on Research Ethics tutorial, Course on Research Ethics (CORE).

People in Supervisory Positions

People in supervisory positions at the University (including Principal Investigators) are responsible for ensuring everyone who works under their supervision, directly or indirectly, understands and complies with this Policy.

Consequences for Noncompliance

Where Research/Scholarly Misconduct is determined to have occurred, the University will take such disciplinary and other steps and recourse (consistent with the seriousness of the misconduct, and whether a breach of this policy was intentional or a result of honest error), up to and including termination of the Respondent's position with the University, and/or in the case of a student or post-doctoral fellow, requiring the Respondent to discontinue their studies or expulsion from the University, and referral to a law enforcement agency.

Subject to applicable privacy laws and regulations, the University will inform all affected parties, in a timely manner, of the decision reached by the investigation committee and of any steps or recourse to be taken by the institution. If the allegation is substantiated the University reserves the right to use or disclose information in accordance with *The Local Authority Freedom of Information and Protection of Privacy Act*, which may include disclosing the discipline, if any, imposed on a Respondent.

Processes

Informal Inquiry (Initial Assessment of an Allegation of Research/Scholarly Misconduct)

An allegation of Research/Scholarly Misconduct initiates an informal inquiry to determine the merit of the allegation.

1. Working discreetly to protect the reputation of the persons involved and the University, the Vice-President (Research) will assign an out-of-scope academic designate without conflict of interest to conduct an informal inquiry into the allegation (i) to aid in the assessment of the allegations; (ii) to determine if the allegations fall under this policy and there is sufficient evidence of possible Research/Scholarly Misconduct to warrant further investigation; and (iii) to outline options for resolution. The inquiry process is intended to be informal and should allow flexibility for the assigned designate to consult, clarify and investigate as each situation requires.
2. Whenever possible, the informal inquiry will be completed within one calendar month after the date that the allegation was received, however management of the allegation may in some instances involve a longer period of time.
3. The out-of-scope designate shall provide a written report to the Vice-President (Research) outlining the process undertaken in the informal inquiry, the information gathered, the outcome of their inquiry into the allegations, and recommended options for resolution / course of action.
4. The Vice-President (Research) shall review the informal inquiry report in order to determine if the allegation warrants a formal investigation. A formal investigation will not be warranted where:
 - a. The allegation is outside the jurisdiction of this policy.
 - b. The allegations, even if proven, would not constitute Research/Scholarly Misconduct;
 - c. The allegations are frivolous, vexatious or made in bad faith;
 - d. The allegations have been the subject of a previous review, investigation or proceeding.

Formal Investigation Not Warranted

1. After consideration of the informal inquiry report, if the Vice-President (Research) concludes that an investigation is not warranted, they shall notify the Complainant and the Respondent in writing.

Formal Investigation Warranted

1. After consideration of the informal inquiry report, if the Vice-President (Research) concludes that an investigation is warranted they shall initiate a formal investigation by establishing an Investigative Committee. Where a graduate student is involved in the allegation, the Vice-President (Research) shall notify the Dean of FGSR.
2. The formal investigation procedure, as outlined in the [Investigative Committee Terms of Reference](#), will be followed.

Alternative Resolution

1. At any time, if the Vice-President (Research) determines that an alternative form of resolution may be appropriate in respect of the allegation, they will discuss this option with the involved parties. Informal approaches focus on resolving the problem as opposed to determining right or wrong or taking disciplinary action. This type of resolution may include, but is not limited to, consultation, raising the matter directly with the Respondent, or mediation.

Appeals

1. Where the Respondent believes they have grounds for appeal, the process laid out in Appendix A will be followed.

Related Information

- [Investigative Committee Terms of Reference](#)
- Appendix A – Appeal Process
- [GOV-022-005 – Code of Conduct](#)
- [GOV-022-010 – Conflict of Interest and Conflict of Commitment](#)
- [GOV-022-020 – Safe Disclosure](#)
- [RCH-010-015 – Care and Use of Animals](#)
- [RCH-020-010 – Ethics – Research with Humans](#)
- [RCH-020-015 – Research with Cannabis](#)
- [Canadian Council on Animal Care](#)
- [Tri-Agency Framework: Responsible Conduct of Research](#)
- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans \(1.62 MB\)](#) 
- [Tri-Council Policy Statement Tutorial: Course on Research Ethics \(CORE\)](#)

Appeal Process

Within 20 days of receiving decision of the VPR, the Respondent(s) may make a final appeal to the President, or the person whom the President designates. A President-appointed-designate must be independent of the authority of the Vice-President Research, must be free of conflicts, and must not have been involved in the earlier Investigation or decision-making process for the alleged Research Misconduct of the Respondent.

Typically, an appeal shall be considered on one or more of the following grounds:

- That the Investigative Committee did not have the necessary authority under this policy to investigate the conduct at issue;
- That the Investigative Committee made a decision or recommendation outside the intended scope of this policy;
- That there was a reasonable apprehension of bias on the part of one or more of the decision makers;
- That the original Investigative Committee made a fundamental procedural error that seriously affected the outcome; and/or,
- That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original Investigative Committee.

The appeal must be made in writing and must describe in detail the purported violation by the Investigative Committee.

Upon receipt of a notice of appeal, the President or designate shall review the record of the original hearing and the written statement of appeal, and determine whether or not the grounds for appeal are valid. The President or designate shall rule on the appeal within 30 days of its submission.

Should the President or designate determine that there are no valid grounds, as specified above, for an appeal, then the appeal will be dismissed.

Should the President or designate find that there was a violation, based on one or more of the above grounds, and the violation materially affected the findings of the Investigative Committee, then the President or designate shall inform the parties and a new investigation with a new Investigative Committee, to be called the Appeal Investigative Committee shall be initiated. The Appeal Investigative Committee shall proceed without deference to the previous Investigative Committee's findings. The Appeal Investigative Committee shall follow the same procedures and timelines as the Investigative Committee.

The Appeal Investigative Committee shall make a recommendation to President or designate, who will make a decision as to the outcome and consequences as appropriate. The decision of the President or designate is final.

Investigative Committee Terms of Reference GOV-022-025

Membership: The Vice-President (Research) appoints an Investigative Committee (the “**Committee**”) of three people qualified to investigate the circumstances of the Allegation of Research/Scholarly Misconduct. *Normally*, the Committee will be made up of Members of the University community. No one from the department or unit where the Respondent works or from a committee on which the Respondent serves, nor anyone who may have a conflict of interest, will be on the Committee. When the Allegation concerns research funded by CIHR, NSERC or SSHRC, the Committee will include one external person who has no current affiliation with the University. The Vice-President (Research) will assign the role of “Chair” to one of the Committee members.

Jurisdiction: GOV-022-025 – Research/Scholarly Misconduct

Governance: The role of the Committee is to determine whether Research/Scholarly Misconduct has occurred and if so, the seriousness of the Research/Scholarly Misconduct. The Committee will undertake a formal investigation following the principles of natural justice and procedural fairness. It will examine and have access to all materials relevant to the investigation.

Definitions: Within these Terms of Reference, “Complainant” refers to the person who has made an allegation of Research/Scholarly Misconduct; “Respondent” refers to the person who is the subject of a formal investigation of Research/Scholarly Misconduct, “Assigned OOS Investigator” refers to the out-of-scope designate assigned by the Vice-President (Research) to investigate an allegation of Research/Scholarly Misconduct.

Resource: University Secretariat (Executive Director, University Governance)

Procedures:

General:

1. While the formal investigation may include a formal hearing, the formal investigation process should allow flexibility for the Committee to consult, clarify and investigate the Allegations as each situation requires, and as the Committee deems appropriate.
2. The University Secretariat shall act as a resource to the Committee in its investigation (including any formal hearing conducted by it).

Review Stage:

1. The Vice-President (Research) will provide the Committee with the following documents (the “**Charge Documents**”):
 - a. the formal charges underlying the Allegation (including a copy of the assigned OOS Investigator’s Informal Inquiry report to the Vice-President (Research)); and

- b. a copy of all relevant materials assembled by the Assigned OOS Investigator in connection with the informal inquiry.
2. Concurrently with step 1:
 - a. The Vice-President (Research) will provide a copy of the Charge Documents to the Respondent and advise the Respondent that a Committee has been appointed, including the names of the Chair and other members of the Committee; and
 - b. The Vice-President (Research) will provide a copy of the Charge Documents to the University Secretariat and advise the University Secretariat that a Committee has been appointed, including the names of the Chair and other members of the Committee.
 3. The Committee will review the Charge Documents and will meet in order to determine:
 - a. an appropriate date for a hearing; and
 - b. whether the Committee has any specific matters that it wishes to be dealt with or clarified in the submissions to be made by the Respondent or the Assigned OOS Investigator (the “**Submission Matters**”).
 4. The Chair will communicate with the University Secretariat with respect to setting a date for the hearing (which generally shall be approximately one month from the date that the Committee is appointed). If the Committee has any Submission Matters, the Committee shall advise the University Secretariat of the Submission Matters in writing.

Hearing Preliminary Matters:

1. Each of the Respondent and the Assigned OOS Investigator may have a representative or legal counsel attend with them and assist them in connection with the formal investigation and any hearing.
2. The University Secretariat will provide written notice of the date scheduled for the hearing (the “**Hearing Date**”) at least four (4) weeks in advance of the scheduled Hearing Date to each of the Respondent and the Assigned OOS Investigator (with a copy to the Committee). If the Committee has provided any Submission Matters to the University Secretariat, the University Secretariat will also provide the Submission Matters to the Respondent and the Assigned OOS Investigator.
3. Not less than two (2) weeks prior to the Hearing Date, the Respondent shall provide to the University Secretariat a detailed written submission responding to the Allegation and the formal charges, along with:
 - a. a copy of all supporting documents;
 - b. the names of any witnesses the Respondent intends to call at the hearing, and a summary statement of the evidence to be presented by each witness; and,
 - c. the name of the Respondent’s representative (if any);
 (collectively, the “**Respondent’s Submission**”).

The University Secretariat will distribute the Respondent’s Submission to the Committee and the Assigned OOS Investigator.

4. The Assigned OOS Investigator may provide a written response to the Respondent's Submission (the "**Assigned OOS Investigator's Response**") not later than one (1) week prior to the Hearing Date, which response shall include:
 - a. the names of any witnesses the Assigned OOS Investigator intends to call at the hearing, and a summary statement of the evidence to be presented by each witness; and,
 - b. the name of the Assigned OOS Investigator's representative (if any).

The University Secretariat will distribute the Assigned OOS Investigator's Response to the Committee and the Respondent.

5. Following receipt by the Committee of the Respondent's Submission and the Assigned OOS Investigator's Response, the Chair of the Committee may call a pre-hearing meeting with the Committee to discuss the materials, the process for the hearing, and any questions the Committee will want to have addressed or clarifications that the Committee may require through the hearing process.
6. If, as a result of anything contained in the Respondent's Submission and the Assigned OOS Investigator's Response, the Committee determines that further information may be required in order to deal with the Allegation (including any expert evidence) the Chair of the Committee has the discretion to postpone the hearing as required in order for such information or evidence to be obtained.

Hearing Attendees:

1. The Committee including any support staff required for duties such as recording (*normally provided by the University Secretariat*).
2. The Respondent (and their representative, if requested).
3. The Assigned OOS Investigator (and their representative, if requested).
4. Witnesses or experts to be called by the Respondent, the Assigned OOS Investigator or the Committee.

Hearing:

1. The hearing is not open to the public. The University Secretariat is responsible for arranging, making and storing an audio recording of the hearing. The recording is only available to the Committee during their deliberations to review the evidence provided at the hearing. Once the Committee has provided its final report to the Vice-President (Research), the recording will be included as part of the official record held by the University Secretariat.
2. The Assigned OOS Investigator (or their representative) will present the findings of their informal inquiry with respect to the Allegation/formal charges, and may call witnesses or experts to testify.

3. The Respondent (or their representative) may ask questions of the Assigned OOS Investigator and their witnesses or experts.
4. The Respondent (or their representative) will present their case and may call witnesses or experts to testify.
5. The Assigned OOS Investigator (or their representative) may ask questions of the Respondent and their witnesses or experts.
6. Committee members may ask questions of the Respondent, the Assigned OOS Investigator and any witnesses or experts. The Respondent and the Assigned OOS Investigator, not their representatives, will answer questions posed by the Committee.
7. Both the Assigned OOS Investigator and the Respondent (or their representative) shall have an opportunity to summarize their cases at the conclusion of testimony.
8. All parties are asked to state their case concisely and to keep questioning of witnesses to relevant facts. The Chair may set a time limit for testimony if already-known facts are being reiterated.

Witnesses/Experts:

1. The testimony of witnesses must be in person (so that the party opposite and the Committee have the ability to question the witness). Affidavit evidence of witnesses will not be permitted at a hearing.
2. Witnesses and/or experts shall be called into the hearing by the Chair one at a time. Once the testimony has been given, the members of the Committee may ask questions of the witness or expert. The witness or expert shall then leave the hearing.
3. If the Committee believes that it needs an independent / impartial expert opinion (the “**Expert Opinion**”) the Committee may seek such an opinion. The Expert Opinion shall be provided to each of the Assigned OOS Investigator and the Respondent, who may provide a response to the Committee, in writing, within seven (7) days of receiving the Expert Opinion. The Expert Opinion and the Assigned OOS Investigator’s and the Respondent’s responses thereto may be considered by the Committee in its deliberations.

Deliberations and Decision:

1. The deliberations of the Committee will occur in camera, after the parties and their representatives and witnesses have withdrawn. These deliberations are confidential.
2. The Committee may request information from the parties following the hearing but prior to a decision being made. All requests for information, and all responses to such requests, will be administered through the University Secretariat in writing, and will be shared with the Respondent and the Assigned OOS Investigator by the University Secretariat.

3. The decision of the Committee and the reasons for the decision relating to the Allegation of Research/Scholarly misconduct (collectively, the “**Committee Report**”) will be submitted in writing by the Chair to the Vice-President (Research) (with a copy to the University Secretariat). The Committee shall provide the Committee Report in a timely manner. The Committee Report will include:
 - a. a summary of the Allegation and the Respondent’s response,
 - b. a summary of the relevant evidence,
 - c. the Committee’s analysis of the relevant evidence;
 - d. the Committee’s findings with respect to the Allegation, with supporting reasons;
 - e. if the Committee determines that Research/Scholarly Misconduct has occurred, an assessment of the severity of the misconduct and any mitigating factors; and,
 - f. any other recommendations that the Committee feels are appropriate in the circumstances of the case.
4. As soon as practicable, but no less than fifteen (15) working days after receipt of the Committee Report, the Vice-President (Research) shall decide whether or not to accept some or all of the Committee’s findings.
5. The Vice-President (Research) will provide a copy of the Committee Report to the Respondent, and to the Assigned OOS Investigator no less than seven (7) working days after it is received.
6. When the Allegation concerns research funded by CIHR, NSERC or SSHRC the Vice-President (Research) will prepare a report for the Secretariat on Responsible Conduct of Research in accordance with requirements of the Tri-Agency Framework: Responsible Conduct of Research.
7. All materials and records provided to the Committee, and any documents created by the Committee (collectively, the “**Records**”) will be held in confidence and once the Committee Report has been provided to the Vice-President (Research), all such Records will be provided to the University Secretariat by each Committee Member for destruction. Pursuant to the Policy, the University Secretariat shall retain an official file with respect to the formal investigation proceedings.
8. Completion of the formal investigation process should normally not involve the elapse of more than three (3) calendar months from the date the Allegation is first received by the Assigned OOS Investigator. Any significant extension of the time frame should be justified by the Vice-President (Research).

ATTACHMENT B

Research/ and Scholarly Misconduct

Number: GOV-022-025
 Audience: University members
 Last revised: July 7, 2015; ~~June 1, 2021~~ March 3, 2022
 Owner: Vice-President (Research) ~~and Provost and Vice President (Academic)~~
 Approved by: Board of Governors
 Contact: Vice-President (Research) – 306-585-5184 ~~and~~
~~Provost and Vice President (Academic) – 306-585-4384~~

Introduction

Research is central to the mission of the University and to the advancement of knowledge. The University, funding agencies, and other public and private sponsors of research and related scholarly activities recognize that ~~research—the pursuit of new knowledge~~ can best flourish in a climate of academic freedom, and ~~premised on trust in, and the integrity of, members of mutual respect.~~ At the University ~~research communities and their of Regina, research excellence is driven by curiosity, diligence, collaboration, and integrity, as well as~~ compliance with the policies, practices and ethical norms governing research.— The University is committed to ensuring that the highest standards of scholarly conduct and academic integrity are understood and practiced in its community.-

This policy ~~defines Research/Scholarly Misconduct and outlines~~ explains the principles that guide the University's ~~processes for addressing~~ response to allegations of Research/Scholarly Misconduct. -This policy applies to all ~~Members~~ members of the University Community participating in research or scholarly activities at, on behalf of, in connection with, or under the auspices of the University (each a “Researcher”).

Definitions

- **Academic Integrity** – the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty, diligence, rigor and integrity in research and academic publishing.
- ~~Agency – a funding agency or sponsor that has provided funding for research activities~~
- **Allegation** – an unproven assertion or claim that ~~someone~~ a Researcher has committed Research/Scholarly Misconduct
- **Complainant** – person who makes an allegation of Research/Scholarly Misconduct.
- **Conflict of Interest** – a conflict, real or perceived, between a ~~member's~~ Researcher's personal interests and the ~~member's~~ Researcher's responsibilities and obligations to the University to the

extent that an impartial observer might reasonably question whether the member's actions or decisions are influenced by that personal interest

- **Fabrication** – making up data, source material, [graphs, images](#), methodologies, circumstances, findings or results
- **Falsification** – manipulating, changing, -omitting, misrepresenting or distorting data, source material, [graphs, images](#), methodologies, circumstances, findings, equipment, processes or results, without acknowledgement and which results in inaccurate [or misleading](#) findings, results or conclusions
- **FGSR** – the Faculty of Graduate Studies and Research
- **Investigative Committee** – the committee established [by the Senior Officer](#) to conduct a formal investigation into an allegation of Research/Scholarly Misconduct
- ~~▪ **Good Faith Allegation** – means an allegation that is not malicious or frivolous made by a [Complainant](#) who has reasonable grounds to believe that he or she has knowledge that Research/Scholarly Misconduct may have occurred~~
- ~~▪ **Member of the University Community** – includes but is not limited to any person paid by, under the control of, or contributing in any manner to a research project in the University or an affiliated or federated institution, and includes members of the academic, administrative and support staff of the University and its affiliated or federated institutions, and students, fellows, technicians, health care workers, programmers, analysts and guests and visiting researchers (and includes, for further certainty, a person currently on an employment leave including a sabbatical)~~
- **Plagiarism** – [presenting, using or passing off the another's published or unpublished work, including ideas or, words of another, theories, concepts, data, source material, methodologies, graphs, images or findings](#), as one's own without appropriate referencing and, if required, without permission; using another's production or process without crediting the source; presenting as new and original an idea or product derived from an existing source [\(including the re-publication of one's own previously published work or part thereof, including data, in any language, without adequate acknowledgment of the source, or justification\)](#)
- **Principal Investigator** – the faculty member or equivalent visiting scholar who is in charge of a research or education project
- ~~▪ **Research/Scholarly Misconduct** – has the meaning ascribed below, in this Policy.~~
- ~~▪ **Researcher** – any Member of the University Community engaged in any research activity at the University~~
- **Respondent** – the person against whom an allegation of Research/Scholarly Misconduct is directed, or who may be implicated in an allegation of Research/Scholarly Misconduct (including co-authors, co-investigators or other members of a research team), or who becomes the subject of an inquiry or investigation. A Respondent may also include a former employee, student or post-doctoral fellow of the University against whom an allegation of Research/Scholarly Misconduct is made.
- **Research** - [any effort intended to extend knowledge through a disciplined inquiry or systematic investigation done in the context of academic activity on behalf of the University. Research involves some or all of: the creation of new knowledge, including understanding or concepts; the creative application of existing knowledge; the organization and synthesis of existing knowledge; and/or creative expression.](#)
- ~~▪ **Scholarly Conduct** – the conduct and behavior expected of a Member of the University Community when engaged in research or scholarly activities, as outlined below~~

- ~~Senior Officer~~ the position with authority over and responsibility for the scholarly and research integrity in their specific area, namely either:
 - (i) ~~the Vice President (Research), for allegations that principally relate to matters of research integrity or research misconduct~~
 - (ii) ~~the Provost and Vice President (Academic), for allegations that principally relate to matters of scholarly integrity or scholarly misconduct~~

Policy

Scholarly Conduct

~~Members of the University Community must be~~ Researchers are honest and committed to conducting research, teaching, mentoring, and disseminating knowledge in an ethically responsible way. “Scholarly Conduct” includes, but is not limited to:

- maintaining honesty and scholarly and scientific rigor in ~~academic~~ (i) proposing and performing research, (ii) recording, analyzing, and interpreting data; and (iii) reporting and publishing; data and findings
- representing accurately and honestly research observations and findings no matter in what medium they are presented ~~in~~ (notes, abstracts, draft manuscripts, reports, oral presentations, or publications)
- using statistics and other quantitative and qualitative methods of data analysis and evaluation appropriately and responsibly
- giving due credit to those responsible for the work, words, and ideas presented
- including as authors, with their consent, all those and only those who have made a substantial contribution (conceptual or material) to, and who accept responsibility for, the contents of the publication or document
- acknowledging appropriately all those and only those who have contributed to research, including funders and sponsors
- referencing and, where applicable, obtaining permission for the use of all published and unpublished work, including theories, concepts, data, source material, methodologies, findings, graphs and images
- adhering to the standards or codes of ethics for ~~one's~~ the Researcher's academic or professional discipline, (including but not limited to the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), ~~the International Federation of Library Associations and Institutions Code of Ethics for Librarians and other Information Workers, the Society of Professional Journalists' Code of Ethics, and the Canadian Medical Association Code of Ethics~~);)
- disclosing any relationships, financial, personal, or professional, that might be perceived to compromise one's judgment or impartiality, or constitute a Conflict of Interest, and appropriately identifying and addressing any real, potential or perceived conflict of interest, in accordance with the University's Conflict of Interest and Conflict of Commitment policy

- facilitating the exchange of knowledge among researchers at all levels of experience by encouraging a climate of intellectual collaboration and trust;
- facilitating the training and development of members of the research community, ensuring they have the opportunity to achieve their full potential;
- educating members of the research community in the ethical standards of research;
- demonstrating respect for all people engaged in research as participants, students, or co-workers by protecting their rights and welfare, appropriately securing [consent and](#) information, and fulfilling the spirit and intent of requirements of all applicable laws, regulations, policies, standards and guidelines;
- [ensuring appropriate data storage](#)
- [keeping complete and accurate records of data, methodologies and findings, including graphs and images, in accordance with the applicable funding agreement, University policies, laws, regulations, and professional or disciplinary standards in a manner that will allow verification or replication of the work by others](#)
- treating animals used in research ~~and instruction, teaching, and testing~~ with attention to their welfare and in compliance with all applicable laboratory animal care laws, regulations, policies, standards and guidelines;
- demonstrating stewardship of resources by appropriately using research funds, caring for and maintaining equipment and other research materials, and complying with all applicable laws, regulations, policies, standards and guidelines;
- abiding by all University policies, procedures and guidelines governing research and the determination of its outcomes, ~~and~~
- [using grant or award funds in accordance with the policies of the granting agency and providing true, complete and accurate information on documentation for expenditures from grant or award accounts](#)
- seeking opportunities to enhance and deepen individual and institutional understanding of research and ~~academic integrity~~ [scholarly conduct](#).

Researchers are responsible for the intellectual and ethical quality of their work and for ensuring it meets the University's standards for research:

- as set by the University's ~~Office for Research, Innovation and Partnership, Research Office, Research Ethics Board (REB)~~ (including researchers' responsibilities for both obtaining and renewing REB approvals), the University's [Code of Conduct](#), [Occupational Health and Safety Committee](#), and [President's Committee on Animal Care](#), and
- as described in the University's research policies and the [Tri-Agency Framework: Responsible Conduct of Research](#)

Research/Scholarly Misconduct

No Member of the University Community shall engage in research ~~or~~ /scholarly misconduct- (~~"Research/Scholarly Misconduct"~~),² which includes but is not limited to the following:

- Fabrication, Falsification, or Plagiarism,
- disregarding or breaching agreements that relate to the conduct of the research; breach of any policy relating to research of any funding agency;
- using research funds for purposes other than the funding agency's express requirements; or policies; misappropriating research funds; or providing incomplete, inaccurate or false information on documentation for expenditures from grant or award accounts
- inadequate acknowledgement or invalid authorship; failing to appropriately recognize the contributions of others or deliberately misrepresenting one's own or others' work; attributing authorship to people other than those who have ~~participated sufficiently to take~~ made a substantial contribution to, and who accept responsibility for the intellectual content; using others' materials without permission or otherwise taking unfair advantage of privileged access to others' work; ~~;~~
- misappropriation of intellectual property rights of another person; ~~;~~
- redundant publication; publishing one's own previously published data or research as original research, except where it is clearly indicated in the published work that the publication is intended to be a republication or when such republication would be deemed reasonable in light of the circumstances of where it is published (e.g., refereed journal article versus newspaper op-ed); ~~;~~
- misrepresenting academic or professional credentials or experience; ~~;~~
- failing to comply with applicable laws or regulations, or University policies and practices for the protection or welfare of researchers, human subjects, the public, or laboratory animals; ~~;~~
- failing to adhere to the standards or codes of ethics for one's academic or professional discipline; ~~;~~
- failing to obtain the appropriate approvals, permits or certifications before conducting research; ~~;~~
- failing to comply with relevant regulations ~~and~~ requirements ~~around~~ policies, laws or regulations, for the conduct and reporting of certain types of research activity; ~~failing to obtain appropriate approvals, permits or certifications before conducting these activities~~
- misleading others about research results, selectively reporting research results, or deliberately delaying the publication of research results; ~~;~~
- tampering with or destroying the research or research data of another for personal gain or out of maliciousness; ~~;~~
- failing to inform collaborators of research findings and developments in a timely fashion, withholding methodology or research materials or data from the research community, or omitting key aspects of methodology in papers or proposals to hinder replication of one's research; ~~;~~
- failing to disclose and address real, perceived, or potential Conflicts of Interest relating to a research project as outlined in the University's Conflict of Interest and Conflict of Commitment policy; mismanagement of a Conflict of Interest; ~~;~~
- providing incomplete, inaccurate or false information in a grant or award application or related document, such as a letter of support or a progress report; listing of co-applicants, collaborators or partners without their agreement
- deliberate destruction of research data or records to avoid the detection of wrongdoing, or in contravention of the applicable funding agreement, University policy and/or laws, regulations and professional or disciplinary standards
- falsely accusing a Researcher of Research/Scholarly Misconduct

- any other conduct or activity that does not conform with the law or which constitutes a significant departure from the prevailing ethical and other standards that are commonly accepted within the relevant research community for proposing, performing, conducting, reporting, publishing or reviewing research, or treating human or animal research subject.
- ~~▪ deliberate destruction of research data or records to avoid the detection of wrongdoing, and~~
- ~~▪ falsely accusing a Member of the University Community of Research/Scholarly Misconduct.~~

Lack of awareness of the applicable policies, cultural differences and/or impairment by alcohol or drugs are will not constitute a defence for a breach of this policy. If it can be demonstrated that a Researcher knew or reasonably ought to have known that they has violated this policy, then the violation may be dealt with under the provisions of this policy.

What Is Not Research/Scholarly Misconduct

Research/Scholarly Misconduct does not include:

- (i) honest errors, conflicting data or differences of interpretation or judgment relating to research data or results that are reasonable in light of the circumstances in which they are made or reached; ~~or~~
- (ii) differences of opinion regarding research methodologies, analyses of data and theoretical frameworks; or
- ~~(ii)(iii) alleged plagiarism~~ Plagiarism by students, other than post-doctoral fellows, relating to research that is undertaken for academic credit, provided the allegation implicates only students. These allegations are addressed through the Regulations Governing Academic and Non-Academic Misconduct.

In determining whether a Researcher has breached this policy, it is not relevant to consider whether a breach was intentional or a result of honest error. However, intent is a consideration in deciding on the severity of the recourse that may be imposed.

Allegations of Research/Scholarly Misconduct

~~A person who has reasonable grounds to believe that Research/Scholarly Misconduct is occurring or has occurred involving a Member of the University Community shall report the matter to the Dean of the person being accused of Research/Scholarly Misconduct, the Dean's designate, or the Senior Officer, as the case may be. An allegation must be in writing and signed.~~

~~Where information relating to possible Research/Scholarly Misconduct comes to the attention of the Dean, other than in the form of a written allegation, the Dean will normally undertake an inquiry into such matters on his/her own accord. Anonymous allegations of Research/Scholarly Misconduct supported by substantive evidence may be acted upon by the Dean.~~

Allegations of Research/Scholarly Misconduct are taken seriously by the University.- The University will make diligent efforts to ensure that the assessment or investigation of an allegation is conducted in a timely, objective, thorough, competent and fair manner and in accordance with this [Policy](#) and the related [Procedures](#) and Terms of Reference.

A person who has reasonable grounds to believe that Research/Scholarly Misconduct is occurring or has occurred shall report the matter to the Vice-President (Research). An allegation must be in writing and signed. Anonymous allegations of Research/Scholarly Misconduct may be acted upon by the Vice-President (Research) if accompanied by sufficient information to enable the assessment of the allegation and the credibility of the facts and evidence on which the allegation is based, without the need for further information from the complainant.

Where information relating to possible Research/Scholarly Misconduct comes to the attention of the Vice-President (Research), they will normally assign an out-of-scope designate to conduct an informal investigation.

The Vice-President (Research) will ensure allegations of Research/Scholarly Misconduct are appropriately addressed on a case-by-case basis, taking into account the varying nature and severity of different allegations. The suitable responses may include, but are not limited to: informal inquiry, alternative resolution, formal investigation and report, and/or engagement of third parties (including legal counsel and law enforcement, as may be required). Remedies and penalties for confirmed misconduct may also vary widely. In determining an appropriate response, consideration will be given to the extent of the misconduct, whether there have been previous cases of misconduct, or other mitigating or aggravating circumstances. Following the principles of progressive discipline, repeated cases will normally result in more severe penalties.

At any time while an allegation of Research/Scholarly Misconduct is being assessed or investigated, the University may independently, or at an agency's request in exceptional circumstances, take interim administrative actions, as deemed appropriate by the University, to protect human or animal research subjects, research funds, research collaborators, Members of the University Community ~~and~~ the public, and to ensure that the purposes of the funding provided by an agency, if any, are carried out.—

The University will not tolerate retaliation or reprisals against anyone who ~~intends to make or~~ makes a good faith allegation of Research/Scholarly Misconduct or against anyone who provides evidence or ~~other kinds of~~ assistance during an inquiry or investigation into an allegation of Research/Scholarly Misconduct. Any acts of retaliation (including threats, intimidation, reprisals, or adverse employment or academic action) made against the complainant or any individual who participated in any manner in the investigation or resolution of a report of a breach of this policy are subject to discipline. If the allegation is found to have been made in bad faith, the University will investigate the action under the Respectful University Policy, and the complainant may be subject to discipline.

The University will comply with ~~all professional association and agency~~ the Tri-Agency Framework: Responsible Conduct of Research requirements relating to reporting misconduct or allegations of misconduct.

The University will handle all allegations, inquiries and investigations with discretion and in a confidential manner, ~~but~~ and will endeavor to protect the privacy of the complainant(s) and respondent(s) as far as is

possible. However, in order to comply with the law or policy, the University may need to disclose information about an allegation to individuals or entities within and external to the University. As well, the University's obligation to maintain confidentiality is subject to *The Local Authority Freedom of Information and Protection of Privacy Act*, ~~other legislation, and the University's policies~~ and other legislation. – For allegations determined to be unfounded, that every effort will be made by the University to protect or restore the reputation of those wrongly subjected to an allegation.

Where the allegation is related to conduct that occurred at another institution (whether as an employee, a student or in some other capacity), the University will contact the other institution and determine with that institution's designated point of contact which institution is best placed to conduct the inquiry and investigation, if warranted.

Roles and Responsibilities

University

~~The University is responsible for providing the support and education required for Members of the University Community to develop and maintain the highest standards of scholarly conduct and academic integrity in scholarship and research.~~

Vice-President Research

- ensures that the University has appropriate and effective procedures for dealing with allegations of Research/Scholarly Misconduct.
- ensures that this policy and process are communicated to members of the University community.
- monitors the compliance with this policy and the related procedures.

Members of the University Community

Members of the University Community are responsible for:

- (i) understanding and complying with this Policy;
- ~~(ii) engaging in scholarly conduct and academic integrity in their scholarship and research;~~
- ~~(iii)~~(ii) reporting all instances of Research/Scholarly Misconduct; and,
- ~~(iv)~~(iii) co-operating fully in an inquiry or investigation into an allegation of Research/Scholarly Misconduct.

~~Members of the University Community~~ Researchers who will be conducting research with human participants must complete the Panel on Research Ethics tutorial, Course on Research Ethics (CORE).

People in Supervisory Positions

People in supervisory positions at the University (including Principal Investigators) are responsible for ensuring everyone who works under their supervision, directly or indirectly, understands and complies with this Policy ~~and their obligations thereunder.~~

Consequences for Noncompliance

Where Research/Scholarly Misconduct is determined to have occurred, the University will apply remedies take such disciplinary and other steps and recourse (consistent with the seriousness of the misconduct, and whether a breach of this policy was intentional or a result of honest error), up to and including termination of the Respondent's position with the University, and/or in the case of a student or post-doctoral fellow, requiring the Respondent to discontinue his/her/their studies or expulsion from the University, and referral to a law enforcement agency. _

Subject to applicable privacy laws and regulations, the University will inform all affected parties, in a timely manner, of the decision reached by the investigation committee and of any steps or recourse to be taken by the institution. If the allegation is substantiated the University reserves the right to use or disclose information in accordance with *The Local Authority Freedom of Information and Protection of Privacy Act*, which may include disclosing the discipline, if any, imposed on a Respondent-Researcher.

Processes

Informal Inquiry ~~into~~ (Initial Assessment of an Allegation of Research/Scholarly Misconduct ~~(Allegation Assessment)~~

An allegation of Research/Scholarly Misconduct triggers/initiates an informal inquiry by the Dean (or designate) to determine the merit of the allegation. ~~As described above, the Dean or equivalent may bring forth an allegation on his/her own behalf or on behalf of someone else. If an allegation is brought against a Dean or equivalent, it should be presented to the Senior Officer.~~

~~1. Upon receipt of the allegation the Dean notifies the Senior Officer of the allegation.~~

1. Working discreetly to protect the reputation of the persons involved and the University, the ~~Dean will assess the allegation, and will~~ Vice-President (Research) will assign an out-of-scope academic designate without conflict of interest to conduct an informal inquiry into the allegation (i) to aid in the assessment of the allegations; (ii) to determine if the allegations fall under this policy and there is sufficient evidence of possible Research/Scholarly Misconduct to warrant a formal further investigation; and (iii) to outline options for resolution. The inquiry process is intended to be informal and should allow flexibility for the ~~Dean~~ assigned designate to consult, clarify and investigate as each situation requires.

~~2. In conducting the informal inquiry the Dean:~~

- a. ~~shall meet with the Respondent in order to give him or her an opportunity to explain the allegation, and identify witnesses and relevant information;~~
- b. ~~may meet with the Complainant;~~
- c. ~~may request information or documents from the Respondent, the Complainant, and others;~~

- d. ~~where necessary, may consult (in confidence) with other individuals he or she thinks may have information relevant to the investigation, including one or more Members of the University Community, or one or more external experts in the field who are arm's length from the alleged Research/Scholarly Misconduct; and~~
- e. ~~may consult with the Senior Officer as necessary.~~
2. Whenever possible, the informal inquiry will be completed within one calendar month after the date that the allegation was received, however management of the allegation may in some instances involve a longer period of time.
 3. The out-of-scope designate shall provide a written report to the Vice-President (Research) outlining the process undertaken in the informal inquiry, the information gathered, the outcome of their inquiry into the allegations, and recommended options for resolution / course of action.
 4. The Vice-President (Research) shall review the informal inquiry report in order to determine if the allegation warrants a formal investigation. A formal investigation will not be warranted where:
 - a. The allegation is outside the jurisdiction of this policy.
 - b. The allegations, even if proven, would not constitute Research/Scholarly Misconduct;
 - c. The allegations are frivolous, vexatious or made in bad faith;
 - d. The allegations have been the subject of a previous review, investigation or proceeding.

Formal Investigation Not Warranted

1. ~~If the Dean~~After consideration of the informal inquiry report, if the Vice-President (Research) concludes there that an investigation is insufficient evidence to support the allegation of Research/Scholarly Misconduct, he or she shall submit a report to the Senior Officer, and not warranted, they shall notify the Complainant and the Respondent in writing.—

Formal Investigation Warranted

1. ~~If~~After consideration of the Dean~~informal inquiry report, if the Vice-President (Research) concludes there that an investigation is sufficient evidence to support the allegation of Research/Scholarly Misconduct, he or she he or she~~warranted they shall initiate a formal investigation by establishing an Investigative Committee. submit prepare a report to the Senior Officer (presenting formal charge (including the evidence that supports the allegation) and recommending recommend that a formal investigation be undertaken. Where a graduate student or post-doctoral fellow is implicated involved in the allegation, the Dean~~Vice-President (Research) shall also submit a copy of his/her report the formal charge to notify the Dean of the FGSR.~~

2. The formal investigation procedure, as outlined in the Investigative Committee Terms of Reference, will be followed.

~~— If a formal investigation is deemed warranted, the Senior Officer Vice President (Research) will appoint an independent Investigative Committee. The investigation committee shall include members who have the necessary expertise and who are without conflict of interest, whether real or apparent.~~

~~2. The Committee will conduct the formal investigation (in accordance with the Investigative Committee Terms of Reference), and will issue the Investigation Report. The standard of proof shall be whether, on a balance of probabilities, the evidence establishes that the committed Research/Scholarly Misconduct as alleged.~~

Formal Investigation

A formal investigation will normally be completed within three calendar months after the date the Dean provides his/her report to the Senior Officer. If this time frame must be extended, the Investigative Committee will advise the Senior Officer and request an extension. If applicable, the Senior Officer shall advise the agency and similarly request an extension from the agency.

- ~~3. The Senior Officer initiates a formal investigation by informing the Respondent and the Complainant in writing that there will be a formal investigation of the allegation, including a description of the formal charges. The Respondent will be informed of his/her right to have an advocate (union and/or legal representation) throughout the investigation.~~
- ~~4. If the Dean and Senior Officer conclude there is evidence of illegal or inappropriate activity, the Senior Officer may notify the appropriate authorities and Agencies, as required.~~
- ~~5. The Senior Officer may instruct the Dean to locate, collect, inventory and secure all relevant records to prevent the loss, alteration or fraudulent creation of records.~~
- ~~6. The Senior Officer may instruct the Dean to place under trusteeship the Respondent's research facility, research records, research personnel (including students) and research funds. In exceptional circumstances these powers may be exercised without prior notification to the Respondent.~~
- ~~7. If certain research records are the property of, or belong to, an agency, the agency and the Respondent shall provide full access to such research records to all who have a legitimate right to access such records in order to facilitate the complete and thorough investigation of an allegation of Research/Scholarly Misconduct in accordance with this Policy.~~
- ~~8. The Senior Officer appoints an Investigative Committee of three people. The people on the Investigative Committee will be qualified to investigate the circumstances of the allegation. Normally the Investigative Committee will be Members of the University Community. No one from the department or unit where the Respondent works or from a committee that the Respondent is a member of will be on the Investigative Committee. Where the allegation concerns research funded by CIHR, NSERC or SSHRC, the Investigative Committee will include one external person who has no current affiliation with the University.~~

9. ~~The Senior Officer presents the Investigative Committee with the formal charges and turns over all relevant materials.~~
- ~~—The Investigative Committee shall conduct a~~Within five (5) working days after receipt of the Investigation report, the Vice-President (Research) shall send a copy of the report to the Researcher and the complainant. The respondent and complainant will have seven (7) working days from the receipt of the Investigation Report to make submissions to the Vice-President (Research) regarding the findings, in advance of any disciplinary action recommended by the Vice-President (Research). The Vice-President (Research) shall, upon receipt of this document and the advice of the Committee, determine whether or not formal disciplinary action is to be taken.
- ~~—As soon as practicable, but no more than fifteen (15) working days after receipt of the Investigation Report or a submission under section 4 if applicable, the Vice-President (Research) shall determine the appropriate disciplinary or other steps that will be taken (where all or part of the Allegation is substantiated), taking into consideration contractual and other obligations to external organizations and prior offenses under this policy, and will send a written decision to the Respondent and the Dean.~~
- ~~—When the Allegation concerns research funded by CIHR, NSERC or SSHRC the Vice-President (Research) will prepare a report in accordance with requirements of the Tri-Agency Framework: Responsible Conduct of Research.~~
- ~~—Where the Allegation is not substantiated, the Dean, in consultation with the Respondent, shall take all reasonable steps to repair any damage that the Respondent's reputation for scholarly integrity or research activities may have suffered by virtue of the Allegation. The Dean shall ensure that a letter confirming the finding that no breach of the policy has occurred is sent to the Respondent, with a copy to the complainant and to the Vice-President (Research). With the consent of the Respondent, a letter confirming the finding of no breach may be sent to other persons with knowledge of the Allegation. These persons may include co-authors, co-investigators, collaborators, and others who may have been notified by the Dean or the Vice-President (Research).~~
10. ~~After completion of the formal investigation into the charges of Research/Scholarly Misconduct (and, where appropriate, may convene a formal hearing) in accordance with the Investigative Committee Terms of Reference. The Investigative Committee shall keep the Senior Officer informed of its progress.~~
11. ~~The University, the University Secretariat shall act as a resource to the Investigative Committee in its~~prepare a complete investigation (file, including any~~the formal hearing conducted by it).~~
12. ~~Upon the completion~~charge, a copy of its formal~~all records relating to the investigation the Investigative Committee shall determine whether one or more of the charges of Research/Scholarly Misconduct are well-founded and will submit a written report to the Senior Officer. The report will include:~~
- a. ~~a summary of the allegation and the Respondent's response,~~
 - b. ~~a summary of the relevant evidence,~~
 - c. ~~the Investigative Committee's analysis of the relevant evidence;~~

- ~~d. the Investigative Committee's findings with respect to the allegation, with supporting reasons;~~
- ~~e. if the Investigative Committee determines that Research/Scholarly Misconduct has occurred, an assessment of the severity of the misconduct and any mitigating factors; and~~
- ~~f. any other recommendations that the Investigative Committee feels are appropriate in the circumstances of the case.~~

~~The Investigative Committee may append any document to the report as necessary to ensure clarity.~~

~~13. The Senior Officer may seek clarification, in writing, of any matter in the report from the Investigative Committee.~~

~~14. The Senior Officer shall promptly send a copy of the Investigative Committee's report to the Respondent and the Dean.~~

University Response

~~As soon as practicable, but no later than fifteen (15) working days after receipt of the Investigative Committee's report, the Senior Officer shall decide whether to accept the Investigative Committee's findings.~~

~~15. Other than as provided for below, the Senior Officer shall not be required to meet with the Complainant, the Respondent, or any other person prior to or subsequent to making his/her decision.~~

~~16. If the Investigative Committee determines that Research/Scholarly Misconduct has occurred, and if the Senior Officer accepts such findings, the Senior Officer shall take appropriate administrative action and/or institute disciplinary proceedings in accordance with the regulations, policies, code or collective agreement to which the Respondent is subject (in consultation with the Dean, the Vice President (Research), if applicable, and the Provost and Vice President (Academic), if applicable). All applicable grievance procedures will apply to any disciplinary action taken.~~

~~17. The Senior Officer shall communicate his/her decision in writing to the Chair of the Investigative Committee, the Dean and the Respondent, and, where appropriate to:~~

- ~~a. other relevant University authorities or offices (including Human Resources);~~
- ~~b. any agency, professional association or society, professional licensing board, editors of journals, collaborators of the Respondent, or any other relevant parties; and~~
- ~~c. subject to the laws concerning privacy and protection of personal information, the Complainant, if the Complainant has a legitimate and direct personal interest in the matter and needs to have access to the determination.~~

~~18. If the Investigative Committee determines that no Research/Scholarly Misconduct has taken place:~~

- ~~a. the Senior Officer shall dismiss the allegation;~~

- ~~b. the Senior Officer shall advise the Complainant and the agency, if any, that the allegation has been dismissed; and~~
- ~~c. the University shall make every reasonable effort to protect the reputation of the Respondent from undue harm.~~

General

- ~~19. After completion of the formal investigation and all ensuing related actions (including appeals or grievances) the University Secretariat shall prepare a complete file, including the records of the investigation and copies of all documents and other materials furnished to the Dean or the Investigative Committee. The University Secretariat shall be the official office of record and shall keep the investigation file of the case for at least five (5) years after its completion, including to permit later reassessment of the case where required by an agency.~~
 - ~~1. The University shall take all reasonable measures to ensure that the academic standing and reputation of an innocent Member of the University Community is not prejudiced by the investigation of an allegation of Research/Scholarly Misconduct. The University will also take all reasonable measures, to the extent possible, to protect a Complainant making a Good Faith Allegation from reprisals.~~
 - ~~2. The termination of the Respondent's employment or other relationship with the University or an affiliated institution for any reason, including resignation, before or after an allegation has been reported shall not preclude or terminate an informal inquiry or formal investigation under this Policy.~~
- ~~— If the Respondent refuses to participate in an informal inquiry or formal investigation, the Dean and the Investigative Committee shall use reasonable efforts to reach a conclusion concerning the allegation, noting the Respondent's failure to cooperate and its effect on his/her/its review of the all of the evidence. If deemed necessary, the Vice-President (Research) may restrict research and/or related activities until the formal investigation is completed.~~

Alternative Resolution-

- 1. At any time, if the Vice-President (Research) determines that an alternative form of resolution may be appropriate in respect of the allegation, they will discuss this option with the involved parties. Informal approaches focus on resolving the problem as opposed to determining right or wrong or taking disciplinary action. –This type of resolution may include, but is not limited to, consultation, raising the matter directly with the Respondent, or mediation.

Appeals-

- 1. Where the Respondent believes they have grounds for appeal, the process laid out in Appendix A will be followed.
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Related Information

- [Investigative Committee Terms of Reference](#) (28.2 KB)-
 - [Appendix A – Appeal Process](#)
 - [GOV-022-005 – Code of Conduct](#)
 - [GOV-022-010 – Conflict of Interest and Conflict of Commitment](#)
 - [GOV-022-020 – Safe Disclosure](#)
 - [RCH-010-015 – Care and Use of Animals](#)
 - [RCH-020-010 – Ethics – Research with Humans](#)
 - [RCH-020-015 – Research with Cannabis](#)
 - [Canadian Council on Animal Care](#)
 - [Tri-Agency Framework: Responsible Conduct of Research](#)
 - [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#) (1.62 MB) 
 - [Tri-Council Policy Statement Tutorial: Course on Research Ethics \(CORE\)](#)
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GOV-022-025 Research and Scholarly Misconduct
Appendix A

Appendix A—Appeal Process

Within 20 days of receiving decision of the VPR, the Respondent(s) may make a final appeal to the President, or the person whom the President designates. A President-appointed-designate must be independent of the authority of the Vice-President Research, must be free of conflicts, and must not have been involved in the earlier Investigation or decision-making process for the alleged Research Misconduct of the Respondent.

Typically, an appeal shall be considered on one or more of the following grounds:

- That the Investigative Committee did not have the necessary authority under this policy to investigate the conduct at issue;
- That the Investigative Committee made a decision or recommendation outside the intended scope of this policy;
- That there was a reasonable apprehension of bias on the part of one or more of the decision makers;
- That the original Investigative Committee made a fundamental procedural error that seriously affected the outcome; and/or,
- That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original Investigative Committee.

The appeal must be made in writing and must describe in detail the purported violation by the Investigative Committee.

Upon receipt of a notice of appeal, the President or designate shall review the record of the original hearing and the written statement of appeal, and determine whether or not the grounds for appeal are valid. The President or designate shall rule on the appeal within 30 days of its submission.

Should the President or designate determine that there are no valid grounds, as specified above, for an appeal, then the appeal will be dismissed.

Should the President or designate find that there was a violation, based on one or more of the above grounds, and the violation materially affected the findings of the Investigative Committee, then the President or designate shall inform the parties and a new investigation with a new Investigative Committee, to be called the Appeal Investigative Committee shall be initiated. The Appeal Investigative Committee shall proceed without deference to the previous Investigative Committee's findings. The Appeal Investigative Committee shall follow the same procedures and timelines as the Investigative Committee.

The Appeal Investigative Committee shall make a recommendation to President or designate, who will make a decision as to the outcome and consequences as appropriate. The decision of the President or designate is final.