

SENATE MEETING

Date: 14 October 2021
To: Members of Senate
From: Glenys Sylvestre, Executive Director (University Governance) and University Secretary
Re: Meeting of 21 October 2022

A meeting of Senate is scheduled for 21 October 2022, 9:00 a.m.-12:00 p.m. in the Administration-Humanities Boardroom, 527 (AH 527).

AGENDA

1. **Call to Order**
2. **Approval of the Agenda**
3. **Approval of the Minutes of 8 June 2022 – circulated with the Agenda**
4. **Business Arising from the Minutes**
5. **Optional Reports**
 - 5.1 Chancellor
 - 5.2 President
 - 5.3 University Secretary
 - 5.3.1 2023 Senate Election of District Representatives, Appendix I, p. 2
 - 5.3.2 2023 Elected Member of Senate to the Board of Governors, Appendix II, p. 3
 - 5.3.3 2023 Senate Meeting Schedule, Appendix III, p. 4
6. **Academic Presentation**
 - 6.1 “Overview of the Faculty of Business Administration,” presentation by Dr. G. Grandy, Dean, Faculty of Business Administration
7. **Items from Executive of Council, For Approval/Information, Appendix IV, pp. 5-28**
8. **Briefs, Submissions or Recommendations from Elected or Appointed Representatives of Senate**
 - 8.1 Board Members Elected by Senate, *Verbal Update*
9. **Administrative Reports**
 - 9.1 Fall 2022 In Progress Report of Registrations, Appendix V, pp. 29-32
 - 9.2 “Graduate Student Research,” presentation by N. Crowe-Salazar
10. **Other Business**
 - 10.1 Next Meeting of Senate – 9:00 a.m., Friday, 10 February 2023
11. **In Camera Session**
12. **Adjournment**

Following the meeting of Senate, a tour of the ta-tawâw Student Centre (Research and Innovation Centre, Room 108) will be held.

UNIVERSITY OF REGINA

Senate

Item for Information

Subject: 2023 Senate Election of District Representatives

Background and Description:

The 2023 Senate Election for District Representatives will be held from **Monday, May 15, 2023 until Friday, May 26, 2023** by electronic ballot. Nominations will be called in the late Fall 2022 through Degrees magazine and University social media.

Nominations will be received by the University Secretariat until 4:00 p.m. on **Monday, April 17, 2023**. Please consider nominating alumni that you may know these districts.

Nominations will be called for the following:

District 1 (Moosomin-Estevan)

Vacant

District 2 (Weyburn-Indian Head)

Patti Kindred (2nd term ends 2023) – Not eligible for re-election

District 9 (North Battleford-Prince Albert)

Robert Krismer (2nd term ends 2023) – Not eligible for re-election

District 10 (Moose Jaw)

Amy Lunov (1 year appointment ends 2023) – Eligible for re-election

District 11 (Regina)

Greg Bamford (2nd term ends 2023) – Not eligible for re-election

Brian Lacey (2nd term ends 2023) – Not eligible for re-election

Information on the election of Senate members can be found in Section III of the Senate Bylaws:

<https://www.uregina.ca/president/governance/senate/bylaws.html>.

For more information, or to access nomination forms, please visit our website at:

<https://www.uregina.ca/president/governance/senate/elections.html> or email senate@uregina.ca.

UNIVERSITY OF REGINA

Senate

Item for Information

Subject: 2023 Elected Member of Senate to the Board of Governors

Background and Description:

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

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

Section 60 states:

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

Section 59 states:

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

Dr. Marlene Smadu's second term as an elected Senator to the Board of Governors will end on 30 June 2023. Dr. Smadu is not eligible for re-election. As such, we will be seeking nominations for an elected Senator to the Board of Governors.

Nominations will be received by the University Secretariat until 4:00 p.m. on **Wednesday, May 31, 2023**. The election for the elected member of Senate to the Board of Governors will take place at the Senate meeting held on Wednesday, 14 June 2023.

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

Information on the election of Senate members to the Board of Governors can be found in Section III of the Senate Bylaws: <https://www.uregina.ca/president/governance/senate/bylaws.html>.

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

UNIVERSITY OF REGINA
Senate

Item for Information

Subject: 2023 Senate Meeting Schedule

Background and Description:

All meetings will be held from 9:00 a.m. to 12:00 p.m. in the Administration Humanities Boardroom, Room 527 (AH 527).

Meeting Dates

Friday, February 10, 2023

Wednesday, June 14, 2023

Friday, October 20, 2023

Deadline for Agenda Items

Friday, January 27, 2023

Wednesday, May 31, 2023

Friday, October 6, 2023

**REPORT TO THE UNIVERSITY OF REGINA SENATE
FROM THE EXECUTIVE OF COUNCIL MEETINGS OF
22 JUNE 2022 AND 28 SEPTEMBER 2022**

LEGEND:

202310 – Winter 2023 Term

202320 – Spring/Summer 2023 Term

202330 – Fall 2023 Term

ITEM(S) FOR APPROVAL:**1. COUNCIL COMMITTEE ON THE FACULTY OF GRADUATE STUDIES AND RESEARCH****1.1 FACULTY OF BUSINESS ADMINISTRATION****1.1.1 Change of Admission Requirements – Master Certificate Programs**

MOTION: To change the admission requirements for a mid-career option for the following Master Certificate programs, effective 202310.

- Human Resource Management
- Organizational Leadership
- Project Management
- Labour Relations

Current	Proposed
Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These candidates may be required to take a GMAT exam.	Management professionals who do not meet the required GPA or who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each, <i>OR who have achieved a minimum GMAT (or GRE equivalent) score of 500, will be considered for admission through</i> the mid-career option.

Rationale:

In order to more appropriately recognize and account for the value of prior learning of individuals with extensive work experience, we added the Graduate Management Admissions Test (GMAT)/Grade Record Examinations (GRE) exam as another option for the mid-career path. This additional requirement ensures the academic readiness of applicants who do not have the current ten undergraduate courses. It is an appropriate balance of ensuring academic readiness to graduate level standards and it creates pathways that recognize prior learning through relevant work experience.

(end of Motion)

1.1.2 Change of Admission Requirements – Master of Administration and Master of Human Resource Management

MOTION: To change the admission requirements for mid-career option for Master of Administration (MAdmin) and Master of Human Resource Management (MHRM) programs, effective 202310.

Current	Proposed
Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These candidates may be required to take a GMAT exam.	Management professionals who do not meet the required GPA or who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each, OR who have completed a Master's Certificate program from the Levene School of Business, will be considered for admission through the mid-career option. These candidates may be required to take a GMAT/ GRE exam*. * Students entering with a Master's Certificate from the Levene School of Business are not required to submit the results of an additional GMAT/GRE exam.

Rationale:

This motion aligns with the one above to allow students to smoothly ladder from a Master's Certificate into the Master of Administration (MAdmin) (Leadership) and Master of Human Resource Management (MHRM) Programs. This will ensure that we appropriately recognize individuals who have extensive work experience but do not have the current requirement of ten undergraduate courses. It is an appropriate balance of ensuring academic readiness to graduate-level standards and it creates pathways that recognize prior learning through relevant work experience.

(end of Motion)

1.1.3 Change of Admission Requirements – Master of Business Administration

MOTION: To change the admission requirements for mid-career option for the Master of Business Administration (MBA) program, effective 202310.

Current	Proposed
Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each may qualify for the mid-career option. These individuals must also submit a GMAT score of at least 500 or GRE equivalent.	Management professionals who do not meet the required GPA or those who do not have an undergraduate degree, but who have a minimum of seven years suitable work experience and have completed any 10 undergraduate courses with a grade of no less than 70% in each, OR have completed a Master's Certificate from the Levene School of Business, will be considered for admission through the mid-career option. These individuals must also submit a GMAT score of at least 500 or GRE equivalent.

Rationale:

This motion aligns with the one above to allow students to smoothly ladder from a Master's Certificate into the Master of Business Administration (MBA) program. This will ensure that we appropriately recognize individuals who have extensive work experience but do not have the current requirement of ten undergraduate courses. It is an appropriate balance of ensuring academic readiness to graduate-level standards and it creates pathways that recognize prior learning through relevant work experience.

(end of Motion)

1.2 FACULTY OF EDUCATION

1.2.1 Program Route Discontinued – Master of Education in Curriculum and Instruction Project, Practicum, and Thesis Routes

MOTION: That the Master of Education in Curriculum and Instruction project (MEd EC&I), practicum and thesis routes be discontinued effective 202310.

Rationale:

The project and thesis based routes of the Master of Education in Curriculum and Instruction will be replaced by the Master of Education in Teaching, Learning, and Leadership (MEd TLL) project and thesis based routes, respectively. These changes move the graduate program to a more integrated approach to teaching, learning and leadership options for students who select either the project route or the thesis route. The new templates also require students to select at least one course from a suite of anti-oppressive and Indigenous courses.

The practicum route is being discontinued because it has rarely, if ever been used. There has never been any supporting policy or processes to guide the graduate students, faculty or staff to implement a practicum. Because of the nature of how teaching practica (i.e. an internship) are arranged and approved in the province it is unlikely that practicums would be a feasible option for graduate students.

Management of Transition (from old program to new program)

- active students in the MEd in C&I project or thesis route will be permitted to complete the program
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new MEd in TLL project or thesis route
- any requests for a Leave of Absence will be permitted to continue with the current MEd in C&I project or thesis route
- any deferred acceptance will be to the new program MEd in TLL project or thesis route

(end of Motion)

1.2.2 Program Route Discontinued – Master of Education in Educational Leadership Project, Practicum, and Thesis Routes

MOTION: That the Master of Education in Educational Leadership (EDL) project, practicum and thesis routes be discontinued, effective 202310.

Rationale:

The project and thesis based routes of the Master of Education in Educational Leadership (EDL) will be replaced by the Master of Education in Teaching, Learning, and Leadership (TLL) project and thesis based routes, respectively. These changes move the graduate program to a more integrated approach to teaching, learning and leadership options for students who select either the project route or the thesis route. The new templates also require students to select at least one course from a suite of anti-oppressive and Indigenous courses.

The practicum route is being discontinued because it has rarely, if ever been used. There has never been any supporting policy or processes to guide the graduate students, faculty or staff to implement a practicum. Because of the nature of how teaching practica (i.e. an internship) are arranged and approved in the province it is unlikely that practicums would be a feasible option for graduate students.

Management of Transition (from old program to new program)

- active students in the MEd in EDL project or thesis route will be permitted to complete the program
- any requests for reinstatement from a Voluntary Withdrawal or Require to Discontinue (academic or administrative) will be to the new MEd in TLL project or thesis route
- any requests for a Leave of Absence will be permitted to continue with the current MEd in EDL project or thesis route
- any deferred acceptance will be to the new program MEd in TLL project or thesis route

(end of Motion)

1.2.3 Program Route Addition – Master of Education in Teaching, Learning, and Leadership

MOTION: That the Master of Education in Teaching, Learning and Leadership (MEd TLL) project and thesis route programs be added, effective 202310.

Master of Education in Teaching, Learning and Leadership – Project Route	
Courses	Cr Hrs
Approved research methods course*	3
EC&I 804 or EDL 819	3
One course from the anti-oppressive Ed/ Indigenous Ed suite of courses**	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
Elective 8XX	3
ED 900 Project	6
Total	30

*Approved research methods courses include: ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

**Anti-oppressive education / Indigenous education suite of courses:

EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC.

Additional electives may be permitted with approval of program chair.

Master of Education in Teaching, Learning and Leadership – Thesis Route	
Courses	Cr Hrs
Approved research methods course*	3
EC&I 804 or EDL 819	3
One course from the anti-oppressive Ed/ Indigenous Ed suite of courses**	3
Elective 8XX	3
Elective 8XX	3
ED 901 Thesis Research	15
Total	30

*Approved research methods courses include: ED 800, ED 801, ED 810, ED 815, ED 816 and ED 817.

**Anti-oppressive education / Indigenous education suite of courses:

EAHR 812, EAHR 825, EC&I 814, EC&I 820, EC&I 821, EC&I 822, EC&I 823, EC&I 842, EC&I 854, EC&I 858, EC&I 867, EC&I 871AS, ED 817, EDL 828, EDL 829, EFDN 803, EFDN 804, EFDN 805, EFDN 806, EFDN 807, EPSY 870AB, EPSY 870AC.

Additional electives may be permitted with approval of program chair.

Rationale:

Replacing the project and thesis based routes for the Master of Education in Educational Leadership (MEd EDL) and Master of Education in Curriculum and Instruction (MEd EC&I) with the Master of Education in Teaching, Learning, and Leadership (MEd TLL) moves these two programs toward a more integrated and coherent focus on learning, and leadership, while also being flexible enough to meet the needs of students that want to primarily take classes in either EDL or EC&I. Also, the new TLL templates, in the project and thesis based routes, ensure that every graduate student is required to take one anti-oppressive or Indigenous class in order to obtain a graduate degree.

(end of Motion)

2. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

2.1 FACULTY OF EDUCATION

2.1.1 Admission Suspension – Arts Education Program Minor

MOTION: To suspended admissions to the Four-Year Arts Education Program (120 credit hours) Arts Education Major and the Arts Education After Degree (BEAD) Program (60 credit hours) Art Education Major, effective 202330.

Rationale:

The new programs in Elementary and Secondary Arts Education replace these programs. The Arts Education and Arts Education After Degree currently have 51 active students, and grandfathered students will have five years to complete the current program.

(end of Motion)

2.1.2 New Program – Arts Education: Four Year and Two Year After Degree Elementary Program

MOTION: That the Four-Year Arts Education Elementary Program (120 credit hours) and the Arts Education After Degree (BEAD) Elementary Program (60 credit hours) be created, effective 202330.

Four-Year Arts Education Elementary Program (120 credit hours)	
Term 1-2	
Media, Art, and Performance Elective (3) ECS 101 (3) ECS 102 (3) ENGL 100 (3) ENGL 110 or INDG 208 (3) INDG 100 (3) MATH 101 (3) Natural Science Elective (3) note 1 ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3)	
Term 3 (Fall)	Term 4 (Winter)
One of ELIT 101, EDAN 101, EDRA 101. EMUS 101 or EVIS 101 (3) EAE 201 (3) ECS 203 (3) ELIT 101, ELIT 202, OR ELNG 200 (3) Media, Art, and Performance Elective 100- 400 level (3)	One of ELIT 202, EDAN 202, EDRA 202, EMUS 202 or EVIS 202 (3) Open elective (3) Non-education elective (3) Modern Language (3) (note 2) ECE 200/300/400 level (3)
Term 5	Term 6
EAE 302 (3) EMTH 310 (3) ELNG 310 (3) EPE 310 OR EHE 310 (3) ECS 401 (3)	ERDG 310 (3) EAE 350 (3) EFLD 360 (0) ECCU 400 (3) ESCI 310 (3) ESST 310 (3)
Term 7	Term 8
EFLD 402 (15)	Two Media, Art, and Performance Elective 200 – 400 level (6) EPSY 400 (3) Non-education elective (3) Open elective (3)
Notes: 1. Natural science courses are to be selected from Astronomy, Biology, Chemistry, Geology, Physics, or an approved natural science. 2. An Indigenous language course such as Cree, Dene, Nakota or Saulteaux is suggested.	

Arts Education After Degree (BEAD) Elementary Program (60 credit hours)	
Term 1	Term 2
EAE 302 (3)	EAE 350 (3)

ELNG 310 (3) EMTH 310 (3) ECS 401 (3) One of (3): EDAN 101, EDRA 101, ELIT101, EMUS 101, EVIS 101	EFLD 360 (0) ECCU 400 (3) ESCI 310 (3) ESST 310 (3) ERDG 310 (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	EPSY 400 (3) INDG 100 or non-education elective (3) Open elective (3) Open elective (3) One of (3): EDAN 202, EDRA 202, ELIT 202, EMUS 202, or EVIS 202

Rationale:

These programs formally allow students to choose an elementary pathway while maintaining an arts education orientation to teaching. The program is streamlined to eliminate concentrations and allow greater flexibility for students to engage in a range of subject areas within the arts. Students admitted into, and studying in, the current Arts Education and Arts Education After Degree will be given the option to transfer into this new program.

(end of Motion)

2.1.3 **New Program – Arts Education: Four Year and Two Year After Degree Secondary Program**

MOTION: That the Four-Year Arts Education Secondary Program (120 credit hours) and the Arts Education After Degree (BEAD) Secondary Program (60 credit hours) be created, effective 202330.

Four-Year Arts Education Secondary Program (120 credit hours)	
Term 1-2	
ECS 101 (3) ECS 102 (3) One of ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) ENGL 100 (3) INDG 100 (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Media, Art, and Performance Elective (Major) (3) Minor (3) Minor (3)	
Term 3 (Fall)	Term 4 (Winter)
Open elective (3) Minor (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) ELIT 101, EDAN 101, EDRA 101, EMUS 101 or EVIS 101 (3)	Media, Art, and Performance 200-400 level Elective (Major) (3) Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) ELIT 202, EDAN 202/402 or 403, EDRA 202, EMUS 202 or EVIS 202 (3)
Term 5	Term 6
E (Minor curriculum course) (3) EAE 302 (3) EAE 201 (Major curriculum course) (3)	EAE 350 (Major) (3) EAE 400 (Major) (3) ECCU 400 (3)

ECS 203 (3) ELIT 101/202, EDAN 101/202, EDRA 101/202, EMUS 101/202, or EVIS 101/202 (3)	ECS 310 (3) ECS 401 (3) EFLD 360 (0)
Term 7	Term 8
EFLD 402 (15)	Media, Art, and Performance 200-400 level Elective (Major) (3) Minor (3) Open elective (3) Open elective (3) EPSY 400 (3)

Arts Education After Degree (BEAD) Secondary Program (60 credit hours) Arts Education Major	
Term 1	Term 2
EAE 201 (3) (Major Curriculum) EAE 302 (3) E (Minor curriculum course) (3) ECS 203 (3) One of (3): EDAN 101, EDRA 101, ELIT 101, EMUS 101, EVIS 101	EAE 350 (major curriculum course) (3) EAE 400 (major curriculum course) (3) ECS 310 (3) ECS 401 (3) EFLD 360 (0) ECCU 400 (3)
Term 3	Term 4 (note 3)
EFLD 402 (15)	INDG 100 or open elective (3) One of ELIT, EDAN, EDRA. EMUS, EVIS 101 or 202 (3) Open elective (3) EPSY 400 (3) One of EDAN 202, EDRA 202, ELIT 202, EMUS 202 or EVIS 202 (3)

Rationale:

These programs formally allow students to choose a secondary pathway while maintaining an arts education orientation to teaching. The creation of majors and minors allows for increased recruitment as students can combine a major in the arts education stream with any education minor, adding flexibility for students who wish to broaden their subject-area expertise. Students admitted into, and studying in, the current Arts Education and Arts Education After Degree will be given the option to transfer into this new program.

(end of Motion)

2.1.4 Creation of Majors – Secondary Arts Education

MOTION: That the Arts Education Secondary Majors for the Arts Education Bachelor of Education and Arts Education After Degree program be created, effective 202330

Secondary Arts Education Majors

(Options for Secondary Arts Education program only)

Drama Education (EDRA)

- THTR 101 or 110 (3)
- THTR 112, 121, or 212 (3)
- THTR 213 (3)
- THTR 223 (3)
- THTR/THDS/THAC/THST 200-400 level or ENGL 223 (3)
- THTR/THDS/THAC/THST 200-400 level (3)

- THTR/THDS/THAC/THST 200-400 level (3)
- THTR/THDS/THAC/THST 200-400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 400

General Fine Arts Education (EFAE)

- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 100-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)
- Media, Art, and Performance Course 200-400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 400

****Students must complete at least 3 different Media, Art, and Performances disciplines****

Literature Education (ELIT)

- ENGL 110 (3)
- One of ENGL 213, 214, 312-315 (3)
- ENGL 251 or 252 (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)
- ENGL 200 – 400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 40

Visual Arts Education (EVIS)

- ART or INA 100-400 level (3)
- ART/ARTH/INA/INAH 100-400 level (3)
- ART/ARTH/INA/INAH 100-400 level (3)
- ART 220 or INA 220 (3)
- ART 221 or INA 221 (3)
- ART or INA 200-400 level (3)
- ART or INA 200-400 level (3)
- ART or INA 200-400 level (3)

Note: Required major curriculum courses EAE 201, EAE 350, and EAE 40

Rationale:

These changes better reflect the new program and align with major and minor structures in the regular secondary program.

(end of Motion)

2.1.5 Admission Requirements Revision – Bachelor of Education Secondary Physics Major

MOTION: That the admission criteria for Bachelor of Education (BEd) Secondary Physics Major or Minor Program be revised, effective 202310.

Page 10 of the 2022-23 UG Calendar:

Additional Requirements

The following courses are required for the following programs:

BEd Elementary

One of: Workplace and Apprenticeship Mathematics 30, Foundations of Mathematics 30, or Pre-Calculus 30

BEd Secondary with major or minor in Math or Physics:

Pre-Calculus 30

BEd Secondary with major or minor in Physics:

Pre-Calculus 30 and Physics 30

Rationale:

Physics 30 is required for some of the physics classes in the U of R Education major and minor.

(end of Motion)

2.2 REGISTRAR'S OFFICE

2.2.1 Calendar Revision – Dean's Honours List Regulation

MOTION: That the following revision be made to the Dean's Honours List in the Academic Regulations section of the Undergraduate Academic Calendar, effective 202320.

Dean's Honours List (page 62 of 2022-23 U of R UG Calendar)

Students who obtain high standing in a term's course work may receive the designation of "Dean's Honours List" for that term on their official transcript. For this purpose, high standing is defined by the University as a TGPA of at least 85.00% on at least 12 credit hours of numerically graded courses on which the TGPA is calculated. Courses that are completed externally to the U of R are not eligible for inclusion in the minimum credit hour requirement. Some exceptions to this regulation can be found in the table below.

Students who are enrolled in two programs concurrently will be eligible for inclusion on the Dean's Honours List in both programs.

A student will not receive the designation "Dean's Honours List" in any term where the student has an academic misconduct notation on their transcript.

Rationale:

Albeit rare, the Registrar's Office has encountered situations where a student is being awarded the designation "Dean's Honours List" in addition to a notation of academic misconduct, but because there is no

regulation that prohibits this, the designation has been awarded.

(end of Motion)

3. COUNCIL COMMITTEE ON RESEARCH

3.1 FACULTY BASED RESEARCH CENTRE

3.1.1 C-SET: Centre for Socially Engaged Theatre

MOTION: That Senate approve the faculty based research centre: C-SET: Centre for Socially Engaged Theatre.

Background and Description:

The research creation and scholarship at the Centre for Socially Engaged Theatre will be the first enterprise of its kind on the Canadian prairies. The research foci at C-SET are fundamental to Canada's growth and development as a progressive nation through engaging Indigenous Peoples, Black-Canadians, African immigrants and People of Colour (IBPoC) in exploring issues of race relations and belonging, social justice, and human rights. Specifically, it will focus on theatre and policing, theatre and immigration, and theatre that make policy. In Canada, as in other countries who share a colonial history of police brutality against IBPoC individuals and communities, there has recently been a concerted campaign to defund/detask the police. The Centre will bring diverse communities together to find ways to engage both concerned communities and the police on these issues. This community-university collaboration and partnership has the potential to create opportunity for meaningful interactions that can move our communities forward to meet Canada's declared national values of Justice, Equity, Diversity and Inclusion (JEDI).

C-SET will serve as a hub to connect research activities of faculty members engaged in climate crisis; human and nonhuman knowing and rights; ethics; ethnographic inquiry; community engagement; Indigenous methodologies, cultures, and knowledge systems; decolonization; and the newly created BFA program in Devised Performance and Theatre Creation (URDevised) in the theatre department.

Please see Attachment A for additional information on C-SET: Centre for Socially Engaged Theatre.

(end of Motion)

ITEMS FOR INFORMATION

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

1. COUNCIL COMMITTEE ON ACADEMIC MISSION

1.1 Annual Report

The annual report was received for information.

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

2.1 Faculty of Education

2.1.1 Program Change – Master of Education in Teaching, Learning, and Leadership

Executive of Council approved to add EC&I 854 “Social & Political Issues in Second Language Education” to the anti-oppressive education/Indigenous education suite of courses for the Master of Education in Teaching, Learning and Leadership (MEd TLL) course route program.

2.2 Johnson Shoyama Graduate School of Public Policy

2.2.1 Program Change – Certificate in Public Policy Analysis

Executive of Council approved that the course requirements for the Certificate in Public Policy Analysis be changed, effective 202310.

2.2.2 Program Change – Certificate in Economic Analysis for Public Policy

Executive of Council approved that the course requirements for the Certificate in Economic Analysis for Public Policy be changed, effective 202310.

3. COUNCIL COMMITTEE ON UNDERGRADUATE ADMISSIONS AND STUDIES

3.1 Faculty of Education

3.1.1 Program Revisions – Secondary Education and Secondary Arts Education Minors

Executive of Council approved that the Secondary Education and Secondary Arts Education program minors be revised, effective 202330.

3.2 Faculty of Engineering and Applied Science

3.2.1 Program Revisions – Industrial Systems Engineering

Executive of Council approved to include BUS 285 or BUS 302 as Business course options, effective 202320.

3.3 Faculty of Science

3.3.1 Program Revision – Bachelor of Science and Bachelor of Science Honours in Biochemistry

Executive of Council approved that the revisions to the requirements for the majors in Biochemistry in the Bachelor of Science and Bachelor of Science Honours be approved, effective 202320.

3.4 Faculty of Science and First Nations University of Canada

3.4.1 Program Revisions – Bachelor of Science in Indigenous Environmental Science

Executive of Council approved that the revisions to the requirements for the major in Indigenous Environmental Science in the Bachelor of Science be approved, effective 202320.

4. COUNCIL COMMITTEE ON STUDENT APPEALS

4.1 Annual Report

The annual report was received for information.

5. COUNCIL COMMITTEE ON UNDERGRADUATE AWARDS

5.1 President's Medal for the 2022 Fall Convocation

Executive of Council approved that the President's Medal for the 2022 Fall Convocation be awarded to Maria Azam from the Faculty of Science.

6. FACULTY OF GRADUATE STUDIES AND RESEARCH SCHOLARSHIP AND AWARDS COMMITTEE

6.1 President's Distinguished Graduate Student Award

Executive of council approved that Dr. Andriaherimanana Sarobidy Razafimahatratra (Doctor of Philosophy in Mathematics) be awarded the President's Distinguished Graduate Student Award.

7. COUNCIL DISCIPLINE COMMITTEE

7.1 Annual Report

The annual report was received for information.

8. COUNCIL NOMINATING COMMITTEE

8.1 Replacements on Council Committees Requiring Council Membership

Executive of Council approved that the individuals listed in the 22 June 2022 Executive of Council materials be approved to serve on the Committees of Council.

9. UNIVERSITY SECRETARY

9.1 Results of the 2022 Executive of Council Elections

The results of the 2022 Executive of Council elections were received for information

9.2 2022-2023 Executive of Council Membership

Executive of Council received a revised listing of the 2022-2023 Executive of Council membership.

10. OTHER BUSINESS

10.1 Dr. John Archer Library and Archives Acquisition Budget

Executive of Council received for discussion the Dr. John Archer Library and Archives acquisition budget.

**Centre for Socially Engaged Theatre (C-SET)
Foundation Document**

Background

Canada prides and brands itself as an inclusive and progressive immigrant country¹. As the first nation to adopt a multiculturalism policy with the objective of assisting cultural groups to overcome barriers to integrate into Canadian society², Canada continues to promote its global identity as a multicultural nation where races harmoniously co-exist³. However, the Canadian landscape has been shaped by its imperialist history – from ties to the transatlantic slave trade, through settler colonialism, to modern-day racism. The colonial systems not only privilege one race over all others, but laid the foundation for the continued dispossession of the rights and properties of Indigenous, and other marginalized, groups. Historically in Canada, state surveillance and policing were created and sustained as a system of compliance and control. The deepening of globalization, and the associated rise in immigration and trans-border interactions have meant that immigrants will continue to find themselves in a country like Canada, where they must contend with a colonial past manifested through contemporary systemic racism. In fact, many who have fled persecution and prosecution, or voluntarily left their countries, hoping for a better life in the ‘promised land’ – open, democratic, and multicultural Canada – have found they must navigate new systems of oppression they do not understand, including race-based policing and surveillance⁴.

For Indigenous youths and families, Black Canadians, and newly-arrived immigrants from Africa and elsewhere, questions of belonging, membership (local, national, political, cultural), racial justice and fundamental human rights are critical to their present and future realities. In this national context, Regina is an important provincial site for investigation and for the staging of new forms of anti-colonial activism: it is the home of the Royal Canadian Mounted Police Academy, the very institution that has historically trained and disseminated, across all regions of Canada, the very officers enforcing Canada's racist and oppressive colonial system⁵. For many disciplines, including theatre, these issues serve as the bedrock of claims for social justice, racial equity, policing and public engagement. In fact, theatre's power to create awareness, disseminate knowledge in a relatable way, and galvanize communities, creates the possibility of engaging citizens, policy makers, organizations and institutions.

What the Centre for Socially Engaged Theatre Offers

To understand how theatre can create performance spaces for intergenerational and intercultural conversations on these issues, the Centre for Socially Engaged Theatre (C-SET) will focus on a range of theatre and performance projects in Saskatchewan and on the Canadian prairies that will:

- 1) initiate transformational new dialogues concerning issues of race relations and belonging, social justice and human rights;

¹ Day, R.J (2000). *Multiculturalism and the History of Canadian Diversity*. Toronto: U of T Press.

² Hampton, R. (2020). *Black Racialization and Resistance at an Elite University*. Toronto: University of Toronto Press.

³ See Forbes, H. D (2019). *Multiculturalism in Canada: Constructing a Model Multicultural with Multicultural Values*. London: Palgrave Macmillan; Jedwab, J. (2014). *Multiculturalism Question: Debating Identity in 21st Century Canada*. Kingston: McGill-Queen's University Press.)

⁴ Maynard, R (2017). *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Nova Scotia: Fernwood Publishing.

⁵ Mazereeuw, P. (June 8 2020). “Nearly 3,000 complaints filed against RCMP officers in 2018-19, up 13 per cent from year prior; excessive use of force once of the most common complaints.” *The Hill Times*.

- 2) create innovative artistic programs in socially engaged creative practices; and,
- 3) mobilize community ideas that will inform policies to reposition voices from the margins to the center.

C-SET will thus use the performance arts as a creative tool to address the knowledge gap around policing and racism, immigrants' experience, and policy making. C-SET's vision and mission is to explore the particular socio-cultural experiences of Indigenous Peoples, Black-Canadians, African immigrants and People of Colour (IBPoC) to advance critical thinking and change public perspectives on these issues. C-SET will provide a centralized location in the Faculty of Media, Art, and Performance (MAP) for the ongoing research associated with the Canada Research Chair in Socially Engaged Theatre, as well as establish a hub for intellectual discussion and ongoing community-based research opportunities among scholars, artists, drama educators, activists, and other associates committed to engaging with the research program and the provocations that it offers. The C-SET will be a 'Linkubator' - a dedicated workspace where relevant researchers and practitioners with inspiring ideas and commitment are able to connect, discover and vigorously pursue opportunities for presenting and publishing artistic and scholarly work. C-SET will increase focus on socially engaged theatre, devised performance and urgent social issues.

Rationale

The research creation and scholarship at the Centre for Socially Engaged Theatre will be the **first enterprise of its kind on the Canadian Prairies**. The research foci at C-SET are fundamental to Canada's growth and development as a progressive nation through engaging Indigenous Peoples, Black-Canadians, African immigrants and People of Colour (IBPoC) in exploring issues of race relations and belonging, social justice, and human rights. Specifically, it will focus on theatre and policing, theatre and immigration, and theatre that make policy. In Canada, as in other countries who share a colonial history of police brutality against IBPoC individuals and communities, there has recently been a concerted campaign to defund/detask the police. The Centre will bring diverse communities together to find ways to engage both concerned communities and the police on these issues. This community-university collaboration and partnership has the potential to create opportunity for meaningful interactions that can move our communities forward to meet Canada's declared national values of Justice, Equity, Diversity and Inclusion (JEDI).

Moreover, the evidence of the socio-cultural and economic impact of diversity on Canada's economy encourages the opportunity to connect with, learn from, and better understand immigrants' experiences in Canada. Through various rural and urban partnerships, the lived experience of immigrants in Saskatchewan and on the Canadian Prairies will be shared in story-form to gain insight into practical issues important for the successful integration of immigrants into local, provincial and regional labour forces. It will create strategies for Service Provider Organizations (SPOs), such as the Regina Open Door Society, to realize strategies to better support newcomers in their integration process. In the context of the location of C-SET in Regina, Saskatchewan and on the Canadian Prairies, the Centre's programs will engage the institutions unique to this place, including the RCMP Training Academy, the Saskatchewan Police College and other SPOs. Experiences, stories, connections, and ideas that will emerge from the research program will help these organizations to better serve their communities and foster the building of trust and best practices through cultural ethics.

Thus, theatre, as an affect-driven and interactive tool in educational, social and therapeutic contexts, will provide opportunity for healing, shared understanding, and community engagement, while creating brave and safe spaces for dialogue on pressing issues, such as immigration and policing. Theatre's power to create awareness, disseminate and mobilize knowledge in a relatable way, and galvanize communities creates powerful synergies between citizens, policy makers, organizations and institutions. For example, through its research activities and community engagement, C-SET will work toward bridging the gaps between racialized communities and the police, harness and situate racialized voices in policy-making processes through theatre and performance, and create opportunities for Canada's strength-in-diversity to grow and flourish. Dr. Afolabi's research will contribute to global efforts to fight racism and oppression while training the next generation of Canadian artists, artist-scholars, and law enforcement agents. This grass-roots community research in Saskatchewan will yield invaluable socio-cultural at the national, regional and local levels.

Finally, C-SET will serve as a hub to connect research activities of faculty members engaged in climate crisis; human and nonhuman knowing and rights; ethics; ethnographic inquiry; community engagement; Indigenous methodologies, cultures, and knowledge systems; decolonization; and the newly created BFA program in Devised Performance and Theatre Creation (URDevised) in the theatre department.

Establishing C-SET Through Community Consultation and Engagement

Created in alignment with Dr. Afolabi's Canada Research Chair in Socially Engaged Theatre, C-SET will be established through a series of community engagements which have been in development for over a year. For instance, from September 2020-March 2021, Dr. Afolabi consulted with over thirty (30) theatre companies and over twenty (20) independent artists across the three Canadian prairie provinces on issues critical to driving the theatre sector forward⁶. Dr. Afolabi also engaged with local, provincial, regional, national and international organizations, scholars and practitioners whose research and practice focus on the intersection of equity, diversity, inclusion and the justice system. This activity has produced important partnerships, such as an art leadership program between British Columbia⁷ and Saskatchewan⁸.

Alignment of C-SET to the University of Regina's Strategic Plan:

As one who serves...

The University of Regina's Motto – "As One Who Serves" – inspires all aspects of C-SET's work. We are committed not only to research, but also to the students we will support through the Centre, and to the communities in which we find ourselves. C-SET will serve as a linkubator

⁶ This initial community engagement led to the birth of the Future Prairie Theatre project, funded by the Canada Council for the Arts, with over seven (7) sponsors, and more than five (5) partners from the Canadian prairie region. More details can be found at: www.futureprairietheatres.ca

⁷ Afolabi, T. (2021c). Theatre as service... My experience during the global pandemic in Canada. *Canadian Theatre Review*, 188, 38-41.

⁸ See: <https://theconversation.com/canadas-theatre-community-must-nurture-bipoc-leadership-to-improve-racial-equity-162786>

for socially engaged theatre research and practice, providing connections and partnerships among student and faculty researchers, government officials, artists, and community members in innovative, meaningful, and inspired ways. Thus, C-SET will emerge as a beacon for collaborative exchange, providing leading-edge and sustained research in new, multiple, and diverse aspects of theatre, justice, and policing.

All our relations...

The University of Regina has a strong commitment to serving our communities, and to social responsibility. Our Strategic Plan, 2020-2025, *All our Relations... kahkiyaw kiwâhkômâkaninawak*,⁹ foregrounds how, in working, being, and living together, all are made stronger. C-SET's vision and mission support, sustain, and are inspired by this foundational Indigenous value. We will work together with multi- and trans-sectoral stakeholders to collectively shape the research being conducted, using that research to shape further interactions and projects. The methodology is designed to create a circle that draws us all together, so that we, and the communities we serve, are inter-related, integrated and socially engaged.

The creation of C-SET as a Faculty-Based research centre is directly aligned with the University's strategic plan and will directly advance three of its five areas of focus: Truth and Reconciliation, Well-being and Belonging, and Impact and Identity. First, the Centre, in its location on Treaty 4 Territory, focuses on supporting significant actions of the Truth and Reconciliation Commission's (TRC) Calls to Action relevant to post-secondary education in order to strengthen Canada's claims to equity, diversity and inclusion. Secondly, the research facilitates opportunities to discuss and practice equity and fairness at both individual and systemic levels to promote systemic justice, belonging and a cohesive society. Lastly, the community-based approach and direction of the Centre strengthens the U of R profile in reciprocal University-community engagement (such as leading and highly-funded research on PTSD and trauma in the Department of Psychology; policing in Justice Studies; and anti-oppressive education in Education, among others), creating socially-engaged activities with impact. C-SET embodies U of R's vision of fostering a world that values empowered citizens, generates high-impact scholarship, and embraces Canada's diversity.

Through the research programs, community engagement and training, C-SET will support the three pillars of the strategic plan – Student Success, Research Impact, and Commitment to our Communities) – by aligning to University's research objectives to:

- Strengthen support required for students and researchers to deliver high impact outcomes
- Advance the profile and awareness of research successes locally, provincially, nationally and internationally
- Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada
- Develop and implement processes, procedures and tools to help ensure the University's strategic research plan is actualized
- Increase research revenues

⁹ Link to UofR Strategic Plan – www.uregina.ca/strategic-plan/

- Facilitate and support high quality research with dissemination practices including public engagement.

Finally, C-SET will support the new Theatre Department's Bachelor of Fine Arts program in Devised Performance and Theatre Creation (URDevised) by creating research, training, and engagement opportunities for and among faculty, students, and communities. The new program is designed to educate, encourage and support emerging theatre artists in creating their own original plays and performances through various devising processes. C-SET's emphasis on applied theatre, improvisation, and devising methodologies will serve the new program in meaningful ways.

C-SET Partnerships and Relationships

Partnerships and relationships will be foundational to C-SET's core commitments. In the past year, relationships have been built with faculty, community groups, and cultural sector partners. C-SET is well-positioned to be an active partner with other centres on campus including the Regina Improvisation Studies Centre (RISC), the Humanities Institute (HRI), Community Engagement and Research Centre (CERC), Truth and Reconciliation Action Committee, and the Faculty of Education's Centre for Educational Research, Collaboration, and Development (CERCD).

C-SET has also secured partnership with local and provincial partners such as the Saskatchewan Association of Theatre Professionals (SATP) as a member of the Saskatchewan Theatre sector. Others include The Ugandan-Canadian Association in Saskatchewan (UCAS), The Globe Theatre, On Cue Performance, SUM Theatre, and Theatre Saskatchewan. C-SET will also co-lead the Future Prairie Theatre (a prairie sector initiative that involve over 30 theatre companies and 50 artists and researchers) to reimagine and rebuild the prairie theatre sector.

Dr. Afolabi already has several national and international collaborators who will become C-SET partners, including the International Institute for Critical Studies in Improvisation (IICSI), the Ugandan-Canadian Association of Saskatchewan, Global Child McGill (McGill University), the Canadian Philanthropy Partnership Research Network (PhiLab), The Laboratory for Global Performance, Georgetown University, the United Kingdom, and the Pan-African Creative Exchange (PACE), the Belfry Theatre, Voice of Purpose (VoP), and Theatre Emissary International. C-SET works closely with the Canadian Association of Theatre Research (CATR), and UNESCO's International Theatre Institute's Network for Higher Education in the Performing Arts (of which the University of Regina has become a member).

C-SET will continue to build relationships with relevant organizations locally (such as Creative Saskatchewan), regionally (such as Rozsa Foundation), nationally and internationally (such as the UNESCO's International Theatre Institute).

Management/Organizational Structure

Dr. Taiwo Afolabi will be the director of C-SET and will be responsible for overseeing the day-to-day operations of the Centre. The director will have both research and administrative responsibility and report to the Dean of the Faculty of Media, Art and Performance on the

operations of the Centre. Afolabi's appointment will be for 5 years with the possibility for a 5-year renewal. The Director is responsible for:

- Overseeing operations and administration of the Centre (budget, funding, staffing, research, reporting);
- strategic and implementation planning (annual and multi-year) with objective and performance targets;
- relationship building, growing, and sustaining with donors, government, and key stakeholders
- annual reporting to various stakeholder groups (the Canadian Foundation for Innovation (CFI), University, donors, etc.);
- promoting the Centre to attract new stakeholders, partners, participants, researchers, community partners, and funders;
- reporting to the Dean of Faculty of Media, Art and Performance or delegate;
- working with a Global Advisory Board (2022 onward); and,
- supporting, training and mentoring post-doctoral fellows, graduate students, undergraduate students, and non-resident research scholars affiliated with the Centre.

Duration

C-SET will be established as a research centre for the Canada Research Chair in Socially Engaged Theatre at the University of Regina; thus, the duration of the Centre corresponds to the duration of the CRC – 5 years with the possibility to renew for another 5 years. C-SET will be supported through external funding and through our ongoing engagements with and commitments to stakeholders.

Budget

C-SET will begin with already established funds for operation. Afolabi has demonstrated success in securing external funding from diverse sources, having been awarded almost \$1M in funding in the past 5 years from CRC, CFI, SSHRC, Canada Council for the Arts, British Columbia Arts Council (Table 1). The CRC research grant recently secured by Afolabi will be used in support of the research activities of C-SET. Dr Afolabi will also apply for external funding to support the activities of C-SET including SSHRC Insight Development Grant, and the Canada Council for the Arts (Table 2).

Physical Resources Needs

A 66.8 square metre studio in the Department of Theatre in the Faculty of MAP (Riddell Center 179) will be converted into: 1) A multi-functional space; 2) A C-SET Café conversation space; and 3) A work area. The planned renovations will provide the infrastructure to actualize the proposed research program, which requires a dedicated multi-functional space for symposia, and performance conceptualization and development. This multi-functional space will house Afolabi's research program and support C-SET's research activities, including drama workshops, mini symposia and meetings with scholars and project partners. With the renovation, the room will be partitioned with moveable acoustic room dividers. This will provide optimum flexibility in space usage, as well as the ability to control sound when multiple research activities take place at the same time. The partitioned space will house two work stations for research assistants to

carry out research activities (such as content analysis, review of academic materials and reports) and securely store the Centre's documents.

The room will be equipped with an AV system in order to organize both in-person meetings (research discussions, focus groups, seminars); online symposia; and performance development. The C-SET Café sessions with police officers, RCMP constables and police recruits will benefit from the Centre as a neutral meeting space. The space will also host the annual colloquium on applied theatre and social justice, ethics and pedagogy. Although the Department of Theatre has two performance spaces (a proscenium stage and black-box) which are also considered classrooms, they are largely unavailable, since they are fully booked with undergraduate classes (in theatre and other departments within MAP), individual and group projects, and department-wide theatre productions. Moreover, C-SET's activities require a dedicated space with technology for performance conceptualization, project development, intellectual debates, and connection with collaborators, including local and national and international partners. Finally, blackout blinds will be installed on the South and East windows in order to control lighting for theatre devising and drama workshops, and as well as to provide darkened space for viewing video and projected images. The CFI provides for renovation costs to support the development of the space allocated to C-SET in consultation with Facilities Management and the Dean of MAP.

Staff Requirements

C-SET will be staffed within its financial means. Hiring will consist of, but not be limited to:

- Graduate and Undergraduate Students
- Post-Doctoral Fellows
- Research Assistants

Based on C-SET's partnerships with community organizations such as The Globe Theatre, The British Columbia and Saskatchewan Art Leadership Program, and On Cue Performance Hub, C-SET will also work with:

- Non-Resident Research scholars
- Interns

Risk Assessment and Risk Management

Operational risk to the University of Regina is minimal because the research undertaken at C-SET aligns with the University's values of mutual respect, integrity, and honesty; equity, diversity and inclusion; Indigenous ways of knowing and being; and community and social responsibility. All projects will respect the processes of the Research Ethics Board. Financial risk to the University of Regina is minimal because the financial support for C-SET is largely through external funds. There are no centrally funded positions that are connected to the C-SET, and, should funding cease, the University of Regina is not committed to the continued funding of salaried positions associated with C-SET. The risk of loss of external funding for C-SET is also obviated, given the past successes of Dr. Afolabi in securing research funding from a diversity of funding sources.

C-SET Affiliate

The University of Regina has a cluster of strong, active researchers who are ideally suited to serve as Associate Members of C-SET and contribute to and benefit from the activities of C-SET. They include:

Dr. Sarah Abbott, Film
 Dr. Shannon Holmes, Theatre
 Dr. Melissa Morgan, Music
 Dr. Asadullah Muhammad, Justice Studies
 Professor Wes Pearce, Theatre
 Dr. Michelle Stewart, Associate Professor, Gender, Religion and Critical Studies

Other researchers from Canadian universities are collaborators with Dr. Afolabi and will become affiliates of C-SET. They include:

Christine Brubaker, Associate Professor, School of Creative and Performing Arts, University of Calgary
 Dr. Yasmin Kandil, Assistant Professor, Applied Theatre, University of Victoria
 Dr. Deniz Unsal, Assistant Professor, School of Communication and Culture, Royal Roads University.

Global Advisory Board

A global advisory group will assist C-SET in developing and sustaining partnerships and ensuring that the mission of the centre remains well grounded in achievable and impactful research goals. Its members have been strategically chosen to help sustain partnerships and facilitate development of new provincial, national, and international partnerships. The group will be capped at 10 members and members will be for 3 years appointment with options for re-appointment. They include:

Mark Claxton, Executive Director of Saskatchewan Association of Theatre Practitioners (SATP)
 Dr. Jerome Cranston, Dean, Faculty of Education, University of Regina.
 Professor Derek Goldman, Co-Director, The Laboratory of Global Performance, Georgetown University, United States of America.
 Nike Jonah, Director, Pan-African Creative Exchange & Central School of Speech and Drama, the United Kingdom.
 Ms. Yvette Nolan, Indigenous playwright.
 Dr. Monica Prendergast, Professor in Drama Education, University of Victoria.
 Dr. Cynthia P. Schneider, former US Ambassador to the Netherlands & Distinguished Professor in the Practice of Diplomacy, the School of Foreign Service at Georgetown University, United States of America.
 Dr. James Thompson, Professor of Applied theatre, University of Manchester, the United Kingdom.

C-SET Performance Metrics

The success of C-SET will be evaluated by standard performance measures that are connected to the 3 pillars of the University of Regina strategic plan:

1. *Student Success*: C-SET will train undergraduate and graduate students on research creation and community-based research using Theatre Devising, Applied Theatre, and Socially Engaged Theatre practices. Integration of infrastructure and resources in C-SET will provide students with mentoring from multiple research faculty, postdocs, and senior graduate students. Moreover, students will develop valuable presentation and networking skills by participating in C-SET projects and meetings. The roster of C-SET highly qualified personnel will be showcased in the annual reports.

2. *Research Outcomes*: The research impact is based on number of outcomes (such as performances, dialogues, conferences, publications, and creative output, etc.), government, and academic partners combined with publications and invited talks by C-SET researchers will be highlighted in annual reports.

3. *Commitment to Communities*: Grow community partnerships and community outreach in 2 year within C-SET will be described in the annual reports.

Table 1: Grants secured supporting C-SET research

Date	Funding Agency (Grant)- Purpose	Amount
2021-2026	Canada Research in Socially Engaged Theatre (secured)	\$20,000/yr
2021	CFI (John R. Evans Leader's Fund) – Establish C-SET (secured)	\$48,228
2021-2022	Canada Council for the Arts – “Reimagine and rebuild prairie theatre sector (future prairie theatre) (secured)	\$67,400
2021-2023	SSHRC IDG (Co-Applicant) – Strategic Foresight (secured)	\$74,807
2022-2024	New Frontiers in Research Fund – Exploration (Collaborator) (secured)	\$250,000
2022-2025	SSHRC Partnership Grant – Improvisation (as a co-Investigator with the International Institute for Critical Studies in Improvisation (IICSI)) (secured)	\$2,000,000
2021-2023	Saskatchewan Association for Theatre Professional (Partner) (secured)	\$5000
2022	Canadian Race Relations Foundation (applied, awaiting result)	\$110,820

Table 2: Grants under development to support C-SET research

Date	Funding Agency (Grant)- Purpose	Amount
2022	SSHRC Insight Development Grant (intend applying)	TBD
2022	Saskatchewan Art Boards	TBD
2022	Saskatchewan Health Research Foundation	TBD
2022	Canada Council for the Arts	TBD

UNIVERSITY OF REGINA

Senate

Item for Information

Subject: Fall 2022 In-progress Report of Registrations

Background and Description:

The following is a summary status report of the in-progress fall 2022 term as compared to fall 2021. Numbers from 2019 are also included as a pre-pandemic comparison.

Unless otherwise specified, the data in this report are based on information that is pulled on the first day 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 on the official census dates in each term are published on the University's web site by the Office of Institutional Research (OIR) at: <https://www.uregina.ca/orp/statistics/registration/index.html>.

Headcount

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

The University system first day of class headcount for the fall 2022 term was 15,967 down 352 students or - 2.2% from the fall 2021 term and down -3.1% from the fall 2019 term. The undergraduate headcount was 13,592, a decrease of approximately -3.7% and down -5.9% from the fall 2019 term. The graduate headcount was 2,375, an increase of approximately 7.9% and up 17.3% from the fall 2019 term.

Faculties at the U of R proper with year over year increases in undergraduate headcount include Nursing (7.5%) and Science (0.5%). All other faculties have decreases.

Overall, the Federated Colleges have year over year decreases with the exception of the First Nations University of Canada student headcounts in Continuing Education, Education, Kinesiology & Health Studies, and Media, Art, and Performance (MAP).

From a five-year perspective, the headcount in the fall term of 2018 was 15,475. Compared to the fall 2022 term, we see an increase in headcount of 3.2% (492 students).

Credit Hours

Registered credit hours represent the credit hours that students register in.

The total number of registered credit hours and credit hours taught for the fall 2022 term were 157,718, down 4,408 credit hours, or -2.7% from the fall 2021 term and down -5.2% from the fall 2019 term.

Notable increases in registered credit hours for the U of R proper at the undergraduate level include Nursing (10.4%) and La Cité (2.3%). At First Nations University of Canada notable increases can be seen in Kinesiology & Health Studies (52.4%), Continuing Education (27.5%), and MAP (10.5%). The Faculty of Graduate Studies and Research has an increase in registered credit hours of 278 (3.1%). All other faculties have seen a decrease in registered credit hours.

Full Load Equivalents (FLE)

Full load equivalents (FLE) are determined by taking the total number of registered credit hours and dividing by 15, which is considered to be the 100% course load of a full-time student at the undergraduate level. The FLEs generated by undergraduate students are equivalent to 9,899 FLEs which is down by 312 FLEs (-3.1%) from fall 2021.

Population Segments**Self-Declared Indigenous Students**

The headcount for self-declared Indigenous students on the first day of classes in the fall 2022 term was 2,371 down 108 students or -4.4% from the fall 2021 term and up 10.4% from the fall 2019 term. The total five-year growth in the self-declared Indigenous student population from the fall 2018 term to the fall 2022 term is 14.8%.

International Students

The headcount for international students on the first day of classes in the fall 2022 term was 3,022 showing an increase of 297 students or 10.9% over the fall 2021 term and a decrease of -1.5% over the fall 2019 term. This is impressive in consideration that many international students continue to face barriers on their entry to Canada. The total five-year growth of the international student population from the fall 2018 term is 22.2%.

India continues as the top sending nation with a headcount of 1,200 on the first day of classes. This is followed by Nigeria (565), China (307), Bangladesh (207), and Iran (151).

Graduation and Convocation: Spring 2022

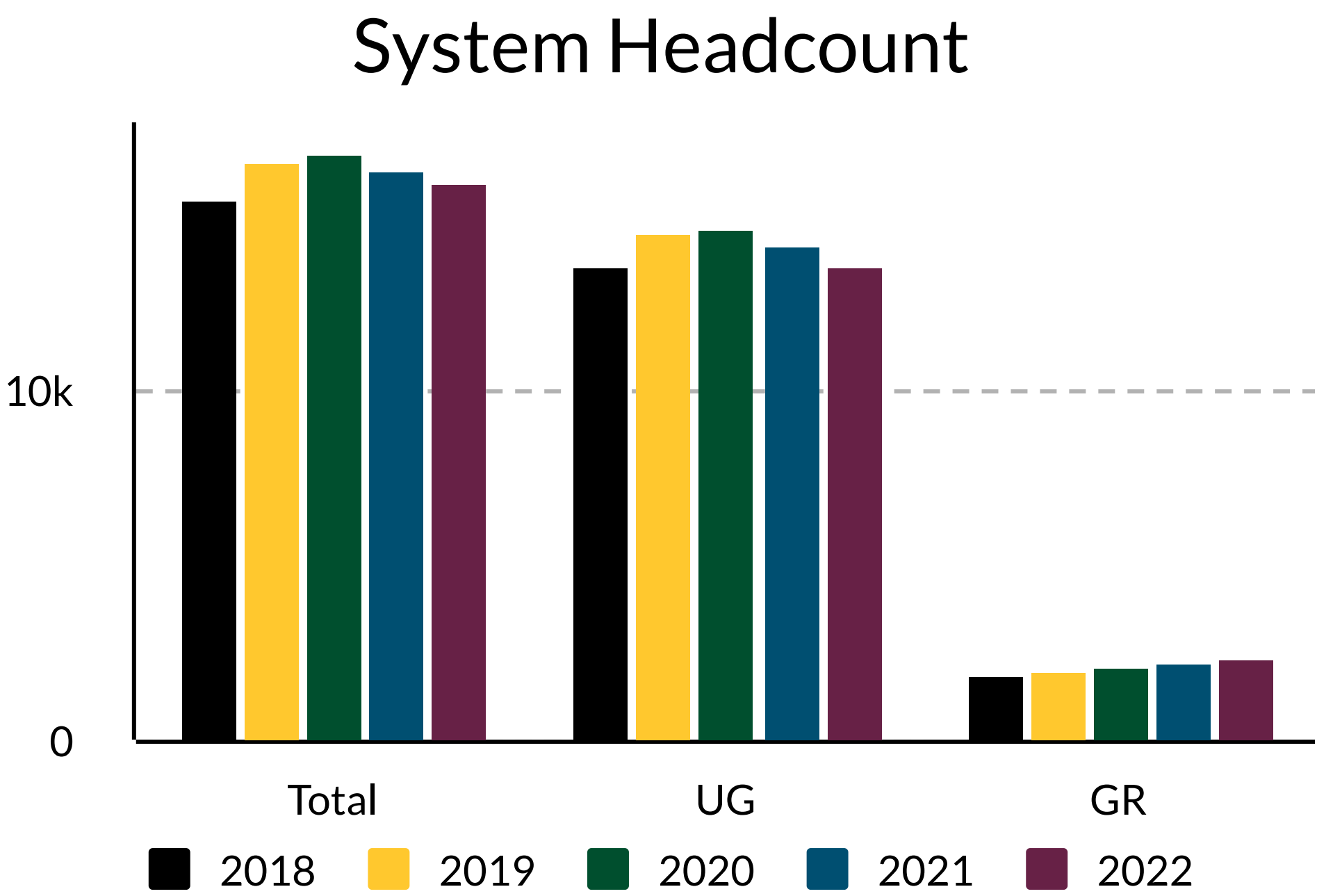
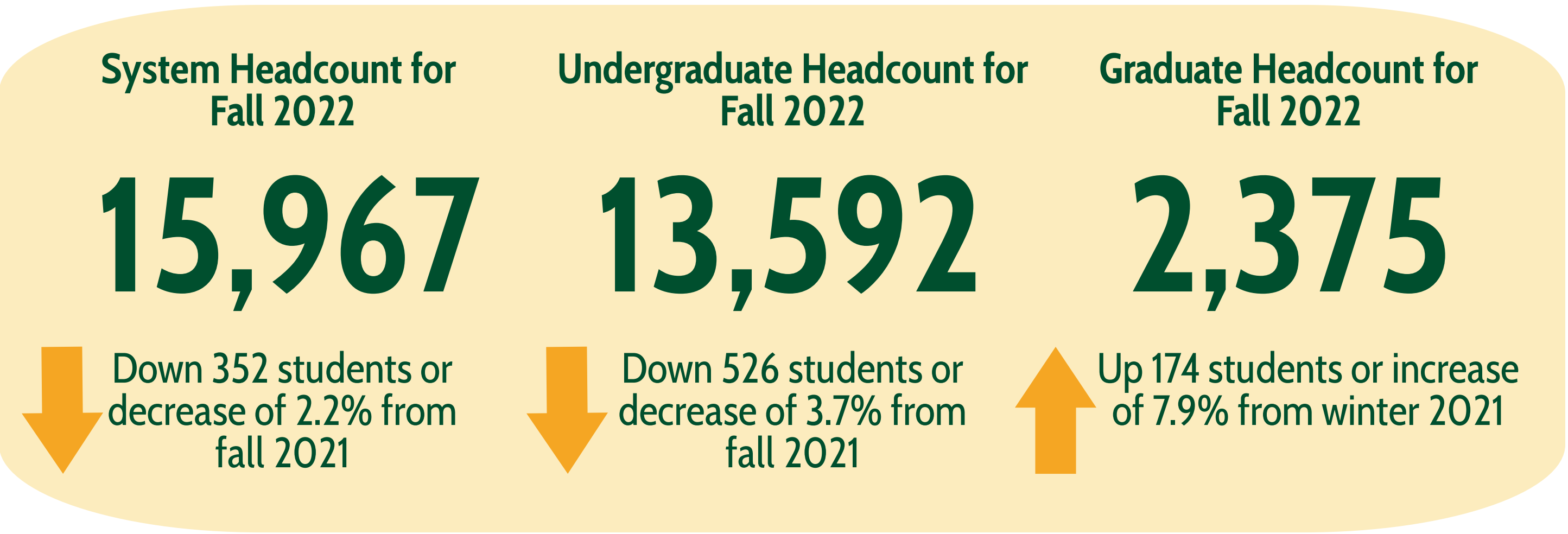
The University graduated 2,673 students in the spring of 2022. This is down by 41 graduates over the previous spring.

Note on Official Numbers

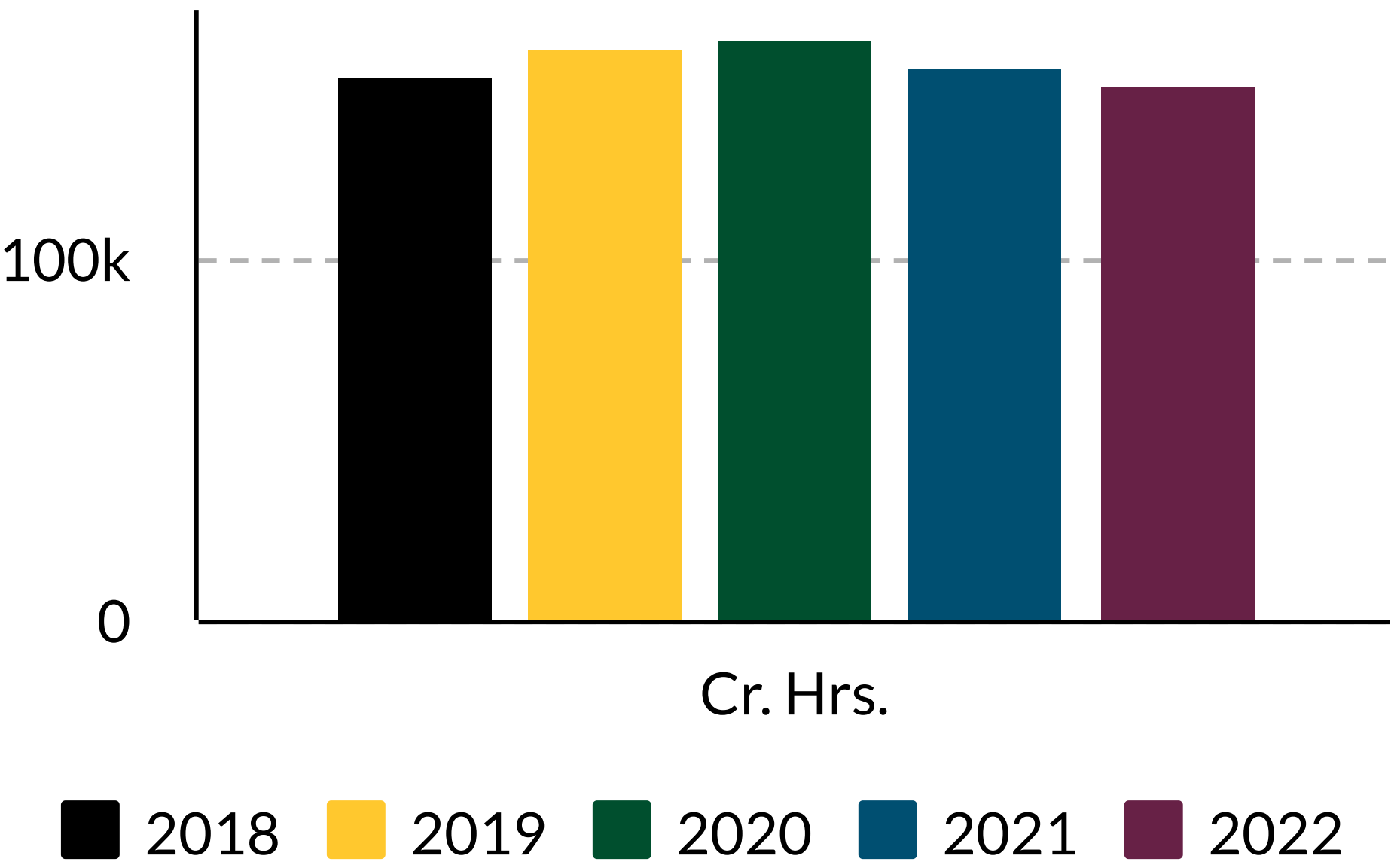
Official numbers are reported by OIR after the fall census dates.
<https://www.uregina.ca/orp/statistics/registration/fall-2020.html>.

Submitted by the Office of the Associate Vice-President (Student Affairs) and the Registrar's Office on October 7, 2022.

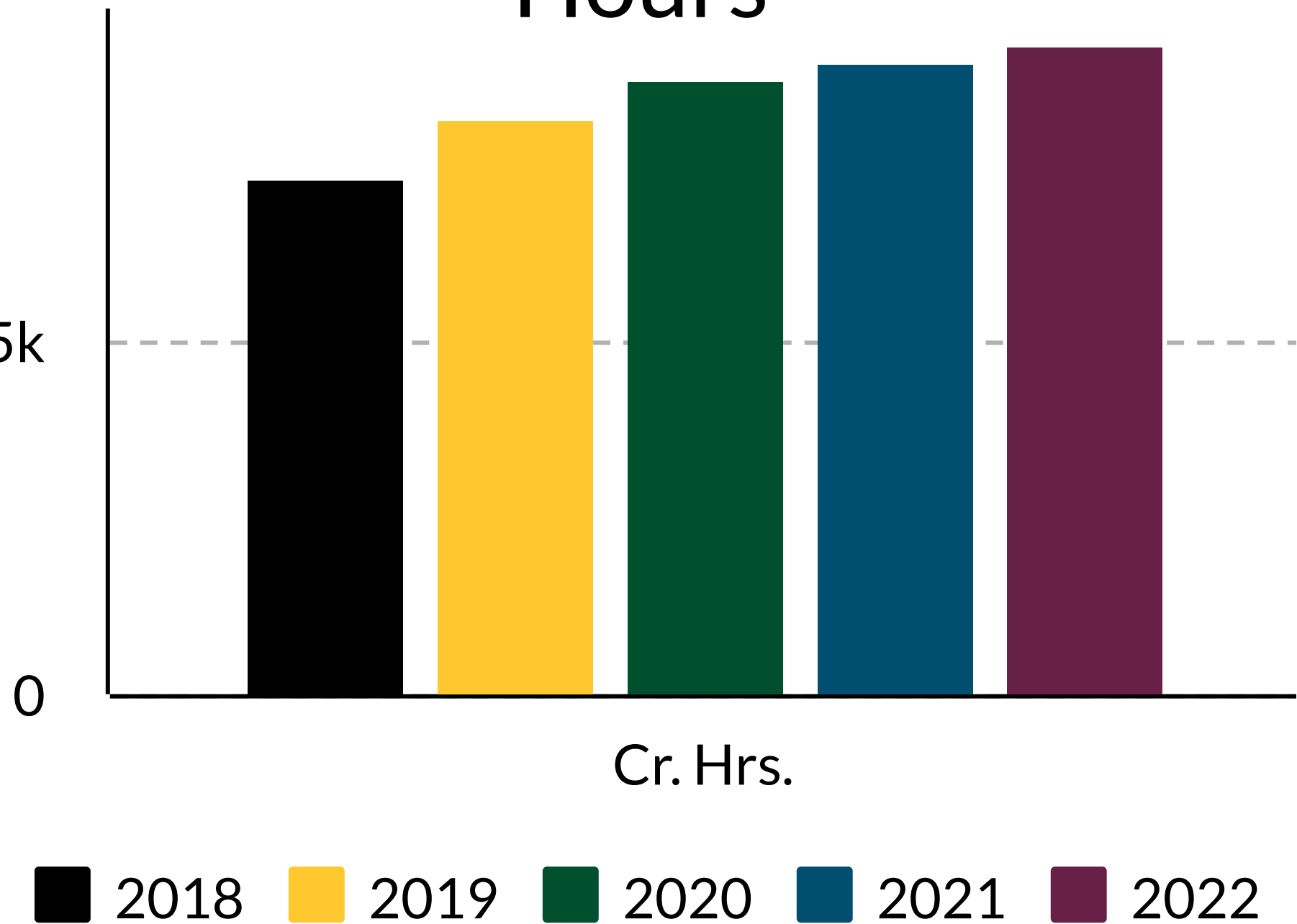
Fall 2022 Enrolment Report



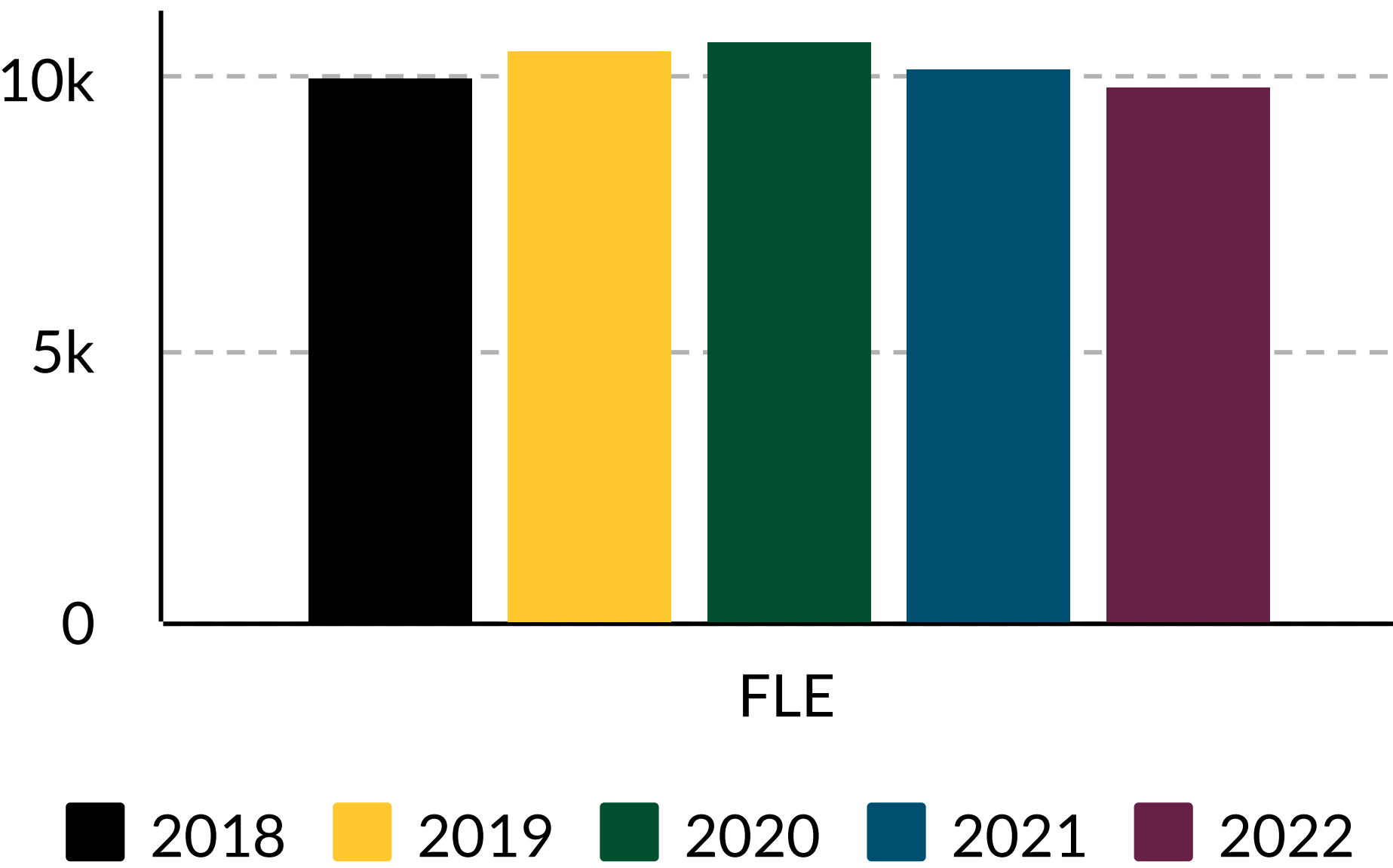
Fall 2022 Undergraduate Credit Hours



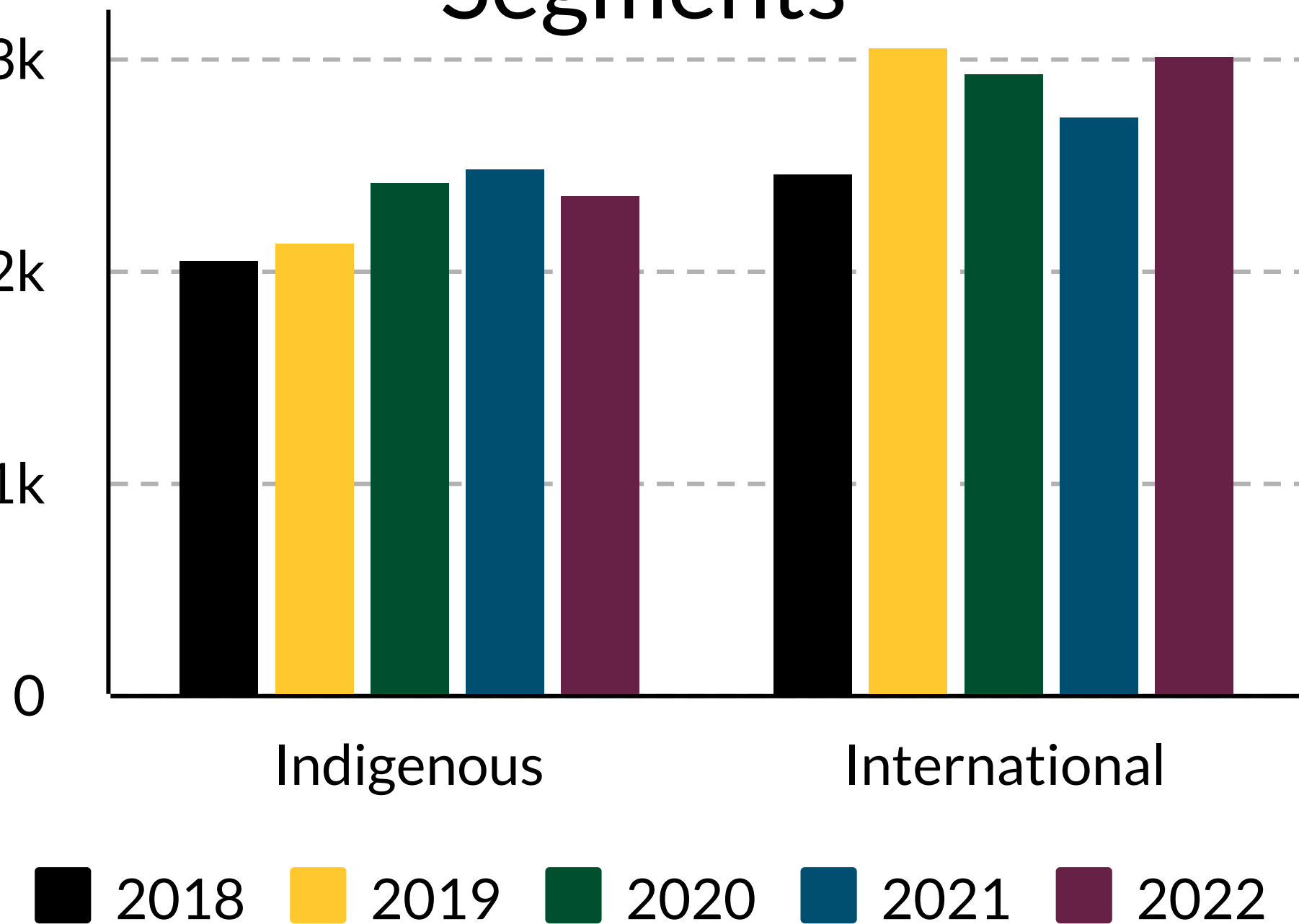
Fall 2022 Graduate Credit Hours



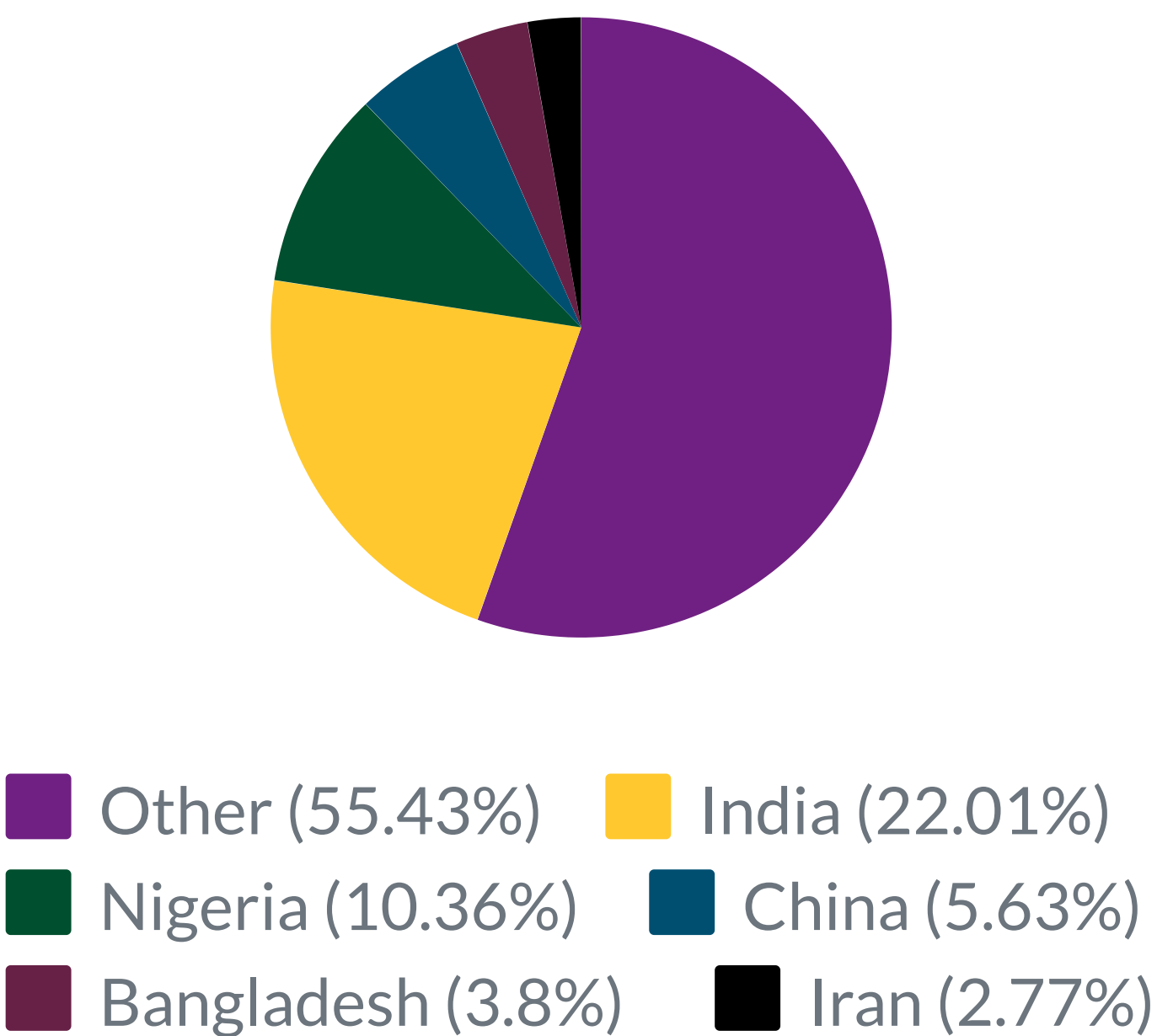
Fall 2022 Undergraduate FLE Summary



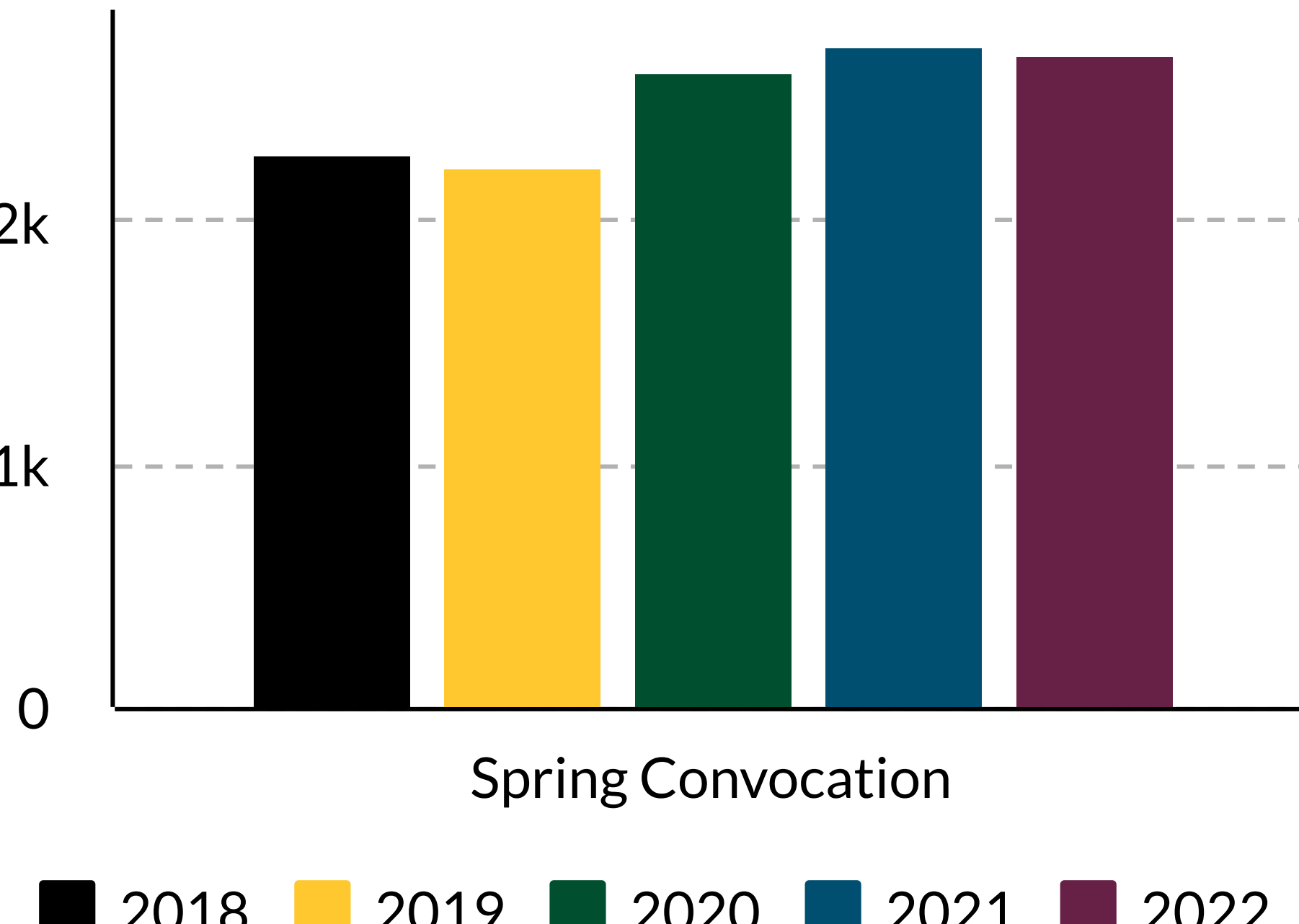
Fall 2022 Population Segments



TOP 5 NATIONS



Spring 2022 Graduation



Background and Description

The following is a summary status report of the in-progress fall 2022 term as compared to fall 2021. Numbers from 2019 are also included as a pre-pandemic comparison.

Unless otherwise specified, the data in this report are based on information that is pulled on the first day 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 on the official census dates in each term are published on the University's web site by the Office of Institutional Research (OIR) at:

<https://www.uregina.ca/orp/statistics/registration/index.html>.

Headcount

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

The University system first day of class headcount for the fall 2022 term was 15,967 down 352 students or -2.2% from the fall 2021 term and down -3.1% from the fall 2019 term. The undergraduate headcount was 13,592, a decrease of approximately -3.7% and down -5.9% from the fall 2019 term. The graduate headcount was 2,375, an increase of approximately 7.9% and up 17.3% from the fall 2019 term.

Faculties at the U of R proper with year over year increases in undergraduate headcount include Nursing (7.5%) and Science (0.5%). All other faculties have decreases.

Overall, the Federated Colleges have year over year decreases with the exception of the First Nations University of Canada student headcounts in Continuing Education, Education, Kinesiology & Health Studies, and Media, Art, and Performance (MAP).

From a five-year perspective, the headcount in the fall term of 2018 was 15,475. Compared to the fall 2022 term, we see an increase in headcount of 3.2% (492 students).

Credit Hours

Registered credit hours represent the credit hours that students register in.

The total number of registered credit hours and credit hours taught for the fall 2022 term were 157,718, down 4,408 credit hours, or -2.7% from the fall 2021 term and down -5.2% from the fall 2019 term.

Notable increases in registered credit hours for the U of R proper at the undergraduate level include Nursing (10.4%) and La Cité (2.3%). At First Nations University of Canada notable increases can be seen in Kinesiology & Health Studies (52.4%), Continuing Education (27.5%), and MAP (10.5%). The Faculty of Graduate Studies and Research has an increase in registered credit hours of 278 (3.1%). All other faculties have seen a decrease in registered credit hours.

Full Load Equivalents (FLE)

Full load equivalents (FLE) are determined by taking the total number of registered credit hours and dividing by 15, which is considered to be the 100% course load of a full-time student at the undergraduate level. The FLEs generated by undergraduate students are equivalent to 9,899 FLEs which is down by 312 FLEs (-3.1%) from fall 2021.

Population Segments

Self-Declared Indigenous Students

The headcount for self-declared Indigenous students on the first day of classes in the fall 2022 term was 2,371 down 108 students or -4.4% from the fall 2021 term and up 10.4% from the fall 2019 term. The total five-year growth in the self-declared Indigenous student population from the fall 2018 term to the fall 2022 term is 14.8%.

International Students

The headcount for international students on the first day of classes in the fall 2022 term was 3,022 showing an increase of 297 students or 10.9% over the fall 2021 term and a decrease of -1.5% over the fall 2019 term. This is impressive in consideration that many international students continue to face barriers on their entry to Canada. The total five-year growth of the international student population from the fall 2018 term is 22.2%.

India continues as the top sending nation with a headcount of 1,200 on the first day of classes. This is followed by Nigeria (565), China (307), Bangladesh (207), and Iran (151).

Graduation and Convocation: Spring 2022

The University graduated 2,673 students in the spring of 2022. This is down by 41 graduates over the previous spring.

Note on Official Numbers

Official numbers are reported by OIR after the fall census dates. <https://www.uregina.ca/orp/statistics/registration/fall-2020.html>.