University
of Regina

Acknowledgments

The University of Regina (U of R) is a prairie university situated on Treaty 4 and Treaty 6 territories and the traditional homeland of the Métis Nation. It serves as a key global gateway for our city and province. Our classrooms, laboratories, and experiential learning opportunities are places of Discovery for our students. We seek an integrated and student-centred approach to providing a transformational educational experience.

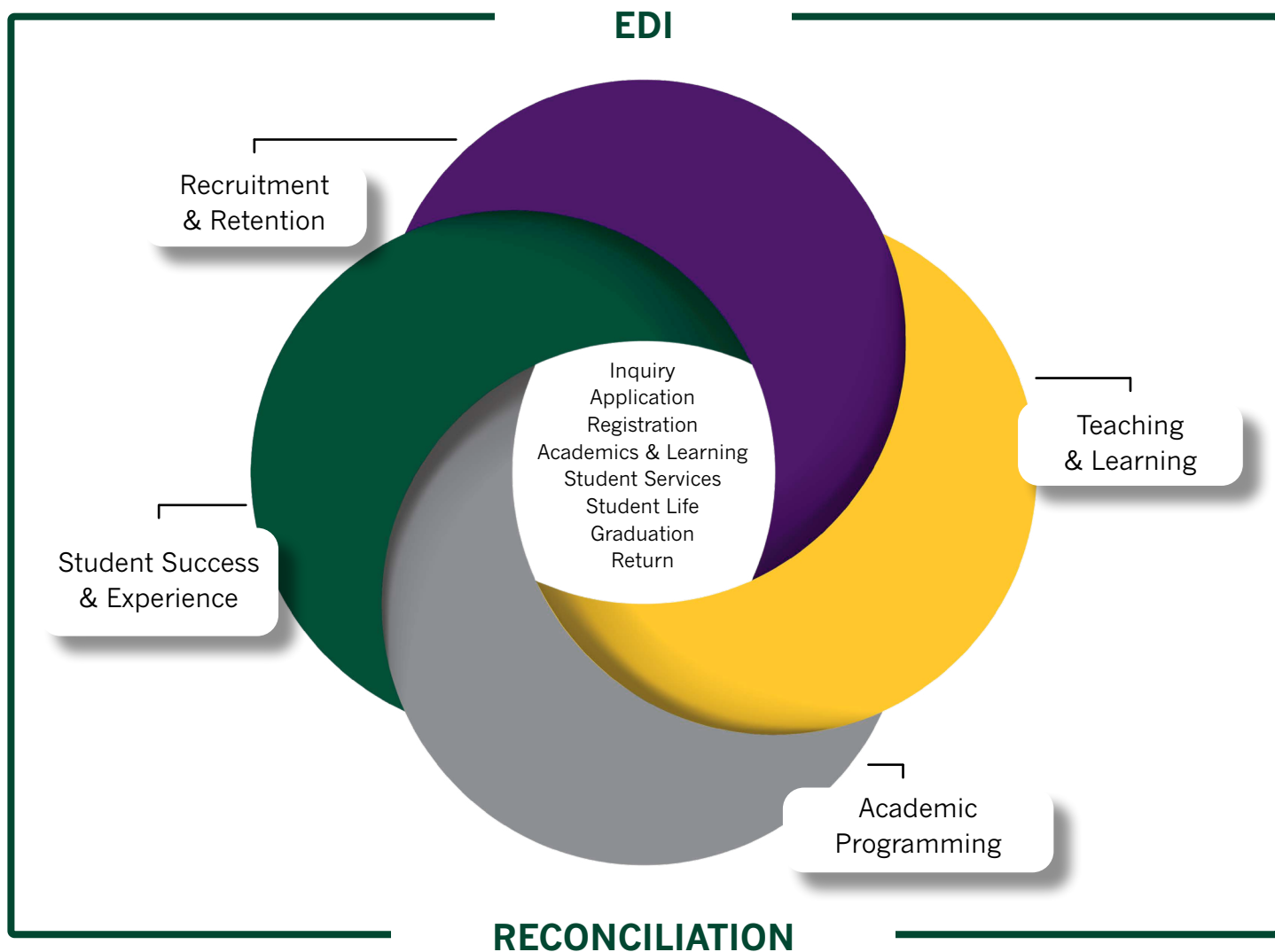**Acknowledging Collaborative Efforts**

Since 2020, various task forces, working groups, surveys, and Faculty processes have identified ways to enhance the student experience. This Academic Plan integrates and prioritizes these proposals into an actionable framework for 2023-2026. Achieving this requires seamless coordination between academic and non-academic units.

This plan reflects the efforts of colleagues involved in initiatives like the Working Group on Retention and Graduation; the Retention Advisory Committee; the Strategic Enrolment Planning Group; and the Task Force on Technology Infrastructure for Teaching, Learning, and Academic Mission. Deans' Council and the Council Committee on Academic Mission (CCAM) provided feedback on earlier drafts (December 2022–March 2023). Input from U of R Students' Union (URSU), a student focus group, and the ta-tâwaw Student Centre Student Council was also invaluable. Thank you to all contributors.

Academic Plan Framework

The Academic Plan Framework reflects a vision of a long-term relationship between each student and the University. This relationship begins with inquiry, application, and registration; reaches its peak as students engage with academics, learning opportunities, student services, and student life; celebrates success at Convocation; and extends as alumni or lifelong learners.

EDI

Recruitment & Retention

Teaching & Learning

Student Success & Experience

Academic Programming

Inquiry
Application
Registration
Academics & Learning
Student Services
Student Life
Graduation
Return

RECONCILIATION

This plan's work is framed by strategic commitments that the University has made to Truth and Reconciliation and the ongoing process of Indigenous Engagement as well as to Equity, Diversity, and Inclusion (EDI). It recognizes that both Indigenous Engagement and EDI are the topics of ongoing and extensive planning and consultative strategic planning processes that will be complete by the Fall of 2023. Out of those processes will come more specific commitments and actions that all units will engage with.

Truth & Reconciliation and Indigenous Engagement

How can we act on our commitments to Truth and Reconciliation and Indigenous Engagement in ways that our students can recognize and carry forward with them? This thematic area is not a stand-alone item, but rather, must be integrated into how we develop and implement all actions related to this plan.

Lead: Associate Vice-President (Indigenous Engagement)

RECOMMENDED ACTIONS:

There is ongoing work on an Indigenous Engagement Strategy for the U of R. Faculties commit to engage with that process as appropriate and to work to implement its recommendations once the Strategy is complete. In the meantime, units will continue to work towards the goals of Truth and Reconciliation.

Work with URSU and faculty student groups on their Indigenization and EDI initiatives (e.g. the ongoing Faculty of Social Work Intergroup Dialogue Training Model).

Implement the vision outlined in the MOU between U of R and First Nations University of Canada.

Deans' Council commits that it will take time to learn together and to share best practices about the process of Indigenization.

Equity, Diversity & Inclusion

How can we act on our commitments to EDI in ways that our students can recognize and carry forward with them? This thematic area is not a stand-alone item, but rather, must be integrated into how we develop and implement all actions related to this plan.

Lead: Advisor, Equity, Diversity, and Inclusion

RECOMMENDED ACTIONS:

There is ongoing work arising from the EDI and Anti-Oppression Strategy for the U of R. Once complete, the Strategy will guide decision-making and leadership. In the meantime, units have committed to working towards the goals of EDI.

Work with URSU and faculty student groups on their Indigenization and EDI initiatives (e.g. the ongoing Faculty of Social Work Intergroup Dialogue Training Model).

Develop a community of practice in the use of Universal Design for Learning practices and encourage their adoption.

Conduct an accessibility review of U of R academic operations.

Deans' Council commits that it will take time to learn and share EDI best practices.

Areas of Focus

Within our commitments to Truth and Reconciliation, Indigenous Engagement, and EDI, this plan aims to strengthen how the U of R supports prospective and current students. It outlines targeted actions within four key institutional focus areas:

- Recruitment and Retention
- Teaching and Learning
- Academic Programming
- Student Success and Experience

The plan also assesses progress in these areas, categorizing initiatives as completed, well underway, partially underway, or with minimal progress.

PROGRESS STATUS:	
Complete	
Well under way	
Partially under way	
Very little or no progress	

Recruitment & Retention

Do we have the frameworks to identify which programs need resources based on enrolment, to bring students to the University, and to remove barriers to student success once they are here?

Leads: Associate Vice-President (Academic), Associate Vice-President (Student Affairs), Executive Director, Strategic Enrolment Planning & Registrar

RECOMMENDED ACTIONS:	2023
Review marketing and communication structures and processes and how they can best serve recruitment and retention efforts	
Review and develop a strategy for domestic and international scholarship programs	
Develop and implement an institution-wide Strategic Enrolment Plan, including initiatives related to retention; and review the plan in two years	

Teaching & Learning

In what ways can we recognize and support the deep commitment of our faculty members to impactful teaching, learning, and supervision?

Lead: Associate Vice-President (Academic)

RECOMMENDED ACTIONS:	2023
Enhance resourcing, programming, and physical space for the Centre for Teaching and Learning (CTL)	🟧
Review and develop a strategy for Faculty-specific, University-wide, provincial, and national international teaching awards	🟩
Recognize impactful graduate/honours supervision and offer venues for sharing innovation and best practices	🟧
Faculties will work with the CTL to integrate technological innovation and sound pedagogy	🟧
Collegially review the place given to teaching in Faculties' respective criteria documents	🟥

Academic Programming

How can we ensure we deliver programming that is accessible, flexible, pedagogically effective, innovative, and relevant to our students?

Lead: Working group drawn from members of Deans' Council

RECOMMENDED ACTIONS:	2023
Utilize the Strategic Enrolment Plan and academic data and analytics to make evidence informed program, delivery, modality, and operational decisions. Ensure data and analytics clearly reflect the experiences of equity-seeking communities on campus	🟥
Ensure that all programs have clear program maps that are available to students and advisors. These maps should articulate learning outcomes at the program level	🟥
Review programming for sustainability and streamlining opportunities	🟥
Develop guidelines for using academic analytics and data (e.g. course fill rates) to maximize course offerings and implement consistent and transparent multi-year course scheduling	🟧
Identify graduate and undergraduate degrees, diplomas, certificates, and micro-credentials that can be completed entirely remotely and develop and promote them	🟩
Prioritize support for students in their first day, week, month, semester, and year (e.g. build on existing pilot programs to ensure that gateway courses are taught and delivered to give students their best chance of success and retention)	🟧

Student Success & Experience

How do we ensure we are supporting student success and a positive experience in their interactions with the University of Regina in a holistic way? Discussions around this goal identified two disparate but equally critical directions for action.

Lead: Provost and Vice-President (Academic)

STUDENT ADVISING: How can we provide student advising and student services effectively and accessibly (e.g. at the times and in the modalities that work best for them)?	**2023**
Conduct an evidence-informed and data supported review of institutional advising processes and structures	
Require institution-wide, aligned use of Degree Audit and train staff in best practices	
Enhance use of technology in student advising and student services	
Conduct an evidence-informed review of academic support and transition programs	

SPACE, FOOD & COMMUNITY: How do we build community outside of the classroom, recognizing that community can sometimes take place over a shared meal, sometimes over a shared event or cultural occasion, and sometimes simply by sharing study space?	**2023**
The three Vice-Presidents will direct a review of food services, space usage, residence life, the presence of the broader community on campus, and other matters that might influence student well-being and belonging. The review process will include our federated partners and recognize that the U of R a has multiple campuses	