UNIVERSITY OF REGINA SENATE  
Friday, 17 October 2014 at 9:00 a.m.  
Board Room 527, Fifth Floor, Administration-Humanities Building  
University of Regina  

AGENDA  

Introductions  

1. Approval of the Agenda  

2. Approval of the Minutes of 4 June 2014 - circulated with the agenda  

3. Business Arising from the Minutes  

4. Optional Reports  
4.1 Chancellor  
4.2 President  
4.2.1 Presentation on the 2015-2020 Draft Strategic Plan – For Approval, Appendix I, pp. 1-13  
4.3 University Secretary  
4.3.1 Fall 2014 In-progress Report of Registrations and Graduation - For Information, Appendix II, pp. 14-20  
4.3.2 2015 Senate Election - For Information, Appendix III, p. 21  

5. Reports from Senate Committees  
5.1 Joint Committee on Ceremonies Report  
5.1.1 Honorary Degree Candidates for Addition to the Approved Roster, circulated at the meeting - For Approval, Appendix IV, p. 22  
5.1.2 Reassignment of Faculties across Spring Convocation Ceremonies – For Approval, Appendix IV, pp. 22-23  
5.1.3 Officer Ceremonial Robes – For Approval, Appendix IV, p. 23  
5.1.4 Recognition of Recipients of URAA Awards of Excellence at Convocation Ceremonies – For Information, Appendix IV, p. 24  

6. Items for Approval/Information from Executive of Council and Council, Appendix V, pp. 25-32  

7. Briefs, Submissions or Recommendations from Elected or Appointed Senate Members  
7.1 Elected Senator to the Board – Verbal Update  

8. In Camera session  
8.1 Senate Appeals Committee Report – For Information, Appendix VI, p. 33  

9. Other Business  
9.1 Next Meeting of Senate – 1:30 p.m., Saturday, 7 February 2015  

10. Adjournment  

Annette Revet  
Executive Director, University Governance
MOTION: That Senate recommends to the Board of Governors endorsement, in principle, of the near final DRAFT of the 2015-2020 University of Regina Strategic Plan.

Rationale:

The Strategic Planning Facilitation Team is pleased to present the near final draft of the 2015-2020 Draft Strategic Plan for Senate’s review. It is attached to this Decision Item as Attachment A and also available publicly at the following link: http://www.uregina.ca/strategic-plan/2015-20-draft-strategic-plan.html

This Draft embodies what the Team heard from the University community, during the consultation sessions and in the hundreds of e-mails and submissions provided. The consultation has been extensive and this near final draft that Senate will review includes the feedback, recommendations and suggestions provided to the Strategic Plan Facilitation Team since the first draft was published in July 2014.

The Strategic Planning Facilitation Team is seeking Senate’s endorsement of the near final draft of the 2015-2020 University of Regina DRAFT Strategic Plan for presentation to the Board of Governors. The timeline for approval of the plan as set by the Board of Governors was that the 2015-2020 Strategic Plan would be approved in Fall 2014.

The following timeline outlines the remaining steps leading from the Senate meeting to the Board of Governors’ discussion and approval of the final DRAFT.

October 17  Senate meeting for Draft Plan Review and endorsement of the near final DRAFT plan
October 21  A final DRAFT of the Strategic Plan including Senate’s input released to campus
October 22 – 29  Last opportunity for input to be received from Executive of Council, Council and members of the campus community
October 31  2015-2020 Strategic Plan in its final form presented to the Board of Governors for their consideration
November 4 (tentative)  Special meeting of the Board of Governors is held to approve the 2015-2020 Strategic Plan. If approved by the Board, the document becomes the University of Regina 2015-2020 Strategic Plan.
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A Vision for the Future

From Then to Now: The Context & Process

Update on Previous Plan Accomplishments

The University’s 2009-2014 Strategic Plan, mâmawöhkomâtowin, Our Work, Our People, Our Communities, has served us well over the past five years. The implementation of this Plan has strengthened the University in a number of key areas, and has helped bring about many accomplishments. Some highlights include:

- Significant growth in student enrolment and retention. Total enrolments have grown by 13% from Fall 2009 to Fall 2013, and in Fall 2014 crested 14,000 for the first time.
- Increased relevance for Aboriginal, international, and graduate students. From 2009 to 2013, the number of self-declared Aboriginal students has grown by 41% and now makes up 11% of the campus student population. Also over that time, international student enrolments grew by 76% to compose 12% of all students. During the same period, graduate student enrolments have increased 12%.
- Continued program development including the establishment of a very successful undergraduate Nursing program with 1,400 students now enrolled, new master’s degree programs in areas such as health administration, journalism, and nursing, the revamped MBA program, and successful national accreditations in areas such as engineering, nursing, actuarial science, and clinical psychology.
- A renewed commitment to teaching and learning through the Strategic Plan for Teaching and Learning, a new suite of faculty teaching awards, and increased response to shifting patterns of student needs by doubling the number of online courses, increasing early morning, evening, weekend and spring/summer offerings, and continuing to expand course offerings in areas of student demand.
- The University of Regina currently leads Canadian comprehensive universities in research impact.1
- Approximately 1,400 students participating in the UR Guarantee Program to keep them engaged in campus life support their transition from university to employment.
- Significant increases in student financial assistance, with help from new provincial government programs. The operating budget allocation for scholarships has more than doubled from 2009-10 to 2014-15 from $3.7 million to $7.6 million. Among 14 comprehensive Canadian universities, the University of Regina ranks 2nd highest in total financial aid to students (all university sources) as a percentage of tuition revenue (35% in 2012-13).
- The University of Regina is the only post-secondary institution in Saskatchewan to offer programming, across multiple academic programs, in both of Canada’s official languages.
- The President’s Task Force on the Future of the Institut français recommended measures to strengthen French language programming. These recommendations are now being implemented.
- A growing number of experiential and international learning opportunities, with a record of more than 800 student work placements in 2013 and more than 800 domestic students studying abroad over the past four years. Earnings by students in co-op and other work placements now total more than $9 million annually.

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1 For the time period spanning 2004-2013, the University’s “impact” as calculated by Thomson Reuters’ NCI (including all Web of Science subject areas) exceeded that of a comparator group of SFU, UVic, York, Waterloo, Guelph, UofS, and UNB.
The implementation of a number of important initiatives to help Indigenize the University for all members of the campus community. The success of Aboriginal students, faculty and staff on campus has been supported through the expansion of the Aboriginal Student Centre and the establishment of the Aboriginal Advisory Circle.

The University has increased the resources of the Centre for Student Accessibility enabling it to provide enhanced services and support to students with disabilities so that they can approach their studies as other students do.

Increased engagement with the larger community through initiatives such as the President’s Community Award. This engagement has helped increase the amount of annual donor contributions.

New facilities and services for students, including construction of the new residence building and child care facility.

Environmental Scan Considerations
Although the University of Regina has made significant progress over the past five years, we – like most Canadian universities – face a series of challenges:

- Financial challenges stemming from constraints on government contributions to operating and capital budgets;
- Faculty concerns regarding the direction of our academic mission, the balance between professional and non-professional programs, and the amount of support available for research and graduate students;
- Increasing student demand for career-directed and professional education;
- The responsibility to serve an increasingly diverse group of new Saskatchewan learners as noted in The Saskatchewan Plan for Growth;
- The need to make post-secondary education more accessible to a growing Aboriginal population in the province;
- Technological advancements and the challenge of adapting to them;
- A new generation of students with different interests and characteristics; and
- The aging physical infrastructure of our campus.

These internal and external trends provided motivation and a sense of necessity for renewing the University’s Strategic Plan. More detailed information can be found in the 2014 Environmental Scan, which provided context and considerations for the priorities and objectives defined in this new Strategic Plan.

Overview of Strategic Planning Process
In Winter 2014, a 15-person strategic planning facilitation team came together. Their task? – to hear a rich and wide variety of input from hundreds of faculty, staff, students, alumni, community members, and other University stakeholders and community partners, and then, working from that input, to guide the development of this new Strategic Plan. Through extensive face-to-face consultation sessions, student postcard suggestions, email submissions, and web-based fora, blogs, and online forms, the team listened to the thoughts, ideas and dreams people have for the University of Regina over the next five years and beyond. This valuable feedback from hundreds of individuals was central to the team's work in putting together the 2015-20 Strategic Plan.
Our Vision, Mission & Values

Vision Statement
The University of Regina aspires to be a national leader in supporting educated contributors, career-ready learners, and global citizens.

Mission Statement
The University of Regina:
- Provides quality and accessible education, influential research, creative endeavours, and meaningful scholarly experiences in pursuit of local and global contributions to knowledge;
- Serves and engages a diversity of students, life-long learners, and communities, with particular emphasis on Aboriginal learners and global citizens;
- Offers a welcoming and rewarding academic and work environment for students, faculty, and staff; and
- Fosters innovative learning, community engagement, and critical and independent thought.

Values
Mutual Respect, Integrity & Honesty: We are a scholarly community engaged with many other communities. The members of our community are our defining resource. Our treatment of each other is principled, open, transparent and respectful.

Inclusivity & Diversity: We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We recognize and support the diversity of our students' needs, and are inclusive of our Aboriginal, new Canadian, and international students, employees and partners. We aim to be accessible to all who wish to learn with us. We welcome the world to our campus.

Pursuit of Knowledge: We have a driving urge to know the unknown. Our investigation of and reflection upon varied intellectual pursuits is fundamental to us. We engage our students in these pursuits, seeking to instil in them a lifelong quest for knowledge and understanding. We balance our duty to academic integrity with our commitment to academic freedom in our work and interactions.

Community & Social Responsibility: We employ our expertise to serve each other and society. We illuminate pressing social problems and seek solutions. The knowledge we generate enriches the community. We are legitimately concerned with all aspects of our world. We are a bridge and an interpreter between our communities, other people and other nations.

Accountability & Well-Being: We are accountable for our performance to each other, our students, our alumni and the public. We value a safe, healthy, and supportive community.
Our Strategic Priorities:
2015-2020 Strategic Plan

Over the next five years, the University of Regina is committed to three Strategic Priorities:

**Student Success**: A vibrant, challenging and stimulating learning environment with the services required to allow for student engagement, achievement, personal growth, academic success and career readiness.

**Research Impact**: An intellectually active and innovative research community with the supports and infrastructure to expand the boundaries of knowledge and to have a meaningful impact at home and beyond.

**Commitment to Our Communities**: A community of dedicated and passionate students, alumni, staff, and faculty who embrace our responsibilities to serve and engage our diverse peoples and communities in the pursuit of well-being and pride of place.

The University has also identified two overarching areas of emphasis that thread throughout each priority, and upon which we will continue to build to increase our impact, reputation and competitiveness:

1. **Indigenization**: The University of Regina is situated on Treaty 4 land. Aboriginal students, employees and community members are welcomed and supported at the University of Regina. Since the inception of the 2009-2014 Strategic Plan, we have been focused on implementing important initiatives to support the success of Aboriginal students, faculty and staff on campus, and Indigenize the University. This momentum is embedded and expanded in the 2015-2020 Strategic Plan.

2. **Sustainability**: Commitment to sustainability is critical to ensure institutional and societal longevity and success into the future. At the University of Regina sustainability is deeply rooted in social justice and is taken to encompass economic, cultural, social, and environmental sustainability.

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2 The Aboriginal Advisory Circle to the President (AAC) defines Indigenization as "the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability."
For each Strategic Priority, the following components have been defined to provide further direction and focus for the University’s planning, resource allocations and efforts.

- **Objectives:** Provides defined goals or accomplishments that the University desires to achieve within each of the Strategic Priority areas (“The What”).
- **Indicators of Success:** Provides recommendations for specific measures that allow us to assess our progress and performance toward achieving the intended objective (“The Result”). The Board of Governors is responsible for developing metrics in an annual Performance Measurement Framework document. The proposed indicators in this plan will guide the development of these annual measures.
- **Supporting Actions:** Provides further direction for actions and efforts to be implemented in order to support achieving the desired objectives and intended results (“The How”). The lists of Supporting Actions are not exhaustive. Individual Faculties, departments and units should view them as starting points and develop more specific Supporting Actions through their own strategic and operational planning.

**Strategic Priority: Student Success**

The University of Regina exists to provide quality post-secondary education to our students. Guided by the Strategic Plan for Teaching and Learning, the University will strive to provide the necessary supports required to meet diverse student needs. Together, we will work to ensure that all of our students are given the opportunity to encounter a variety of perspectives, reflect critically on their assumptions, and communicate effectively on a range of subjects. We reaffirm our commitment to education in the liberal arts.

**STUDENT SUCCESS OBJECTIVE:**

Enhance supports to better facilitate student preparedness for academic success.

**INDICATORS OF SUCCESS:**

- Increased retention and success rates of first-year students.
- Increased completion rates of Aboriginal students.
- Increased completion rates of International students.
- Decreased time to completion of graduate students.
- Increased retention rate of all students.

**Supporting Actions:**

- Improve supports offered to new students transitioning into university.
- Develop and implement retention strategies that reflect current student needs.
- Expand academic supports for Aboriginal students.
- Enhance University services to assist international and new Canadian students transitioning to Canada, with particular emphasis on English literacy, Canadian culture, and university expectations.
- Enhance teaching and learning supports for staff and faculty who, facing new classroom realities, are adopting new methodologies and pedagogic strategies. Develop and implement a strategy to improve time to completion for graduate students.

**STUDENT SUCCESS OBJECTIVE:**

Embed Indigenous practices, ideas and principles in our academic pursuits.

**INDICATORS OF SUCCESS:**

- Increased Indigenization in each Faculty and academic unit.
- Increased resources focused on Indigenization efforts.
- Increased academic programming partnerships and collaborations with First Nations University of Canada.
- Increased number of Indigenous learning spaces on our campus.

**Supporting Actions:**
- Provide workshops and resources for all faculty to build understanding about Indigenizing our teaching.
- Offer course(s) in each academic program that address Indigenous concepts.
- Engage with First Nations University of Canada to develop partnerships that clearly articulate ways to take advantage of each other’s academic programming without duplication.
- Normalize traditional ways of knowing in our curricula and pedagogical practice by learning from Elders and local traditional knowledge keepers.
- Develop Indigenizing teaching spaces where ceremony is both integral and expected.
- Facilitate Indigenous knowledge and action in support of environmental sustainability across campus.

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### STUDENT SUCCESS OBJECTIVE:

**Strengthen the quality and impact of teaching and learning for all students.**

**INDICATORS OF SUCCESS:**
- Increased overall share of teaching done by tenured and tenure-stream faculty.
- Improved U of R student satisfaction rates.
- Increased effective and flexible learning opportunities offered.
- Increased student appreciation of the value of education beyond career goals.

**Supporting Actions:**
- Develop and implement a strategy for allocation of tenure-stream faculty positions.
- Implement the goals and actions of the Strategic Plan for Teaching and Learning.
- Facilitate the integration of the liberal arts across disciplines.
- Expand learning opportunities for part-time, online, distance and lifelong learners.
- Develop interdisciplinary approaches to curriculum design and delivery between Faculties and departments.
- Practice instructional strategies that aim to meet the needs of an increasingly diverse group of learners (culturally-sensitive, anti-oppressive, anti-racist, etc.).
- Provide services to support the continued development of an inclusive campus that recognizes the diversity of our student populations.
- Promote the development of curricula in every discipline that allows students to “acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.”

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### STUDENT SUCCESS OBJECTIVE:

**Expand and enhance experiential and service learning opportunities in academic programming.**

**INDICATORS OF SUCCESS:**
- Will have demonstrated progress toward providing experiential and service learning opportunities.
- Increased the number of graduating students who have engaged in experiential and service learning opportunities.

**Supporting Actions:**
- Identify and reduce barriers to participation in experiential learning opportunities during the course of a student’s degree.
- Expand experiential and service learning opportunities, including international learning, community service learning and co-op/practicum/internship opportunities.
- Infuse curricula with applied experiences through placements, case-based projects, research, studies abroad, group work, community service, and senior capstone projects.
- Promote the adoption of economic, cultural, social, and environmental sustainability components in experiential learning opportunities.

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3 UNESCO Education for Sustainable Development.
Strategic Priority: Research Impact

"Research" encompasses creative endeavours and other scholarly activities that foster new knowledge. Critical to the University’s success are its strategic research clusters, which have been identified as a function of their critical mass (highly-qualified personnel), performance (impact) and distinctiveness: Anxiety, Stress & Pain | The Digital Future | Water, Environment, & Clean Energy | Health Equity | Public Safety, Justice, & Security.4 Not only is it key that the University continues focusing on high-impact research, but it is essential that research successes are communicated and celebrated within the community.

### RESEARCH IMPACT OBJECTIVE:
Strengthen support for students and researchers required to deliver high impact outcomes.

**INDICATORS OF SUCCESS:**
- Increased funding and titled scholarships for supporting and recruiting high-calibre graduate students.
- Increased Tri-Council funding, alumni-funded research monies and other partnership research monies.
- Increased success rate of external grant applications.
- Increased number of research-related partnerships specific to the strategic research clusters.
- Increased amount of research in and about Saskatchewan for the benefit of Saskatchewan residents.
- Increased research publication impact factors.
- Increased funding support for community-engaged scholarship.
- Increased research impacts in our communities and in public policy.

**Supporting Actions:**
- Increase the research funding budget.
- Prioritize research resources and develop new funding partnerships that align with the five strategic research clusters.
- Stimulate new research partnerships and funding opportunities that are responsive to community needs and build capacity with local communities including First Nations and Métis communities.
- Increase institutional research support for grant writing and research administration.
- Encourage the development of interdisciplinary research and academic programming among Faculties, the Library and departments through an internal interdisciplinary funding program.
- Increase support for research on topics with relevance to economic, cultural, social, and environmental sustainability.

### RESEARCH IMPACT OBJECTIVE:
Advance the profile and awareness of research successes locally, provincially, nationally and internationally.

**INDICATORS OF SUCCESS:**
- Increased number of positive research articles/stories in the local media.
- Increased proportion of stories on the University's website and media releases devoted to research.
- Research-related communication strategy developed and implemented.
- Increased the number of enquiries for University expertise.
- University has become an essential partner to address community issues and concerns.
- University known as a leader in environmental sustainability.

**Supporting Actions:**
- Increase the number of public presentations of research findings.
- Profile University of Regina research successes internally and externally.
- Create a targeted communications strategy to keep University of Regina stakeholders, community members, and Indigenous media updated on research developments.
- Provide necessary resources to External Relations to publicize our research successes.

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4 Vice-President, Research.
• Foster the development of more community-based research projects.
• Implement key strategic recommendations from the Sustainability Strategic Plan.
• Continue to build partnerships with the United Nations University Regional Centres of Expertise on Education for Sustainable Development.

RESEARCH IMPACT OBJECTIVE:
Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada.

INDICATORS OF SUCCESS:
• Increased internal and external funding specific to Indigenous research.
• Increased supports for faculty and students to practice Indigenous-based research.
• Celebrated the diversity of ways that Indigenous inquiry is undertaken.
• Increased number of publications and presentations of Indigenous-based research.

Supporting Actions:
• Develop a strategy to enhance Indigenous research in partnership with First Nations University of Canada, the Gabriel Dumont Institute and other potential partners.
• Regularly host an Indigenous research showcase to broaden awareness of Indigenous research and Indigenous research methods.
• Encourage and support awareness of Indigenous ways of knowing in research and graduate programs.

Strategic Priority: Commitment to Our Communities

The University of Regina’s motto, As One Who Serves, speaks to the deep connection and commitment to serving all of the communities the University touches in Saskatchewan, across Canada, and around the world. The University is committed to collaborative community service and engagement opportunities. This includes the communities within the institution as well as people and organizations external to the academy at the local, provincial, national, and global levels. This priority focuses on our people, on institutional sustainability, and on the importance of engaging with our communities in order to improve institutional and personal well-being, through actions that address needs in our community.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE:
Focus on our people by continuing to build a friendly, respectful, diverse, safe and welcoming campus for all.

INDICATORS OF SUCCESS:
• Increased satisfaction with accessibility services.
• Increased satisfaction related to diversity and culturally responsive needs being met.
• Improved mental health support services for students, faculty and staff.
• Sustained employee engagement results and retention rates.
• Increased attendance at University events by students, faculty, staff, alumni and community members.
• Progressed toward building a representative workforce reflective of the province’s diverse population.

Supporting Actions:
• Increase awareness and appreciation among students, faculty and staff of Indigenous history, people and contemporary issues.
• Improve accessibility on campus for all students, employees and members of the public.
• Foster stronger ties between the academy, the Undergraduate Students Union (URSU), the Graduate Students Association (URGSA) and the Alumni Association (URAA).
• Implement recommendations from the President’s Task Force on the future of the Institut français.
• Build a strong campus community spirit among students, alumni, staff and faculty.
• Increase diversity among the campus communities with culturally responsive initiatives, activities and services.
• Develop a strategy to work toward a representative workforce.
• Develop a comprehensive program of mental health awareness and support for students, faculty and staff.
• Enhance opportunities and support for student and employee physical well-being.
Formalize and support programs to provide opportunities for all university employees to participate in professional development.

Promote a healthy work-life balance.

COMMITMENT TO OUR COMMUNITIES

OBJECTIVE:

Focus on institutional sustainability and transparency to ensure that we are a preferred institution to learn, conduct research, teach and work.

INDICATORS OF SUCCESS:

- Enrolment management strategy completed, communicated, and understood.
- Annual improvement in cost containment and efficiencies.
- Decreased deferred maintenance.
- More financial support from alumni.
- Completed renewal of the College Avenue Campus.
- Expanded hours for campus access.
- Sustained strong and healthy working relationships with our federated colleges.
- Reduced environmental footprint of the University.

Supporting Actions:

- Develop an enrolment management strategy.
- Improve cost-containment initiatives and process efficiencies across the academy.
- Implement plans to improve employee engagement in the functioning of academic, administrative and research units.
- Develop a plan for addressing the infrastructure deficit and building maintenance.
- Implement ways to use our existing infrastructure more efficiently and environmentally sustainably.
- Work with the Alumni Association to identify opportunities for alumni engagement.
- Increase services available on campus for extended hours to accommodate campus life in evenings and on weekends.
- Explore new ways of engaging with Campion and Luther Colleges and First Nations University of Canada to develop joint programs, reduce duplication, and market together domestically and internationally.
- Promote the goals and actions from the Sustainability Strategic Plan.

COMMITMENT TO OUR COMMUNITIES

OBJECTIVE:

Focus on connecting and engaging with all the communities we touch.

INDICATORS OF SUCCESS:

- Increased number of collaborative projects with governments, businesses, and community-based organizations.
- More news stories that focus on university successes.
- Increased number of new undergraduate students from outside our traditional catchment area.
- Enhanced community use of University services and facilities.
- Increased number of joint programs, collaborations, and exchanges between students and faculty provincially, nationally, and internationally.

Supporting Actions:

- Increase partnerships and collaborations with community-based organisations, other external agencies, formal and informal associations and groups, as well as the general public.
- Improve links with governments and the business community.
- Develop and implement a communications strategy to share research contributions, innovations in effective teaching and service to the internal and external communities.
- Increase the number of local, regional, provincial and national events hosted on campus.
- Increase collaboration with the City of Regina and Wascana Centre Authority to improve environmental sustainability initiatives, expand community projects and promote cooperative marketing.
- Establish and promote free community parking in designated areas on evenings and weekends.
- Review and expand relationships and collaborative opportunities with the University of Saskatchewan, Saskatchewan Polytechnic and Saskatchewan Regional Colleges, and other post-secondary partners beyond provincial borders.
- Promote opportunities for community-engaged scholarship, community service and service learning.
Strategic Planning Facilitation Team

Joe Piwowar, Faculty of Arts, Chair
Michelle Beitel, Office for Research, Innovation and Partnership
Cory Butz, Faculty of Science
Kate Cushon, Library & Centre for Teaching and Learning
Bonnie Dobson, Faculty of Nursing
Gina Grandy, Faculty of Business Administration
Larena Hoeber, Faculty of Kinesiology & Health Studies
Gwen Keith, U of R Alumni Association
Kelly Kummerfield, Human Resources
Chris Oriet, Faculty of Arts
Shauneen Pete, Faculty of Education & Executive Lead: Indigenization
Wes Pearce, Faculty of Fine Arts & Council's elected representative
Lisa Watson, Faculty of Business Administration
Dipo Ziwa, URSU Board of Directors

Advisor: Brian Christie, Office of Resource Planning

Special thank you to Rachelle Holterman, Scott Langan, and Emily McNair from McNair Business Development Inc.
Subject: Fall 2014 In-progress Report of Registrations and Graduation

Background and Description:

The following is a summary status report of the in-progress fall 2014 term as compared to fall 2013. Also included are data comparing spring 2013 Graduates by Faculty or Centre to the Graduates of spring 2011 and 2012.

N. B. It is not correct to interpret these numbers as “final” for fall 2014. This report is for purposes of information and trend identification of in-progress data to the Senate membership. The following are summaries. Interested senators can view the much more detailed reports posted on the web site through the menu at http://www.uregina.ca/orp/regsstats_public.shtml or for the most recent report dated October 2, 2014, please see Attachment A which is attached.

1. Undergraduate Registrations: Fall 2014

- Snapshot dates for comparisons are September 9, 2014 versus September 10, 2013 which in both cases was the fifth day of classes.
- Enrolment in the University on the snapshot date, including federated colleges and graduate students, is 13,942 students. This is 2.3% more than the 13,626 students registered at the same period in fall 2013.
- Undergraduate enrolments within the University of Regina system are up 2.3% with a headcount of 12,281 or 276 students over the same date last year.
- Undergraduate enrolments at the University of Regina proper are up 2.9% with a headcount of 10,412 or 293 students over the same date last year.
- Notable among Faculties, we have 25% more students in Engineering this year, as well as Nursing having brought in their fourth year cohort representing a 33% increase in student headcount for the faculty. Both Faculties have reached capacity so it is unlikely there will be increases in them next fall.
- The Full Load Equivalents (FLE) generated by students have increased 2% for the University of Regina proper over fall 2013. The University system is showing an increase of 1% over last year in FLEs.
- According to data generated on September 9, University of Regina proper students are taking an average of 12.21 credits or 4.07 courses in fall 2014 which represents a small increase over fall 2013. Within the University of Regina system as a whole the average credits are 10.60 or 3.53 courses, which represents a slight decrease from fall 2013 which was 11 and 3.67 respectively.

2. Graduate Registrations: Fall 2014

- Snapshot dates for comparisons are September 9, 2014 versus September 10, 2013.
- Graduate enrolment on the snapshot date at the University of Regina is 1661. This is 40 students or 3% more than registered in early fall 2013.

3. Five-Year Enrolment Details

The following counts were made on or about the fifth weekday of classes in each term. These counts are made early in the term to accommodate the meetings of Senate. However, this early date makes the counts volatile. Counts made at the end of terms are published on the University’s web site by the Office of
Resource Planning at http://www.uregina.ca/orp/. Undergraduate Full Load Equivalents are grouped by the students’ faculties of primary registration. A full load equivalent is determined by dividing the total number of credit hours taught by 15 which is the number of credit hours a student would be required to take to be considered a full time student with a full course load. They are proportional to revenue and tell us about demand on the likes of library resources, instructors and classrooms. It should be noted that students often take courses in Faculties other than the ones in which they are registered. Headcounts are also grouped by Faculty and tell us about demand for things such as advising, recreation, parking and food services.

Please make special note that for comparison purposes the University of Regina system headcount of students is 13,942.

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<tr>
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</tr>
<tr>
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<td>252.8</td>
<td>199.73</td>
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<td>-6%</td>
</tr>
<tr>
<td>Kinesiology and Health</td>
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<td>446.6</td>
<td>481.6</td>
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<td>505.3</td>
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<td>-1%</td>
</tr>
<tr>
<td>Nursing</td>
<td>0</td>
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<td>622</td>
<td>919.6</td>
<td>1080.5</td>
<td>160.9</td>
<td>26%</td>
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<tr>
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<td>629.7</td>
<td>718.1</td>
<td>748.13</td>
<td>769.3</td>
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<tr>
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<td>566.6</td>
<td>639.4</td>
<td>638.2</td>
<td>625.6</td>
<td>581.8</td>
<td>-43.8</td>
<td>-7%</td>
</tr>
<tr>
<td>Special and Other</td>
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<td>28</td>
<td>24.4</td>
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<td>7782.8</td>
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</tr>
<tr>
<td><strong>Federated Colleges</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>577.8</td>
<td>536.6</td>
<td>513</td>
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<td>-2%</td>
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<tr>
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<td>450</td>
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<td>581.5</td>
<td>557.1</td>
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<td>-5%</td>
</tr>
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<td>Luther</td>
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<td>352.6</td>
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<td>8480.3</td>
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### APPENDIX II, Page 16

#### Fall (Term # 30)

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<th>2011</th>
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<th>2013</th>
<th>2014</th>
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<th>% Change</th>
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<td>329</td>
<td>271</td>
<td>247</td>
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<td>-7%</td>
</tr>
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<td>684</td>
<td>989</td>
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</tr>
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<td>729</td>
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<td>926</td>
<td>970</td>
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<td>53</td>
<td>6%</td>
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<td>978</td>
<td>943</td>
<td>872</td>
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<td>-7%</td>
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<td>Special and Other</td>
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<td>9692</td>
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<td>10412</td>
<td>293</td>
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<tr>
<td>Graduate Studies</td>
<td>1516</td>
<td>1574</td>
<td>1573</td>
<td>1621</td>
<td>1661</td>
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<tr>
<td><strong>Total U of R proper</strong></td>
<td>10178</td>
<td>11048</td>
<td>11328</td>
<td>11740</td>
<td>12073</td>
<td>333</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Federated Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campion</td>
<td>822</td>
<td>757</td>
<td>700</td>
<td>670</td>
<td>664</td>
<td>-6</td>
<td>-1%</td>
</tr>
<tr>
<td>First Nations</td>
<td>626</td>
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<td>623</td>
<td>755</td>
<td>759</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Luther</td>
<td>589</td>
<td>547</td>
<td>499</td>
<td>461</td>
<td>446</td>
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</tr>
<tr>
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<td>12215</td>
<td>12934</td>
<td>13204</td>
<td>13626</td>
<td>13942</td>
<td>316</td>
<td>2%</td>
</tr>
</tbody>
</table>

### 4. Population Segments – Aboriginal Self-Declared and International

These counts include only students taking courses for credit. They do not include students taking non-credit courses such as those in the ESL program. The figures in the table are always one year old because the reports that supply them are constructed in the middle of each term when enrolments stabilize, but after Senate meets.

The number of Aboriginal students reflects only those who self-declare their ancestry. This systematically under-represents the actual number of Aboriginal students. The total increase in self declared Aboriginal students from fall 2012 to fall 2013 for undergraduate students was 14.4% and for graduate students was 25.4%. Early indications for fall 2014 are that enrolment of Aboriginal students continues to show an increase but at a more modest rate.

The number of international students has also grown. The increase from fall 2012 to fall 2013 at the undergraduate level was 24.7% and 9.9% at the graduate level. Early indicators for fall 2014 show continued growth in these numbers and that the top 3 nations for international students are China, Nigeria, and Saudi Arabia.
### Fall – International Students – Top 10 Nations

<table>
<thead>
<tr>
<th>Nation</th>
<th>2012/30</th>
<th>2013/30</th>
<th>2014/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>560</td>
<td>627</td>
<td>673</td>
</tr>
<tr>
<td>Nigeria</td>
<td>204</td>
<td>239</td>
<td>286</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>87</td>
<td>118</td>
<td>175</td>
</tr>
<tr>
<td>India</td>
<td>53</td>
<td>93</td>
<td>134</td>
</tr>
<tr>
<td>Pakistan</td>
<td>56</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>Brazil</td>
<td>14</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>26</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Iran</td>
<td>28</td>
<td>29</td>
<td>27</td>
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<tr>
<td>South Korea</td>
<td>15</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Mexico</td>
<td>22</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>

5. Off Campus & Online Course Registration

The total number of course registrations in off campus locations for both the University of Regina and the First Nations University of Canada in the fall 2014 term at September 24, 2014 is 24,291. Because head counts were not available at the time these data were extracted, this has been translated to a full learning equivalent (FLE) of approximately 1,619. The largest off campus activity can be seen in Saskatoon and Prince Albert.
The total number of course registrations with an online format for Campion College, First Nations University of Canada and the University of Regina is 3,282. Because head counts are not available for this mode of delivery, this has been translated to an FLE of approximately 656. Arts, Nursing, Kinesiology & Health Studies, and Graduate Studies & Research have the largest numbers of student course activity.

Previous year comparative data are not available for off campus or online course delivery at this time.

**N.B.** – The Registrar’s Office has not yet received all off campus course registrations. The locations associated with Aurora College will increase once these registrations are received. Online activity associated with Nursing also includes televised and video conference courses.

**Fall Term (#30) – Off Campus Activity**

<table>
<thead>
<tr>
<th>Location</th>
<th>FNUniv</th>
<th>U of R</th>
<th>Total</th>
<th>Cr Hrs</th>
<th>FLE</th>
</tr>
</thead>
<tbody>
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<td>36</td>
<td>108</td>
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<td>BROADVIEW</td>
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<td>1</td>
<td>3</td>
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</tr>
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<td>BUFF NARROW</td>
<td>12</td>
<td>12</td>
<td>36</td>
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</tr>
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<td>CREIGHTON</td>
<td>18</td>
<td>18</td>
<td>54</td>
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<td></td>
</tr>
<tr>
<td>ESTEVAN</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
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<td>109</td>
<td>327</td>
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<td>5</td>
<td>15</td>
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<td>24</td>
<td>72</td>
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<td>42</td>
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### Location

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<tr>
<th>Location</th>
<th>FNUniv</th>
<th>U of R</th>
<th>Total</th>
<th>Cr Hrs</th>
<th>FLE</th>
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### Fall Term (#30) – Online Course Activity

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<td>198</td>
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<td>190</td>
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<td>362</td>
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<td>334</td>
<td>2865</td>
<td>9846</td>
<td>656.4</td>
<td></td>
</tr>
</tbody>
</table>

### Graduation and Convocation: Cycle ending Spring 2014

- During the cycle ending spring 2014, the University graduated 1849 students. This is down 26 students over last spring. The number of graduate credentials awarded increased by 7 over last spring.
- While final numbers are not yet available, early indicators for the Fall 2014 show that this will be our largest fall convocation with approximately 52 additional credentials being awarded over fall 2013. It will see the first graduation of Nursing students in the SCBScN program with 54 graduates.

### Spring Convocation Statistics

<table>
<thead>
<tr>
<th>Graduates by Faculty or Centre</th>
<th>2011</th>
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<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>Arts</td>
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<td>383</td>
<td>339</td>
<td>328</td>
</tr>
<tr>
<td>Business Administration</td>
<td>264</td>
<td>257</td>
<td>301</td>
<td>252</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>141</td>
<td>105</td>
<td>111</td>
<td>137</td>
</tr>
<tr>
<td>Education</td>
<td>247</td>
<td>286</td>
<td>303</td>
<td>296</td>
</tr>
<tr>
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<td>115</td>
<td>144</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>60</td>
<td>66</td>
<td>67</td>
<td>63</td>
</tr>
<tr>
<td>Kinesiology and Health Studies</td>
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<td>39</td>
<td>62</td>
<td>44</td>
</tr>
<tr>
<td>Science</td>
<td>106</td>
<td>129</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>Social Work</td>
<td>159</td>
<td>194</td>
<td>165</td>
<td>166</td>
</tr>
<tr>
<td>Total from undergraduate studies</td>
<td>1481</td>
<td>1577</td>
<td>1597</td>
<td>1564</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>233</td>
<td>206</td>
<td>278</td>
<td>285</td>
</tr>
<tr>
<td><strong>University Total</strong></td>
<td>1714</td>
<td>1783</td>
<td>1875</td>
<td>1849</td>
</tr>
</tbody>
</table>
## End of 4th Week of Lectures, End of 50% Tuition Refund

As of end of day Sep 30 2014 compared to end of day Oct 1 2013

**WARNING!** These statistics are not the final registration levels for the term!

### 2014 Fall Term (201430) Registration Statistics

<table>
<thead>
<tr>
<th>Faculty/College</th>
<th>total registered students by faculty/college</th>
<th>avg. student credit load</th>
<th>faculty/college total teaching credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>201430 to date</td>
<td>201330 to date</td>
<td>change</td>
</tr>
<tr>
<td>Arts</td>
<td>1,770</td>
<td>1,810</td>
<td>-40</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>1,453</td>
<td>1,511</td>
<td>-58</td>
</tr>
<tr>
<td>Education</td>
<td>1,380</td>
<td>1,416</td>
<td>-36</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,295</td>
<td>1,069</td>
<td>+226</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>243</td>
<td>263</td>
<td>-20</td>
</tr>
<tr>
<td>K&amp;HS</td>
<td>651</td>
<td>647</td>
<td>+4</td>
</tr>
<tr>
<td>Nursing</td>
<td>1,205</td>
<td>973</td>
<td>+232</td>
</tr>
<tr>
<td>Science</td>
<td>1,003</td>
<td>960</td>
<td>+43</td>
</tr>
<tr>
<td>Social Work</td>
<td>863</td>
<td>940</td>
<td>-77</td>
</tr>
<tr>
<td>Special</td>
<td>169</td>
<td>124</td>
<td>+45</td>
</tr>
<tr>
<td>UEP/Student Affairs</td>
<td>0</td>
<td>0</td>
<td>+0</td>
</tr>
<tr>
<td>No College Designated</td>
<td>0</td>
<td>0</td>
<td>+0</td>
</tr>
</tbody>
</table>

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### TOTAL U of R

| 10,032 | 9,713 | +319 | +3.3% | 84% 16% 11.2 11.3 |
| 114,460 | 111,083 | +3,377 | +3.0% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### TOTAL CAMPION

| 647 | 667 | -20 | -3.0% | 89% 11% 11.2 11.3 |
| 6,558 | 6,946 | -388 | -5.6% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### TOTAL LUTHER

| 433 | 455 | -22 | -4.8% | 83% 17% 10.7 11.1 |
| 6,266 | 7,242 | -976 | -13.5% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### TOTAL FNU

| 237 | 246 | -9 | -3.7% | 84% 16% 10.3 11.0 |
| 6,437 | 6,694 | -257 | -4.0% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU GenEd

| 74 | 73 | +1 | +1.4% | 81% 19% 10.4 10.3 |
| 888 | 639 | +249 | +39.0% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Finance

| 44 | 64 | -20 | -31.3% | 82% 18% 10.3 11.1 |
| 0 | 0 | +0 | 0 |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Math

| 105 | 122 | -17 | -13.9% | 94% 6% 12.4 13.5 |
| 761 | 911 | -150 | -16.5% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Engineering

| 9 | 6 | +3 | +50.0% | 67% 33% 11.3 13.5 |
| 78 | 54 | +24 | +44.4% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Fine Arts

| 16 | 15 | +1 | +6.7% | 100% 0% 11.4 11.4 |
| 444 | 597 | +153 | +25.6% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Health Studies

| 12 | 15 | +3 | +25.0% | 87% 13% 9.6 11.0 |
| 1,263 | 1,371 | -108 | -7.9% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Social Work

| 254 | 207 | +47 | +22.7% | 89% 11% 11.1 11.7 |
| 1,575 | 1,671 | -96 | -5.7% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### FNU Special

| 0 | 2 | -2 | -100.0% | - | - | - | - | 6.0 |
| 0 | 0 | +0 | 0 |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### GRAND TOTAL

| 13,902 | 13,586 | +316 | +2.3% | 79% 21% 10.1 10.2 |
| 140,155 | 138,343 | +1,812 | +1.3% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### ATTACHMENT A

| 201430 to date | 201330 to date | change | % change | Data Notes: imputed Undergrad total enrolled course credits: 133,387 131,828 +1,559 +1.2% |
| FULL-TIME      | 10,989 | 10,736 | +253 | +2.4% |
| PART-TIME      | 2,913 | 2,850 | +63 | +2.2% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

### Total CREDIT HOURS

| 140,155 | 138,343 | +1,812 | +1.3% |

**NOTE:** the row at left is now from "teaching credits"; NOT from "Active Student" reports

Keith Fertowsky, Office of Resource Planning (585-5438)
Subject: 2015 Senate Election

Background and Description:

The 2015 Senate election date is set for Thursday, May 28th, 2015. Nominations will be called in late fall 2014 through the Degrees magazine. In order to allow for enough time to mail out ballots (if required), nominations will be received by the University Secretariat until Wednesday, April 15th, 2015.

Nominations will be called for the following:

- District 1 (Moosomin - Estevan)
  Appointment is eligible for election

- District 3 (Assiniboia – Bengough)
  Appointment is eligible for election

- District 4 (Swift Current – Gravelbourg)
  Appointment is eligible for election

- District 6 (Melville-Yorkton-Hudson Bay)
  Incumbent is eligible for re-election

- District 7 (Melfort – Wynyard - Davidson)
  Appointment is eligible for election

- District 10 (Moose Jaw)
  Incumbent is eligible for re-election

- District 12 (Saskatoon)
  Appointment is eligible for election

For more information, or to access nomination forms, visit our website at http://www.uregina.ca/president/governance/senate/elections.html or call the University Secretariat at 306-585-4436. Please consider nominating alumni that you may know in these districts.

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

September 18, 2014
5.1 ITEMS FOR APPROVAL

5.1.1 Honorary Degree Candidates for Addition to the Approved Roster

(CONFIDENTIAL)

**MOTION 1:** That the honorary degree candidates recommended for approval be added to the approved roster as detailed in the report to be distributed at the meeting.

Due to the confidential nature of this information, the candidates’ names and biographies are detailed in the report distributed at the start of the meeting.

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

5.1.2 Reassignment of Faculties across Spring Convocation Ceremonies

**MOTION 2:** That the following distribution of faculties across the three days of spring convocation be approved as follows, commencing with Spring convocation 2015:

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WED.</td>
<td>Business Administration</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Centre for Continuing Education</td>
</tr>
<tr>
<td></td>
<td>FGSR</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>THURS.</td>
<td>Arts</td>
</tr>
<tr>
<td></td>
<td>Engineering and Applied Science</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>FGSR</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 3</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRI.</td>
<td>Kinesiology and Health Studies</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td>FGSR</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Rationale:

With the inclusion of graduates from the Faculty of Nursing in spring 2015 and, with the agreement that the University of Regina would continue to hold three ceremonies, it is necessary to consider reassignment of faculties across the three spring ceremonies. Many scenarios were considered in reaching this decision.

Assumptions and Considerations:

i) Each ceremony should have less than 500 attendees. The numbers were based on a five year average statistical count and, for Nursing, a projected number of graduates and an anticipated 80% attendance rate.

ii) The liberal arts faculties should be kept together, which is important to the Federated Colleges (Campion and Luther particularly). FNUiv graduates attend all three ceremonies, which is currently the case.

iii) FGSR is spread out over all three days with master’s and doctoral candidates assigned to the day of the corresponding undergraduate faculty.

iv) There were some natural synergies, i.e. Kinesiology, Nursing and Social Work; CCE, which has certificates that ladder into the Faculty of Business Administration, and some that are administratively overseen by the Faculty of Education.

v) To maintain the existing assignment and add Nursing to one of the days was not a viable option as the numbers would be excessively skewed to the day to which it was added.

vi) Dean’s Council has been consulted and is in agreement with the proposed schedule.

Implications:

i) The Faculties of Business Administration, Engineering and Applied Science and Social Work will change days, but it is the least disruptive of the options considered.

ii) The Dean of FGSR or designate will be required to attend all three days.

5.1.3 Officer Ceremonial robes

**MOTION 3:** That ceremonial robes be designed for the following officers:

- Vice-Presidents
- University Secretary
- Registrar

Rationale: This would be done to mark the university’s 40th anniversary. These positions play active roles in ceremonies both at our institutions and at others, when they are representing the University of Regina. These robes would be visually appealing and showcase the university’s pride and maturity. The Faculty of Fine Arts will be consulted on the proposed design.
ITEM FOR INFORMATION

5.1.4 Recognition of Faculty Recipients of URAA Awards of Excellence at Convocation Ceremonies

Faculty recipients of the University of Regina Alumni Association Awards of Excellence will be recognized at the spring convocation ceremonies. They will be invited to attend the spring convocation ceremony as platform party guests and will be asked to stand and be recognized by name and award during the URAA President’s address.

Prepared by:  
Bev Liski, Associate Registrar, Academic Policy Services and Ceremonies  
Registrar’s Office

On behalf of:  
Vianne Timmons,  
President and Chair

September 10, 2014
ITEMS FOR APPROVAL

1. FACULTY OF ARTS

1.1 Creation of Certificate in Political and International Governance

**MOTION:** To create a Certificate in Political and International Governance, with the requirements as follows:

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Certificate in Political and International Governance required courses</th>
<th>Student’s record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>PSCI 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>IS 100</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>PSCI 230</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Two of: PSCI 210, 220, 240; IS 210, 220, 230, 240</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Five of: IS 300, 301, 302, 303, 390AA-ZZ*; PSCI 312, 321, 323, 326, 331, 334, 336, 337, 338, 340, 342, 343, 344, 350, 361, 390AA-ZZ*</td>
<td></td>
</tr>
</tbody>
</table>

* Department Head approval required to use IS/PSCI 390AA-ZZ courses for the Certificate.

30.0 Total: 65% PGPA required

(end of Motion)

**Rationale:** This certificate is designed to provide students with a foundation for understanding and evaluating governance in a variety of contexts and settings. Students will have the opportunity to explore governance in both Canada and abroad as exercised not only by governments but by a host of social, political and economic actors. The certificate will enhance the skill sets of students with an interest in finance, economics, business and public administration as well as a variety of other disciplines and professions. It provides students from other Faculties a means by which to receive extensive training in governance at the undergraduate level in a way easily combined with another program. Governance refers to the authority, decision-making and accountability exercised by both formal and informal institutions and organizations. For example, it can refer to the constitutionally described institutions of a government or the informal rules of how decisions are made in a market. Good governance, by a government, by a corporation, by a community organization, serves to achieve organizational or societal goals. Understanding governance is of value to students in a wide variety of programs and future occupations.

2. FACULTY OF FINE ARTS

2.1 Creation of Photography Minor

**MOTION:** That the following interdisciplinary minor in Photography be created, effective 201510.
13.11.7 Photography Minor

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Required</th>
<th>Students record of courses completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>FILM 205: Black and White Photography</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ART 223: Digital Photography</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>ARTH 222: Critical Histories of Photography</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>FILM 311: Advanced Photography</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>FA 402: Theory &amp; Photo-Based Practices</td>
<td></td>
</tr>
<tr>
<td>15.0</td>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

(end of Motion)

**Rationale:** This minor was put forward as a joint proposal by the Interdisciplinary Programs Coordinator, the Department of Film and the Department of Visual Arts/Art History and, will be available to students across the University of Regina. This minor coordinates courses into a cluster that explores photography from both critical and creative perspectives. The minor utilizes existing courses and resources and acknowledges long range collaborative planning initiatives of the departments and the Faculty.

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

3.1 Faculty of Education - Mid-Career Admission Option

**MOTION:** That a mid-career admission option for highly experienced applicants be established effective October 15, 2014 (application deadline for the 2015 Winter term admission intake).

**Calendar Description:**
The mid-career admission option is designed for those applicants who have 10 or more years of teaching or relevant professional experience. Applicants with 10 or more years of teaching or relevant professional experience and who have successfully completed a relevant undergraduate degree, but whose GPA does not meet the minimum requirement as set by FGSR, will have their applications considered for this admission option. The relevant program and/or subject area may recommend such an applicant for the mid-career admission option to the Associate Dean (Research and Graduate Programs, Education) who may recommend acceptance into the M.Ed., MAEd, MHRD, or Maîtrise program, course route only, to the Dean of the Faculty of Graduate Studies and Research. If approved, the acceptance would be probationary; the student could seek transfer to a thesis, project, or practicum route only after being accepted as a fully qualified student by FGSR.

(end of Motion)

**Rationale:** The Faculty of Education wishes to provide a possible admission option for applicants with a relevant undergraduate degree and 10 or more years of teaching or relevant professional experience, but whose undergraduate GPA makes them ineligible for admission to a graduate program in Education. The Faculty of Education recognizes that many such applicants are now respected professionals in their field and as a result of their years of professional experience have obtained the necessary skills to succeed in a graduate program, if given the opportunity to further their education.

4. **FACULTY OF SCIENCE**

4.1 Revisions to Admission

**MOTION:** To add Earth Science 30 to the list of possible Science courses recognized for final admission requirements to the Faculty of Science (Section 2.4.1.1 of the 2014/15 UG Calendar and Course Catalog).
Rationale: The Saskatchewan Secondary science curriculum is under review and changes are being made to Grade 11 and very soon in the Grade 12 science curriculum. Earth Science 30 is a new course developed for Grade 12 that is currently being piloted in several schools, and students who have taken this course to meet their High School science requirements may be applying for admission to the University of Regina for as early as Sept 2015.
ITEMS FOR INFORMATION

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

1. FACULTY OF ARTS

1.1 Revisions to History Programs

Executive of Council approved to revise the MA major and minor in History, the combined major in Economics and History and the Honours Major in History, effective 201510.

1.2 Revision to Political Science and International Studies Program

Executive of Council approved to add IS 303 as one of the courses that can be used toward the Development Studies concentration in the BA and BA Honours major in International Studies (Sections 9.23.2, 9.23.2.2 and 9.23.3.2 of the 2014/15 UG Calendar and Course Catalog), effective 201510.

1.3 Revision to Chinese Studies Program

Executive of Council approved to revise the Minor in Chinese Studies to replace ECON 396AB with “One of CHIN 290AC, RLST 211, RLST 289AL, or RLST 311” and to add “HIST 250” in place of HIST 256 effective 201510.

1.4 Revision to Resource and Environmental Studies Programs

Executive of Council approved to revise the BA in Resource and Environmental Studies program such that ENHS 400 is no longer an acceptable course to satisfy the program’s requirements, and to revise the BA in Resource and Environmental Studies program such that it aligns with the Faculty of Arts core curriculum.

2. FACULTY OF FINE ARTS

2.1 Revision to Visual Arts Program

Executive of Council approved that effective 201510 the Bachelor of Arts (Visual Arts) Three-Year Special program – Major area and the Bachelor of Fine Arts, Visual Arts Major, be changed.

2.2 Revision to Minor in Fine Arts (Music)

Executive of Council approved that effective 201510, the requirements for the Minor in Fine Arts (Music) be changed.
2.3 Revision to Indian Art Program

Executive of Council approved that effective 201510, the following programs be revised: Bachelor of Arts (Indian Art), Bachelor of Arts (Indian Art): Three-Year Special; and Bachelor of Fine Arts (Indian Art).

2.4 Acceptance of FILM 311 as Credit

Executive of Council approved that effective 201510 FILM 311 Advanced Photography be accepted as credit towards the major area in the following degree programs: §13.16.1 BA Visual Arts, §13.16.2 BA Honours Visual Arts, §13.16.6 BA Visual Arts (Special 3-year), §13.16.7 BFA Visual Arts Major.

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

3.1 Accreditation Changes

Executive of Council approved that the Accreditation Changes be revised.

3.2 English Language Proficiency Requirements for Engineering Graduate Programs

Executive of Council approved that effective Fall 2014, the minimum scores in each of the individual components of the TOEFL and IELTS be eliminated. The overall scores remain as is.

3.3 Council Committee on the Faculty of Graduate Studies and Research

Executive of Council approved that the purpose, membership and roles and responsibilities of the Council Committee on the Faculty of Graduate Studies and Research.

3.4 Program Changes for Master of Arts and Master of Science – Gerontology

Executive of Council approved that effective Fall 2014, all new students be expected to successfully complete GERO 800 for each of their two years in the program and attend a total of 10 seminars over the course of their program and that, effective Fall 2014, JSGS 837 and PSYC 801 be added as primary course options.

3.5 SW 930 added to the MSW Research Practicum and MSW Field Practicum

Executive of Council approved that SW 930 be added to the MSW Research Practicum and the MSW Field Practicum effective Spring/Summer 2014.

3.6 Faculty of Education - Change to define professional experience

Executive of Council approved that the admission requirements pertaining to teaching or other relevant professional experience be amended, effective October 15 (application deadline for the Winter 2015 term admission intake).
3.7 Master of Education Program Change – Project and Practicum Routes

Executive of Council approved that ED 903 be added to all Master of Education Project and Practicum routes effective Winter 2015.

3.8 GRST 800 AA – Academic Integrity Course

Executive of Council approved that all graduate students be required to complete GRST 800AA within the first month of first registration effective Winter 2015.

3.9 Program Change to Master’s Certificate in Health Systems Management

Executive of Council approved that JSGS 826 Human Resources Management in Healthcare be added to the list of electives for the Master’s Certificate in Health Systems Management, effective Fall 2014.

3.10 Program Change for Master of Health Administration

Executive of Council approved that JSGS 812 *Aboriginal Health Policy* be added as an option for the Master of Health Administration program, replacing NURS 814 *Aboriginal Health Issues* effective Winter 2015 AND THAT NURS 814 *Aboriginal Health Issues* be eliminated as an elective option for the Master of Health Administration program effective Winter 2015.

3.11 Program Change for Master of Science – Computer Science (Project)

Executive of Council approved that CS 903 be replaced with an additional 3 credit hours of CS 902 (or CS 901) plus the requirement of a project defense in the M.Sc. (Project) route as outlined below effective Winter 2015.

4. FACULTY OF SCIENCE

4.1 Revision to BSc Combined major in Biology and Geography

Executive of Council approved to make the following revisions to Section 16.11.2.8 of the 2014/15 UG Calendar: remove BIOL 364 and 403 from, and add BIOL 402, 456, 463, 490BH to, the list of “FOUR courses from:” for students in the BSc Combined major in Biology and Geography; replace GEOG 205 with GEOG 203, and GEOG 301 and 305 with two GEOG 3xx/4xx courses; and update CHEM 102 to CHEM 104, and CHEM 240 to CHEM 140.

4.2 Revisions to Department of Math and Stats Programs

Executive of Council approved to update the Table of Equivalent Courses and Prerequisites at the of section 16.17.1 of the 2014/15 UG Calendar and Course Catalogue to reflect the deletion of AMTH 003 and the creation of MATH 102.

5. COUNCIL DISCIPLINE COMMITTEE

5.1 Annual Report was received for information.
6. COUNCIL COMMITTEE ON STUDENT APPEALS

   6.1 Annual Report was received for information.

7. UNDERGRADUATE SCHOLARSHIP COMMITTEE

   7.1 President’s Medal for 2014 Fall Convocation

       Executive of Council approved the student to be awarded the President’s Medal at Fall Convocation.

8. FACULTY OF GRADUATE STUDIES AND RESEARCH SCHOLARSHIP COMMITTEE

   8.1 President’s Distinguished Graduate Student Award

       Executive of Council approved two students to be awarded the President’s Distinguished Graduate Student Award at Fall Convocation.
Report to the University of Regina Senate  
From the University of Regina Council  
Meeting of  
10 September 2014

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

1. 2015-2020 Strategic Plan

Council approved that Council recommend endorsement, in principle, of the 2015-2020 University of Regina DRAFT Strategic Plan with the provision that Council will receive, via email, the final version of the DRAFT Strategic Plan for final input for a period of no less than five (5) days prior to the Board of Governors receiving the final version of the DRAFT Strategic Plan for its approval.

2. Council Committee on Academic Mission

2.1 Unit Reviews

Council approved that Council recommends to the President the resumption of the academic unit review process according to the revised 10-year time table.

Council approved that Council recommends to the President the timeline and responsibilities for unit reviews be adopted as the recommended process for unit reviews.

Council approved that Council recommends to the President the template for the Academic Unit Review unit self study and the associate academic unit member curricula vitae template be adopted, starting with the 2014-2015 unit reviews.

3. Council Committee on Budget

3.1 Applying Transparency as a Budget Principle

Council approved to adopt the Applying Transparency as a Budget Principle document to guide the implementation of transparency as an overarching budget principle, and that such a recommendation be made to the President.

3.2 Budget Principles, Guidelines and Procedures

Council approved to adopt the Budgetary Principles, Guidelines and Procedures document as a living document that will steer the budget process, and that such a recommendation be made to the President.

Prepared by: D’arcy Schauerte  
On behalf of: Annette Revet, University Secretary  
Date: 24 September 2014
The Senate bylaws provide that the Senate Appeals Committee will uphold the decision unless that Appellant can demonstrate that it is contrary to the evidence adduced or manifestly unfair to the Appellant.

On 23 May 2014, the Senate Appeals Committee heard the appeal of the decision of the Council Discipline Committee (CDC), which decided that the original penalty be increased to include that effective immediately the student be suspended from all programs offered at the University of Regina for one year, ending December 31, 2014 stemming from repeated violations of University Parking regulations.

The Senate Appeals Committee concluded that the decision of the CDC was neither contrary to the evidence nor manifestly unfair. Accordingly, the Senate Appeals Committee denied the student’s appeal, however, given that the student had been attending classes during the appeal process, the Committee agreed to grant credit for those classes that were completed successfully and has decided that the effective date for the one year suspension be May 1, 2014.

On 12 June 2014, the Senate Appeals Committee heard the appeal of the decision of the Council Discipline Committee regarding alleged academic misconduct during a final exam. The CDC had upheld the finding that academic misconduct was substantiated; however, the CDC ameliorated the disciplinary action such the student’s grade on the final exam would be reduced by 50% of what would have been received, rather than the original penalty imposed by the Faculty -- that the student receive 0% for the final exam. The Faculty subsequently appealed the CDC’s decision to the Senate Appeals Committee.

The Senate Appeals Committee concluded that the decision of the CDC was neither contrary to the evidence nor manifestly unfair. The Senate Appeals Committee concluded that the CDC has the authority to ameliorate a penalty based on its procedures as approved by Executive of Council which state that: “If misconduct is substantiated, the penalty assigned by the Committee may be the same as, or less or more severe than, the original penalty.” Accordingly, the Senate Appeals Committee upheld the decision of the CDC.

On 12 June 2014, the Senate Appeals Committee heard the appeal of the decision of the Council Committee on Student Appeals, which upheld the decision of the Faculty that the student be forced to withdraw (MW) from studies at the University of Regina for a minimum of three semesters.

The Senate Appeals Committee felt that it could not ignore the additional medical documentation supplied, since it was germane to the appeal. Ultimately, the Senate Appeals Committee concluded that the Council Committee on Student Appeals applied the relevant rules and regulations properly, but the resulting decision was unfair, given the student’s circumstances and the additional medical information supplied that supported the student’s presentation at the Council Committee on Student Appeals hearing. Accordingly the Senate Appeals Committee has granted the student’s appeal.

There is one pending appeals to the Senate Appeals Committee to be scheduled for late October.