

For the period from July 1, 2022 – June 30, 2023

For the Board's consideration, and for evaluation of my performance as President and Vice-Chancellor during 2022-23, what follows is an end-of-year report on progress toward my annual objectives approved by the Board at its July 2022 meeting. For the Board's information, in a separate document I have provided an update on other of my activities as President since the May meeting.

This end-of-year report 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 multiple attendant measures;
- Section 2: A brief narrative of progress made over the course of the year toward the objectives and measures; and
- Section 3: An overview of my academic activities and research program, which although not part of my formal objectives, remain an important part of my work as a member of the academy.

It is important to note that progress made toward these objectives is the result of a tremendous collective effort by many people across the University. I wish to acknowledge those contributions and express my appreciation to my colleagues for their steadfast dedication to the University and its three-part academic mission of teaching, research, and service to community.

Should the Board require additional information on any of the items discussed below, I would be happy to provide it either at the July 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	BLUE
		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
Discovery	Enhance the overall student experience of teaching, learning, and research	Produce an institution-wide academic plan	BLUE
		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	BLUE
		Develop credit and non-credit microcredential revenue-sharing and University-wide coordination models	BLUE
		Establish a centralized microcredential hub	BLUE
		Submit three new dual credit courses to Ministry	BLUE
		Offer dual credit courses in Regina public high schools	BLUE
		Identify accelerated courses for Winter 2023	BLUE
		Finalize three joint program or articulation agreements	BLUE
		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	BLUE
		Create programming for instructors to integrate Indigenous ways of knowing into curriculum and teaching	BLUE
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	BLUE

		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 among groups that have traditionally been marginalized or underserved	Finalize EDI action plan and implement key aspects	GREEN
		Enhance mental health literacy services and training for students	GREEN
		Enhance mental health literacy services and training for faculty and staff	GREEN
		Implement an effective employee remote and flexible work program	BLUE
		Adopt specific responses to address improvements identified in Employee Engagement Survey	BLUE
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	BLUE
		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
		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

Given that the COVID-19 pandemic had a negative impact on the University's finances at a time when operating funding from the Government will remain at the current level for the foreseeable future, this objective was important to ensure the University's long-term fiscal sustainability. Overall for the year, I would describe this objective as nearing completion, with some measures complete and the remaining ones well under way. Progress on each individual measure during the year was 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: This measure is complete.

With the Operations Forecast delivered to government in July 2022, work on the 2023-2024 budget began in the summer and continued with the Senior Leadership Team throughout the Fall and Winter terms. Similar to the previous year, it was envisioned that even with significant required base budget reductions, a structural deficit would nonetheless exist. The goal remained to balance the 2023-2024 budget with one-time funding, and balance the budget fully by 2024-2025.

In mid-March, 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 was approved by the Board at its April meeting.

The approved Comprehensive Budget Plan (in which the originally projected Operating Fund deficit of \$3.5 million for 2022-2023 decreased to \$2.5 million) was announced to the University community on April 28, and a Town Hall was held on May 2 to discuss any questions arising from it.

Looking to the future, included in the Board material is the Operations Forecast for 2024-2025 through 2026-2027. This Operations Forecast projects that the University will balance the 2024-2025 budget as planned.

Develop an ancillary budget that returns the ancillary budget plan to pre-COVID targets:

This measure is well under way but not yet complete.

During the year, ancillary operations continued their recovery, with improvements made in the provision of Food Services, and revenues in the Campus Store, Parking Services, and Printing Services returning to near-normal operations. That said, revenues in Campus Housing and Food Services continued to be challenged, mainly due to lower-than-anticipated occupancy in the dormitories despite the implementation for the year of the "Really Big Deal" housing incentive program (which is being evaluated and adjusted as necessary for the coming year).

To help address this issue, the University continued considering different housing-related initiatives, including 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.

Overall ancillary operations missed projections for the year by approximately \$400,000. The 2023-2024 ancillary budget was approved with the Comprehensive Budget Plan, and although it does not yet return to pre-COVID targets, it 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: This measure is well under way.

Throughout the year, the Vice-Presidents monitored progress on the various MOU-funded projects, and per the agreement, provided comprehensive reports to the provincial government at the end of January and the end of June. The January report was provided to the Board of Governors as an Information Item for its March meeting.

In advance of the June report to government, the Provost and Vice-President (Academic) followed up with all project leads to confirm project status and spending plans going forward. Project leads then provided updates – including revenue and efficiency metrics – and indicated if the funding requested would still allow each initiative to be completed as originally envisioned. Two projects were discontinued, with their funding then reallocated to the pool for redistribution via a final call for proposals in May, when six new projects were approved. The June report has been provided as an Information Item for the July meeting.

To date, of the 35 existing approved projects, six are complete, 23 are in various stages of completion, and six are newly under way. Most of the projects are longer-term ones whose revenues or efficiencies are expected to be realized over time and cannot yet be accurately measured. That said, the majority of the projects are on track for completion within their stated timelines, meaning that progress toward the measure, while not complete, is well under way.

Make substantial progress toward ratifying the University's four outstanding Collective Agreements: This measure is well under way, with three of the four agreements ratified and bargaining underway for the remaining one.

A four-year CUPE 2419 agreement was ratified in September, with a completed four-year CUPE 5791 agreement following shortly thereafter. Collective bargaining related to the URFA APT contract took place throughout the fall, and a five-year agreement was ratified in late December.

With the URFA APT contract settled, work began related to the only outstanding agreement, the URFA Academic contract. The bargaining teams were established in the Winter term, and Academic Protocol agreements developed. Bargaining proposals have now been prepared, and are ready for exchange.

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 measure is well under way. Overall, enrolment remains approximately five percent below pre-pandemic levels (14,984 students in Winter 2023 compared to 15,832 in Winter 2020), but domestic enrolment

numbers are beginning to rebound, and international enrolment numbers are nearing pre-pandemic levels.

During the pandemic, many students paused their university education or took fewer courses, low unemployment and higher-wage jobs dampened domestic recruitment, and Visa delays compounded by travel restrictions negatively affected international recruitment and enrolment. That “bubble” of lower enrolment is still working through degree programs and contributing to lower enrolment numbers than in the past, but the University is gradually overcoming the pandemic-related enrolment challenge that the institution has faced over the past couple of years – a challenge that can be surmounted only over the long term.

The Spring/Summer 2022 term (the first term of the 2022-2023 academic year) saw a continued and substantial enrolment decline – 7.6 percent lower than the previous year. This was a challenging start to 2022-2023, but over the year, and through considerable effort, things began to turn around.

As the Fall 2022 term began, combined undergraduate and graduate domestic enrolments were down 4.8 percent compared to 2021, and 6.3% compared to 2020. On the international side, by contrast, combined undergraduate and graduate enrolments for Fall 2022 were up 10.9 percent compared to 2021, and 3.0 percent compared to 2020. At that time, international graduate enrolments were already above 2019 pre-pandemic levels, and international undergraduate enrolments were only slightly short of pre-pandemic levels. By the fourth week of classes, overall enrolment for Fall 2022 was down 2.3 percent compared to the previous year – less of a decline than previously anticipated, and something that boded well for the following term.

Winter 2023 saw the first year-over-year enrolment increase since the beginning of the pandemic. By the end of the fourth week of classes, overall enrolment was up 1.5 percent compared to Winter 2022, and the number of credit hours being taught was up 3.0 percent. Graduate enrolments were up 10.3 percent year-over-year. There was in fact a record number of new international enrolments, which lifted international undergraduate enrolments by 17.6 percent over the previous year and helped fuel the overall enrolment increase for the term. Domestic undergraduate enrolment remained the primary area of decline – down 3.0 percent from the same time last year.

For the Spring/Summer 2023 term, as of June 20 overall enrolments (which are preliminary at this point) were 7.5 percent higher than last year, with a 10.2 percent increase in credit hours taught. This is a strong signal that the University is gradually surmounting its enrolment challenge. It is especially notable that the current Spring/Summer intake of first-term international undergraduate students (595 students) is the largest in the history of the University, and represents 233 more students than in 2019, the last year before the pandemic.

This trend of increasing enrolments continues for the forthcoming Fall 2023 term. As of the end of June, enrolment for Fall 2023 was up 5.3 percent compared to the same time last year – a further (albeit preliminary) indication that progress is being made to recruit and retain students as the pandemic abates. Final Fall 2023 enrolment numbers will not be known until September/October, but so far, the signs are positive and healthy enrolments for the term should carry over into Winter 2024. Over the course of the coming year the University expects to make up for all losses of international students that took place during the pandemic.

This progress is not simply due to the abatement of the pandemic, however; it is the result of a monumental effort across the University to recruit, register, and retain domestic and international students. It is impossible in this space to detail all of the efforts that have taken place over the past year in this regard, but some notable examples are:

- The return of a full slate of in-person orientation and Welcome Week activities;
- Holding both in-person and virtual open houses for prospective students;
- Holding the first-ever “Choose UR Own Adventure” Winter open house for Regina and area high school students;
- Enhancing provincial recruitment events such as “UR Days” and the “Winter Snowcase” (noted later in the report) that have generated considerable interest among Saskatchewan high school students and broadened the enrolment “funnel” for coming years;
- Paying recruitment visits to every high school in the province as well as select schools in Manitoba, Alberta, North Dakota, and Montana;
- Hiring a Prince Albert-based recruiter to enhance recruitment activities in the northern part of the province;
- Creating a half-time position for an Enrolment Services social media specialist to help engage with prospective students;
- Implementing the “UR Priority” specialized on-campus housing experience for approximately 500 first-year students;
- Enhancing international recruitment in several South American and Caribbean countries;
- Diversifying international recruitment and academic partnership activities in the Middle Eastern, African, and South and East Asian regions - activities which included my mission to India as well as the Provost’s mission to Vietnam and the Philippines;
- Conducting a number of specialized international retention activities, including formalized peer-to-peer support and advising, and promoting and supporting student cultural events to engage students with their cultural communities, encourage cross-cultural involvement, and foster a sense of belonging on campus and in the wider community; and
- Providing comprehensive academic advising to thousands of students via email, group sessions, and individual appointments.

Establish clear priorities for both annual fundraising and a future comprehensive campaign centred on clear strengths of the University: This measure is complete.

In summer and early fall, University Advancement & Communications (UAC) worked with faculties and administrative units to identify potential fundraising priorities ranging from capital projects to scholarships, student programming, and investment in research capacity. With this initial information-gathering process complete, later in the Fall term UAC then worked with the University Executive Team to distill those priorities into meaningful themes that would resonate both internally and externally. The initial themes were related to health, student excellence, and teaching innovation.

Early in the Winter term, UAC and the University Executive Team then undertook more in-depth planning sessions focused on identifying areas that support the University’s new identity, build on existing strengths, and support local and provincial strategies such as the Saskatchewan Growth Plan and the City of Regina’s Energy and Sustainability Framework. These sessions also included exploration of an additional fundraising theme – energy transition and sustainability.

By the end of April, the process was complete, and the University will move forward in 2023-2024 with four consistent focus areas for advancement, including reputation building and fundraising. These areas of focus are:

- Student Experience, where 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;
- Truth and Reconciliation, where areas of focus will be research capacity, student supports, and continuing the University's role as a national leader in this regard;
- Health, where the focus will be on strengthening research in the areas of mental health, trauma, and aging, as well as growing the Nursing program; and
- Leading the West, which will focus on areas of research where the University has the capacity to lead, such as energy transition, data analytics, and entrepreneurship.

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. These areas 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.

Built on the work completed in 2022-2023, UAC has developed a strategy to now test these themes externally and develop a Case for Support by the end of September 2023.

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

This objective was a priority for the year because of its impact on attracting, retaining, and graduating students who are engaged with their studies and career-ready at graduation. With most of the identified measures complete and the remainder well under way, I would describe this objective as nearing completion as envisioned for the year. Progress on each individual measure during the year was 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: This measure is complete, with the final version of the Academic Plan presented to Senate for information in June.

Work began in late August when the Provost consulted with a group of six Deans who supported the intent to engage in two major activities related to the Plan: 1. Re-envisioning and re-invigorating academic programming, and 2. Prioritizing and mobilizing recommendations from completed and ongoing work regarding the student experience, success, and supports.

Based on feedback from that session, the Provost then met with all of the Deans to present a draft outline of the Plan for discussion and consideration of next steps. At that meeting, the group decided to form a committee (to be co-chaired by a Dean and a member of the Council Committee on Academic Research) to lead further consultations and the drafting process, with an eye to presenting a completed plan for endorsement by University Council at its April meeting.

During the Fall term, Dr. Jim Farney, Director of the Johnson Shoyama Graduate School of Public Policy's Regina campus, was appointed the Plan's academic lead. Dr. Farney developed a planning framework that included regular meetings with the Provost and collegial consultation with the Council Committee on Academic Mission 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. After a series of campus consultations, an initial draft of the Plan was completed and presented to the Council Committee on Academic Mission, Deans' Council, and then Executive of Council for its input in February. Based on that input, Dr. Farney returned the revised plan to Deans' Council in March, after which it proceeded to the full meeting of University Council on April 12 for further discussion and endorsement in principle. The plan was then returned to Executive of Council for final endorsement in May, before being presented to Senate in June for that body's information.

Implementation of key aspects of the plan will be underway 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: This measure is well under way.

With the Research Action Plan (which may be viewed [here](#)) completed and launched, throughout the year a great deal of work took place to prioritize and move forward key actions in each of the five identified areas of focus.

Those activities included but were not limited to:

Area of Focus I (support research centres) as well as Area of Focus II (Health and Wellness and Climate and the Environment):

- The Canadian Institute for Public Safety Research and Treatment held a multi-party parliamentary breakfast in Ottawa as well as two days of meetings with Members of Parliament whose portfolios involve mental health and/or public safety. In part due to these meetings, early in the new year Public Safety Canada informed the University that contribution agreement for CIPSRT will be amended to include two additional years of funding (to March 31, 2025) at the current level. The 2023 Federal Budget also proposes to provide \$16.7 million over five years to Public Safety Canada, starting in 2023-24, to continue supporting CIPSRT;
- Early in the new year, the Child Trauma Research Centre (CTRC) made a presentation to the Minister of Advanced Education which was well-received. CTCRC has also been invited to give a presentation to the Board of the Jim Pattison Children's Hospital Foundation;
- The Clean Energy Technologies Research Institute's (CETRI) carbon capture project proposal to Natural Resources Canada's Energy Innovation Program was selected to advance to the full proposal stage. The full project proposal has been submitted, and CETRI is currently awaiting notification of the competition results;
- As reported for Objective 5 below, delegations including the Consul General of South Korea and executives from the Abu Dhabi National Oil Company (ADNOC) were hosted on campus in May for carbon capture and hydrogen discussions followed by a tour of the CETRI facilities; and
- Also as noted in more detail under Objective 5, the University has been pursuing several other CCUS and alternative fuel partnership and project opportunities.

Area of Focus III (robust innovation and entrepreneurship framework):

- The Commercialization Officer position was filled, and is facilitating the University's efforts to commercialize research to serve both industry and community needs. In partnership with FGSR and with the cooperation of Cultivator (Regina-based innovation hub founded by Conexus Credit Union) and Startup TNT (a start-up investment catalyst community), one of the Commercialization Officer's projects is to develop a University of Regina-owned entrepreneurial boot camp event targeted for November 2023. The goal is to bring the innovation community to the University while providing exposure for faculty and students' work. Both Cultivator and Startup TNT have expressed interest in helping facilitate workshops within the boot camp using their pre-existing programming; and
- Cohort two of the Cultivator AgTech Accelerator kicked off in March, with all 16 companies coming to Regina for orientation and events. The University's Commercialization Officer attended the formal opening to network with participants 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 Graduate Advanced Training and Entrepreneurship (GATE) Centre, which was approved last spring, rolled out several initiatives focused on supporting student entrepreneurship, social innovation, and community engagement. For example, in partnership with Foresight Canada, GATE launched a Kickstart Program open to graduate and undergraduate students from all disciplines. From the applications, six successful student groups were chosen to be mentored over a 12-week period that concluded with a pitch session in April. In addition, in collaboration with the Community Engagement and Research Centre at the Faculty of Arts as well as the Non-Profit and Voluntary Sector Studies Network at Luther College, GATE hosted an inaugural Social Innovation Summit featuring presentations from graduate students who closely collaborated with more than 20 non-profits and social organizations to align their work to address community needs;
- The Faculty of Graduate Studies and Research (FGSR) hosted a "Tech Start-Up" workshop for students interested in developing their ideas into a company, and hosted a "Digital Futures Reverse Career Fair" – the first of its kind in the province – to help students meet employers from Saskatchewan's tech sector; and
- FGSR held the Three-Minute Thesis finals at Darke Hall. The event was very well attended by members of both the University and wider communities.

Area of Focus V (partnerships with communities):

- To further the signed Memorandum of Understanding with the City of Regina, in November a morning-long event took place with seven University of Regina faculty members and researchers presenting to City Administration about areas of common interest and mutual collaboration. The City presented a list of research project ideas, which the Vice-President (Research) has prioritized for further exploration. Follow-up meetings have been held with City of Regina project leads representing three projects. The goal is to kick off the first projects in summer/fall 2023, and a second round of University of Regina researcher presentations to City Administration is planned for November 2023.
- A number of partnerships with other organizations are in preliminary discussions.

Consider and begin implementing key recommendations from the “Task Force on the Future of Technology Infrastructure”: This measure is complete.

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, beginning implementation of 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):

A Working Group for the Learning Management System (LMS) Review was formed in early September, and met weekly throughout the Fall term. The Working Group developed terms of reference, held a series of consultation meetings with faculty, students, and other stakeholders, and solicited input via email.

Once the consultations were complete, members of the Working Group met with University of Saskatchewan staff who played important roles in that institution’s transition to a new LMS. Vendor demonstrations of three potential new LMS systems took place in March, and surveys were then issued to the University community to get feedback on the existing and potential new LMS systems.

Analysis of the feedback and assessment of the four LMS is now complete. The members of the working group have agreed that if the group decides to recommend keeping Moodle as the University’s LMS, it is necessary to include in the recommendation suggestions on what changes are required to improve faculty and student experiences based on the results of faculty and student input. To this end, the Working Group decided to have further deliberations considering the University-wide impact of their recommendations. A final recommendation on the appropriate LMS is expected in August.

2. Create technology-enhanced engaging classrooms:

With the support of the Governance Committee for Academic Technologies (GCAT), the Associate Vice-President (Academic) and the Associate Vice-President (Information Services) took the lead on this recommendation. In the Fall term, they consulted with all Faculty Councils, after which each Faculty determined through appropriate collegial processes their Faculty-specific and more common needs and submitted reports in February.

Based on the results of these consultations and input, further consultations took place with the Academic Leadership Group and the Associate Deans (Academic). A classroom technologies plan was then drafted and submitted to GCAT in June for its consideration.

3. Review the Distance and Distributed Learning (DDL) funding model for the development and delivery of online and blended courses:

Following discussions in September with the DDL Committee regarding the composition of a Working Group for the review, as well as consultations with other stakeholders, the Associate Vice-President (Academic) drafted the terms of reference of the DDL review Working Group. The group was formed and began work early in the Spring term.

After analyzing existing data, the Working Group completed consultations with faculty members, department heads, the Associate Deans (Academic), Deans' Council, and the Council Committee on Academic Mission. It is expected to make its recommendations in August.

4. Adopt a cloud-based collaboration and file-sharing platform:

Under the leadership of the Associate Vice-President (Information Services), a Collaboration Platform Advisory Group was created in March. The 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 arrived at a recommendation, which was presented to GCAT in June for consideration.

Develop revenue-sharing and University-level coordination models for both non-credit and credit microcredentials: This measure is complete.

The Microcredentials Advisory Group (composed of the Associate Vice-President (Academic), Dean of the Centre for Continuing Education, and Dean of the Faculty of Graduate Studies and Research) advise and supports academic and administrative units with regard to the development and offering of both for-credit and non-credit microcredentials.

During the year, the Microcredentials Advisory Group (composed of the Associate Vice-President (Academic), Dean of the Centre for Continuing Education, and Dean of the Faculty of Graduate Studies and Research) ensured that the Centre for Continuing Education's (CCE) non-credit revenue-generating microcredential guide and templates were developed and made available on UR Source for prospective program discussions with other academic units across the University.

After consultations and careful consideration, the Advisory Group determined that a similar type of revenue sharing is not appropriate for 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.

For September 2022, CCE created a temporary microcredential landing page [here](#). By November, a more refined one that better showcases the University's non-credit microcredential offerings was launched [here](#) on the CCE website.

During the Winter term, an internal microcredential hub for the University community was created in UR Source. CCE continues its work with University Advancement and communications to feature microcredentials to best effect on the University's main website, and the Microcredential Working Group will continue updating and refining the hub throughout the summer.

Submit three new dual credit courses to the Ministry of Advanced Education by Fall 2022: This measure is complete.

Over past year, four new dual credit courses were approved by the Ministry: CHEM 100, CHIMIE 100, BUS 100, and FR 100. This brings the total number of available Ministry-approved dual credit courses to nine:

- 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

No new courses are currently under consideration by the Ministry while the University focuses on the logistics of a dual credit bursary pilot project. That said, there have been discussions with some 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 complete.

The MOU between the University of Regina, FNUniv, and the Regina Public School Division concerning collaboration to offer dual credit courses was signed in September 2022.

Subsequently, two dual credit courses were offered for the Winter term in the Campus Regina Public/Regina Public Schools under the MOU. These courses, INDG 100 and CREE 100, are an important component of the Campus Regina Public (CRP)'s "Land-Based Education" program.

Going forward, it is of note that for Fall 2023, three dual credit courses had 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 would be part of their Land-Based Education program. Under the MOU with Regina Public Schools, 20 seats in each course were reserved for Regina Public Schools high school students.

The 40 seats in ENGL 100 were quickly filled; there is currently a waiting list and consideration is being given to opening a second course. Registration in BUS 100 is healthy. Unfortunately, CREE 100 was cancelled because of low enrolment through CRP.

Three dual credit courses are tentatively being planned for Winter 2024: Indigenous Studies 100 (in collaboration with the CRP and FNUniv); French 100 (sponsored by La Cité); and English 100.

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, and conversations about dual credit opportunities have 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.

From February-May 2023, through CCE the Winter High School Accelerated (HSXL) Program offered the following classes:

- INDG 100;
- CREE 100;
- ENGL 100 (three sections); and
- ANTH 100.

HSXL courses have traditionally been offered only during the Winter Term, but a long-term strategy is being developed to offer courses in both the Fall and Winter for the future.

It is also of note that a new online application has been created specifically for HSXL. To help promote it, 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.

Through the work of the Academic Program and Articulation Agreements Officer, finalize three joint program or articulation agreements during the year: This measure is complete.

After beginning work in the Office of the Associate Vice-President (Academic) in June 2022, the Academic Program and Articulation Officer worked throughout the year with Faculties, the Registrar's Office, and Enrolment Services to identify new opportunities for academic program or articulation agreements with other Canadian post-secondary institutions. The initial focus was on Saskatchewan, Manitoba, and Alberta, as well as promoting existing agreements for the purpose of recruiting transfer students.

Through these efforts and those of many others, over the course of the year the University signed several program and articulation agreements. They included:

- A block transfer credit agreement between Faculty of Business Administration and North West College that will allow North West College students who have completed or will complete a Certificate or Diploma in Business Administration to transfer up to 30 or 60 credit hours respectively towards a Bachelor of Business Administration at the University of Regina;
- A block transfer credit agreement with Saskatchewan Polytechnic. Under this agreement, students who have completed or will complete Saskatchewan Polytechnic's educational assistant certificate can ladder into the University's Bachelor of Education program;

- A Memorandum of Understanding with Southeast College that includes exploring opportunities for community-based academic programming. This has the potential to lead to a number of new agreements;
- A Memorandum of Understanding with North West College to explore opportunities for providing academic programming, career training, and continuing education;
- 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;
- A Memorandum of Agreement with Northlands College to expand post-secondary educational opportunities in Northern Saskatchewan;
- A renewal of the agreement between the University and Saskatchewan Polytechnic through which the two institutions will continue jointly offering the SCBScN program;
- A Memorandum of Understanding with Collège Mathieu to work cooperatively to enhance and expand the range of French education in the province; and
- An agreement with the Fort Erie Native Friendship Centre to deliver a two-year Certificate of Mohawk I program to learners at the Fort Erie Native Friendship Centre;

Looking to the future, two new transfer credit agreements have been drafted for consideration – one with Saskatchewan Polytechnic related to Early Childhood Education, and the other with the Northern Alberta Institute of Technology related to Human Kinetics. An expiring transfer credit agreement with Saskatchewan Polytechnic related to Therapeutic Recreation has also been reviewed and revised for consideration. The Faculty of Education and the Gabriel Dumont Institute are renewing their agreement to continue to offer the Indigenous Community-Based Master of Education program to a new cohort of students in the Prince Albert region. In addition, expiring or expired Bachelor of Education and Bachelor of Social Work agreements with Yukon University have been revised and are ready for the two Universities' signatures.

Complete all preparations so the University can launch full-year registration in Fall 2024 to better serve students: This objective is well under way.

By September, the Registrar's Office completed a review of all regulations and policies that need to be changed in the calendar to support full-year registration, and is currently on track to have all necessary adjustments made in time for full-year registration to begin with the Fall 2024 term.

The Registrar's Office is currently working on a strategy with Enrolment Services whereby newly admitted and conditionally admitted students will be able to register sooner in the process, and is finalizing policy with Financial Services related to students who have outstanding balances between the Fall and Winter terms.

As planned, registration for both Fall 2024 and Winter 2025 will open simultaneously in March, 2024. In future years, students will be able to register in their Spring/Summer, Fall, and Winter terms at the same time.

Through a variety of initiatives, improve yield rates on student transfers from other institutions by 5%: This measure is well under way.

For the Fall term, yield rates on transfers from other institutions initially were up slightly from the previous year, and were above the five-year average. By the end of term, however, they were flat compared to last year.

Yield rates remained flat throughout the Winter term, meaning that the yield rate for the entire year remained unchanged.

This may be seen in the table below, which presents two yield rates. 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 the previous year.

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.

Although the yield rate has not increased as hoped, it is not for lack of effort. Initiatives undertaken during the year to increase yields include:

- Targeted communications with students who have not submitted the required documents to evaluate their application for admission, and with students who have accepted their offer, but have not yet proceeded to the registered student phase;
- Hiring an additional Transfer Credit Advisor with a focus on international credential assessment;
- Arranging training on international credential assessment for key staff members in the transfer credit services unit, UR International, Enrolment Services, and FGSR; and
- A forthcoming survey of students throughout the funnel to determine what is preventing them from moving from one stage of the funnel to another.

While there was no change in the yield rate of “offered to registered” students compared to 2021-22, the University has seen an increase of 34 transfer student enrolments (an increase of 5.4%) over the 2021-2022 year.

Establish a Centre for Experiential and Service Learning to operate a comprehensive service learning program and officially record students’ co-curricular activities: This measure is complete.

Renovations to Riddell 163 were completed in summer 2022 so the Centre for Experiential and Service Learning (CESL) could begin operations there for the Fall term. The official grand opening took place in November, and was made possible by a great deal of work throughout the year, including:

- Hiring two academic leads on a half-time basis to lead the CESL in promoting the creation of experiential learning opportunities by instructors and other stakeholders throughout all academic units on campus;
- Hiring student staff to work for CESL and in the student-run volunteer centre;
- Developing requirements for eight CESL badges and designations that do not overlap or conflict with existing programming and/or microcredentials at the University. 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;
- Collaborating with the Centre for Teaching and Learning to promote experiential learning throughout various curricula;
- Working with community-based organizations to develop student placements for the year;
- Developing an experiential learning performance measurement framework;
- Developing a data collection process to capture existing experiential learning activities taking place within classrooms; and
- Selecting a software platform for students to access experiential learning opportunities and for instructors and the institution to track student activities. Branded as UR Path (University of Regina Personal Achievement Tracking Hub), the platform is being implemented for a campus-wide launch targeted for August 2023.

In only its first year of operation, CESL has already begun to have a positive impact for students. The student-run Volunteer Centre currently has 23 current community-based partners and is in the process of on-boarding 20 additional ones, for example. 422 students served in volunteer roles (including as Ambassadors) in the past year. In the Fall and Winter terms, 75 students (beyond the Ambassador training) completed volunteer training. An additional 171 students expressed an interest in receiving training for off-campus volunteer opportunities, and will be invited to attend training in Fall 2023.

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 summer with a focus on being fully prepared for Orientation/Residence Move-In/Welcome Week activities.

More than 200 courses will be designated with an experiential learning (EL) or service learning (SL) tag assigned in the Course Catalogue for the Fall 2023 term. In addition, numerous and varied service units on campus have expressed a desire to partner with CESL to promote their services and opportunities for students. In many cases these opportunities for skill development will dovetail into CESL Badges.

CESL is quickly becoming the central liaison between internal service units/community-based organizations and instructors on experiential and service learning opportunities. For example, in the Fall 2023 term a partnership between the History Department and The Royal United Services Institute (RUSI) will have students working on commemorative plaques with content conveying back stories of Saskatchewan veterans. Another Fall 2023 example is where students enrolled in a Faculty of Business Administration entrepreneurship course will conduct a feasibility study on opening a coffee shop in the Dr. John Archer Library.

Render the final architectural plans for the Centre for Teaching and Learning's new location: [This measure is complete.](#)

The Facilities Management project manager responsible for overseeing the design and construction of the new Centre for Teaching and Learning (CTL) space submitted an architectural plan for review, and it was approved by the Associate Vice-President (Academic) and the CTL Director in early November. For budgetary reasons, however, construction of the space remained on hold and the CTL remained in its current space in the University Library.

As an alternative, in May the Space Allocation Committee approved the use of a section of the current Journalism School area (on the main floor of the Administration-Humanities Building) for CTL. This space will require only minor renovation before CTL can move in, which is anticipated to take place for the Fall term.

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: This measure is complete.

Following program development and recruitment through the CTL, the UR² Fellows Program began in late August and continued throughout the Fall and Winter terms with 24 participants. This first cohort will begin applying the best practices they have learned through the program to their teaching for the 2023-24 academic year, and will continue to participate in peer-based teaching triangles.

The UR² Fellows Program (which can be revised as needed over time) will now continue for two more years with a new cohort. CTL is currently recruiting that cohort to begin the program in late August.

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 complete.

Upon beginning work in the CTL in August, the Educational Developer (Indigenous) spent the year providing support for faculty members wishing to integrate Indigenous ways of knowing into their teaching. This work included:

- 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 for academic units and the Federated Colleges. These included sessions on Indigenous Storywork, Indigenization, Land-Based Learning, Indigenous Pedagogies, and Indigenous Research Methodologies;
- Delivering a module on Indigenizing Curriculum for the Graduate Teaching Enhancement Certificate program;
- Consulting with academic departments as well as individual instructors;
- Strengthening ties with individuals at First Nations University of Canada and the CTL;
- Developing media (podcasts, print resources) to support Indigenization; and
- Providing other educational development supports with CTL staff.

This newly developed program of workshops, presentations, and consultations can be expanded on and revised as needed, and the Educational Developer (Indigenous) will continue to deliver the program in the 2023-2024 academic year.

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

This was a priority throughout the year so the University could, among other things: strengthen relevant supports for Indigenous students, faculty and staff; provide opportunities for all learners to engage with Indigenous ways of knowing; enhance relationships with Indigenous communities, educational institutions, and businesses; and enhance Indigenous engagement in the research enterprise. Overall, based on the progress made toward the group of measures identified for the year, I consider this objective to be well under way. Progress on each individual measure during the year was 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: This measure is well under way and will be completed in the Fall term under the leadership of the Office of Indigenous Engagement.

In Fall 2022, a Project Advisory Committee was formed to guide the Indigenous Engagement Strategic Plan's development, and a consultant was engaged to help with the process, which included a comprehensive series of consultations. An initial engagement survey was distributed to students, faculty, and staff late in the Fall term. More than 300 Indigenous and non-Indigenous students were among those who responded, indicating a great deal of personal interest and investment in the Plan.

Early in the new year, information-gathering sessions took place with members of the campus and wider communities, including an open house as well as a series of smaller-scale focus groups and individual meetings. Sessions were also held with several faculties and departments who requested their own group consultations.

Consultations and a draft Plan were completed in May. Tentatively titled *Tapwewin Kwayaskwastâsowin: Truth and Setting Things Right*, the Plan outlines 35 Actions that fall under four separate themes: student success; spaces and places; teaching and learning; and community building.

The plan has been reviewed by the University Executive Team and Executive of Council, and will be presented to the Board at the July meeting.

The final version of the plan is expected to be launched in the Fall term after which it will guide many aspects of the University's progress along the path of Truth and Reconciliation.

Establish and implement an Indigenous procurement policy that includes targets and timelines: This measure is well under way.

Throughout the year the University worked with the University of Saskatchewan and Saskatchewan Polytechnic to develop an Indigenous procurement framework. Ultimately, the University of

Saskatchewan opted not to participate in the partnership, so the University of Regina and Saskatchewan Polytechnic are proceeding together.

To that end, the human resources processes to classify and create a new Indigenous Procurement Lead position (co-funded by the University and Saskatchewan Polytechnic) were completed in March, after which the position was posted. The successful candidate, who brings a great deal of institutional knowledge to Supply Management Services (SMS), began work in June and going forward will manage the University's growing relationship with Indigenous suppliers. This will include leading the institution's continuing participation in events such as the provincial Indigenous Business Gathering, a networking venue where Indigenous and non-Indigenous companies, municipalities, and Crown corporations can meet to discuss supply chain, procurement and partnership opportunities.

Currently, SMS is on track to have the University's procurement policy updated by September to include a detailed Indigenous supplier component, and targets will be part of the Performance Management Framework. It is of note that RFPs issued by the University now require the originators to seek out an Indigenous business to bid on contracts, and a process is in place 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: This measure is well under way, with the Memorandum of Understanding now signed, and the academic relationship agreement nearing completion.

After undergoing a series internal reviews, including by the Senior Leadership Team and Executive of Council, the Memorandum of Understanding with First Nations University of Canada was signed with FNUUniv President Ottmann at FNUUniv on June 20. Produced collaboratively by the Associate Vice-President (Indigenous Engagement) and her colleagues at FNUUniv, the MOU is designed to further strengthen the relationship between the University of Regina and FNUUniv, and is based in principles of Reconciliation, the United Nations Declaration on the Rights of Indigenous Peoples, and decolonization.

The academic relationship agreement with FNUUniv was begun in the fall under the leadership of the Associate Vice-President (Academic), and is nearing completion. A first draft of the document, which takes into account the unique features of FNUUniv's academic programming and relationship with the University, was completed in March and underwent all necessary internal approvals at the University. It was also endorsed by FNUUniv's Vice-President (Academic) and Associate Deans. It is now with President Ottmann for final consideration, after which a signing ceremony will be held.

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: This measure is complete.

A number of agreements are at various stages of exploration and/or completion. For example:

- The Faculties of Arts and Science have been working during the year with the Meadow Lake Tribal Council to explore a possible Arts and Science program for Birch Narrows, which could take the form of a suite of courses that either would ladder into existing programming or form the basis of an Arts and Science certificate or diploma. That project is on hold for the time being for budgetary reasons, but may be revisited in future;

- As noted in the Academic Program and Articulation Agreements section above, the Faculty of Education and GDI are renewing their agreement to continue to offer the Indigenous Community-Based Master of Education program to a new cohort of students in the Prince Albert region;
- Also noted earlier, the Faculties of Education and Social Work are renewing their agreements with Yukon University, 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, and the University and FNUUniv will deliver a two-year Certificate of Mohawk I program to learners at the Fort Erie Native Friendship Centre;
- In collaboration with the Gabriel Dumont Institute, the Associate Vice-President (Academic) and the Associate Vice-President (Research) worked together to create a Métis Research Fund for Métis graduate students to support community-focused research. This new fund is in addition to the Métis Research Fund for Métis faculty members at the University (including the federated colleges) and GDI that was created in 2020.
- In early February, I and representatives from Northlands College travelled with the Deans of Nursing and Social Work to four northern Saskatchewan communities to explore the possibility of providing university programming that would serve students in their home communities. Arising in part from these discussions, in June the University signed a Memorandum of Agreement to collaborate with Northlands College to deliver University programming in northern Saskatchewan communities;
- 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; and
- The University continues to work with GDI to offer HSXL courses in the Prince Albert region, and has begun work on a tripartite agreement with GDI and the Saskatchewan Rivers School Division to further formalize the HSXL offerings in the region.

Although this measure is considered complete, work will 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: This measure is well under way.

An Indigenous Research and Relations Co-ordinator term position was created within the Office of Indigenous Engagement in Fall 2022, but recruitment of a suitable candidate proved challenging and the search was temporarily put on hold. Work has now begun with Human Resources to reconfigure the position as a Research Engagement Manager, with the goal of filling the position in Fall 2023. Reporting to the Vice-President (Research) and working closely with the Office of Indigenous Engagement, this position will play a key role in advancing research engagement with Indigenous communities and other equity-deserving groups.

In the meantime, the Vice-President (Research) and the Associate Vice-President (Indigenous Engagement) consulted regularly to explore potential research grants and funding opportunities to

strengthen the University's capacity in the area of Indigenous research. To that end, they have been planning several initiatives. For example:

- They 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.; 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.

In Fall 2022, an Indigenous Co-Chair position was created within the Research Ethics Board, but the faculty member who originally had been appointed was unable to take up the position. In the Winter term, an Indigenous faculty member from First Nations University of Canada joined the Research Ethics Board 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 an initial workshop to discuss the unique components of engaging Indigenous communities, organizations, and individuals in University research.

It is also of note that going forward, the Vice-President (Research) will allocate 15 percent of discretionary monies in his area annually to an Indigenous research community engagement fund.

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

This objective was identified as a priority in order to effect positive change in the way students, faculty, and staff view, relate to, and engage with the University. Based on the progress made toward the attendant measures, overall I consider this objective to be well under way. Progress on each individual measure during the year was 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: This measure is well under way.

Through the leadership of the Senior Advisor (Equity, Diversity, Inclusion and Anti-Oppression), the Equity, Diversity, Inclusion and Anti-Oppression (EDI-AO) strategy and action plan were completed in September.

The EDI-AO Committee then prioritized some key actions for initial attention – largely focused on policy review, cultural climate, and community engagement. For example, a working group was formed to review the Employment Equity and Diversity Policy. Ultimately, it was determined that as the policy owner, Human Resources, was best-placed to update and implement the policy, an updated version of which is now before the Board for its consideration. A working group was also created to review the Accommodation Policy – a process that includes a comparative analysis of the accommodation policies

of eight other institutions to discern best practices. Recommendations for policy updates are forthcoming.

Other activities led by the Senior Advisor (EDI-AO) included the creation of an EDI-AO Confidential Incident Line, as well as the establishment with the University of Saskatchewan of a co-led Canadian Black Scientist Network (CBSN) Saskatchewan node arising from the University's participation in the Scarborough Charter. In addition, the President's Office sponsored a workshop series that allowed faculty, staff and students of the University to engage with communities and campuses across the country. The Senior Advisor (EDI-AO) delivered four EDI-related presentations in this series, moderated a panel at the Inspiring Leadership Forum, and hosted a Black History Month event.

Recognizing that other actions from the plan will be achieved through the Faculties and other units, the Senior Advisor (EDI-AO) visited Faculty Councils and several other areas to discuss the action plan and its implementation for the future. Through the Faculty of Arts, the History Department, and the Centre for Continuing Education, the EDI-AO office also provided a work term for a student from May through June. For six weeks the student focused on developing and delivering key outcomes specific to Pride Month, including Pride-related communications and participation in the Queen City Pride Parade.

The Senior Advisor (EDI-AO) vacated the position on June 30. Going forward, the position will be re-configured in Human Resources to oversee and implement further initiatives arising from the EDI-AO action plan.

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: This measure is well under way.

The University was not able to offer *Inquiring Mind* and *From Surviving to Thriving* student health and wellness sessions as originally planned during the year. The retirement of the trained *Inquiring Mind* facilitator, coupled with a lack of "Train the Trainer" certification courses offered by *Inquiring Mind*, meant that the service could not be provided to students. Student demand for the three-hour *From Surviving to Thriving* was lower than expected, and the program was delivered only once during the year, to the Psychology Students' Association. It remains available to interested student groups of 10 or more on request, however.

Recognizing the reduced capacity and demand to deliver those two specific programs, during the year Student Mental Health expanded its planned student resiliency programming by partnering with the Student Success Centre to deliver a series of specialized sessions under the banner of *URWell*. These 45-minute *URWell* sessions, which deal with topics such as stress management, self-care, and exam stress strategies, were offered eight times during the Fall term and 18 times in the Winter term – far exceeding the initial plan of once per term. A total of 24 *URWell* sessions have already been scheduled for Fall 2023.

Also during the year, a wide variety of other student mental health services and supports were coordinated through the Student Wellness Centre. These included:

- Student Mental Health's "Stepped-Care" approach to student mental health, which supports students with a variety of service options to address mental health needs;

- Embedding clinicians within the UR Priority Housing program and the ta-tawâw Student Centre to allow for enhanced coordination, effective communication, and streamlined access to mental health services for students utilizing these resources;
- Hiring a Student Support Coordinator, which allows the Student Wellness Centre to offer more availability to students who require mental health support, and also aid in the development and delivery of additional mental health literacy initiatives on campus;
- Providing same-day access to Time Limited Consults (TLCs) for students facing emergent mental health concerns. This rapid-response system ensures that students in distress receive timely assistance from trained professionals, helping to prevent further escalation of their issues;
- Offering live “Stress Less Stress Better” sessions on request for interested student groups; and
- Maintaining a presence at various campus events such as orientation.

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: This measure is well under way.

The Employee Family Assistance Program (EFAP) was successfully renewed for three years with Homewood Health, which allowed EFAP mental health-related programming to continue throughout the year. Nine of the projected 10 EFAP sessions took place on topics such time management, work life and harmony, building working relationships, and social media and mental health. All sessions ran at 100 percent capacity or above, with 98 percent of participants saying they would recommend them to colleagues. The *Building Resilience in the Workplace* workshops were part of these offerings. To date, nine EFAP mental wellness sessions are already scheduled for 2023-2024.

No *SafeTalk* or *Working Mind* workshops could be offered as planned during 2022-2023 due to a lack of capacity and trainers. However, many other mental health services were available for faculty and staff, including:

- “Mindful Monday” and “Wellness Wednesday” programming;
- Outside services such as St. John Ambulance therapy dogs and the Schizophrenia Society of Saskatchewan’s stigma-reducing programs; and
- Resources through the Mental Health Hub, including the creation of user guides on topics such as supporting employee mental health, how to help your team, and how to ask for help.

Implement an effective employee remote work program and principles governing flexible work hours: This measure is complete.

The one-year pilot Alternate Work Arrangements program (consisting of both flexible and remote work arrangements) was implemented in May 2022, and in August a survey was given to the appropriate employees to gauge their initial feedback. Results were shared with the Advisory Committee for consideration in September, at which time the Committee recommended that the pilot program continue to its planned completion date at the end of April 2023.

The full review of the pilot program’s progress took place in March, and the resulting recommendation was that, based on success to date, the program be made permanent. Guidelines for implementation were established in April, incorporating results of a national environmental scan. The guidelines now include probationary employees.

The guidelines and other program information were communicated to all employees in April, and the program is now a permanent means of providing workplace flexibility for employees.

Adopt specific responses to address improvements identified in the March 2022 Employee Engagement Survey: This measure is complete.

Individual unit results from the Employee Engagement Survey were provided to Deans and directors in June 2022, and throughout the summer representatives from Human Resources met with individual units to offer support in developing their action plans.

Each unit developed its action plan for submission to the appropriate Vice-President for review by the end of September. The units themselves were then responsible for implementing their individual plans. Initiatives undertaken in different areas included:

- Promoting and implementing the Alternative Work Arrangements program;
- Incorporating hybrid meeting formats to allow for greater and more flexible participation in meetings;
- Developing more robust internal communication processes in Faculties and units; and
- Conducting facilitated discussions within Faculties and units about employee engagement.

To provide additional information to units as they implemented aspects of their plans, and to gauge early progress, Human Resources administered an initial “pulse survey” in mid-October. The results were positive. In response to the statement “The University of Regina promotes an environment that enhances my overall wellness (e.g. physical, mental, and social well-being),” 48.3 percent of the 739 respondents agreed or strongly agreed with the statement. This provided baseline information for comparison with subsequent surveys.

Human Resources administered a second pulse survey in April. The results, which were shared with units in June, showed improvement over the first survey. The response rate was higher (38.6 percent compared to 32.9 percent), and 49.4 percent of respondents agreed or strongly agreed with the statement (compared to 48.3 percent).

Leading up to the next large-scale Employee Engagement Survey in March 2024, units will continue implementing their plans and can draw on Human Resources for assistance as necessary.

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

This objective was identified as a priority because it is both a moral and an operational imperative for the University to make meaningful progress toward environmental sustainability and climate action. Overall, based on progress toward the identified measures I consider this objective to be well under way. Progress on each individual measure during the year was as follows:

Fully establish a Sustainability Office and an Energy Manager position, both of which have clear goals and performance metrics: This measure is well under way.

Work took place throughout the Fall on the position description and job evaluation questionnaire for the position of the Director of the Sustainability Office. The position classification was finalized in the new year, and the position was posted in March. The position description was subsequently adjusted to include a more inclusive target of individuals with expertise in sustainability, and the position was re-posted in May.

Following the interview process in June, the successful candidate began work on July 2. That person will now recruit the Coordinator position and Co-op student placements that will together constitute the Office.

The Energy Manager position in Facilities Management (which was approved for a three-year term in March 2022 as part of the Government of Saskatchewan's multi-year funding initiative) was filled in August. The incumbent is responsible for the analysis of the complex campus utilities systems and identifying projects that will achieve energy savings while minimizing future capital renewal expenses, reducing operating costs, and enhancing required service capabilities. The Energy Manager is also closely involved with the large-scale solar photovoltaic initiative and the carbon pathways reduction study.

To date, the Energy Manager has completed the Certified Energy Manager and Certified Educational Facilities Professional courses and exams and undertaken additional training through online webinars. He has networked with suppliers and energy- and facilities-related groups such as CAUBO, IDEA, ASHRAE, AEE, APPA, and a SaskEnergy Taskforce. He has thus far identified \$880,000 of energy-related projects to be done in-house (including priorities, cost, and payback) and is investigating funding opportunities to assist with implementation.

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;
- Analysis of potential energy saving products such as EndoTherm, solar window film and shading, HVLS fans, heat pipes, and heat pumps;
- Chairing an Energy Team to look for additional energy saving opportunities throughout the Facilities Management portfolio; and
- Completing year-end utility and carbon emission reporting.

Finalize and share the University's Sustainability Action Plan, and where possible, address priority recommendations: This measure is well under way.

In summer 2022, the draft Sustainability Action Plan was reviewed by the Office of Indigenous Engagement, and recommendations were incorporated into the next draft, which proceeded to the President's Advisory Committee on Sustainability in September. Later in the fall, the document was reviewed by and received the endorsement of the University Executive Team, Deans' Council, the Senior Leadership team, and Executive of Council.

After final edits were incorporated, the document underwent design updates and was posted on the University website at: <https://www.uregina.ca/president/campus-sustainability/2022-27-sustainability-action-plan/index.html>.

With the plan now completed and launched, and with the Director of the Sustainability Office now in place (which is the first recommendation of the plan), the University is well-positioned to begin addressing the plan's priority short-term and longer-term recommendations.

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: This measure is well under way.

A wide variety of activity took place in this area during the year. It included:

- Continuing participation 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;
- Attendance by representatives from the Office of the Vice-President (Research) and the Faculty of Engineering and Applied Science at the Fall 2022 ADIPEC conference in Abu Dhabi as part of a delegation with the Ministry of Trade and Export Development. At that time, a meeting was held with representatives from Khalifa University's Research and Innovation Centre on CO₂ and Hydrogen to discuss the development of a Memorandum of Understanding covering research collaborations, student and faculty exchanges, and sharing of facilities;
- The November signing of a Memorandum of Understanding with the Colorado School of Mines. The MOU covers opportunities for collaboration including student and faculty experiences, research priorities, philanthropic arrangements and joint funding arrangements. Among the research priorities identified are nuclear science and engineering, CCUS, and hydrogen and alternative fuel technologies;
- A follow-up May visit to the University by representatives from the Colorado School of Mines. Meetings were held with numerous groups and organizations including: Deans, Associate Deans (Research and Graduate) of the Faculties of Science, Engineering and Applied Science, and Graduate Studies and Research; the Minister of Advanced Education; the Canadian Nuclear Association; the Saskatchewan Mining Association; SaskPower; the Saskatchewan Research Council; the Fedoruk Centre; the International Minerals Innovation Institute; and College of Engineering at the University of Saskatchewan;
- As noted under Objective 2, the Clean Energy Technologies Research Institute's (CETRI) submission of a carbon capture project proposal to Natural Resources Canada's Energy Innovation Program. CETRI is currently awaiting notification of the full-proposal competition results; and
- Also as noted under Objective 2, preliminary carbon capture and hydrogen-related discussions (also involving the Ministry of Trade and Export Development and the Petroleum Technologies Research Centre) took place with Consul General of South Korea and executives from the Abu Dhabi National Oil Company.

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

This objective was selected as a priority because enhancing the institution's reputation and reach is important for generating public support and instilling institutional pride within the University and wider communities. Overall, this objective is well under way based on the identified measures. Progress on each individual measure during the year was as follows:

Increase Tri-Agency and Canada Foundation for Innovation research funding by 5 percent compared to the five-year average: This measure is complete, and has in fact been substantially exceeded.

Over the course of the year, Tri-Agency and Canada Foundation for Innovation (CFI) research funding totalled \$11.5 million, which exceeded the five-year average of \$8.3 million by approximately 38%.

Over the year, research funding was up compared to 2021-22 for each of the Tri-Agencies, as well as for CFI. The most significant increases were seen in NSERC, CIHR and CFI, but it is of note that SSHRC research funding was also significantly above the five-year average.

One thing contributing to this increase (and which should help position researchers well for future funding competitions) is that the University once again operated its Tri-Agency cohort programs, which included grant-writing workshops and mentorship from senior researchers who have been successful in their own funding applications. The cohort programs, which are organized by grants facilitators in the Research Office, were well-subscribed, with 7 of 8 new hires participating. In addition, the University continued its initiative through which successful Tri-Agency applicants are eligible for up to \$10,000 of internal funding to further their research.

It is of particular note that early-career researchers were among the successful Tri-Agency-funded researchers – including two of the three faculty members who were successful in obtaining CIHR Project Grants.

Launch an institutional identity campaign between July and September using radio, print, social, and digital media, and continue as necessary in following months: This measure is well under way, with Phase 1 of the campaign essentially complete, and preparations being made for Phase 2.

Phase 1 included launching and ensuring sustained market presence of the new institutional identity which is framed around the tagline "Go Far, Together," and its three identity pillars: experiential learning opportunities; commitment to Reconciliation; and health and wellbeing. UAC launched the identity in September to coincide with the early stages of the Fall 2022 term.

Activities in subsequent months to sustain market presence included:

- Traditional and social media promotion of the identity and new tagline;
- Storytelling via video, the University website, and print advertising;
- Promoting initiatives that align with the pillars of the institutional identity, including the launches of the Centre for Experiential and Service Learning and the Brad Hornung Accommodations Test Centre, Engineering Project Day, the Neekaneewak Leadership Awards, and the *Kwayskahstahsôwin: Setting Things Right* speaker series, to name but a few of the many examples;

- Advertising provincially on radio, digital sites, and billboards;
- Launching the [“Go far, together” podcast series](#), which is focused on research;
- Creating opportunities for students to interact with the institutional identity (e.g.: creating branded murals or “selfie walls” on campus);
- Developing a presence on TikTok to better build brand awareness and create general interest among current and prospective students;
- Updating the University’s visual identity guide, including the territorial acknowledgement; and
- Making “Go Far, Together” the theme of the forthcoming 2024 *Inspiring Leadership Forum*.

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 for their internal and external communications.

To maintain momentum, a high-priority, supplementary budget request was approved to support and sustain the continued promotion of the “Go Far, Together” campaign in the southern Saskatchewan marketplace through radio, billboard, and digital campaigns over the coming year.

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: This measure is complete.

Over the course of the year, UAC completed the initial phase of training to ensure that all Faculties and units have the appropriate tools to continue the transition of their individual web pages to the mobile-friendly web template. With initial training complete by the end of April, further sessions have been scheduled over the summer months to maintain momentum for the project with Faculties and units that are still in transition, and to provide refreshers for those already working with the newly-transitioned pages.

UAC’s web team also continues to develop its advanced training website, which is now available for all Faculties and units. The advanced 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 going forward.

Plan and hold “UR Days” in five Saskatchewan communities in Fall 2022: This measure is complete.

Although four UR Days events were planned for Fall 2022 rather than the five that were originally contemplated, another was added for Winter 2023, bringing the total for the year to five.

Dates and locations were as follows:

- October 17 – Moose Jaw
- October 27 – Estevan
- November 17 – North Battleford
- November 28 – Regina
- February 15 – Melfort

Each event featured classroom visits and guest lectures, meetings with teachers, principals, and guidance counsellors, and a recruitment fair for prospective students.

Additionally, a smaller “mini-UR Days” event was held in Meadow Lake in conjunction with the North Battleford UR Days, making the most efficient use of travel to that area of the province. The University also held December 3 “Winter Snowcase” at the Cornwall Centre in Regina to enhance relationships with the wider community and engage prospective students of all ages, as well as their families. The day featured family-friendly workshops and presentations by students, faculty, staff, and alumni, as well as Faculty and unit display booths, contests, and the opportunity for admission on the spot. During the year I also joined the recruitment team at high schools in several communities, including Esterhazy, Indian Head, and Humboldt. Together, these events provided the opportunity to engage with thousands of prospective students.

To build on this activity, for the 2023-2024 academic year UR Days events are being planned in Melville, Swift Current, and Regina, with “mini-UR Days” events to be held in Kindersley, Yorkton, and Lumsden. I have already sent out initial invitations for these events.

SECTION 3: MY ACADEMIC ACTIVITIES AND RESEARCH PROGRAM

Throughout the year I worked with the contracted development editor to provide guidance and edits on draft chapters of my forthcoming history of Memorial University’s Grenfell Campus – a book project that I began while still at Grenfell, and which I will complete in advance of Grenfell’s 50th anniversary celebration in 2025. Five of the six chapters are now complete, and work continues to select and document the photographs that will be part of the book. I have also spoken with Ian Sutherland, Vice-President of the Grenfell Campus, about institution’s forthcoming role in publishing the book.

During the Fall term I delivered a guest lecture on the economic and social impacts of the Second World War on the Canadian home front for a History 383 course, and presented to an Education class on the subject of human rights and educational leadership. In the Winter term I was also a guest lecturer in a Business course on leadership.

Dr. Raymond Blake of the Department of History and I submitted a textbook proposal to Bloomsbury Press. Entitled *A History of Canada in 15 Moments*, the proposal was received favourably by the publisher. After we revised the proposal based on the initial reviewers’ comments, the textbook was selected for publication. In the Winter term we engaged students to conduct preliminary research, and we are now planning next steps to complete the 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.” I am currently serving on

another History student's Master of Arts committee, and also participated in the Department of History's academic unit review.