

**For the period from February 22, 2023 – April 14, 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 April 28 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   |
|   |  | Develop a comprehensive budget plan for ancillary operations                               | GREEN   |
|   |  | Ensure that MOU-funded projects meet targets through appropriate administration            | GREEN   |
|   |  | 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        | BLUE (formerly GREEN)                                   |
| 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              | BLUE (formerly YELLOW)  |
|                          |  | Establish a centralized microcredential hub  | BLUE (formerly GREEN)   |
|                          |  | Submit three new dual credit courses to Ministry   | BLUE                    |
|                          |  | Offer dual credit courses in Regina public high schools  | BLUE (formerly GREEN)   |
|                          |  | Identify accelerated courses for Winter 2023   | BLUE (formerly GREEN)   |
|                          |  | Finalize three joint program or articulation agreements  | BLUE (formerly 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 <sup>2</sup> Fellows program to 20-25 instructors   | BLUE (formerly GREEN)   |
|                          |  | Create programming for instructors to integrate Indigenous ways of knowing into curriculum and teaching            | BLUE (formerly GREEN)   |
| Truth and Reconciliation | Advance Truth and Reconciliation, Indigenization, and decolonization             | Complete and formally adopt a five-year Indigenous Strategic Plan  | GREEN                   |
|                          |  | 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               | GREEN (formerly YELLOW) |
|                          |  | Establish clear processes for engaging in research with Indigenous peoples   | GREEN                   |
| Well-being and Belonging | Enhance faculty, staff, and student engagement with the University, particularly | Finalize EDI action plan and implement key aspects   | GREEN                   |
|                          |  | 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   | BLUE (formerly 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                   |
|                                |  | 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                           | GREEN (formerly 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 | BLUE (formerly GREEN)   |
|                                |  | Plan and hold 5 "UR Days" in Saskatchewan communities  | BLUE                    |

| 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:** A great deal of work took place during the reporting period to develop the proposed 2023-2024 budget.

Shortly after the last Board meeting, a Town Hall was held to update the University community on the budget process and situation (including positive news arising from Winter term enrolments), and solicit

additional feedback. Budget managers were informed about the amount of their carry-forward that would need to be returned to cover the tuition shortfall for the current fiscal year as well as the anticipated structural deficit for the 2023-24 budget. In consultation with the Council Committee on Budget and others, the budget team made decisions regarding reinvestments, and finalized the Comprehensive Budget Plan which is being presented to the Board for consideration at the April meeting.

It is of note that the Operating Fund deficit has decreased from \$3.5 million in 2022-23 to \$2.5 million in 2023-24, with a plan to reach a balanced budget in 2024-25.

**Develop an ancillary budget that returns the ancillary budget plan to pre-COVID targets:** Work on the ancillary budget continued throughout the reporting period. For example, discussions have taken place about possibly converting a wing of one of the dormitories to house Nursing as well as space for health services programming required by Saskatchewan Polytechnic – something that would make effective use of the space while reducing the number of dormitory spaces on campus which are more difficult to rent out and have the lowest occupancy. In addition, increases to parking rates are being sought to cover increased ancillaries costs.

The proposed ancillary budget is included with the Comprehensive Budget Plan, and shows an improvement of \$1.5 million over the previous year's budget.

**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 Provost and Vice-President (Academic) has followed up with all project leads to confirm project status and spending plans going forward. In June, project leads will provide updates – including revenue and efficiency metrics – that will inform the next report to the Ministry of Advanced Education.

On April 11, a final request to submit proposals for additional projects was issued. The deadline for submissions is May 18, and presentations to the Vice-Presidents will take place on May 25. In the meantime, the Associate Vice-President (Finance) has requested that all project leads outline if the funding requested will still allow for each initiative to be completed as originally envisioned. This will clarify the amount of funding available for the final round of submissions.

A total of five projects have been completed.

**Make substantial progress toward ratifying the University's four outstanding Collective Agreements:** Preparations are well underway to begin negotiating the final outstanding Collective Agreement – the URFA Academic Agreement. The bargaining teams have both been established and the team make-ups exchanged. A mandate decision item has been provided for the April Board meeting, after which the initial bargaining proposals will be prepared, and then exchanged likely in May or June.

It is of note that the CUPE 5791 Research Agreement is set to expire on April 30, 2023. The bargaining team is preparing proposals, and a mandate decision item has been provided for the April meeting.

**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:** As noted in the previous report, overall enrolment for Winter 2023 was approximately 6 percent less than

the Winter 2020 pre-pandemic level, but the 1.5 percent year-over-year increase compared to Winter 2022 was a promising indicator that enhanced recruitment and retention measures are having a positive effect.

Looking forward, this positive trend continues. Overall enrolment numbers for Spring/Summer 2023 (including the Federated Colleges) are preliminary, but as of April 10, the increase over Spring/Summer 2022 is 4.8 percent in terms of number of students, and 6.0 percent in terms of number of credit hours to be taught. This includes increases at both the undergraduate and graduate levels, and in the number of international students.

Likewise, enrolment numbers for Fall 2023 – which it should be said are even more preliminary than the ones for Spring/Summer – are trending upward. As of April 10, registrations across the entire University were up 7.7 percent, with credit hours to be taught up 6.4 percent. These registrations include substantial increases at both the graduate and undergraduate levels.

These positive enrolment projections for coming terms are a testament to the recruitment and retention work that has been outlined in past reports. That work continued both domestically and internationally during the most recent reporting period.

In terms of domestic recruitment, activities included:

- Enrolment Services successfully hosted a variety of events on and off campus, including a Saskatoon guidance counsellor breakfast, a guidance advisory meeting in Regina, and the Winter open house called “Choose UR Own Adventure.” Multiple school visits also took place;
- Planning took place for a variety of upcoming recruitment-related events, including “Introduction to Pow Wow” on campus (with high school students as the main target audience), a “Discovering Your Direction” event for Grade 9 Indigenous students, a community event geared at Indigenous students, counsellor breakfasts in Prince Albert and Medicine Hat, a visit to Medicine Hat College, a visit to Saskatchewan Polytechnic in Prince Albert, many recruitment visits to high schools, an adult learner event on campus, and campus visit days in May;
- Implementation of the new Student Relationship Management system continued. This is expected to have a positive effect on enrolment;
- The half-time social media specialist has been using Instagram, TikTok, and YouTube to connect with prospective students. She has started a new YouTube series that introduces prospective students to different facets of the University;
- Enrolment Services has chosen a vendor for a virtual campus tour, which is now in the implementation stage. The company is scheduled to do filming on campus in May and June, and deliver the final product by the end of August;
- The recruitment presentation is being updated to ensure that it remains engaging to prospective students. Changes include using video footage to show spaces and using online polling to connect with the audience; and
- The Adult Learner social media campaign is being launched in partnership with University Advancement & Communications.

International-related activities included:

- UR International conducted in-person recruitment and academic partnership activities in more than a dozen Asian, African, and South American countries. This included the Associate Vice-President (International) visiting Pakistan, and UR International staff accompanying the Provost and Vice-President (Academic) on a mission to China that began on April 13;
- Staff met with a variety of government and educational officials from other countries during their visits to Canada;
- The Global Learning Centre continued to host virtual and in-person academic and non-academic programming to support international and permanent resident students;
- More than 200 students attended a session (held with representatives from the Saskatchewan Immigrant Nominee Program and Immigration and Refugees and Citizenship Canada) outlining pathways to permanent residency for international students; and
- UR International provided support for active student associations to hold cultural events such as International Night and UR Naija Fest 2.0.

**Establish clear priorities for both annual fundraising and a future comprehensive campaign centred on clear strengths of the University:** This objective is complete, and the University will move forward in 2023-2024 with consistent focus areas for advancement, including reputation building and fundraising. These areas of focus are:

- Student Experience;
- Truth and Reconciliation;
- Health; and
- Leading the West.

These focus areas align with the University's Strategic Plan and institutional identity, and also leverage key areas of strength at the University while supporting the growth plans of both the City of Regina and Government of Saskatchewan.

In the area of Student Experience, the University will focus on enhancing student spaces, and investing in teaching infrastructure and innovation as well as student supports in the areas of wellness and financial aid.

In the area of Truth and Reconciliation, the University will focus on research capacity, student supports, and continuing the University's role as a national leader in this regard.

In the area of Health, the University will focus on strengthening research in the areas of mental health, trauma, and aging, as well as growing the Nursing program.

Finally, in the area of Leading the West, the University will focus on areas of research where the University has the capacity to lead, such as energy transition, data analytics, and entrepreneurship.

Beginning in 2023-2024, University Advancement will complete a feasibility study for these focus areas, followed by the development of communication materials.

## **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:** Under the leadership of Dr. Jim Farney, Director of the University of Regina campus of the Johnson Shoyama Graduate School of Public Policy, and through a series of campus consultations, an initial draft of the academic plan was completed. It was then presented to the Council Committee on Academic Mission, Deans' Council, and Executive of Council for input, after which it proceeded to the full meeting of University Council on April 12 for further discussion and endorsement in principle.

Having been considered and endorsed by University Council, it will next return to Executive of Council for final review. It will then be presented for information to Senate in June and officially launched. Implementation will be under way by fall.

**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:** During the reporting period, support for key actions in the plan's five identified areas of focus included:

- Areas of focus I (support research centres through new funding) and II (health and wellness signature research area): The 2023 Federal Budget proposes to provide \$16.7 million over five years to Public Safety Canada, starting in 2023-24, to continue supporting the Canadian Institute for Public Safety Research and Treatment (CIPSRT). This will support operations of both the Knowledge Exchange Hub and PSPNET;
- Areas of focus I (support research centres through new funding) and II (climate and environment research strength): The Clean Energy Technologies Research Institute's (CETRI) carbon capture full project proposal to Natural Resources Canada's Energy Innovation Program has been submitted. Project selection and notification is anticipated for spring/summer 2023;
- Area of focus III (robust innovation and entrepreneurship framework): Cohort two of the Cultivator AgTech Accelerator kicked off on the week of March 20, with all 16 companies coming to Regina for orientation and events. The University's Commercialization Officer attended the formal opening to network with the provincial agricultural innovation ecosystem, meet some of the companies in cohort two, and affirm the University's ability and willingness to provide expertise and student placements. Two professors also participated in a mentorship session, providing their expertise to companies that work within their fields of study;
- Area of focus IV (graduate studies): The Three-Minute Thesis finals were held at Darke Hall and were very well attended by members of both the University and wider communities. The Digital Futures Reverse Career Fair – the first of its kind in Saskatchewan – was a success according to students and industry participants. Plans are underway for additional sessions in the Fall 2023 and Winter 2024 terms. In addition, the Graduate Advanced Training and Entrepreneurship (GATE) Centre's Kickstart Program continued throughout the term for six student groups, and will conclude with a pitch session in late April; and
- Area of focus V (partnerships with communities): Discussions with the City of Regina related to the signed Memorandum of Understanding continued, with the City presenting a list of research project ideas. The goal is to kick off the first projects in summer/fall 2023. A second round of University of Regina researcher presentations to City managers is planned for November 2023.

**Consider and begin implementing key recommendations from the “Task Force on the Future of Technology Infrastructure”:** This measure is well under way and nearing completion. The Task Force recommendation related to best practices in teaching and learning was superseded by the development of the Academic Plan, and the one related to identifying gaps in academic technology must by necessity be addressed after the reviews of classroom technologies and Learning Management Systems are complete. Therefore, implementing four of the original six Task Force recommendations was the priority for the year. To that end:

1. Review the University’s Learning Management System (Moodle-based UR Courses): Vendor demonstrations of three potential Learning Management Systems (LMS) and the upgraded version of the University’s current LMS took place in March. An invitation was sent out to the entire campus community, including the Federated Colleges as well as students. At the end of each demonstration, participants were invited to complete a mini-survey. The demonstrations were recorded and posted in the University’s media space. Each video includes a link to the mini-survey for viewers. Viewers are also asked to complete a brief final survey to rank the four LMSs.

The surveys will close on April 30, after which the Working Group will analyze the results and make a recommendation to the Governance Committee for Academic Technologies. The target date for arriving at a recommendation is the end of May.

2. Create technology-enhanced engaging classrooms: As requested by the Associate Vice-Presidents (Academic) and (Information Services), Faculties submitted reports on their specific classroom technology needs. The AVP (Academic) then undertook further consultations through the Academic Leadership Group and the Associate Deans (Academic). In these forums, she provided updates on the project and invited input. The final step is to review the Faculties’ reports and all other input, and then develop a classroom technology plan. The target date is the end of April.
3. Review the Distance and Distributed Learning (DDL) funding model for the development and delivery of online and blended courses: The Working Group for the Review of the Distance and Distributed Learning Funding, which is chaired by the AVP (Academic), began meeting in mid-March. It is currently analyzing relevant data that was compiled earlier and determining best ways of gathering input from stakeholders.
4. Adopt a cloud-based collaboration and file sharing platform: The Collaboration Platform Advisory Group was created in March. This advisory group administered a campus-wide survey to gather input regarding two major collaboration platforms: Microsoft 365 and Google Workspace. Based on the survey results and other relevant input, and following a careful assessment of the features of these two platforms, the Advisory Group will select one of the two for recommendation to the Governance Committee for Academic Technologies and the General Administrative Systems Planning Committee.

**Develop revenue-sharing and University-level coordination models for both non-credit and credit microcredentials:** This measure is now complete. As noted in the last report, the Centre for Continuing Education’s (CCE) non-credit revenue-generating microcredential guide and templates are now available on UR Source for prospective program discussions with other academic units across the University.



It was determined that a similar type of revenue sharing is not appropriate for credit microcredentials, since courses in such a microcredential are normally part of another credential (certificate, diploma, or degree); thus, students in such courses would not all be microcredential students. Tuition fees are collected by the central budget, so it was instead agreed that academic units would be best incentivized to develop credit microcredentials through front-end support. At this time, there are no further discussions on front-end funding support because of the current budget challenges. However, the Microcredential Advisory Group continues to provide advice to academic units that wish to develop microcredentials.

**Establish a centralized website information hub for all microcredentials offered at the University:** This measure is complete. As noted in the last report, an internal microcredential hub for the University of Regina community has been created in UR Source. Since the last report, the Microcredential Working Group has met to discuss updates and refinements to the framework, and will now continue that work throughout the summer.

**Submit three new dual credit courses to the Ministry of Advanced Education by Fall 2022:** As noted in the last report, this measure is complete, with four new dual credit courses approved by the Ministry this year: CHEM 100, CHIMIE 100, BUS 100, and FR 100.

Since then, no new courses have been proposed while the University focuses on the logistics of the bursary pilot project. That said, there have been discussions with some of the Faculties/departments about possible new course development to purposely coordinate with the 30-level curriculum for the purpose of dual credit. The University is also working with the Ministry to consider ways to standardize grade conversions for dual credit, and to build in a mechanism to track the number of students who request the dual credit from their schools.

**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:** This measure is now complete. In the current Winter term, two dual credit courses are being taught in the Campus Regina Public/Regina Public Schools under the MOU. These courses, Indigenous Studies 100 and Cree 100, are an important component of the Campus Regina Public (CRP)'s "Land-Based Education" program.

It is also of note that for Fall 2023, three dual credit courses have been scheduled: BUS 100, ENGL 100, and CREE 100. To make these courses available to eligible high students across the province, BUS 100 will be offered as a hybrid course (concurrent in-person and remote sections). ENGL 100 will be a remote course (real-time Zoom delivery). CRP/Regina Public Schools requested that CREE 100 be offered as an asynchronous online course, which will be part of their Land-Based Education program. Under the MOU with Regina Public Schools, 20 seats in each course are reserved for Regina Public Schools high school students.

To promote the dual credit program, the CCE team responsible for High School Accelerated Program organized a virtual luncheon with guidance counsellors from school divisions in the province on March 30. The Associate Vice-President (Academic) will also host a virtual meeting with school principals, principals, and superintendents in late April.

Applications began being accepted on March 30.

Conversations about dual credit opportunities have also been held with the Prairie Valley, Prairie South, and Regina Catholic School Divisions, as well as Le Conseil des écoles fransaskoises.

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

It is also of note that a new online application has been created specifically for HSXL. CCE has engaged in diverse marketing and communications efforts on social media, traditional media, in events, and in conversations with school divisions, schools, guidance counsellors, teachers, parents, and students.

**Complete all preparations so the University can launch full-year registration in Fall 2024 to better serve students:** There is no substantial update since the last report other than to note that the Registrar's Office remains on track to achieve the planned full-year registration go-live date for the 2024-25 academic year. Registration for Fall 2024 and Winter 2025 will open in March 2024.

**Through the work of the Academic Program and Articulation Agreements Officer, finalize three joint program or articulation agreements during the year:** Since the last report, with the support of the Office of the Associate Vice-President (Academic), the University concluded two program agreements as follows:

- Together with FNUniv, the University signed an agreement with the Fort Erie Native Friendship Centre in March. The purpose of this agreement is to deliver a two-year Certificate of Mohawk I program to learners at the Fort Erie Native Friendship Centre; and
- Also in March, the University signed an academic program agreement with North West College to deliver a four-year Bachelor of Social Work program at North West's Meadow Lake and/or North Battleford campuses.

Coupled with the agreements noted in past reports (i.e. two block-transfer credit agreements signed with Saskatchewan Polytechnic in August 2022, and a September 2022 agreement with North West College to help the College's Business Diploma and Certificate students obtain transfer credits towards the University's Bachelor of Business Administration program), these most recent agreements bring the measure to completion.

Looking to the future, the Academic Program and Articulation Agreements Officer (situated in the Office of the Associate Vice-President (Academic)) has been working closely with the Faculties of Arts, Science, and Kinesiology and Health Studies to renew or create several transfer agreements with other institutions. In addition, with the Faculties of Kinesiology and Health Studies, Business Administration, Science, and Social Work, she has identified a number of other potential transfer credit/articulation agreements for further exploration.

**Through a variety of initiatives, improve yield rates on student transfers from other institutions by 5%:** There is no change in the yield rate of "offered to registered" students compared to 2021-22 (29%), but the University has seen an increase of 34 transfer student enrolments (+5.4%) over the 2022-23 year, as can be seen in the chart below:

|         | Offered | Registered | Yield | % student Increase |
|---------|---------|------------|-------|--------------------|
| 2021-22 | 2166    | 631        | 29%   |                    |
| 2022-23 | 2284    | 665        | 29%   | 5.4%               |

Although the yield rate has not increased as hoped, it is not for lack of effort. As noted in the previous report, the Registrar’s Office is doing a great deal of work to communicate with students in the “funnel,” and during the Spring/Summer term will complete a survey that will help develop strategies to address issues students may be having in moving from one stage of the funnel to the next.

**Establish a Centre for Experiential and Service Learning to operate a comprehensive service learning program and officially record students’ co-curricular activities:** As noted in previous reports, the Centre for Experiential and Service Learning (CESL) is now operational, so this measure is complete. Activities since the last report include:

- Using their recently developed data collection process, the Academic Leads have thus far recorded more than 50 curricular experiential learning initiatives. Data collection for co-curricular experiential learning is forthcoming;
- The Volunteer Centre is now working with more than 200 students, approximately half of whom are now trained and able to sign up for volunteer opportunities;
- The Ambassador Program has grown from 334 students at this time last year to nearly 900 participants, half of whom are trained and able to volunteer at campus events. Training and onboarding for all Ambassadors will continue throughout the Spring/Summer term with a focus on being fully prepared for Orientation/Residence Move-In/Welcome Week activities;
- Students are actively working toward the eight experiential digital badges that have thus far been created by CESL. One student is about to be awarded the first badge in CESL;
- More than 300 students have participated in CESL workshops since the fall;
- The UK company Bodyswaps has provided an in-kind grant to utilize Virtual Reality for job interview and other skills training for students; and
- The UR Path student engagement and experiential learning software platform is now being used for Ambassador recruitment form submissions. Development and staff training are under way for the other capabilities in anticipation of the August 2023 campus-wide launch.

**Render the final architectural plans for the Centre for Teaching and Learning’s new location:** As noted in past reports, this measure is complete. The final architectural plan for the Centre for Teaching and Learning’s (CTL) new space has been approved, but construction of the space remains on hold for budgetary reasons.

**Through the Centre for Teaching and Learning, offer the new UR<sup>2</sup> Fellows program to 20-25 instructors to enhance the quality of teaching in introductory course and thus improve first-year student experience and success:** This measure of developing and delivering the UR<sup>2</sup> Fellows Program is complete, with the CTL-based program continuing through the Winter 2023 term with 24 participants. This first cohort will begin applying the best practices they have learned through the program to their teaching and continue to participate in peer-based teaching triangles in the 2023-2024 academic year.

The program (which can be revised as needed over time) will now continue for two more years with the recruitment of a new cohort.

**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:** This measure is now complete, with the Indigenous Education Developer having conducted numerous individual and departmental consultations and developed a series of presentations and educational development supports which can be expanded upon and revised as needed.

In addition, she has organized or led a series of workshops for academic units and the Federated Colleges, including ones on Indigenous Storywork, Indigenization, Land-Based Learning, Indigenous Pedagogies, and Indigenous Research Methodologies. She has also helped deliver a module on Indigenizing Curriculum for the Graduate Teaching Enhancement Certificate program, and continues one-on-one consultations as requested.

### **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 Indigenous Engagement Strategic Plan is nearing completion. An interim plan has been drafted that includes a summary of consultations with more than 500 participants comprising students, staff, faculty, and community members. Several key themes have emerged, including a strong interest in mandatory Indigenous content throughout all programs, and increased Indigenous representation on campus. Additionally, interest in participation has been so high that several more virtual consultation sessions and one more in-person session have been scheduled.

Consultations will be complete by mid-April and a final plan, including key themes and recommendations, is expected by May 31, 2023.

**Establish and implement an Indigenous procurement policy that includes targets and timelines:** With the University of Saskatchewan having decided not to participate, the University of Regina and Saskatchewan Polytechnic are moving forward together on the Indigenous Procurement Lead position. The Job Evaluation Questionnaire that defined the position description was completed, and the job posting recently closed. The hiring committee is in the process of reviewing applications and scheduling interviews.

In the meantime, the University has implemented a process for Indigenous suppliers to be included in the Indigenous supplier directory through completion of an online form.

**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:** Led by the Associate Vice-President (Indigenous Engagement), the Memorandum of Understanding between the University and FNU is now complete. Calendar conflicts have precluded its formal signing to this point, but both Presidents are working to find a new date when the event can be appropriately celebrated.

The Associate Vice-President (Academic) shared the penultimate draft of the academic relationship agreement between the University and FNUUniv (which FNUUniv has approved) with the relevant Deans, the University Secretary, and the Provost for feedback. Feedback has been positive, and the agreement will be ready for signing in the coming weeks.

**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 noted above, in March the University signed an academic program agreement with North West College to deliver a four-year Bachelor of Social Work program at the College's Meadow Lake and/or North Battleford campuses. This community-based program agreement will provide an important university education opportunity to Indigenous communities in Northern Saskatchewan.

Also as noted, together with FNUUniv, the University signed an agreement with the Fort Erie Native Friendship Centre in March. The purpose of this agreement is to deliver a two-year Certificate of Mohawk I program to learners at the Fort Erie Native Friendship Centre. The Mohawk Certificate program is part of FNUUniv's Indigenous language revitalization initiatives.

In collaboration with Gabriel Dumont Institute (GDI), a part-time U of R/GDI Affiliation Coordinator has been hired to fill the vacant position. Working with the AVP (Academic) and the GDI Executive team, the new Coordinator will identify opportunities for joint academic programming and help enhance student experiences in current GDI-University of Regina community-based programs.

The renewal of two academic program agreements with Yukon University is under way. Under these agreements, the University will continue to deliver, in partnership with that institution, a four-year Bachelor of Education program and a four-year Bachelor of Social Work program to students there.

This measure is considered complete, but of course work will always continue to expand programming for Indigenous students wherever possible.

**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:** As noted in the last report, with recruitment for the Indigenous Research and Relations Co-ordinator position on hold pending the development of the Indigenous Engagement Strategic Plan, the Vice-President (Research) and Associate Vice-President (Indigenous Engagement) have been exploring potential research grants and funding opportunities to strengthen the University's capacity in this area. To that end, they are planning several initiatives. For example:

- They have met with Mitacs to discuss Indigenous opportunities through the Mitacs Indigenous Pathways program, which supports Indigenous businesses and interns. An immediate action from this meeting is the co-hosting of an Indigenous Entrepreneurship summit to take place in early fall 2023. An advisory group is currently being established; and
- Together with the Dean of Science they met with representatives from the University of Manitoba to discuss the long-term development of a bi-annual Indigenous Science Conference. The inaugural conference was held at the University of Manitoba in 2022 (<https://event.fourwaves.com/turtleisland2022/pages>) and the University of Regina will host the second conference in June 2024.

**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 Equity, Diversity, and Inclusion action plan is complete, and further implementation of the key aspects of the plan is to be determined. In the meantime, focus will remain on policy review, demographic and cultural climate, teaching and learning, and community engagement.

With regard to policy review, the Equity, Diversity, Inclusion and Anti-Oppression (EDI-AO) Policy Working Group continues reviewing the Accommodation Policy, with the goal of providing recommendations for revision before the end of June. The review and revision of the Employment Equity and Diversity Policy will remain with Human Resources, because as the policy owner, the department has a breadth of institution-specific knowledge and is thus best-suited to update and implement the policy. Dialogue about EDI data reporting with the Human Resources Data Analyst continues, with the desired end goal of the most accurate reporting possible.

In terms of community engagement, the Saskatchewan Black Scientist Network, which is co-led by the University of Regina, will host a conference in April 2023. The University has also established relationships with EDI leaders from across Canada, including with Community Campus Engage Canada (CCEC), on whose Management Committee the Senior Advisor (EDI-AO) serves. In addition, the University has sponsored a workshop series that creates an opportunity for faculty, staff and students of the University to engage with communities and campuses across the country. The Senior Advisor (EDI-AO) has delivered four EDI-related presentations in this series, and moderated a panel at the Inspiring Leadership Forum.

Engagement with Faculties and units continues in varied ways. Presentations on EDI have been delivered at La Cité's Black History Month event, to students within the Faculty of Science, and at Faculty Council meetings for both Science and Engineering and Applied Science.

Through the Faculty of Arts, the History Department, and the Centre for Continuing Education, the EDI-AO office will provide a work term for a student from May through June. For six weeks the student will focus on developing and delivering key outcomes specific to Pride Month, including Pride-related communications and participation in the Queen City Pride Parade.

The current Senior Advisor (Equity, Diversity, Inclusion and Anti-Oppression) will vacate the position on June 30. I want to thank her for her continuing contributions to EDI-AO at the University.

**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:** As noted in the last report, *Inquiring Mind* sessions cannot currently be facilitated because of the lack of "Train the Trainer" certification courses being offered by *Inquiring Mind*, but *From Surviving to Thriving* seminars continue to be available on request to all student groups.

Since the last report, the Student Health Clinic has begun the process of hiring a second nurse practitioner, which will allow the clinic to offer more availability to students who require mental health support, and will also aid in the development and delivery of mental health literacy initiatives on

campus. This is important because collaboration between the nurse practitioner and Student Mental Health is also a valuable asset when considering students' mental health needs. Nurse practitioners can provide students with education on specific mental health issues, offer evidence-based pharmacological and non-pharmacological treatments, and provide information on what resources are available and how to access them.

**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:** Four Employee Family Assistance Pathways programs with Homewood Health have been scheduled and offered throughout the winter term on a variety of topics, and all have been at or near capacity for attendance. Two additional sessions will be offered in the Spring/Summer term, and four more will be offered in the fall.

In addition, the Mental Health and Wellness Hub is being updated to align with the look and feel of the Student Accommodations Hub.

**Implement an effective employee remote work program and principles governing flexible work hours:** The one-year Alternate Work Arrangements (AWA) pilot program will be complete on April 30. It has been approved for long-term implementation to provide workplace flexibility through both Flexible and Remote Work Arrangements.

A national environmental scan was completed, and new findings were incorporated into the new AWA guidelines document. This includes allowing probationary employees to be eligible.

On April 3, a communication was sent to campus advising employees about the forthcoming implementation of the long-term program.

**Adopt specific responses to address improvements identified in the March 2022 Employee Engagement Survey:** Units across the University are in various stages of implementing their unit action plans. To help inform this process going forward (and to provide a progress update compared to the baseline "pulse survey" on wellbeing and belonging from the fall), a second pulse survey will be administered by Human Resources from April 17-28. Results will be provided to the units in June.

### **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:** As noted in the last report, the Energy Manager continues to analyze institutional energy use, identify potential projects to enhance energy efficiency, and investigate funding opportunities to assist with implementation.

The search for a Director of the Sustainability Office is ongoing, and the position posting was recently adjusted to include a more inclusive target of individuals with expertise in sustainability. The successful candidate will then recruit the Coordinator position and Co-op student placements that will together constitute the Office.

**Finalize and share the University's Sustainability Action Plan, and where possible, address priority recommendations:** The final approved version of the Sustainability Action Plan has been posted to the University website: <https://www.uregina.ca/president/campus-sustainability/2022-27-sustainability-action-plan/2022-27-sustainability-action-plan.pdf>. Once the Sustainability Office is operational, this will be an important document in guiding the Office's operations.

**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:** As noted under Objective 2, CETRI's carbon capture full project proposal to Natural Resources Canada's Energy Innovation Program has been submitted. Project selection and notification is anticipated in spring/summer 2023.

### **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:** Final Tri-Agency and CFI funding results will be available for the July report.

In the meantime, there have been some positive developments. Two researchers – Dr. Emily Grafton and Dr. James Gacek of the Faculty of Arts – received Social Sciences and Humanities Research Council (SSHRC) Knowledge Synthesis Grants focused on gender-based violence. This is through a partnership between SSHRC and Women and Gender Equality Canada which funds projects that will bring together existing research to help foster a deeper understanding of the state of knowledge on gender-based violence in Canada.

In addition, specific details remain embargoed but it can be reported that in the most recent round of adjudications, the University was successful on three of its nine SSHRC Insight Grant applications, for \$761,200 in total funding. As well, 15 University of Regina researchers have received a combined total of \$2,447,500 in research funding support from the Natural Sciences and Engineering Research Council of Canada Discovery, Discovery Development, Discovery Launch Supplement, and Subatomic Physics individual grant programs.

**Launch an institutional identity campaign between July and September using radio, print, social, and digital media, and continue as necessary in following months:** There are a few developments to report since the March Board meeting.

A high-priority, supplementary budget request has been submitted to sustain the *Go far, together* institutional tagline in the marketplace through radio, billboard, and digital campaigns.

Based on feedback from Senior Leadership Team members, work is underway to update the territorial acknowledgements that are part of the newly launched visual identity package. A photo asset bank project is also being planned to collect identity-based images for use in marketing and communications materials.



The [“Go far, together” podcast series](#) was launched on April 4. It focuses on some of the University of Regina researchers working in areas that align with the three identity pillars: hands-on learning; health and wellness; and partners in Truth and Reconciliation.

University Advancement & Communications (UAC) has continued its digital, social media, video, and traditional media storytelling, as well as events, with a focus on the three identity pillars. Recent examples include:

- [Engineering Project Day](#) (experiential learning);
- The [Neekaneewak Leadership Awards](#) (Reconciliation); and
- The [Kwayskahstahsôwin: Setting Things Right Speaker Series](#) (Reconciliation).

**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:** With this measure essentially complete, there are only minor updates since the previous report.

UAC is still on track for the target date of April 30 to provide all Faculties and academic units with the appropriate training, guidance, and tools needed to transition website pages to the newly designed web-friendly template. In addition, the web team is scheduled to roll out its advanced training website for those Faculties and units by April 30, and continues 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:** As noted in the last report, this measure was completed in mid-February with the fifth and final “UR Days” event of the year having taken place in Melfort. Since that time, I have also attended other recruitment events in Esterhazy, Indian Head, and Humboldt.

### **SECTION 3: ENGAGEMENT WITH THE UNIVERSITY AND WIDER COMMUNITIES**

**Engagement with the University community:** From February 22-April 14, my engagement with the University community has included:

- Regular meetings with the University Executive Team, Senior Leadership Team, the Federated College Presidents, Executive of Council, the Academic Leadership Group, and my direct reports;
- Various Faculty Councils and academic/administrative unit meetings;
- Convening a meeting of University Council to consider the Academic Plan and seek its endorsement;
- Meeting with the URFA and CUPE Chairs as well as URSU leadership and the heads of several student societies;
- Regular Zoom updates with the incoming Provost and Vice-President (Academic) in anticipation of her June 1 start date;
- Chairing the Vice-President (Research) Search Advisory Committee;
- Speaking with candidates for the position of Director of the University of Regina Press;
- Participating in the external review of the Department of History in my capacities both as President and as a member of the department;
- Visiting research labs, and attending faculty members’ lectures and student showcases;

- Delivering a guest lecture in a Business Administration class;
- Participating in a video created by University Advancement & Communications to interview students about their university experience, as well as a podcast developed by a Social Work student;
- Participating in meetings of the University of Regina Alumni Association;
- Sending monthly messages to campus and hosting town halls, including one related to budget;
- Speaking at orientation for employees who are new to the University, and attending and speaking at the long service awards for employees who have reached milestones of service of 10 years and beyond;
- Hosting celebrations for varsity sports teams and their coaches;
- Meeting and speaking with prospective students at the “Choose UR Own Adventure” recruitment event;
- Attending and in many cases speaking at numerous University-planned events, including:
  - The opening of the Hill-Levene Collision Space;
  - A faculty member’s book launch;
  - Engineering Project Day;
  - Student conferences and theatre productions;
  - A celebration of the UR Ambassadors and UR Guarantee students;
  - La Cité’s Gala Méritas student celebration;
  - International Night, as well as an event organized by the Nigerian Students’ Association;
  - The Three-Minute Thesis finals;
  - The University of Regina Sports Hall of Fame induction ceremony as well as the Cougars and Rams Awards Dinner;
  - The RBC Neekaneewak student award presentations;
  - The Kwayskahstahsôwin “Setting things right” Reconciliation Speaker Series held in Moose Jaw; and
  - A Ramadan student and community event organized by the University of Regina Islamic Students’ Association;
- Meeting with individual students, faculty, and staff about various issues;
- Conducting media interviews on different topics; and
- Participating in a wide variety of daily operational decisions, including budget planning and space allocation.

**Engagement with the wider community:** From February 22-April 14, my engagement with the wider community has included:

- Meetings with the Minister, Deputy Minister, and Chief of Staff of Advanced Education as well as with several provincial Cabinet Ministers, government and opposition MLAs, and federal MPs to keep them apprised of the University’s priorities;
- Hosting Canada’s Chief of the General Staff and other military leaders for a visit they made to the University to learn more about the new Centre for Artificial Intelligence, Data, and Conflict;
- Meetings with the Mayor of Regina as well as the City Manager;
- Holding discussions with the leadership of REAL regarding plans to connect the University with the City of Regina’s tourism marketing efforts, and better linking the City to the University’s Fall Orientation. I have also met with the Regina Pats and Saskatchewan Roughriders about joint initiatives to better connect our organizations, including at Orientation;

- Participating in meetings to finalize the Catalyst Committee’s priorities for downtown Regina’s development;
- Meeting with the CEO of Canadian Western Agribition about possible student-related initiatives;
- Participating as a member of Regina’s Growth Board, which includes municipal leaders, Economic Development Regina, and leadership from File Hills Qu’Appelle Developments;
- Continuing my work on the MyCreds™ Advisory Board of the Association of Registrars of the Universities and Colleges Canada;
- Meetings with the Presidents of the University of Saskatchewan and Saskatchewan Polytechnic, as well as the Presidents of North West, Northlands, Southeast and Great Plains Colleges to discuss and in some cases finalize academic collaborations;
- Meeting with the head of the Saskatchewan Police College regarding space allocation on campus to help accommodate additional applications to the program;
- Meeting with representatives of Mount Royal University regarding centralized advising models;
- Participating in a workshop with the Regina Catholic School Board to examine the results of a survey on high school graduates’ expectations of and satisfaction with their University of Regina experience. I also had a follow-up meeting with the Director to develop a strategy for enhancements and further partnerships;
- Following up via Zoom with Indigenous, municipal, and other local leaders from the northern communities I visited in February regarding possible joint initiatives;
- Following up via Zoom with contacts I met on the recent mission to India – including NorthCap University and Panjab University – regarding possible academic collaborations and faculty and student exchanges;
- Following up via Zoom with leaders from the Colorado School of Mines to pursue joint funding and curriculum proposals, facilitate student and faculty exchanges, and organize a visit to our University;
- Meeting with the Ambassadors of Mali, Lebanon, Ecuador, and Japan to discuss student recruitment and other possible initiatives;
- Speaking at recruitment events and meeting local leaders in Indian Head, Esterhazy, and Humboldt, and visiting Swift Current to sign a Memorandum of Understanding with Great Plains College and the City of Swift Current;
- Discussing the roll-out of Phase 2 of the University’s institutional identity campaign with a provincial media outlet;
- Participating as a member of the Saskatchewan Honours Advisory Council to select this year’s recipients of the Saskatchewan Volunteer Medal and Saskatchewan Order of Merit;
- Partnering with the Royal United Services Institute on the first of what is anticipated to be a series of joint ventures – a lecture by Dr. Michael Petrou of the Canadian War Museum;
- Ensuring that the University was represented at the University of Alberta for the launch of the Canadian Military, Veteran and Family Connected Campus Consortium, of which the University is now a member;
- Participating in and in some cases speaking at community events, including the Inspiring Leadership Forum and the Saskatchewan Association of International Languages’ celebration of International Languages Day; and
- Meetings with community and business leaders, representatives of research organizations, and a number of donors and prospective donors.

#### **SECTION 4: MY ACADEMIC RESEARCH PROGRAM**

The final chapters of my forthcoming book on the history of Memorial University's Grenfell Campus are underway, and I am currently selecting the photos that will incorporate into the work. When a first full draft is ready in coming months, I will provide it to some former colleagues of the Grenfell Campus to review for accuracy. The project remains on track to be complete in advance of Grenfell's 50<sup>th</sup> anniversary celebration in 2025.

Dr. Raymond Blake of the Department of History and I have engaged students to conduct preliminary research for our forthcoming textbook to be entitled *A History of Canada in 15 Moments*.