Call to Order

1. **Approval of the Agenda**

2. **Approval of the Minutes**
   2.1 Board Meeting of 8 February 2011 - *Circulated with the Agenda*
   2.2 Board Meeting of 8 April 2011 – *Circulated with the Agenda*

3. **Business Arising**

4. **Strategic Item(s)**
   4.1 Tuition and Course Fees 2011-12 – *For Decision (F&F)*, Appendix 1
   4.2 Approval of Parking User Fee/Parking Revenue Increases and Construction of a New Parking Lot – *For Decision (F&F)*, Appendix 2
   4.3 Housing Proposal – *For Decision (F&F)*, Appendix 3
   4.4 Approval of Facilities Management’s 2011-12 Sustaining Capital Priority Project List – *For Decision (F&F)*, Appendix 4
   4.5 2011-12 Comprehensive Budget Plan – *For Decision (F&F)*, Appendix 5

5. **Administrative Item(s)**
   5.1 Master Trust Financial Statements for the year ending December 31, 2010 – *For Decision (A&RM)*, Appendix 6
   5.2 Policy for Out-of-Scope Academic Administrative Appointments, *For Decision (HR)*, Appendix 7
   5.3 Presidential Performance Review, *For Decision (GOV&NOM)*, Appendix 8
   5.4 May 2011 “Talking Points” - *For Information (GOV)*, Appendix 9

6. **Consensus Item(s)**
   6.1 Pension Plan for Academic and Administrative Employees of the University of Regina (Defined Contribution Component) – Amendment 2011-1 and Schedule A, *For Decision (A&RM)*, Appendix 10
   6.2 Future Accounting Standards for the University of Regina – *For Decision (A&RM)*, Appendix 11
   6.3 Future Accounting Standards for Pension Plans – *For Decision (A&RM)*, Appendix 12
   6.4 Future Accounting Standards for Master Trust – *For Decision (A&RM)*, Appendix 13
   6.5 Governance Practices 2010-11: Compliance with the Adapted TSX Corporate Governance Guidelines, *For Decision (A&RM)*, Appendix 14

7. **Reports (For Information)**
   7.1 Chair - *Verbal Report*
   7.2 Chancellor - *Verbal Report*
   7.3 President’s Report – Progress Report for September 1, 2008 – April 15, 2011, Appendix 15
      7.3.1 Institutional Dashboard – *For Information (GOV)*, Appendix 16
      7.3.2 Strategic Question – Saskatchewan Degree-Granting Consultations, *For Discussion (GOV&NOM)*, Appendix 17
   7.4 URSU President, Appendix 18

8. **In Camera Session I**
   8.1 2011-2012 Adjustment to Out-of-Scope Compensation – *For Decision (HR)*, circulated confidentially
   8.2 2010-11 Out-of-Scope Pay for Performance Adjustment – *For Decision (HR)*, circulated confidentially

9. **In Camera Session II**
10. Items for Information

Audit & Risk Management
10.1 Draft Minutes of the Audit and Risk Management Committee of 7 February 2010, Appendix 19
10.2 Meeting of the Audit & Risk Management Committee of 3 May 2011, Appendix 20

Finance & Facilities
10.3 Draft Minutes of the Finance & Facilities Committee of 7 February 2011, Appendix 21
10.4 Meeting of the Finance & Facilities Committee of 3 May 2011, Appendix 22

Governance and Nominations
10.5 Draft Minutes of the Governance and Nominations Committee of 7 February 2011, Appendix 23
10.6 Draft Minutes of the Governance and Nominations Committee of 20 April 2011, Appendix 24
10.7 Meeting of the Governance and Nominations Committee of 3 May 2011, Appendix 25

Human Resources
10.8 Draft Minutes of the Human Resources Committee of 7 February 2011, Appendix 26
10.9 Meeting of the Human Resources Committee of 3 May 2011, Appendix 27

11. Adjournment

Annette Revet
University Secretary

Susan Barber
Chair

mâmawohkamâtowin: Our Work, Our People, Our Communities

Our Vision
The University of Regina is a welcoming, student-focused institution that combines deep-rooted values with innovative thinking, classroom theory with real-world practice, and global ideas with regional needs. We aspire to be one of Canada’s best comprehensive universities.

Our Mission

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<thead>
<tr>
<th>The University of Regina . . .</th>
<th>Engages with and serves communities: local, provincial and beyond.</th>
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<td>Provides high quality, accessible education that prepares learners for productive and creative lives.</td>
<td>Strives for and promotes sustainability and efficiency.</td>
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<td>Produces innovative and relevant research and scholarship to expand human knowledge and support social, environmental and economic development.</td>
<td>Offers a welcoming, rewarding study and work environment that fosters creativity, engagement, continuous learning, and the opportunity to succeed.</td>
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<tr>
<td>Embraces diversity.</td>
<td>Recognizes the historic values and cultures of Saskatchewan while preparing for a prosperous and significant future.</td>
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<td>Responds to the needs of Saskatchewan peoples, particularly First Nations and Métis peoples.</td>
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MEMORANDUM

To: Susan Barber, Chair
    Board of Governors

From: Vianne Timmons
      President and Vice-Chancellor

Date: April 15, 2011

Re: President’s Progress Report for September 1, 2008 – April 15, 2011

Since beginning my term as President and Vice-Chancellor of the University of Regina on September 1, 2008, I have worked with the University’s Board of Governors to develop a set of key annual objectives. Some of these objectives have changed from year to year depending on the University’s priorities at a particular time, while others have remained constant throughout.

To help with the formal evaluation of my work, I have gathered these strategic objectives together in this document to report on my progress with respect to all of them over the last three academic years. An Executive Summary is provided with more detail in the attachment.

This report provides highlights and hopefully will be informative.

Yours sincerely,

Vianne Timmons
President and Vice-Chancellor
The following are the key strategic objectives focused on during my time as President:

- **Develop a structure to support student recruitment and engagement, and focus on stabilizing enrolments.**
  
  *Enrolments stabilized and have grown over the last three years. There is considerable growth in international and graduate students.*

- **Focus on building and maintaining strong relationships with the campus, city, provincial and national communities.**
  
  *The University has identified relations with partners as critical in its strategic plan. Many initiatives have been undertaken to build and support these relationships.*

- **Establish a strategic planning process that is focused on campus engagement, and ensure implementation of the resulting strategic plan.**
  
  *The University and the Board of Governors approved a five year strategic plan, mâmawohkamâtowin: Our Work, Our People, Our Communities – is a reflection of the process by which the plan was developed. From a Cree word meaning "co-operation, working toward common goals," the title expresses the inclusive and far-reaching vision of the University.*

- **Build a strong senior leadership team at the University and contribute to the continued development of a strong leadership team at the Board.**
  
  *There have been a number of key positions filled in the leadership team. There has been considerable activity undertaken to build a strong team.*

- **Develop a structure for internationalization.**
  
  *There has been significant work undertaken to restructure the international activities of the university. The results of this restructuring are positive with increased international student enrolment and the recent announcement of the Confucius Institute.*

- **Develop a formal review process for the non-academic units on campus, and improve administrative efficiencies.**
  
  *A formal review process has been established.*

- **Engage with the First Nations and Métis communities.**
  
  *The University assumed oversight responsibility for First Nations University in 2010. This has resulted in stabilization of the federated college. In addition, there have been a number of initiatives to connect with First Nations and Métis communities.*
- Develop employee engagement initiatives.

An employee engagement survey was conducted and the results informed numerous initiatives on campus. The results of the survey highlighted the areas that required attention and presented an overall positive picture.
President of University of Regina
Three Year Progress Report

Objective: Develop a structure to support student recruitment and engagement, and focus on stabilizing enrolments.

Immediately upon being named President of the University, there was discussions with the Board regarding the need to stabilize student enrolment. By the fall of 2008, four consecutive years of declining enrolments had reduced overall student numbers by approximately 10% from 2004 levels. With demographic data projecting a decline in the number of students graduating from Saskatchewan high schools in the coming years, it was apparent that the University needed to stabilize enrolment by focusing on recruitment and retention strategies.

Prior to my arrival, the University had hired strategic enrolment consultant Dr. Jim Black to evaluate its enrolment issues and develop a Strategic Enrolment Management plan. After meeting with Dr. Black and reviewing his plan, a firm commitment was made to implement the plan.

Early initiatives included: launching an updated, more student-friendly website; co-ordinating all University of Regina recruiting displays, creating new student recruiter positions to increase school visits by 30%; and making the decision that students with a high school average of more than 85% would receive immediate acceptance into the University.

During the Winter 2009 semester, recruitment presentations were revamped, professional development training was held for the recruiters, and Dr. Black held a session with staff to begin the process of incorporating a recruitment module into our existing Banner system. In addition, the HOOPLA Saskatchewan Provincial Basketball Championship was the focal point of the annual on-campus spring recruitment event, and a project got underway to increase the university’s visibility via various social networking media.

By the fall of 2009, the University had a Director of Strategic Enrolment Management in place, and had developed a partnership with the two Regina school divisions to hire a consultant to help understand and address the needs of our students so they can successfully make the transition from high school to University.

At that time, it became clear that by working in a variety of areas, the University was meeting its objective of stabilizing enrolments. Initial projections had been for a year-over year decline of 1.5%, but in actuality, enrolment for the Fall 2009 semester increased by 1.9% over Fall 2008 levels.

Throughout the 2009-2010 year, the University built on this momentum. The UR Guarantee program, the first of its kind in Canada, was announced as a key means of recruiting and retaining more students by engaging them in their work and helping them find relevance in their studies. The program generated a great deal of national interest, and was a major topic of conversation with students and teachers in the high schools. A “Community Connections” tour throughout the year was initiated which connected with a number of communities outside Regina.

By the end of the academic year, the total student headcount was up 2.3% compared to the previous year, with the number of graduate students up by 7.6%. In addition, the number of undergraduate applications for the 2010-2011 year had increased by 9.6%, indicating that a second consecutive year of increased enrolment was on the horizon.
That indeed proved to be the case. Final numbers for the Fall 2010 semester showed an overall student increase of 2.9%, marking the first time in several years that enrolment exceeded 12,000 students. Overall student numbers for the end of March 2011 were even stronger, with a 3.3% increase compared to the same time in 2010.

With student numbers now stabilized and in fact even slightly increased for the second consecutive year, the University is in a strong position compared to several years ago. Approximately 350 students are now enrolled in the UR Guarantee program at the end of its first full year, recruiters have visited twice as many schools as in the previous year, and applications to the University are up 30% over last year (82% if one includes applications for the new Nursing program).

This bodes well for the 2011-2012 academic year, making student recruitment and retention a success story for the University of Regina.
Objective: Focus on building and maintaining strong relationships with the campus, city, provincial and national communities.

Being new to the University of Regina and to Saskatchewan, it would be important to build strong working relationships both on campus and beyond. A great deal of time has been dedicated to this objective.

An important activity in my first year was the series of approximately 20 “Greater Together” events put on by different faculties both on campus and in the community. Through these events, I was introduced to the University community as well as many members of the Regina community. These events demonstrated the importance of appearing and speaking at events at the University and beyond campus, and ultimately led to the “Community Connections” tour during which other areas of the province are visited each year.

A key initiative was the creation of the annual “Forward Together” lecture, co-sponsored with Campion College, Luther College and First Nations University of Canada. This lecture, now in its third year, serves as a reminder and affirmation of the educational and social values we share at our University, and has strengthened the bond between our respective institutions.

At the January 2009 State of the City address, I was a special guest of His Worship Mayor Fiacco, which set the stage for a very positive relationship with the City of Regina – both with its citizens and with its administration.

Establishing a strong working relationship with the provincial and federal governments was critical. A great deal of time was spent meeting with Minister Norris and other officials from the Ministry, as well as federal Members of Parliament and officials in Ottawa.

By my second year, a strong foundation existed upon which to enhance the University’s internal and external relationships. That year, I spoke at more than 100 events on campus and beyond, and initiated a monthly “Coffee with the President” event to which faculty and staff are invited in order to meet with me on an informal basis. A highlight of the year for the University was the signing of academic and fee-sharing agreements with Campion and Luther, which was an important step in our relationship going forward.

Working with the donor and alumni communities also remained a focus throughout my second year. Events were hosted in several cities, helping to build a stronger national network in which our alumni, donors and potential donors feel a personal connection with the University.

Throughout the year, I continued my service on several local boards, including Wascana Centre Authority, Communities of Tomorrow and the Regina Regional Economic Development Authority. The university has a strong working relationship with University of Saskatchewan, President Peter MacKinnon and SIAST President, Bob McCulloch. I also represented the University of Regina at the national level with organizations such as the Canadian Bureau for International Education as well as the Association of Universities and Colleges of Canada, whose president I hosted on campus.

The First Nations University of Canada funding crisis was a test of the University’s relations with the provincial and federal governments during my second year. Frequent communication, trust in each other, and a mutual understanding that all parties want the best for our students were key factors in working through the crisis together, and our relationship has become stronger as a result.
As I complete my third year as President, I believe that the University of Regina is a stronger internal community than ever, with growing provincial, national and international connections. I continue to take every opportunity to meet with faculty members, staff and students, as well as representatives from outside organizations, all levels of government, and the general public. My team promotes everything that the University of Regina has to offer, and does their utmost to help develop educational partnerships such as the recently announced Confucius Institute with Hunan University in China.

In summary, as a relative newcomer to the University of Regina I have worked very hard to involve myself in our University – not just at an administrative level but also at a personal level. A great deal of time is spent in building relationships with those beyond our campus, working to instil a sense of pride about the University in the larger community at a time when we are celebrating the centennial of our predecessor, Regina College. I believe that a strong bond must always exist between a university and the larger community, and maintaining and strengthening that bond will always be a priority for me.
Objective: Establish a strategic planning process that is focused on campus engagement, and ensure implementation of the resulting strategic plan.

Because the University of Regina’s existing strategic plan was set to expire in 2009, developing a new plan was an immediate priority when I became President in the fall of 2008. That being said, although the need was urgent, it was important to consult as broadly and comprehensively as possible in order to get feedback from stakeholders both within and outside the University. The original timeline called for the new plan to be presented for Board approval in the fall of 2009.

As a result, the process of creating the strategic plan began very early in my first year as President. In the fall of 2008, terms of reference were created and a facilitation team representing different areas of the University was formed to begin gathering information and input from stakeholders. The keynotes of the consultation process were to be inclusiveness and openness: all who wished to be heard would be heard, and all written contributions would be welcomed and reviewed.

Consultations were begun in January 2009, led by Dr. Thomas Chase, the Dean of Arts, and a facilitation team. The process was inclusive as the facilitation team held more than 100 meetings with faculty, staff, students, alumni, retirees, administrators, government officials, professional organizations, community groups and educational partners. Information gathered in these consultations, as well as more than 40 written submissions and over 1,100 responses to a series of online surveys, provided a strong basis for the creation of the strategic plan.

By April, a discussion paper had been prepared for evaluation and feedback, and a resulting draft was submitted in May to Executive of Council and Senate for their consideration. The strategic plan was recommended unanimously to the Board by both of these bodies, after which it was approved unanimously by the Board in July – fully three months ahead of schedule.

The new plan’s name – mâmawohkamâtowin: Our Work, Our People, Our Communities – is a reflection of the process by which the plan was developed. From a Cree word meaning “co-operation, working toward common goals,” the title expresses the inclusive and far-reaching vision of the University. The strategic plan’s themes – including engagement with First Nations and Métis, a focus on sustainability, engagement with the larger community and incorporating experiential learning into the student experience – are all ones that reflect the wishes of those who participated in the process.

The annual University Leadership Team (ULT) retreat in August of 2009 was an important step, since it allowed leaders at the University to identify the parts of the plan that were most relevant to them, as well as initiatives they believed would help advance the plan’s objectives. At the formal launch of the plan in September, it was emphasized to campus that the plan is specific enough to provide direction to the University community, but flexible enough so that different areas of the University – and individual employees – can find and act on things within it that strike a chord with them.

Members of ULT agreed that all units on campus would create new strategic plans or revise current ones to support the overall plan. At the same time, members of the University Executive Team (UET) prepared their own individual annual objectives to align with the plan. As a result, the strategic plan was accepted as the umbrella plan for all campus units, and an inventory of initiatives as well as a performance management framework were developed to gauge our success at implementation.
More than a year after its approval, the plan is being implemented, as the mid-year performance report provided to the Board in January of 2011 demonstrates. Several other plans have flowed out of it to put a finer point on its objectives. The Campus Master Plan and Strategic Research Plan are complete, for example, and the organizational and academic program reviews are currently underway, following in the steps of the original strategic plan by including a great deal of input from the campus and larger communities. As well, the University Committee on Teaching and Learning expects to have a draft of the Strategic Teaching and Learning plan completed by the summer. It is also of note that the University has developed a sustainability policy and created the terms of reference for a campus-wide sustainability committee – two key actions arising from the strategic plan.

In short, the successful development and ongoing implementation of the strategic plan are two things that are key successes of the university. The plan is a testament to the vision of our University community and its engagement with those outside our campus.
Objective: Build a strong senior leadership team at the University and contribute to the continued development of a strong leadership team at the Board.

When I began my term as President, a number of people were in acting roles in key leadership positions at the University. Providing stability by filling these acting positions on a permanent basis and working to enhance a sense of teamwork among the University’s leadership team thus became a key priority.

The term appointments of the Dean of Business Administration and the Associate Vice-President (Academic) and Associate Vice-President (Student Affairs) were extended to provide stability in the short term, and successful searches were begun to fill those positions over the long term. Successful searches also took place for the positions of Registrar, Director of Strategic Enrolment, and Director of the Office of Research Services.

The successful appointment of a new Dean of Arts and the extension of the Dean of Engineering were highlights, as was the hiring of an acting Dean of our new Faculty of Nursing. Staff turnover is inevitable in any organization; however, and in the second year of my term, I continued to address this issue. Near the end of the academic year, both the Vice-President (Research) and the Vice-President (Academic) announced that they had accepted positions at other universities. Long-serving administrators were placed in those two key positions on an acting basis.

A key focus of the current year has been to fill those two positions, as well as that of the permanent Dean of Nursing. Successful searches were completed in all three cases, with the two new Vice-Presidents beginning their five-year terms on July 1, and the Dean of Nursing having begun his work on April 1. The Dean of Science and Dean of Social Work positions will be filled in an acting capacity for the near future while searches are underway, and the search has begun for a new Associate Vice-President (Academic).

The annual ULT retreat has been an important means of helping instill a sense of teamwork among the University’s leadership. Through periodic retreats and with the advice of a consultant, the UET has worked to align our priorities with the strategic plan, determine the best way to function as a team, and be the best possible resources for the Board. One-on-one regular meetings with Board members and the President are held. A. Revet, Executive Director of University Governance maintains regular communication with Board members.

Building a strong, stable leadership team is of paramount importance. I believe we have such a team in place, and that the University stands to benefit a great deal from this.
Objective: Develop a structure for internationalization

When I began my term as President, the Ad Hoc Committee on Internationalization had prepared a report with recommendations on the future of international academic activities at the University of Regina. Given that internationalization had been a strong point and a source of pride for the University for the past three decades, it was natural to build on that strength by co-ordinating our international activities better than ever before.

In the fall of 2008, the Vice-President (Research and International) and Vice-President (Academic) presented a plan to implement the Ad Hoc Committee’s recommendations. The plan was reviewed, its direction approved, and implementation began immediately. Effective January 1, 2009 the administration of the Office of International Cooperation and Development (OICD) moved from the Office of the Vice-President (Research & International) to that of the Vice-President (Academic).

At the same time, the OICD and the International Student Success Office were merged into one unit, called UR International, in order to co-ordinate international activities and foster a positive attitude toward internationalization into every aspect of the University of Regina community. Responsibility for international research activity remained with the Office of what was formerly the Vice-President (Research & International), now called the Vice-President (Research).

A Director of UR International was hired during the 2009-2010 academic year, as was an international student recruiter. With this structure in place, UR International began focusing on initiatives such as: advancing international student programming, recruitment and retention; co-ordinating with all units on campus and international partners on international activities; and working with faculties and students to provide domestic students with international educational experience through outbound and inbound mobility programs.

The results of this restructuring have been very positive. Over the past two years, a number of new international research partnerships have been arranged, as well as Memoranda of Understanding and partnership agreements with universities in countries such as Japan, China and India. In addition, UR International has overseen the University’s dealings with the government of Nigeria, which has begun sending many of that country’s best students to our University. UR International also played a key role in the recent establishment of a Confucius Institute at the University of Regina, and is co-ordinating the 2011 celebration of 30 years of partnerships with Chinese institutions.

At a time when the number of high school graduates in the province is declining, and when universities are increasingly looking to other countries both for students and for academic partnerships, developing a structure for internationalization has proven to be important for the University. The number of international undergraduate students on campus was 8.5% higher in the Fall 2010 semester than in the Fall 2009 semester, and over that time, the number of international graduate students increased by 17.1%.

Students from approximately 70 other countries now come to the University of Regina, and account for 8.4% of our total enrolment. Only three years ago, international students comprised just 6.8% of the University’s enrolment, so the transformation has been impressive. These students enrich our campus culture, contribute to the provincial economy, and play an active role in promoting the University internationally after they graduate.
In my current roles as Chair of the Canadian Bureau for International Education and Vice-President (Canada Region) of the Inter-American Organization for Higher Education, I look forward to promoting the further internationalization of the University for the benefit of our students, faculty and staff.
Objective: Develop a formal review process for the non-academic units on campus, and improve administrative efficiencies.

The beginning of my term coincided with a worldwide financial crisis – something which serves as a constant reminder that the University of Regina must run as efficiently as possible. Developing a review process for non-academic units and improving administrative efficiencies across campus where possible have thus been key priorities for the past three years.

One of the first initiatives was to develop an administrative review process modeled after the existing academic unit review process. This process was developed by the Vice-President (Administration), and was approved in early 2009 by the Board of Governors’ Audit and Risk Management Committee.

The approval of the strategic plan in 2009 with its focus on efficiency and sustainability provided an opportunity to implement this existing non-academic review process across campus. In late 2009, Dr. Harvey King, Director of the Centre for Continuing Education, agreed to lead a comprehensive Administrative and Organizational Review. By early 2010, terms of reference had been developed, members of the advisory committee were identified, and consultations began with different units on campus. Throughout this ongoing process, the University has remained committed to an open and transparent process for reviews – one which actively involves employees who work in the areas being reviewed.

For the 2010-2011 academic year, the committee began overseeing reviews in two areas – Ancillary Services and the Office of Enterprise Risk Management. The committee prepared reports with recommendations for these two areas, and began consulting in late 2010 with other units to determine those which might benefit from a review of their structure and operations. The committee has recently recommended a refocus of its activities, which the UET will be considering.

There have been a number of other initiatives that have improved efficiency on campus. Information Services, for example, is in the process of implementing a print optimization project whose early results indicate substantial cost savings and improved service. Supply Management Services has streamlined the procurement process, and Financial Services has upgraded the system by which it handles financial transactions. Information Services and the Centre for Teaching and Learning completed the conversion to Moodle to support the online component of University of Regina courses, which is generating cost savings and providing better service for faculty members and students.
Objective: Engage with the First Nations and Métis communities.

Engaging with Saskatchewan’s First Nations and Métis communities is one of the strategic objectives, put in place for the second year of my presidency. The goal was to work closely with these groups to see where the University of Regina could help meet their educational and employment needs – a commitment that intensified in early 2010 due to the funding crisis at First Nations University of Canada (FNUniv).

Throughout the year, the university played an active role in trying to help resolve the situation at FNUniv. The campus was kept informed of key developments, and dialogue meetings for faculty, staff and students were held at the University of Regina and at the three FNUniv campuses. The university met, consulted with and advocated for FNUniv with stakeholders, including the municipal, provincial and federal governments. The university’s advocacy included addressing the House of Commons Standing Committee on Aboriginal Affairs and Northern Development.

By mid-year, the situation at FNUniv had become somewhat more stable, with provincial funding restored and a commitment by the federal government to fund operations for the 2010-2011 academic year. Through its liaison office, which A. Revet managed, the University of Regina began providing support to FNUniv in areas such as governance, operations, finance and student services – a process that continued through the 2010-2011 year. On April 1, 2011, the Administrative Services Contract between the University of Regina and FNUniv took effect, providing a transitional period over which FNUniv will gradually resume autonomous control of its administration and finances.

FNUniv is now on a firmer footing than before, and I am honoured by how the students, faculty and staff have publicly recognized the university in recent months for the support provided to them in their time of crises. It was a difficult situation for all concerned, yet it had some small benefit in that it strengthened my relationship with our Federated College and its other supporters.

At the August 2009 ULT retreat, the President of FNUniv, as well as a representative from the Gabriel Dumont Institute, spoke to the team in order to discuss how we can work more closely together. Prior to that, I had toured several First Nations communities in the Regina area to get a better understanding of their educational needs.

As Part of the “Community Connections” tour in the fall of 2009, three high schools were visited that specialize in education for Aboriginal students, and I met with First Nations community leaders to discuss educational issues with them.

On the national level, I was invited to moderate an Association of Universities and College of Canada (AUCC) roundtable on Aboriginal issues in post-secondary education. As well, at another AUCC meeting, on behalf of the University of Regina I signed an accord in which the participating universities committed to addressing issues of accessibility that pose barriers for Aboriginal post-secondary students in Canada.

Welcoming remarks were provided at the 2010 Aboriginal Leadership Conference that was held at the University of Regina in late April. There were more than 300 people in attendance, many of whom are future leaders in the Aboriginal community. I have also given welcoming remarks at the University’s National Aboriginal Day celebrations, and met with Shawn Atleo, National Chief of the Assembly of First Nations, to discuss Aboriginal issues in education.
The University has made great strides in engaging with the First Nations and Métis communities over the past two years, and I look forward to building on these relationships for the rest of my presidency. Aboriginal post-secondary education is a key to Saskatchewan’s future, and I am honoured to help the University of Regina play a role in this area.
Objective: Develop employee engagement initiatives.

Developing employee engagement initiatives is the most recent of my formal objectives, put in place for the 2010-2011 academic year. That being said, the university has always made it a point to engage employees, through events such as long-service recognition or honouring those who have received awards.

With the strategic plan’s commitment to providing “freedom and opportunity for faculty and staff to excel, be esteemed, and be recognized,” efforts in this area took on a new focus. An employee engagement survey was administered in early 2010, the results of which were quite telling right from the start. The survey had a response rate of more than 50%, which was far higher than average for such surveys in other organizations. To me, this high participation rate indicated the degree to which our employees feel attached to the University, and wish to see it succeed.

One of the main components of the 2010 ULT retreat was a discussion of the survey results, and the development of a plan to share them with the University. Throughout the current academic year, Human Resources has been sharing area-specific results with the University Leadership Team members responsible for each unit or work group. The ULT members have in turn been sharing and analyzing these results with their employees, and working with them to develop actions to address issues that have been identified.

The process of identifying actions needed to maintain current high engagement levels, building on strengths, and addressing areas noted for improvement will be a long-term one. However, the success of these efforts will be evident by comparative scores generated from the next administration of the survey, scheduled to take place in 2012.

A number of other employee engagement initiatives have been undertaken over the course of the year. The annual “Celebrate” event honoured more than 30 faculty and staff members who had won awards in the previous year, and receptions were held to honour long-serving members of the University community.

Our centennial celebrations have been an especially timely means of engaging our employees this year. In January, for example, more than 800 faculty and staff members participated in a “Centennivale” event to kick off the 100 year anniversary of the creation of Regina College. Honouring the University’s history has proven to be a real source of pride for employees through events such as the Founders’ Dinner, and additional centennial-related events such as a homecoming event have been planned for the remainder of 2011.
Academic Research Program

Prior to becoming President of the University of Regina, I had an active academic research program at the University of Prince Edward Island (UPEI) in the areas of inclusive education and family literacy. The University of Regina Board of Governors has encouraged me to continue this work, so over the past three years, I have completed several projects that were begun at UPEI, and initiated some new ones.

Two projects begun at UPEI and completed at the University of Regina were funded by the Canadian Council on Learning (CCL) – a study of the factors affecting the retention of Aboriginal students in Atlantic Canadian universities, and a study of the relationship between inclusive education and the health of students with intellectual disabilities. I completed the final reports on these two projects and submitted them to CCL during my first two years at the University of Regina.

I am currently in the process of completing another project begun at the University of Prince Edward Island – a “Train the Trainer” project designed to build capacity in Aboriginal communities for the delivery of an existing family literacy program that I had previously designed. In the fall of 2010, I shared the results of the study with the three participating communities in Newfoundland and Nova Scotia, and got feedback for the final report. I am currently revising a draft of the final report for submission to the funding agency, Human Resources and Skills Development Canada (HRSDC).

Another HRSDC-funded literacy project is in process – a project designed to create a family literacy program for newcomers to Canada. Over the course of 2009 and 2010, my research team at UPEI and the University of Regina designed a series of 10 literacy modules, and a pilot program was run with newcomer families in both Regina and Charlottetown. This involved doing pre- and post-program assessments with the families, evaluating the results, getting feedback, and writing a preliminary report. Currently, we are revising the modules based on that feedback, and in the summer of 2010, will deliver the final program to a new set of families in order to determine its effectiveness.

As President-Elect of the International Association for the Scientific Study of Intellectual Disabilities (IASSID), I am conference Chair for the 2012 IASSID World Congress, which will bring close to 1,500 scholars to Halifax. I am currently working with the IASSID executive as well as the organizing committee to put out a call for abstracts, arrange plenary speakers, develop the program, finalize the budget and make final arrangements for the five-day conference, which will take place in July of 2012.

Over the past year, I have become part of two other research projects. The first, funded by the Social Sciences and Humanities Research Council (SSHRC), is a five-year SSHRC Community-University Research Alliance study of disability policies across Canada. I hosted the research team from across Canada at the University of Regina in April of 2010, and later in the year organized a western-Canadian conference in Regina on the subject of education disability policy. I am also working with two professors in the Faculty of Education to begin a review of disability policies in different Canadian educational jurisdictions.

The second new project is a proposed National Research Centre on Inclusion, involving scholars from across Canada. I am one of the applicants on this proposal, and we will hear from SSHRC in the coming weeks as to whether or not it will be funded.
As a result of my research, I have been invited to give a number of provincial, national and international keynote addresses over the past three years. Some highlights include speaking about inclusive education to the Canadian Association of Principals, delivering a keynote address on that topic in Salamanca, Spain, and giving the Saskatchewan Library Association’s 2010 Mary Donaldson Memorial Lecture on the importance of literacy. I was also honoured in late 2009 with a national award for my literacy work, and I early 2010 with a one for my inclusive education research.

Since the fall of 2008, I have actively published work stemming from my research. Over that time, I have co-edited four books, published eight articles, and contributed seven book chapters.