

For the period from November 30, 2022 – February 21, 2023

This report outlines progress made toward my six strategic objectives for the year that were finalized at the July 2022 Board meeting, and contains a general overview of my engagement with the University and wider communities during the reporting period.

It includes:

- Section 1: A dashboard “heat map” chart so that at a glance the Board can quickly gauge progress made toward each objective and its attendant measures;
- Section 2: A brief narrative of progress made toward the objectives and measures;
- Section 3: A general overview of my engagement with and activities in the University and wider communities during the reporting period; and
- Section 4: An update on my academic research program.

Should the Board require additional information on any of the items discussed below, I would be happy to provide it either at the March 7 meeting or as follow-up.

SECTION 1: AT-A-GLANCE DASHBOARD “HEAT MAP”

Strategic Plan Connection	President's Objective	Measurable	Status (colour-coded through the year per legend below)
Financial sustainability – no specific Strategic Plan thematic connection	Strengthen the long-term stability and sustainability of the University's finances	Develop an operating budget for 2023-2024 that prepares for a balanced budget in 2024-2025	GREEN (formerly yellow)
		Develop a comprehensive budget plan for ancillary operations	GREEN
		Ensure that MOU-funded projects meet targets through appropriate administration	GREEN (formerly yellow)
		Make substantial progress toward ratifying the four outstanding Collective Agreements	GREEN
		Return enrolment to pre-pandemic levels	GREEN
		Establish clear priorities for both annual fundraising and a comprehensive campaign	GREEN (formerly yellow)
Discovery	Enhance the overall student experience of teaching, learning, and research	Produce an institution-wide academic plan	GREEN
		Implement key aspects of the five-year institutional research action plan	GREEN

		Consider and begin implementing key recommendations from the Task Force on the Future of Technology Infrastructure	GREEN
		Develop credit and non-credit microcredential revenue-sharing and University-wide coordination models	YELLOW
		Establish a centralized microcredential hub	GREEN
		Submit three new dual credit courses to Ministry	GREEN
		Offer dual credit courses in Regina public high schools	GREEN
		Identify accelerated courses for Winter 2023	GREEN
		Finalize three joint program or articulation agreements	GREEN
		Complete preparations to launch full-year registration in Fall 2024	GREEN
		Improve transfer student yield rates by 5%	GREEN
		Establish a Centre for Experiential and Service Learning	BLUE
		Render architectural plans for CTL	BLUE
		Offer UR ² Fellows program to 20-25 instructors	GREEN
		Create programming for instructors to integrate Indigenous ways of knowing into curriculum and teaching	GREEN (formerly yellow)
Truth and Reconciliation	Advance Truth and Reconciliation, Indigenization, and decolonization	Complete and formally adopt a five-year Indigenous Strategic Plan	GREEN (formerly yellow)
		Establish and implement an Indigenous procurement policy	GREEN
		Establish an MOU and new academic agreement with FNUniv	GREEN
		Expand programming and access for Indigenous students through new community-based program agreements	YELLOW
		Establish clear processes for engaging in research with Indigenous peoples	GREEN (formerly yellow)
Well-being and Belonging	Enhance faculty, staff, and student engagement with the University, particularly	Finalize EDI action plan and implement key aspects	GREEN (formerly yellow)
		Enhance mental health literacy services and training for students	GREEN

	among groups that have traditionally been marginalized or underserved	Enhance mental health literacy services and training for faculty and staff	GREEN
		Implement an effective employee remote and flexible work program	GREEN
		Adopt specific responses to address improvements identified in Employee Engagement Survey	GREEN
Environment and Climate Action	Enhance the University's efforts toward environmental sustainability and climate action	Fully establish Sustainability Office and Energy Manager position	GREEN (formerly yellow)
		Finalize and share the Sustainability Action Plan and address priority recommendations	GREEN
		Build capacity and partnerships in CCUS and energy alternatives	GREEN
Impact and Identity	Enhance the University's reputation by actively promoting the institution's identity and societal impact	Increase Tri-Agency and CFI research funding by 5 percent over the five-year average	YELLOW
		Ensure an effective and wide-reaching launch of an institutional identity	GREEN
		Ensure that all Faculties and units have the appropriate training and tools to continue the website transition	GREEN
		Plan and hold 5 "UR Days" in Saskatchewan communities	BLUE (formerly green)

Progress Status	
BLUE	Complete
GREEN	Well Under Way
YELLOW	Partially Under Way
RED	Little or No Progress to Date

SECTION 2: PROGRESS TOWARD OBJECTIVES AND MEASURES

Objective 1: Strengthen the long-term stability and sustainability of the University's finances

Progress on the measures is as follows:

Develop an operating budget for 2023-2024 that supports the commitments in the Operations Forecast leading toward a balanced budget in 2024-2025: Work on the 2023-2024 budget continued with the Senior Leadership Team throughout the reporting period. As noted in the last report, even with the significant base budget reductions that are being contemplated, a structural deficit will still exist, but the 2023-24 budget will be balanced with one-time funding. The goal remains to balance the budget fully by 2024-2025.

Develop an Ancillary Budget that returns the ancillary budget plan to pre-COVID targets: As ancillary operations continue their recovery, progress continues on this measure. While revenue has increased in Printing Services, the Campus Store, and Parking Services as those areas return to near-normal operations, Campus Housing and Food Services continue to be challenged. Overall ancillaries operations are expected to miss projections by \$400,000, mainly due to lower-than-anticipated occupancy in housing.

Ensure that, through effective administration, the projects funded through the Government of Saskatchewan’s one-time MOU funding meet their first-year targets for revenue generation, finding efficiencies, and overall outcomes: The Vice-Presidents received progress updates on the various MOU-funded projects in mid-January, and provided a comprehensive report to the Ministry of Advanced Education on January 31 per the Ministry’s revised template. That report has been provided to the Board as an Information Item for the March meeting.

The Vice-Presidents continue to assess progress on all of the MOU-funded projects in anticipation of the June 30 report to the Ministry. Some projects have unspent funding and follow-up is occurring with the project leads to establish spending plans before the end of June 2023. One project was not deemed viable and the monies were returned to the MOU fund with the full support of the project lead.

Make substantial progress toward ratifying the University’s four outstanding Collective Agreements: With the APT agreement ratified since the last Report to the Board, three of the four Collective Agreements have now been completed. The URFA Academic Agreement is the remaining one to be negotiated, and to that end, the bargaining leadership team is being established to review the plan and mandate in anticipation of the first bargaining sessions.

Return both domestic and international enrolment to pre-pandemic levels, which will require a significant increase of first-year and other incoming students, as well as ongoing retention efforts: This remains a challenge. As of the beginning of February, overall enrolment for Winter 2023 (14,884 students) was still approximately 6 percent less than the Winter 2020 pre-pandemic level (15,834 students).

That said, a great deal of work is taking place to recruit and retain both domestic and international students, and with positive results. Compared to Winter 2022, for example, overall enrolment for Winter 2023 is up 1.5 percent (fuelled in large part by rising graduate and international enrolments) – an indication that progress is being made to recruit and retain students as the pandemic abates.

Domestic undergraduate enrolment is the primary area of decline – down 3.0 percent from the same time last year. This is not a phenomenon unique to the University of Regina, as during the pandemic many domestic students paused their university education, or have been taking fewer courses. Other universities, especially those in western Canada, are also facing the fact that low unemployment and higher-wage jobs are dampening recruitment. That “bubble” of lower enrolment is now working through University of Regina degree programs and contributing to lower enrolment numbers than in the past, but it is of note that the “enrolment funnel” of new applicants for the coming year is rebounding.

The enrolment funnel is rebounding in large part due to domestic recruitment activities which have taken place at a higher level than ever before throughout fall and winter. Since the last report:

- The first-ever “Winter Snowcase” showcase event was held at Regina’s Cornwall Centre in early December. Admission events were held in Prince Albert and La Ronge, and the final “UR Days” event for the academic year was held in Melfort in mid-February;
- Winter 2023 Orientation was held for new students in January, and since November, academic advisors in the Student Success Centre have held more than 1,200 individual advising appointments, advised more than 600 students in group sessions, and responded to almost 4,000 individual email enquiries;
- The two additional term recruiters hired through MOU funding from the provincial government have been meeting individual prospective students, conducting school visits and scholarship workshops, attending career fairs, and organizing campus tours;
- Enrolment Services has been organizing a variety of events on and off campus for winter and spring. These include a Saskatoon guidance counsellor breakfast, two Indigenous community events in Regina, “Introduction to Pow Wow” on campus (with high school students as the main audience), a “Discovering Your Direction” event for Grade 9 Indigenous students, and campus visit days;
- Staff are planning a large open house for high school students on March 3 called "Choose UR Own Adventure." This event is meant to show students what the University has to offer in terms of extracurricular and student supports. Because these students may not have visited campus during the pandemic, this event is designed to give them a sense of what it is like to be a University of Regina student and get them excited about the opportunities that exist for them. An application event will be part of part of the winter open house, and a half-price application week will take place from March 4-11;
- Other events being planned for coming months include an adult learner event and an event with the Saskatchewan Indian Institute of Technologies that will include admission and transfer credit pre-evaluation workshops;
- Staff are also hosting monthly virtual information sessions with different target audiences, and are planning targeted email, text, and phone communications with prospective students, applicants, admitted students, and parents and guidance counsellors throughout the Winter term. Enrolment Services is also working closely with University Advancement & Communications on recruitment marketing;
- A half-time social media specialist has been hired to connect with prospective students via Instagram, TikTok, and YouTube, and a vendor is being selected to develop a virtual campus tour;
- Enrolment Services is partnering with the Regina Public Library to present admissions information to new Canadians and offer an application workshop to this group. Staff are also exploring partnerships with other organizations that work with new Canadians; and
- Staff are working in partnership with the Centre for Continuing Education, UR International, the Faculty of Graduate Studies and Research, and Information Services to implement the new Student Relationship Management system, which will have a positive effect on enrolment;

International undergraduate enrolment continues to be a success story – up 17.6 percent for Winter 2023 compared to Winter 2022 – and has played a large part in fuelling the overall year-over-year enrolment increase. Overall international enrolment is still approximately 100 students below pre-pandemic levels as the decreased number of returning students from past years work through their programs, but the number of first-term new students is now higher than it was before the pandemic.

A detailed summary of UR International's work to restore enrolments to pre-pandemic levels is included as part of the Board materials. Some of the key recruitment and retention activities noted in that summary are:

- Focusing recruitment on priority regions including India (to which the President and UR International staff travelled in mid-February), Africa, Southeast Asia, and the Philippines. Areas of focus in coming months will also include some South American countries;
- Administering the Agent Incentive and Global Recruitment funding as well as completing the Welcome Solidarity Award program – all of which are supported by provincial MOU funding;
- Holding an orientation session in early January for approximately 500 new students, and maintaining an online orientation platform; and
- Co-operating with student groups to organize cultural events, including the forthcoming International Night, which will be held in person for the first time in three years.

Establish clear priorities for both annual fundraising and a future comprehensive campaign centred on clear strengths of the University: Since the last report, University Advancement has reviewed existing Faculty and administrative priorities for alignment, with direction provided by University leadership on areas of focus for the next three to five years.

This work has identified four thematic areas for fundraising priorities:

- Student Experience;
- Truth and Reconciliation;
- Health; and
- Research Infrastructure.

In the final quarter of the fiscal year, University Advancement will consult with the University Executive Team on these thematic areas and seek consensus on fundraising priorities and key messages related to these priorities. These priorities will become the annual fundraising priorities for the next three to five years, with the potential to develop into a comprehensive campaign in the future.

Objective 2: Enhance the overall student experience of teaching, learning, and research

Progress on the measures is as follows:

Produce an institution-wide academic plan that will include specific recommendations, targets, and means of assessment to enhance teaching excellence, program development, and supportive technologies: Dr. Jim Farney, Director of the University of Regina campus of the Johnson Shoyama Graduate School of Public Policy, has been appointed the academic lead in the creation of the Academic Plan. In consultation with the Provost, he has developed a planning framework that includes regular meetings with the Provost and collegial consultation with the Council Committee on Academic Mission (CCAM) through that body's regular meetings.

Under Dr. Farney's leadership, Deans' Council engaged in academic planning exercises in late December and again in mid-January, before providing initial feedback on the resulting first draft of the plan in early February. Dr. Farney will return the revised plan to Deans' Council in March to seek endorsement before it is presented to any other required governance bodies such as Executive of Council or Senate.

Implement key aspects of the five-year institutional research action plan, focusing on initiatives designed to increase external funding, enhance the dissemination of scholarship, advance areas identified as current and emerging research strengths, and better support student research: Efforts to prioritize and move forward key actions in the five identified areas of focus included:

- Areas of focus I (support research centres) and II (health and wellness signature research area): Public Safety Canada has informed the University that contribution agreement for the Canadian Institute for Public Safety Research and Treatment (CIPSRT) will be amended to include two additional years of funding (to March 31, 2025) at the current level. Both parties are now working through the amendment to ensure a seamless transition into the new fiscal year. In addition, the Child Trauma Research Centre (CTRC) made a presentation to the Minister of Advanced Education which was well-received, and has been invited to give a presentation to the Board of the Jim Pattison Children’s Hospital Foundation;
- Areas of focus I (support research centres through new funding and support of the University’s research centres) and II (climate and environment research strength): The Clean Energy Technologies Research Institute’s (CETRI) carbon capture project proposal to Natural Resources Canada’s Energy Innovation Program has been selected to advance to the full proposal stage;
- Area of focus IV (graduate studies): The Graduate Advanced Training and Entrepreneurship (GATE) Centre launched a Kickstart Program that is open to graduate and undergraduate students from all disciplines. From the applications, six successful student groups have been chosen to be mentored over a 12-week period that will conclude with a pitch session in April. In addition, among its other activities the Faculty of Graduate Studies and Research hosted a “Three-Minute Thesis” mentoring session, a “Tech Start-Up” workshop for students interested in developing their ideas into a company, and by the time of the Board meeting will have hosted a “Digital Futures Reverse Career Fair” designed to help students meet employers from Saskatchewan’s tech sector; and
- Area of focus V (partnerships with communities): A number of partnerships with different organizations are in preliminary discussions, so there may be more to update in the next report.

Consider and begin implementing key recommendations from the “Task Force on the Future of Technology Infrastructure”: Work continued on four of the six Task Force recommendations:

1. Review the University’s Learning Management System (Moodle-based UR Courses). The Working Group for the Learning Management System (LMS) Review has completed the first stage of faculty and student consultations. It now has two forthcoming meetings with University of Saskatchewan staff who played important roles in that institution’s transition to a new LMS. A public demonstration of each major LMS the Working Group has identified has been scheduled for March.
2. Create technology-enhanced engaging classrooms. The Committee Co-Chairs (the Associate Vice-Presidents Academic and Information Services) have visited all Faculty Councils for consultation on classroom technologies. They have advised Faculties to prepare short reports outlining their Faculty-specific as well as more common classroom technology needs by the end of February. Based on these Faculty reports and earlier consultations, the Co-Chairs will draft a report to be submitted to the Governance Committee for Academic Technologies (GCAT) in the coming months.

3. Review the Distance and Distributed Learning (DDL) funding model for the development and delivery of online and blended courses. A Working Group for the Review of the Distance and Distributed Learning Funding Model is now in place and will begin meeting soon.
4. Adopt a cloud-based collaboration and file sharing platform. In consultation with the Associate Vice-President (Academic) and GCAT, and under the leadership of Associate Vice-President (Information Services), Information Services has started work on the Task Force's priority recommendation regarding the adoption of a collaboration platform for the University. The Terms of Reference for a Collaboration Platform Advisory Group are complete.

Develop revenue-sharing and University-level coordination models for both non-credit and credit microcredentials:

The Centre for Continuing Education's (CCE) non-credit revenue generating microcredential guide and templates are now available and are located on CCE's section of UR Source. CCE will use these resources as tools for prospective program discussions with other academic units across the University.

Establish a centralized website information hub for all microcredentials offered at the University: An internal microcredential hub for the University of Regina community has been created in UR Source, and CCE is currently proposing updates to the microcredential framework and terminology to present to the Microcredential Working Group.

A program category is being added to the University's homepage search tool for Professional Development Programs. In the meantime, the page www.uofrmicrocredentials.ca remains active until University Advancement & Communications approves an appropriate location on the new main University website.

Submit three new dual credit courses to the Ministry of Advanced Education by Fall 2022: Since the last Board report, Chimie 100/Chimie 30 (Chemistry 30 in French) has been approved by the Ministry of Advanced Education as a dual-credit eligible course. Discussions have started on other possible dual credits with the Faculty of Arts, the Faculty of Science, and La Cité.

There are now nine Ministry-approved dual-credit eligible courses, the last four of which have been added to the list over the past year:

- Art 220/Art 30L
- Engl 100/Engl B30
- Math 110/Calc 30
- INDG 100/Native Studies 30
- Cree 100/Cree 30
- Chem 100/Chem 30
- Chimie 100/Chimie 30
- Bus 100/Entrepreneurship 30
- French 100/French 30

After finalization of the MOU with the Regina Public School Division, offer dual credit courses in Regina high schools during the Fall 2022 and Winter 2023 terms: The dual-credit eligible courses INDG 100 and CREE 100 are being offered in the current Winter 2023 term at Campus Regina Public as part of

the High School Accelerated (HSXL) program. Implementation plans for delivering the HSXL dual-credit eligible courses for Fall 2023 and Winter 2024 are underway.

By the time of the Board meeting, a public event will have been held by the University, First Nations University of Canada, and the Regina Public School Division announcing the new Memorandum of Understanding that expands the HSXL dual-Credit courses to be offered beginning in Fall 2023. Under the Memorandum of Understanding, the University commits to waiving tuition fees for high school students enrolled in dual credit eligible courses. To that end the University has created a Dual Credit Tuition Fee Award Fund to cover the full amount of tuition fees for high school students in dual credit courses for a two-year period. Students can get a maximum of two tuition fee awards in total and one award per semester.

The University has decided to expand the tuition-free dual credit course program to all other interested high schools in the province starting in Fall 2023 and Winter 2024 as a pilot.

In addition, a renewed/revised MOU with the Treaty Education Alliance is in progress.

Identify further introductory-level University courses to be offered as part of the high school accelerated program in Winter 2023: Winter 2023 High School Accelerated courses are underway. In addition to INDG 100 and CREE 100 being taught at Campus Regina Public as noted above, courses include three sections of ENGL 100 (one of which is in hybrid format) and ANTH 100.

Complete all preparations so the University can launch full-year registration in Fall 2024 to better serve students: The Registrar's Office is well on track in its preparations for the planned full-year registration go-live date of Fall 2023. Registration for Fall 2024 and Winter 2025 will open in March, 2024, allowing students to register for their Spring/Summer, Fall, and Winter terms at the same time. As part of this, the Registrar's Office is currently working on a strategy with Enrolment Services whereby newly admitted students will be able to register sooner in the process.

Through the work of the Academic Program and Articulation Agreements Officer, finalize three joint program or articulation agreements during the year: In early February, a block transfer credit agreement was finalized and signed with Saskatchewan Polytechnic. Under this agreement, students who have completed or will complete Saskatchewan Polytechnic's educational assistant certificate can ladder to the University's Bachelor of Education program.

Also in early February the University signed a Memorandum of Understanding with North West College to explore opportunities for providing academic programming, career training, and continuing education. As with the Memorandum of Understanding signed in the fall with Southeast College, this has the potential to lead to further articulation agreements.

Through a variety of initiatives, improve yield rates on student transfers from other institutions by 5%: Two yield rates are presented in the table below. Yield 1 refers to the conversion rate of students from application to becoming a fully registered student, and Yield 2 refers to the conversion rate of students from accepting an offer of admission to a becoming fully registered student. There is no change in this yield from September 2022.

Academic Year	Applied	Offered	Accepted	Registered	Yield 1	Yield 2
2018-2019	2154	1264	1164	496	23%	43%
2019-2020	2112	1064	979	512	24%	52%
2020-2021	2177	992	888	437	20%	49%
2021-2022	2155	1101	1045	438	20%	42%
2022-2023	2172	1398	1047	439	20%	42%
5 year average					22%	47%

As can be seen, the yield rates of registered students are flat in both categories from the 2021-22 academic year. This is mainly attributable to stability in the number of post-secondary applicants. As noted in the last report, several initiatives are underway with the goal of increasing yield rates.

Establish a Centre for Experiential and Service Learning to operate a comprehensive service learning program and officially record students' co-curricular activities: With the Centre for Experiential and Service Learning (CESL) having been officially launched in November, work has continued to expand its services. To that end:

- The Academic Leads are collaborating with the Centre for Teaching and Learning to promote and incorporate experiential learning into curricula. The Academic Leads have also developed a data collection process to capture existing experiential learning activities taking place within classrooms;
- More than 300 students have participated in CESL workshops since the fall, and a series of student engagement events is being planned for the Winter term;
- The Volunteer Centre is working with more than 120 students, more than half of whom have so far been fully prepared to sign up for volunteer opportunities. The Volunteer Centre has more than a dozen partner organizations in the wider community, with more than a dozen others in the onboarding stage;
- The Ambassador program has more than 800 participants, nearly 400 of whom have been trained and are able to volunteer at campus events;
- CESL has created eight experiential digital badges. Students can now begin completing and being awarded badges for the following areas: Career Basics; Career Readiness; Campus Employment; Cultural Awareness; Community Service; Leadership; Mentorship; and Student Engagement; and
- The student engagement and experiential learning software platform has been branded as UR Path (University of Regina Personal Achievement Tracking Hub). Software implementation is well under way with campus-wide launch targeted for August 2023.

Render the final architectural plans for the Centre for Teaching and Learning's new location: As noted in the last report, the final architectural plan for the Centre for Teaching and Learning's (CTL) new space has been approved, but construction of the space is on hold for budgetary reasons.

Through the Centre for Teaching and Learning, offer the new UR² Fellows program to 20-25 instructors to enhance the quality of teaching in introductory course and thus improve first-year student experience and success: The UR² Fellows Program is continuing through the Winter 2023 term with 24 participants who will incorporate their learnings from the past year into their classes for next year. A new intake of participants for 2023-2024 will take place in late summer.

Through the work of the Centre for Teaching and Learning’s newly hired Indigenous Education Developer, create programming to help instructors incorporate Indigenous ways of knowing into their curriculum and teaching: The Indigenous Educational Developer was hired in August 2022 in a two-year position to support Indigenizing initiatives focusing on curriculum, teaching, and learning via the University’s Centre for Teaching and Learning.

The Indigenous Education Developer is currently involved in or leading the following activities:

- Research and reporting on the current types and numbers of Indigenization and Indigenous pedagogy initiatives across the University;
- Researching Indigenization initiatives at post-secondary institutions across North America;
- Developing an institutional needs assessment to inform future Indigenization initiatives at the University;
- Designing and delivering workshops on Indigenization and Indigenous pedagogies;
- Providing one-to-one consultations with faculty members;
- Consulting with academic departments;
- Strengthening ties with individuals at First Nations University of Canada and Centre for Teaching and Learning;
- Developing media (podcasts, print resources) to support Indigenization; and
- Providing other educational development supports with Centre for Teaching and Learning staff.

Objective 3: Advance Truth and Reconciliation, Indigenization, and decolonization

Progress on the measures is as follows:

Complete and formally adopt a five-year Indigenous Strategic Plan that will include teaching, curricular development, research, policies, hiring, identity, decolonization, and Indigenization: The process of developing an Indigenous Engagement Strategic Plan is proceeding well. An initial student survey generated more than 300 responses from both Indigenous and non-Indigenous students, indicating a great deal of interest and personal investment in the plan.

The consultant who is facilitating information-gathering sessions organized an on-site open house as well as a series of smaller-scale focus groups and individual meetings with faculty and staff in mid-February. Several faculties and departments requested their own group consultations, so these and any requested individual meetings will continue throughout the month. An interim report is expected to be produced in March.

Establish and implement an Indigenous procurement policy that includes targets and timelines: The Job Evaluation Questionnaire has been submitted to Human Resources for the new Indigenous Procurement Lead position. By the time of the Board meeting, the committee will have met to review the submission and classify the position, after which the position will be posted. It is expected to be filled by early- to mid-April.

A session is being planned for March with the City of Regina at which representatives from the City will share their learnings from numerous stakeholder engagements that were conducted over the past 18 months as they developed and announced their Indigenous procurement policy.

In addition, by the time of the Board meeting Supply Management Services will have hosted a booth at the Indigenous Business Gathering in Saskatoon. The purpose of the event is to share an understanding of the breath and capacity of Indigenous-owned businesses that operate across Saskatchewan, and to provide a networking venue where Indigenous and non-Indigenous companies, municipalities, and Crown corporations can meet to discuss supply chain, procurement and partnership opportunities.

Establish an MOU and new academic agreement with First Nations University of Canada that reflect a strong partnership and commitment to meaningfully support the institution in achieving its goals:

Under the leadership of the Associate Vice-President (Indigenous Engagement), the Memorandum of Understanding designed to further strengthen the relationship between the University of Regina and FNUniv has gone through all internal approvals, and is now being prepared for formal signing by the two institutions' Presidents.

In addition, under the leadership of the Associate Vice-President (Academic), considerable progress has been made toward an academic relationship agreement that will take into account the unique features of FNUniv's academic programming and relationship with the University. A draft of the document is now complete, and is being shared with the appropriate individuals and committees for feedback.

Expand programming and remote access for Indigenous students through new community-based program agreements delivered in partnership with First Nations University of Canada, the Gabriel Dumont Institute, and the Regional Colleges: As the Faculties of Arts and Science continue their budget planning for the coming year, discussions with the Birch Narrows Dene Nation about possible course offerings to ladder into existing programming or create an Arts and Science certificate or diploma are on hold for the time being.

In early February (as noted later in Section 3 of this report), I and representatives from Northlands College travelled with the Deans of Nursing and Social Work to four northern communities to explore the possibility of providing university programming that would serve students in their home communities. Discussions are in a very preliminary stage, but follow-up will take place in coming months.

Beginning in January, Indigenous Studies 100 and Cree 100 dual credit courses officially became part of Campus Regina Public's Land-Based Education Program.

Establish clear processes and protocols for engaging in research with Indigenous peoples, and create an Indigenous Research Officer position to help ensure proper respect for and ownership of Indigenous knowledge and experiences: At the time of the last report to the Board, an Indigenous Co-Chair position had been created on the Research Ethics Board (REB), but the faculty member who originally had been appointed was unable to take up the position.

Since that time, an Indigenous faculty member from First Nations University of Canada has joined the REB in the role of Co-Chair to help ensure that Indigenous perspectives and protocols are considered wherever necessary. To that end, in mid-February the Co-Chair held a workshop to discuss the unique components of engaging Indigenous communities, organizations, and individual in University research.

Recruitment for the Indigenous Research and Relations Co-ordinator position remains on hold pending the development of the Indigenous Engagement Strategic Plan. In the meantime, the Vice-President

(Research) and Associate Vice-President (Indigenous Engagement) consult regularly to explore potential research grants and funding opportunities to strengthen the University's capacity in this area.

Objective 4: Enhance faculty, staff, and student engagement with the University, particularly among groups that have traditionally been marginalized or underserved

Progress on the measures is as follows:

Finalize an Equity, Diversity, and Inclusion action plan and implement key aspects focusing on senior leadership commitment, policy review, demographic and cultural climate, teaching and learning, and community engagement: The EDI Action Plan is complete, and any existing activities taking place in individual faculties or units will be included in the annual action planning process. The Senior Advisor (Equity, Diversity, Inclusion and Anti-Oppression) is currently recalibrating what action plan items can be effectively completed by June 30.

In the meantime, the Equity, Diversity, Inclusion and Anti-Oppression (EDI-AO) Policy Working Group continued its review of the Accommodation Policy, with an eye to providing recommendations for revision this term. Discussions have also begun with Human Resources regarding a review of the Employment Equity and Diversity Policy, with a focus thus far on the policy's ownership and implementation.

Being a signatory of the Scarborough Charter continues to provide value to University of Regina. The co-led arm of the Canadian Black Scientist Network (CBSN) – named the SK Black Scientist Network (SBSN) – is preparing to host a conference in April 2023.

Enhance mental health literacy services and training for students by offering *Inquiring Mind* sessions once per term, and *From Surviving to Thriving* and *Student Resiliency Program* sessions once per month: Updates to the Stepped Care services offered by the Student Mental Health team during the reporting period include:

- With the retirement of the trained facilitator, *Inquiring Mind* sessions cannot currently be facilitated. Other staff cannot yet take over those responsibilities because of the lack of “Train the Trainer” certification courses being offered at present by *Inquiring Minds*;
- *From Surviving to Thriving* seminars continue to be available on request to all student groups;
- “UR Well” self-improvement seminars, held in partnership with Student Success Centre, have expanded in the Winter term to include more frequent offerings and more varied wellness topics. To account for varying class schedules, the same topic is presented on both Tuesday and Wednesday of the scheduled week. To date, eight seminars have been completed, with an additional 10 scheduled throughout the remaining Winter term;
- The Student Mental Health team has attended and presented at multiple orientation and student support events, including UR International and English as a Second Language programs. Presentations at other events are available on request; and
- The two embedded clinicians in the ta-tawâw Student Centre and the UR Priority housing program continued to support the unique needs of these students.

Offerings for incoming students will include a partnership with the Summer Bridge Program to offer a weekly wellness seminar throughout the program, and participation in forthcoming Fall Orientation and Welcome Week activities.

Enhance mental health literacy services and training for faculty and staff during the year by offering 10 Employee Family Assistance Sessions, 2 Working Mind workshops, 4 SafeTalk workshops, and 4 Building Resilience in the Workplace workshops: The recent resignation of the term Mental Health Advisor has temporarily affected the administration of the University's Mental Health Hub, but Health, Safety & Wellness staff continue to maintain and update the site as required.

The new Employee Family Assistance Pathways programs with Homewood Health have been successful, and during the Winter term four additional mental health wellness sessions are being offered on the following topics: Increasing Our Understanding of Mental Health in the Workplace; Inner Strength; the Science of Happiness; and the Art of Relaxation.

Implement an effective employee remote work program and principles governing flexible work hours: The one-year pilot project is now at the nine-month mark and under review by the Advisory Committee. Based on success to date, it is expected that the program will be recommended for permanency, with guidelines for implementation established by April.

Adopt specific responses to address improvements identified in the March 2022 Employee Engagement Survey: As noted in the previous report, the different units across the University are in various stages of implementing their unit action plans.

The first "pulse survey" on wellbeing and belonging was administered by Human Resources in late October/early November, and its results are promising. Employees were asked to indicate to what degree they agreed with the statement "The University of Regina promotes an environment that enhances my overall wellness (e.g. physical, mental, and social well-being)." Of the 739 respondents, 48.3 percent agreed or strongly agreed with the statement. This will provide baseline information for comparison with additional surveys as the units continue their work in this key area.

Objective 5: Enhance the University's efforts toward environmental sustainability and climate action

Progress on the measures is as follows:

Fully establish a Sustainability Office and an Energy Manager position, both of which have clear goals and performance metrics:

The position description for the Director of the Sustainability Office has now been classified by Human Resources, and the position has been posted. The posting will be closed and the selection process well under way by the time of the Board meeting. As noted in the previous report, once the Director is hired they will recruit the Coordinator position and Co-op student placements that will together constitute the Office.

Since beginning work in Facilities Management in August, the Energy Manager has completed the Certified Energy Manager course and exam, and will complete the Certified Educational Facilities Professional course and exam by the end of February. The Energy Manager is also undergoing training

through online webinars, and networking with suppliers and energy- and facilities-related groups such as CAUBO, IDEA, ASHRAE, AEE, APPA, and a SaskEnergy Taskforce.

The Energy Manager has thus far identified \$880,000 of energy-related projects to be done in-house, including priorities, cost, and payback. Funding opportunities to assist with implementation are being investigated.

Other ongoing activities include:

- Analysis of lighting upgrades, fume hoods, and computer usage throughout campus;
- In-house infrared analysis on buildings using a thermographic camera;
- Development and analysis of EMiS (Energy Monitoring Information System) through heat maps, trends and graphs; and
- Analysis of potential energy saving products such as EndoTherm, solar window film and shading, HVLS fans, heat pipes, and heat pumps; and
- Chairing an Energy Team to look for additional energy saving opportunities throughout the Facilities Management portfolio.

Finalize and share the University's Sustainability Action Plan, and where possible, address priority recommendations: The Sustainability Action Plan has been reviewed by the University Executive Team as well as Deans' Council, the Senior Leadership Team, and Executive of Council. It does not require Senate approval. The final document is undergoing some design updates prior to being published on the University of Regina website. Once complete, it will be an important document in guiding the activities of the Director of the Sustainability Office.

Build capacity and industry research partnerships in carbon capture, storage, and utilization, low-carbon hydrogen, and energy alternatives such as small modular reactors, geothermal, batteries, and energy storage: Progress in this area during the reporting period included:

- As noted under Objective 2, CETRI's carbon capture project proposal to Natural Resources Canada's Energy Innovation Program has been selected to advance to the full proposal stage. The submission deadline is March 6, 2023, with project selection and notification anticipated in spring/summer 2023.
- The Vice-President (Research) is participating in the Small Modular Reactor (SMR) Education Leadership Group along with representatives from several of Saskatchewan's post-secondary institutions. The group has been convened by the Crown Investments Corporation and the Ministry of Advanced Education, and its purpose is to explore opportunities for collaboration in developing SMR education, training, and research and development programming.

Objective 6: Enhance the University's reputation by actively promoting the institution's identity and societal impact

Progress on the measures is as follows:

Increase Tri-Agency and Canada Foundation for Innovation research funding by 5 percent compared to the five-year average: It is still too early to know the full allotment of Tri-Agency and CFI funding for the year.

There has, however, been a positive development in recent months that can be reported, at least in part. Specific details are still embargoed, but in the most recent round of adjudications, the University was successful on three of its four Canadian Institutes of Health Research Project Grant applications. Two of the recipients are early-career researchers, and the funding received by all three researchers will total in the millions of dollars.

Launch an institutional identity campaign between July and September using radio, print, social, and digital media, and continue as necessary in following months: Previous reports outlined the successful launch of the University's new institutional identity campaign which uses radio, print, social media, billboards, and digital media to establish a foothold in the marketplace for the tagline "*Go far, together.*" The tagline ties together the three pillars of institutional strength within the identity: experiential learning opportunities; commitment to reconciliation; and focus on health and wellbeing.

Since the last report, in Phase 1 of the institutional identity campaign University Advancement & Communications (UAC) has continued to ensure sustained market presence of the new identity and tagline through traditional and social media promotion, video and website content, and enhanced support for events and initiatives that align with the institutional identity. For example:

- A "Go far, together" podcast series is being developed that will initially feature four University researchers whose fields of study align with the identity pillars;
- UAC has successfully launched its new TikTok platform – @universityofregina – with content that is specifically targeted to prospective students and focuses on the institutional identity. Results thus far have been positive. The average measure for success on TikTok is an engagement rate above four per cent; by comparison, the 20 videos that have been shared on the University's channel to date have generated an average engagement rate of eight per cent. The most popular video has been organically viewed over 46,000 times and generated 439 new followers within 24 hours. This strongly indicates that the videos are effective in building brand awareness and creating general interest among students. A prospective student-focused content strategy has also been developed for Instagram/Reels and YouTube;
- The new marketing campaign for the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program prominently features the experiential learning opportunities students receive in their first year;
- UAC has generated and promoted its own internal and external storytelling that aligns with the new identity. Examples include:
 - The successful wrap-up of the inaugural season of the U-Prairie Challenge;
 - Tying the University's extensive mental health supports and programs into coverage of *Bell Let's Talk Day*;
 - Promoting healthy winter activities for students;
 - Exploring the impact of the discovery of more potential unmarked graves at a Saskatchewan residential school site on our journey towards reconciliation;
 - Developing a new video/web content series on especially appealing internship/work placements; and
 - Making "Go far, together" the theme of the 2024 Inspiring Leadership Forum.

UAC has also delivered an internal education and awareness campaign designed to engage the entire University community in embracing the new Identity footprint. This has included in-person presentations to share the identity with all Faculties as well as the group representing marketing and

communications personnel from across all units. An updated Visual Identity Guide was published to the website in mid-February which includes branding and logo guidelines, updated land acknowledgement terminology, as well as templates for letterhead, business card and email signature design. An updated Merchandising Guide has also been published to the website, and meetings with Follett representatives from the Campus Store are being scheduled to share the contents. New “Our Story” website content has also been published that features the University within the context of the new identity.

With Phase 1 of the Identity launch nearing completion, UAC is planning for Phase 2, which will involve: the development and implementation of more fulsome communications plans for each of the three pillars; a sustained marketing campaign to strengthen the “Go far, together” brand; the second stage in the campus mural project (including the removal of dated outdoor banners); and the development of an Inclusive Language Guide for all faculty and staff to reference in their internal and external communications.

Ensure that all Faculties and units have the appropriate training and tools to continue the transition of their individual web pages to the mobile-friendly web template: Work in this regard has been ongoing since the last report, and it is now expected that by April 30, 2023, UAC will have provided all Faculties and academic units with the appropriate training, guidance, and tools needed to transition website pages to the newly designed web-friendly template.

UAC’s web team also continued developing its advanced training website, which will be rolled out to the Faculties and academic units that have been trained by April 30. As noted in the last report, the training website includes technical direction, as well as information on how to specifically write content for search engine optimization and align site content and visuals to the institution’s new identity. This training site will be continually managed and maintained by the UAC web team to ensure that all Faculties and units have the most up-to-date resources, tools, and support available to them.

UAC is also working with Information Systems and Technology Training & Support to develop online training modules to meet future and ongoing training needs.

Plan and hold “UR Days” in five Saskatchewan communities in Fall 2022: With the support of various Faculties and other units, Enrolment Services held the final “UR Days” recruitment and showcase event of the year in Melfort in mid-February. Like the previous four UR Days events, the event in Melfort included high school classroom visits and guest lectures, meetings with teachers, principals, and guidance counsellors, and a recruitment fair. All told, these events helped the University engage directly with thousands of prospective students.

SECTION 3: ENGAGEMENT WITH THE UNIVERSITY AND WIDER COMMUNITIES

Engagement with the University community: Engaging with the University community wherever possible has remained a priority. Since the last Board report in November, I have:

- Continued my regular meetings with the University Executive Team, Senior Leadership Team, the Federated College Presidents, and my direct reports;
- Attended different Faculty Councils and academic/administrative unit meetings, as well as Executive of Council and the February meeting of Senate;

- Visited several professors' labs, and attended lectures and displays whenever my schedule permitted;
- Participated in two meetings of the University of Regina Alumni Association in my capacity as an *ex officio* member;
- Met with the URFA and CUPE Chairs to discuss matters of mutual interest;
- Drafted three monthly messages for campus;
- Hosted both in-person and hybrid holiday receptions in December for students, faculty, and staff;
- Spoken to three groups – parents, domestic students, and international students – at Winter 2023 Orientation events in January;
- Hosted a budget town hall in early February to apprise the University community of steps being taken to develop budgets for 2023-2024 and beyond, and answer any questions members of the community may have about operational matters;
- Participated in meetings with Deans and Directors related to budget planning;
- Met with candidates for the Dean of Media, Art and Performance and Dean of Education positions, and begun chairing the Search Advisory Committee for the next Vice-President (Research);
- Attended and in many cases spoken at numerous campus events, including:
 - Different student performances and recitals, as well as athletics competitions and the annual Rams awards night;
 - A Leaders Council recognition/networking event for students of the Paul J. Hill School of Business;
 - The opening reception for the annual Master of Health Administration residency;
 - The signing of a transfer agreement with Saskatchewan Polytechnic, and the signing of a Memorandum of Understanding with North West College;
 - An URSU event introducing an award created to support students who have been diagnosed with cancer;
 - Lunar New Year celebrations organized by groups on campus; and
 - The first Alumni Association "Slam Dunk of an Evening" that has been held since before the pandemic;
- Met with individual students and faculty/staff members on a variety of topics; and
- Participated in a wide variety of daily operational decisions in collaboration with other members of the University community.

Engagement with the wider community: I also engaged widely with individuals and organizations from the wider community. This is not a complete listing of my activities, but since the last Board meeting, I have:

- Continued meeting regularly with the Mayor of Regina, and also met with the CEO of REAL regarding plans for different joint initiatives;
- Met regularly with the Minister and Deputy Minister of Advanced Education, and hosted two sessions in which the Faculties provided the Minister with an overview of some of their researchers' work and its impacts on key areas of Saskatchewan's Plan for Growth;
- Met with several provincial ministers, opposition MLAs, and federal Members of Parliament to keep them apprised of the University's priorities. These meetings included discussions with the Ministry of Health, the Saskatchewan Health Authority, and the Hospitals of Regina Foundation about health-related programming at the University;

- Participated in meetings of the Catalyst Committee for downtown Regina’s development;
- Continued my duties as a member of the Association of Registrars of the Universities and Colleges Canada MyCreds™ Advisory Board;
- Continued serving on the committee that plans to hold an event this year similar to the September 29 *Miyo-wicîwitowin Day* that was held at Mosaic Stadium;
- Met with the Presidents of the University of Saskatchewan and Saskatchewan Polytechnic, as well as with representatives of Montana State University. I have also met with the Presidents of Saskatchewan’s Colleges to enhance student pathways for advanced university standing, discuss delivery of University of Regina programming, and explore potential collaborations on international recruitment;
- Met with leaders in the Fransaskois community as well as the head of the French-language school board about dual credit arrangements and collaborating on international recruitment;
- Participated in a panel organized by the University of Lethbridge Faculty Association related to governance in the post-secondary sector;
- Had discussions with Sask LEADS about dual credit opportunities for high schools students;
- Addressed high school guidance counsellors at an event organized by the Faculty of Engineering and Applied Science;
- Spoke to community groups about experiential learning opportunities at the University at an event organized by the Faculty of Arts’ Community Engagement and Research Centre;
- Met with community leaders including the Chief of Police, as well as leaders of several Saskatchewan businesses and research organizations;
- Worked to have the University included as a partner on a grant proposal submitted to support the Canadian Military and Veteran Friendly Campus Consortium, of which we are a member;
- Met with donors, prospective donors, and research funding partners in Regina, Calgary, and Saskatoon, as well as in other locations by Zoom;
- Participated in a University showcase event at the Cornwall Centre in early December, attended an “admission on the spot” event in Prince Albert, and participated in a UR Days recruitment event in Melfort;
- At the invitation of MLA Jim Lemaigre, visited four northern communities with the Deans of Nursing and Social Work to discuss options for program delivery and announce a nursing mentorship program for high school students in those communities;
- Travelled to India in mid-to-late February on a recruitment mission that included visits to high schools and a university, as well as meetings with government and education officials;
- Hosted a holiday reception at Darke Hall for members of the wider community, participated in the Frost Regina community event, and attended a variety of other events on behalf of the University.

SECTION 4: MY ACADEMIC RESEARCH PROGRAM

I have now provided edits for first four of the six chapters that will comprise my forthcoming book on the history of Memorial University’s Grenfell Campus – a work that I began prior to coming to the University of Regina. Work continues on the final two chapters, as well as photo selection for the book. I have also had a discussion with Ian Sutherland, Vice-President of the Grenfell Campus, about providing the manuscript to the Grenfell Campus by early 2024 so that institution can arrange to have it printed well in advance of its 50th anniversary celebration in 2025.

In my last report, I noted that Dr. Raymond Blake of the Department of History and I had submitted a proposal to Bloomsbury Press for creating a textbook titled *A History of Canada in 15 Moments*. That proposal has been accepted, and we are now planning next steps to research and write the book.

In late January, I served as a member of the examining committee for History student Joshua Switzer's Master of Arts thesis defence. This thesis, which he defended successfully, was entitled "National Identity and Canadian Hockey: Narratives on the 1972 Canada-Russia Series."