

## Accomplishments and Goals

To set the context for this review document, I would like to remind us of the Centre for Continuing Education's vision and mission statements.

### *Our Vision*

We create diverse learning opportunities that empower people of all ages to build stronger communities.

### *Our Mission*

To meet lifelong learning needs by offering high quality, accessible, innovative and responsive education and training programs to learners of all ages by building on the strengths of and collaborating with the resources of the University and the community.

The following (edited) quote from my introduction to the Centre's 2013-14 Annual Report also helps to remind us of what we do:

“Continuing Education meets the needs of a diverse set of students and communities. On the credit side, we provide short-term certificates to meet the needs of working adults and undergraduates looking for something extra to supplement their degree. We also provide a wide set of flexible delivery times and modes for students constrained by work needs, family situations, geographical locations and the other constraints created by busy lives. ...

On the non-credit side, we also reach a very diverse set of learners. We are responsible for delivering the University's English as a Second Language program to a total of over 1,100 students from more than 60 countries around the world, including new immigrants freshly arrived in Canada. We deliver a wide variety of business and professional development courses and non-credit certificates to busy professionals looking to enhance their careers, often as special customized programs for specific companies or institutions. In addition, we are the premier music teaching institution in the province with our Conservatory of Performing Arts, which teaches thousands of students a year, both those who hope to have a musical career, and those who learn out of a love of music and the arts. Last but not least, we meet the personal learning needs of many adults through our Lifelong Learning Centre. These adult learners strive to continue their education and keep alive their love of learning through a variety of personal enrichment classes and strong social outreach programs that support the vulnerable members of our society.”

## I Accomplishments in my Second Term as Director

In listing my accomplishments as Director, I am always aware that I am working with 70+ permanent staff as well as the many Centre for Continuing Education (CCE) instructors who have worked to create these successes, sometimes with direct input or direction from me, but often with only some supervision and annual goal-setting. The accomplishments listed here are the result of the teamwork and hard work of the Centre staff and instructors, as well as the insight, effort and contributions of our partners within the university.

### Goals (and Accomplishments) from my 2011 Renewal and Visioning Document

In my 2011 Renewal and Visioning Document, I articulated that it was “my goal over the next five years to set the structure, programs, processes and resources in place to create a successful, integrated CCE that is able to more successfully deliver its current portfolio of programs and services, and to build upon that strong foundation to be ready to deal with the future growth that we will be encountering in the changing world that the University faces.” From that statement, I articulated 9 explicit goals aimed at creating that overarching goal. Somewhat shortened versions of these goals and our success in achieving them (fully or partially), or our shortfalls with respect to that success are noted below.

- 1) *Create better service for our students, instructors, and partners.*
- 7) *Be a successful partner of choice with the Faculties and with our external partners.*

#### *Combined Results for goals 1) and 7):*

At the time of my last review, we were at the beginning of our GPS restructuring project, with the goal of creating an internal structure that would better meet the needs of our students, instructors and our internal and external partners. We initially focused on the changes in the Credit Studies Division and Distance Learning Division, two areas that worked closely with the Faculties and with other external partners such as the Regional Colleges, the urban municipality organizations, etc. The strong growth over the previous 5 years had created strong pressures within the CCE and we encountered difficulties that flowed from our structure in our work with our Faculty and external partners. With strong help from my Management Team, I led this restructuring project, which began in 2011/12 and continued up to the present. The project resulted in a series of changes that I think have improved our workflows and our ability to deal with the strong change since then:

- The responsibility for working with the Faculties on the delivery of evening, summer and weekend courses has been transferred from the old Credit Studies Division to the new Flexible Learning Division (which is also responsible for the development and delivery of online courses and the regional college courses). This has allowed for much better integrated planning and coordination between CCE and the partner Faculties and Departments. We now see a much stronger development of the course offerings in these areas, leading to the strong growth in the quantity and breadth of Flexible offerings (noted below under goal 5). I would point to one special example that I think illustrates the strength of this change: we now offer many online and evening courses in the summer, meeting a strong demand by working students. Last summer 28% of summer courses were online!

- Credit Studies has become Career and Professional Development, and now also includes the former Business and Professional Development unit. This combined unit is still learning its way, but is seeing the desired synergies of working to offer both credit and non-credit offerings to adult learners, including working with our external partners.
- We also created two new administrative units to work with the instructors, students, and Faculty heads, Deans, A/Deans and Faculty Administrators. The first of these was the Central Business Services unit, which provides centralized business and finance services for CCE, and works closely to ensure the smooth financial support for our several million \$\$ worth of interactions with the Faculties.
- Second was the creation of the Student and Instructor Services (Credit) Office, which works to provide a "one-stop-shop" for students and instructors from Career and Professional Development and Flexible Learning, including admission, registration, invigilation of final exams, hiring and payment of TAs and sessional instructors, etc.

I would also note that we have worked hard to improve our communication with the Faculties and Departments. We continued and expanded our visits with Faculties and department heads, we have worked to improve and re-launch our website (including the creation of many new webpages and subpages), at my lead we have completely revamped our annual. I have also participated on several crucial committees on campus (University of Regina- Regina School Boards Transition Committee, Distance and Distributed Learning Committee, University of Regina Working Group on Internationalization, CCUAS Subcommittee on Academic Regulations, Campus Master Plan Advisory Committee, CAC Revitalization Project Advisory Committee, Deans Council, Executive of Council, Council, Senate) to help the mutual understanding between CCE and the line Faculties. I have also participated in as many of the President's Regional Tours as I can, as well as in other conversations with the Regional Colleges.

*2) Increase retention of students between levels in ESL, and increase the number of ESL students transitioning into the University of Regina.*

*Results:*

Retention and success of ESL students is still a challenge in many ways. For one thing, we still lack good data on our students' success in ESL and beyond. Over the course of their time in ESL, students often move in and out of the program. Students often move to another school, or try and enter the University via writing an IELTS or a TOEFFL test. What I can note is the following:

- The number of students in the regular ESL program has remained relatively constant, fluctuating between 762 and 901 per year (254 to 300 per semester) since ESL switched to the 13-week semester in 2011. This compares to numbers around 160-170 per semester in the mid-2000s.<sup>1</sup>
- The number of graduates from the highest level, 050, has also fluctuated from 70 per year to 131 per year, with a general rise in the number graduating over the time period.

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<sup>1</sup> Data quoted in this document comes from ORP reports for University-level data, and from CCE annual reports (based on CCE Division data sources) for CCE Data.

- I do know that the ESL grads are strongly appreciated by the Faculties that received them (primarily Business, Science and Engineering), as their academic and cultural adaptation to Canada is generally stronger than other international entrants.

We have worked over the past 5 years to improve the student experience in ESL, to create a stronger and better program that supports its students. I pushed, cajoled and supported the following measures:

- We have worked to ensure all instructors, permanent or sessional have a minimum certification of TESL Canada Level 1. We not only pushed for this in our hiring, but subsidized existing instructors to get this certification if they did not have it.
- All new permanent hires have that certification, and at least a Masters in an appropriate discipline. (Over this time period we had a total of 6 tenure-track hirings.)
- We have worked to reform the curriculum as appropriate, updating both the course materials, but also the entrance and challenge exams.
- ESL has worked to create several new options for students: "Fast-Track" classes delivered in April and August, allowing students to accelerate their progress through ESL; the ESL+1 program, allowing stronger 050 students to take an optional credit course with ESL 050; direct entry into ESL 050 with the appropriate IELTS/TOEFL.
- The Division has also worked to create the new Fundamentals for Success courses, evening and accelerated courses that allow ESL students or credit students or the public to upgrade specific weaknesses in their English proficiency.
- We have worked with UR International to increase our intake of students from Korea, and especially from Mexico by adapting our short-term programs, creating special programs, and travelling to Mexico (myself, the ESL Director, ESL instructors at different times) to meet with partners and students and to recruit.
- Over the last few years we have working much more closely with UR International, and have also supported other initiatives by them (for example, the CBIE Brazilian program, their work on the English Language Proficiency test with the Department of English).
- I have worked to update a wide variety of policies and procedures in ESL, including taking over and updating the Academic Misconduct Process in ESL myself; working to bring in some expertise on dealing with ESL learners with disabilities, as well as with those with psychological issues (a growing issue in ESL).
- As part of the GPS Restructuring Project, we also reformed the ESL administrative structure, creating an ESL Director position from the former head position; rewriting the job descriptions for the Academic Coordinator; and creating the strengthened Manager position. This latter position has worked to created better tracking of students and finances, and we now have a much more solid and integrated use of BANNER for this tracking (instead of multiple, conflicting spreadsheets).

As a result of this hard work, strong curriculum and strong administrative structure, the ESL program is Languages Canada certified (twice now). I can safely say that I think it is a much stronger program academically, and a much stronger program administratively than it was 5 years ago. We are starting to turn that into better student services and student academic outcomes, and I look forward to growing success in the future.

### *3) Increase completion of our certificates, both credit and non-credit.*

#### *Results:*

We worked to achieve this goal by carrying out a Certificate Review starting in late fall 2012, reviewing both the credit and non-credit certificates in Career and Professional Development. Using the expertise of our programmers, and consulting where appropriate with Faculties and external partners, we carried out market studies, environmental scans, curriculum reviews, etc., with a final report in April 2014. As a result of this review, and as a result of other ongoing work in the Certificates area, I can point to the following growth and changes in our certificates in the last 5 years.

- After consultation with the Faculty of Education, we have closed down the low-performing credit Certificate in Adult Education and Training.
- Similarly, we have closed down the non-credit Marketing and Sales Certificate.
- We have started up the new non-credit Business Analysis Certificate, using the framework of the International Institute of Business Analysis' (IIBA®) Business Analysis Body of Knowledge (BABOK®).
- We have also developed and started delivering the Supply Chain Management Diploma, meeting the Supply Chain Management Association of Saskatchewan requirements.
- In terms of new credit certificates, we have begun work on developing certificates in Advanced Public Relations, Technical Writing, Information/Records Management, Event Management and Lean Management.
- We have also supported First Nations University in its development and delivery of the Indigenous Access Transition Education Certificate, and are supporting the Certificate in Nonprofit Sector Leadership and Innovation, led by Luther College.
- Our non-credit certificates have grown, although unsteadily, from 103 granted in 2010-11 to 125 in 2014-15 (with customized programming increasing strongly).
- We have grown our granting of credit certificates steadily over the last 5 years, from 131 certificates granted in 2010-11 to 256 certificates granted in 2014-15.

Our biggest other notable achievements for certificates is the growth of the online options. Over this same time period we have developed online versions of courses in Public Relations and Local Government Authority. This development, along with the overall developments, mean that students can now take 4 certificates entirely: PR, LGA, Administration and Liberal Arts, greatly increasing adult student options.

### *4) Improve student satisfaction with our personal enrichment programs, both those with the Conservatory and the Lifelong Learning Centre, and those that perhaps currently fall under neither unit.*

#### *Results:*

We have carried out a series of internal reviews, student and potential student surveys, market analyses, etc. over the last few years, leading to a variety of changes:

- In 2011-2012 we revamped the breakdown of course offerings between the Conservatory, Lifelong Learning, and BPD, with the Conservatory taking on all visual arts programming and the LLC taking on language programming and outreach lectures.

- Conservatory programming was reviewed by former heads Sophie Bouffard and Brad Mahon. As a result, the Conservatory has increased its emphasis on popular music programming (Drama/Spoken Word, Campfire Guitar, Glee, the Rider Drumline); on the use of week-long camps as a source of revenue and potential students; revamped its early childhood programming; and created a successful Creative Preschool for 3- and 4-year olds. These changes have reversed some previous declines in enrolments.
- Lifelong Learning Centre programming was reviewed through surveys and interviews, which has led to a different mix of programming and an emphasis on shorter classes (4-week classes versus 9-week classes) to meet the differing lifestyles of the modern older adult. These changes have reversed some previous declines in enrolments.
- We worked with JMH Consulting to gain access to industry marketing comparables that has helped us to refine our website and our marketing on Facebook and elsewhere.
- A multi-pronged review of our Program Guide, starting in fall 2013, has worked with surveys and focus groups of current students and potential students to identify what worked and what didn't work with our Program Guide and other marketing venues. This has led to a strong revamping of our Program Guide's look and size and content.
- We have also done extended research on various subcategories of our students to better understand what they want, and how to market to them. The results of these studies is still being incorporated into our marketing and our programming.
- We are currently in the early stages of a Customer Satisfaction Survey and Study, that will examine how satisfied our students are with our non-credit programming and with our services surrounding that programming.

We have also continued our working arrangement with the Faculty of Kinesiology and Health Studies to use their CLASS registration and business software system, and expanded it to all the non-credit areas. This has come with some teething problems, but over the years we have been working through those, and we have been able to dramatically improve our registration systems, including a much more consistent and secure registration and billing system, with better reporting options. We look forward to the future improvements with the installation of the next level of the software, ACTIVENET.

*5) Create more distance offerings, including the creation of more entire programs (credit and non-credit) available at a distance.*

*6) Create the appropriate mix of Flexible Delivery offerings for the University.*

*Combined Results for goals 5) and 6):*

I think that on the whole, this has been an area of strong success for CCE and the University. The development, planning, marketing and delivery of flexibly delivered classes (online, evenings, summer, weekends, televised/LIVE, blended, UREarly) and distance classes (online, Regional College, televised/LIVE) have grown strongly, not only in quantity, but also in quality (number of programs offered) and scope. This growth has been the result of the high quality work of the Faculties who are the academic homes of the courses and programs, and as well by the hard work of staff in the Flexible Learning Division and in our central services offices (Central Business Services, Student and Instructor Services, Marketing). As Director, it has been my task to work with all of these groups and those who

work in them to set their strategic priorities, and to help ensure they have the policies and resources in place to carry out their activities. I would highlight the following work I have done over the past 5 years in this area:

- I have worked on the adaptation or creation of appropriate policies and procedures to ensure that they meet the needs and requirements of flexible students and flexible course offerings.
  - This has started with work as chair or co-chair (with the AVP Academic) the Distance and Distributed Learning Committee, working to ensure that the courses and programs being developed meet the strategic priorities of the University.
  - I worked with the Registrar's Office to rewrite a variety of the Calendar language (and I am a member of the CCUAS Subcommittee on Academic Regulations).
  - In addition, we have met regularly with the Registrar's Office about a wide range of issues around final exams etc. in online and other distance classes.
  - I have worked to ensure that the Regional Colleges are properly registering and advising their students.
  - We have worked with Student Recruitment to ensure the Viewbook and the website reflect the fact that 1 out of 7 enrolments (and many students) are not face-to-face courses in Regina.
  - In response to concerns raised by Faculty members, I worked to create the policy on invigilated final exams in online and televised/LIVE classes. I have also worked with our staff in Student and Instructor Services on the appropriate processes needed to make this work in a highly complex and high-pressure operation.
- I have worked with the different parts of the University and with its external partners to ensure that CCE understands the needs and priorities of the University and its students, the needs of our external partners and their students, and to ensure that the internal and external partners understand how we work, how we can help them meet their needs, and what resources etc. we need to properly carry out our work.
  - I have worked with the provost and AVP Academic and the budget committee to find the resourcing needed for the Flexible Learning Division staff to be able to carry out the rapid expansions of their work noted below.
  - As part of this work, I have worked with the Flexible Learning Division and the appropriate Faculties/Colleges to create the special supports and MOUs needed for several specific initiatives that live outside of the DDLC framework. This includes work with Nursing (Swift Current, Nurse Practitioner graduate program), Social Work (the evolution of their program into a truly provincial program), JSGSPP (the online expansion of the MPA, the development of the MHA), and First Nations University (support of their expansions of their online and community-based programming).
  - I would also point to the strong embracing on flexible learning (especially online) by Justice Studies, Sociology, Kinesiology and Health Studies (including beginning work on blended courses), and Education. Each of these units has worked closely with CCE and taken a programmatic, strategic approach to distance and online education.
  - I meet monthly with the University Librarian, the CTL Faculty Associate, and the AVP (Information Services) to keep each other informed on academic technology and technology-mediated teaching issues.

- With my staff, I participate in annual and semi-annual meetings with the Deans and their Associate Deans and Faculty Administrators to discuss past successes/challenges and future initiatives, and to troubleshoot any issues.
- As part of the above work with the Faculties, I have worked to adjust and fine-tune the revenue-sharing document (as well as the underlying sharing of responsibilities and costs) that allocates revenues to the Faculties. This revenue-sharing plays a key role in encourage and reward the Faculties and departments for working with CCE on the development and delivery of online courses.
- I fully participate in the President's regional trips, including meeting with representatives of the Regional Colleges on these trips and in other settings, working with my staff from Flexible Learning.
- I advocate for flexible and distance students in a variety of venues, including Deans Council, Exec of Council, Council, Senate, and in presentations over the years to AGPEA, PPC, and their successors CCB and CCAM.
- If we examine the increases in quantity and scope of flexible course delivery over the last 5 years, we can see the impacts of the hard work of the Faculties and the CCE staff, myself included:
  - We have gone from almost no programming available online, to the situation where the following is available entire online: all the core requirements in the Faculty of Arts; all the core courses in the Bachelor of Kinesiology; the first two years of the Sociology degree; Local Government Authority Certificate; Public Relations Certificate; Certificate of Administration, the Liberal Arts Certificate. (The Certificate in Health Studies is available at a distance.)
  - We are also very close in terms of having the Master's of Nurse Practitioner program available online, as well as the MHA, and many/most Social Work courses.
  - We have 132 courses fully online with an additional 58 courses in development (as of August 2015), including recently key courses in first-year English and Business.
  - Online CCE- supported courses have grown from 4 courses with 66 students in 2000-01, to 628 students in 2007, to our 2010-11 enrolments of 1761 students in 74 classes, to our 2015-16 enrolments of 6298 students in 159 online courses (plus courses offered through First Nations University and other faculties). **A little over twice as many classes, BUT 3.57 times as many students in 5 years.**
  - Summer enrolments at the U of R (mostly administered by CCE now) have grown by almost exactly 50% from Summer 2010 to Summer 2015, outpacing overall University enrolment increases. Much of this is driven by our work in encouraging the delivery of summer online classes and classes in the evenings.
  - We have also worked to create early morning classes (UREarly), at the suggestion of the provost. These classes are a mixed success, but certainly at least Kinesiology students are willing to get up early!
  - On a special note, the teaching of 6298 online students has saved the University serious classroom space, based on the formula suggested by former registrar John Metcalfe (who noted 1 desk = 4 FT students, and 1 FT student = 10 credit hours per semester).  $6298 \text{ online enrolments} \times 3 \text{ credit hours} = 18894 \text{ credit hours}$ .  $18894/10 = 1889 \text{ desks over 3 semesters} = 630 \text{ desks per semester}$ , or the equivalent of 12.6 classrooms of 50 desks each that we would have needed to build or .



I think that these changes have been driven by two key factors. First, student demand has risen, driven by the acceptance of online and flexible courses as an acceptable way of learning and by the changing demographics and lifestyles of students that lead to the demand for flexible learning opportunities. Secondly, the staff in CCE and the academic partners in the Faculties have worked together to supply the appropriate classes to meet this demand.

Although this growth continues apace, I would argue that as a University we still have not determined our end point to these changes. We are not at the delivery levels of SFU, Ryerson, Memorial, or Waterloo, but we will need to decide as a University what is the appropriate mix of flexible delivery options for our programming and for our students, in a world of rapidly changing options for those students.

*8) Increase employee satisfaction, measured by reduced employee turnover, and satisfaction as measured in the Employee Engagement Survey.*

*Results:*

I would note that in this goal, we have had as a mixed success. We still have staff members with strong reputations among our clients and partners, reputations that have led to awards such as the 2014 President's Award for Service Excellence for Central Business Services; the 2013 President's Team Award for Innovation to the Instructional Design Team, as well as many compliments I have received over the years about our staff. However, we still struggle from high volume pressures in several areas of CCE (notably in Student and Instructor Services; Flexible Learning), which at times has led to excessive turnover of staff, which in turn puts even more pressure on the remaining staff as we recruit and train new staff. An area for continual work.

I would note over the last 5 years I have worked to replace several key management roles in CCE, due to premature deaths, heads leaving for new and higher positions elsewhere, etc. This has been a crucial part of my task over the 5 years, as I have had 3 heads of Career and Professional Development, 3 heads of the Conservatory, 3 Assistant Directors, 5 heads or Directors of ESL! I think we are at a strong and stable place in our senior Management Structure, and hope that we can stay there. Hopefully the work to create the new structures within the programming units, with Central Business Services and Student and Instructor Services is leading us to a strong and stable administrative structure.

*9) Create more successful long-range planning in CCE.*

*Results:*

We have most definitely done some good work in meeting this goal. We have restructured our management meetings in CCE. We have gone from one Management Team that met frequently, to several, more focused teams that meet at different intervals.

- We have created several operational Management teams that work to enhance trust, communication and integrated tactical and strategic decision-making in the

programming and service units: the Non-credit Management team, the Credit Management Team, the Operational Management Team.

- In addition, we have the Strategic Management Team, consisting of the Director, Assistant Director, ESL Director, Heads of CPD, FLD, LLC and the Conservatory as well as the Marketing Manager. This team meets less frequently, but tends to meet for longer, more retreat-like meetings. These meetings focus on longer-term business and budget planning.

As a result of these changes, and especially as a result of careful timing of meetings, we are much better able to keep abreast of our current planning structure over a year, looking back at where we have been, and ahead to where we want to go. We are better both on the tactical aspects of what is happening in the current year, but also take the time yearly to review strategically where we want to go.

**This new meeting structure has turned out to be especially useful over the last few years as we deal with the upcoming CAC Revitalization.** These new teams have participated with FM staff and the architects in highly detailed reviews and analysis of our current building usage patterns and our future potential needs, and worked on change management. We have all taken a Project Management Course (and some of us the entire certificate) in preparation. And finally, we have virtually completed our Business Continuity Planning, which will not only prepare us for potential disasters in CCE, but which we are also using as a springboard for understanding what we will have to do when it comes time to plan to leave the building during the renovations, and plan for our return.

#### *Additional Selected Goals and Accomplishments from Subsequent Years*

Perhaps the biggest "unexpected" project over the last 5 years has been my working supporting the College Avenue Campus Revitalization project, including:

- Supporting External Relations in a variety of manners, including in developing their fund-raising case.
- Working with and supporting the Conservatory head as he worked to increase external partnerships.
- Talking with and supporting staff through change management.
- Keeping the Lifelong Learning Centre students and other key stakeholders informed.
- I have also attended a variety of events, participated and led in tours, supported and hosted the Heritage Lecture.
- In addition, we at CCE have done a great deal of work with FM and the architects to understand our current usage patterns, and our future needs.
- Finally, I have also participated in a variety of advisory:
  - Member, CAC Revitalization Joint Project Evaluation Committee, 2016 – evaluating proposals by outside partners for development on the College Avenue Campus.
  - Member, CAC Revitalization Project Advisory Committee, 2015-present – This includes being part of the evaluation committee for the architect hiring, and for evaluating their various proposals.
  - Member, Campus Master Plan Advisory Committee, 2015-16.

Other Key University supports over the past 5 years:

- I was the Co-Chair of the University of Regina Working Group on Internationalization, 2013-16. With the members of the committee, and most especially with Livia Castellanos (co-Chair), we consulted widely and created a document that I am very proud to say reflects the current strengths and future potentials of internationalization at the University of Regina. This document has been approved by Executive of Council.
- I was one of the management bargainers for the APT Contract in 2012-13.
- With my staff, I participated in the 2015 University strategic planning process. I think that you can see the influence of our participation in many key factors in that plan, including materials related to the CAC revitalization; the need to attract and support international students, the expansion of distributed and distance learning, and the role of CCE and the CAC as a key part of the University's community outreach.
- Member, University of Regina– Regina School Boards Transition Committee, 2009–present. As part of this role, I have worked with others on the Research subcommittee, and have provided some key pieces of community research:
  - “Surveys (November/13, November/14, November/15) and Statistical Analysis of Student Transitions from High School to First-Year University,” (working with Rick Kleer, with support from Len Brhelle, Kate McGovern (2013-15), Miranda Pearson (2015-16)). Reports: Feb 2016, May 2015, Jan 2015.
  - “Survey (November/15) and Statistical Analysis of Returning “Stopout” Students at the University of Regina,” (working with Rick Kleer, Miranda Pearson, John Kincaid, Len Bhrelle). Report: March 2015

*Other relevant accomplishments as an Economist and a Continuing Education Professional*

- Publication: *Study Guide: Economics*, 8<sup>th</sup> Canadian edition, (with Avi J. Cohen). Toronto: Addison-Wesley Publishers, June 2012. (To accompany *Economics*, (8<sup>th</sup> edition), by M. Parkin and R. Bade, Addison-Wesley Publishers 2012.)
- I have supervised an Economics graduate student through to successful completion of his Graduate Project in December 2013.
- As someone who oversees the Flexible Learning Division, I am proud to say I have "walked the talk" by developing and delivering (6 times) Economics 202 as an online course. I am currently working on a revision of the course.
  - Similarly, over the years I have given Economics-oriented lectures in the Lifelong Learning Centre and to ESL 050 classes.
- In the past few years, I have been President (2011-12), Past-President and board member (2012-13) of the Canadian Association of University Continuing Education. I have also served on CAUCE's nominating and other committees, and made 4 presentations at various continuing education conferences.

## II Vision and Goals for the Next Five Years

Harking back to the the Centre's Vision Statement and Mission Statement, recall we work in CCE to meet the needs of a very diverse set of learners by bringing together the community and the University. I feel that it has always been our job to think about the "non-traditional" lifelong learners that in the past were a second thought of the university community. However, as we have seen over the past few years, and I think as we will see even more over the next few decades, these non-traditional learners are now in many ways the "new normal" at the university. University of Regina students are more and more likely to be older; to be working; to have families; to be indigenous; to be international; to have a gap between high school and university; to already have some partial learning elsewhere. CCE has always supported such students, advocated for them, created academic programs and administrative supports for them, and worked to bring them into the mainstream of the University. We will need to continue to do that going forward, but in a new and expanded manner. We will need to be working much more closely with the Faculties as these students need to be integrated more closely into the mainstream. The specific goals below reflect those needs, and show how they meld with the goals and objectives of the University of Regina's 2015-2020 Strategic Plan, *peyak aski kikawinaw* – "Together we are stronger."

### *1) Support the College Avenue Campus Revitalization Project*

My foremost priority for the next few years will be the College Avenue Campus Revitalization project and our connections to the community. The exact scope and shape of the project is not yet 100% clear, but it is clear that the President and the Board want the project to proceed in some form or another in the near future. We have already been heavily involved with this project. We have been working with FM and the architect team to understand our current usage patterns and our future needs. We have also begun working on our need to move out of existing space during renovations, integrating this into our work on creating a business continuity plan (which should be in place very soon).

Over the next few years of the project and its completion, I will work with the Centre's staff and partners to ensure that:

- We participate in and support the development of a new building that meets the needs of our community, our students, our partners and our staff and faculty.
- We participate in and support the development of a new building that reflects the indigenous history and future of the Regina and area community.
- We continue to offer Darke Hall to community organizations with whom we have a natural partnership, including RSO, Folk Fest, Regina Jazz Fest, etc. We will do this when we can before renovations are completed, and we will create a plan to make Darke Hall a premier performance space for Regina after the renovations are complete.
- We provide the community programming (in the Conservatory and the Lifelong Learning Centre) that meets the needs of our community and our students, but that also best uses the newly created and improved buildings.

- We set up and operate new buildings that run smoothly, and provide the improvements in student services and accessibility, as well as the improved academic and business functionality that the project aims to create. A key part of this will be change management with our staff, instructors, students and community partners.

Note: this project meets the Strategic Plan Priority: "Commitment to our Communities", including the indicator of success: "Completed Renewal of the College Avenue Campus." In addition, this project reflects the overarching themes of indigenization (incorporated into the renovations of the buildings) and especially sustainability (reuse of existing structure and space, LEED-designed buildings).

### *2) Expand Flexibility and Access for Students: Academic and Professional Development Programming*

A second priority is to work to strengthen and expand our support to adult and mature students by working to expand upon our existing academic and professional development programs for those students. This work will include:

- Expanding and refining our portfolio of non-credit certificates and professional/business development courses to meet the needs of the community.
- Continue the development of new certificates as proposed by the certificate review, including ensuring that new and existing certificates incorporate indigenous curriculum in their content where appropriate.
- Continue supporting First Nations University's community programming and community certificates, as well as the Campion and Luther College certificates.
- Create a formal program for Mature Students who are either returning to university after an absence ("stop-outs") or who are considering university for the first time. We have begun the work in this area, but we have a great many aspects to develop. These include an articulated vision for the program, an advisory council, potential new or adapted programming, an advising structure, financial supports, child care supports, a recruitment plan, pathways to success, key academic and life-balance supports.

Note: This programming would definitely meet the theme of indigenization (many of the students who could access such programming would be indigenous), as well as supporting the Strategic Plan Priority of Student Success → objectives of "Enhance supports to better facilitate student preparedness for academic success" and "Embed Indigenous practices, ideas and principles in our academic pursuits."

### *3) Expand Flexibility and Access for University of Regina Students: Flexible Course Delivery*

A second priority will be to continue our work of creating flexibility and access for U of R students via the work of the Flexible Learning Division with our Faculty partners and our external partners in the development and delivery of flexible courses: online, blended, LIVE, videoconferenced, evenings, weekends, summer, at the Regional Colleges, etc. I anticipate that many of these courses offerings will continue to expand, but it is also the case that we need as a University to decide upon the optimal level of such programming

within our overall level of program and course delivery. As part of this work, I would identify the following key factors:

- In the next year or so, I will work with the Distance and Distributed Learning Committee to carry out the background reviews and consultations to create the second Distance Education Task Force. The initial terms of reference of this Task Force state that it should "(t)ake the recommendations of the University of Regina 2015 Strategic Plan, *peyak aski kikawinaw*, with respect to distributed and distance learning and create an institutional pathway towards the implementation of those recommendations.... As part of the above objective, examine and revise/refine as appropriate the U of R's vision for distance and distributed education over the next 5 years (including) (r)ecommending the appropriate level of online and other distance/distributed courses at the University of Regina."
- Work with the Faculties as appropriate to help them develop and expand online/blended programs and courses, for example the near future work on the Masters of Health Information Management or the pre-MBA online courses.
- Work to support First Nations University in their community programming, and most especially in their goal of expanding their online programming to ensure their place as a national recognized and accessed indigenous post-secondary institution.
- Work to resolve the funding issues in the Regional Colleges. We need a better integration of F2F + online + LIVE courses, and we need a better revenue model for all concerned to meet the needs of the students.

Note: This work meets the Strategic Plan Priority of Student Success, including the indicator of "Increased effective and flexible learning opportunities offered", with the suggested supporting action of "Expand learning opportunities for part-time, online, distance and lifelong learners across all our campuses." In addition, the strategic priority of "Commitment to our Communities," has the indicator of "Increased number of new undergraduate students from outside our traditional catchment area," with the suggested supporting action of "Review and expand relationships and collaborative opportunities with the University of Saskatchewan, Saskatchewan Polytechnic and Saskatchewan Regional Colleges, as well as postsecondary partners beyond our provincial borders."

#### *4) Support the Success of International Students at the University of Regina*

Now that the University's internationalization plan has been adopted, we need to continue the work of not only bringing international students to the University, but ensuring their success. Within CCE, I would identify two crucial areas over the next few years for us to focus on:

- First, we have seen many new international students coming into our Certificate of Administration. We have seen some struggles with inadequate English Language Proficiency, and with academic misconduct. Working with UR International, we will be changing some of our ELP requirements in the near future and rejigging how our international admissions are done. However, we still need to work on how to support our students. We are examining developing our own Transitions/Recovery programs for such students, or piggy-backing on the programs of other faculties. We will need to

continue to work on this over the next few years, including looking at options related to using our expertise and programming in ESL.

- The ESL program also has had difficulties related to widely fluctuating enrolments, as well as variations in the success rates and retention of its students. The academics are working on curriculum reforms to help the students, and it will be my task to support them in those reforms. In addition, we are working to increase and diversify our student body (away from China and more towards Latin America and Korea) by working more closely with UR International. I have been facilitating these changes, and will continue to do so.

Note: This work meets the Strategic Plan Objective: "(e)nhance supports to better facilitate student preparedness for academic success," including indicators of success such as "increased completion rates of international students" and the supporting action of "(e)nhance services and academic supports to assist international and new Canadian students transitioning to Canada, with particular emphasis on English Language proficiency, Canadian culture, and university expectations."

#### *5) Continue our Internal Process Improvements*

We have spent much of the last 5 years restructuring our programming units and our administrative support units. This work has done much to improve services provided to our students and our partners, but it is still incomplete. We will still need to work to improve our Student and Instructor Service units, as we still struggle to meet all of the needs of our students and keep our staff engaged and involved (staff turnover in this area is an ongoing issue). We have started some LEAN process reviews, and are considering others as appropriate. We also are looking forward (with a bit of trepidation) to the change from the CLASS software to the ACTIVENET software in our non-credit areas. It will be one of my tasks to support these changes and improvements, and push towards improvements in these areas.

Note: This work meets the Strategic Priorities of Student Success and Commitment to our Communities, including such indicators of success as "(e)nhanced community use of University services and facilities" and "(s)ustained employee engagement results and retention rates."

Harvey King  
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