

PERFORMANCE MEASUREMENT FRAMEWORK INDICES

1. DISCOVERY

| | | |
|------------|---|----------------------------------|
| 1a. | Overall student headcount: | 16,550 (16,501) |
| 1b. | % of undergraduate students retained year 1 to year 2: | 75% (81.8%)* |
| | <i>*Note that the cohort 1b. tracks will be virtually doubled to include all credential-seeking undergraduates registered in 9 or more credit hours; hence the lower target.</i> | |
| 1c. | % of students participating in experiential learning: | 80% (with 100% by year 5) |
| | <i>Experiential learning opportunities range from laboratory and studio work to co-op placements, internships, and practica. They enrich students' education, contribute to retention and student financial wellbeing, and assist with the transition to the workforce.</i> | |
| 1d. | Student satisfaction | Narrative |
| | <i>This will form part of the President's Report to the Board, and will draw on annual student surveys conducted by Ruffalo Noel Levitz.</i> | |

2. TRUTH & RECONCILIATION

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| 2a. | # of domestic self-declared Indigenous students: | 2,200 (2,052) |
| 2b. | # of registrations in courses available to non-Regina and non-Saskatoon students (First Nations and Métis, northern, rural communities via CCE; nationally-available online programs via JSGS, etc.): | 11,500 |
| | <i>This index helps measure our northern and rural "reach," including students living on First Nations communities throughout Saskatchewan, as well as our national "reach" with programs such as the master's of health administration aimed at a mid-career professional audience.</i> | |

3. WELL-BEING & BELONGING

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| 3a. | % of workforce that is from designated groups: | 60% |
| 3b. | % of senior leadership that is from designated groups: | 60% |
| 3c. | Gender pay gap: | 95% |
| | <i>3a-3c will provide an indicator of institutional progress toward Equity, Diversity, and Inclusion goals, ensuring that our staff and leadership complements are truly representative and all employees are experiencing equitable career progress and remuneration.</i> | |
| 3d. | Student Financial Support | \$21.0M (\$20.4M) |

4. ENVIRONMENT & CLIMATE ACTION

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| 4a. | \$ investment in projects aimed at water consumption / carbon footprint reduction: | \$3M |
| | <i>Given the low levels of on-campus activity for Fall 2020 and Winter 2021, consumption targets for electricity, natural gas, and water would not be meaningful. Until on-campus operations return to something approaching normal, we propose instead an annual dollar target for investments and equipment renewals that will reduce campus energy consumption, wastewater production, and carbon footprint.</i> | |
| 4b. | # of living labs on- and off-campus focused on decarbonization: | 3 over 5 years |
| | <i>Reflecting a key thrust of the Growth Plan, this index tracks the University's research and experiential learning contribution to decarbonization.</i> | |

5. IMPACT & IDENTITY

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| 5a. | Research impact: field weighted citations: | 1.42 |
| 5b. | Research impact: # of media engagements with UR research and creation: | 100 |
| | <i>Together, 5a and 5b provide an overview of the scholarly impact of the University's published research, and the success of the University in engaging media (and, through media, multiple stakeholder groups including government, alumni, and donors) with regard to the University's research and creative contributions.</i> | |
| 5c. | Research revenue: | \$29.0M (\$27.9M) |
| 5d. | # of mid-career learners and microcredential seekers: | 500 |
| | <i>This metric reflects the growing needs of lifelong learners, including those in mid-career who are seeking professional master's degrees, and a new emphasis on microcredentials to respond to a changing labour market.</i> | |

Goals listed in black text are carried forward from 2015-2020.
Goals listed in green text are new for 2020-2025.



University
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