MEMORANDUM

To: Paul McLellan
    Board of Governors

From: Vianne Timmons
    President and Vice-Chancellor

Date: February 27, 2013

Re: President’s Self-Evaluation for May 1, 2012 – present

In May 2012, the Board of Governors approved performance objectives for the 2012-2013 academic year. These objectives, which were developed together with the University Executive Team, were designed to advance the University’s academic mission by focusing on key areas of the strategic plan. Contained within each objective are a number of measures to provide an additional means of determining the degree to which the year’s objectives have been met.

These strategic objectives are:

- Make the University widely known for its quality of work by promoting and rewarding the pursuit of excellence in teaching, research, public service and administration;

- Align our array of program offerings to respond to the needs and interests of current and prospective students;

- Expand early-awareness and transitional programming for new students to help ensure their success;

- Continue to develop a diverse campus community;

- Increase the scope and impact of the University’s teaching, research and service to community; and

- Promote community involvement in and support of the University.
Although government relations activities as well as budgetary concerns and their attendant effect on student and employee morale have necessitated a shift in institutional priorities over the past six months, I have worked to remain as focused as possible on these original strategic objectives. As a result, considerable progress has been made toward fulfilling them and moving our shared academic mission forward – something which says a great deal about the faculty and staff at our University.

The following self-assessment was prepared to aid in the Board’s annual evaluation of my performance. The self-assessment includes both an overview of the work done toward the objectives, and an evaluation of progress made toward achieving each specific measure. In addition, a report on my academic research program is included, as it is part of my regular reporting to the Board.

My hope is that this evaluation is as much a beginning as an end, providing a means both to reflect on the past year, and to help determine my priorities as President into the future.

The Board’s performance evaluation means that I have submitted this self-assessment approximately two months before the end date of the period being considered, which is April 30, 2013. For that reason, if necessary I will submit any relevant performance updates to the Board prior to April 30.

Sincerely yours,

Vianne Timmons
President and Vice-Chancellor
Objective 1: Make the University widely known for its quality of work by promoting and rewarding the pursuit of excellence in teaching, research, public service and administration.

In section A1, the strategic plan states that “the pursuit of excellence must underlie and inform everything we do,” including teaching, research, public service, and administration. Furthermore, section C1 calls on us to “raise the profile and increase the presence of the University regionally, nationally, and internationally.” Because we are a publicly funded institution, it is incumbent on us to achieve both of these goals, so a priority objective over the past year has been to demonstrate our value to the province through the efficiency of our operations and the quality of the work done by our employees and students.

To that end, activity has taken place on a number of fronts. The balanced budget, which was approved by the Board near the start of this reporting period, was a key means of demonstrating the University’s commitment to fiscal responsibility, as was the associated three-year planning/budgeting framework. Budget committee meetings with the faculties in recent weeks have begun the process of preparing faculty and unit budgets for the coming year.

Throughout the fall, budget discussions with government continued through means such as Treasury Board and Operations Forecast presentations, designed to clearly communicate our needs and priorities to government in anticipation of the 2013-2014 budget cycle – priorities such Aboriginal education, international education, student housing and sustaining capital.

The current provincial government’s cabinet also met on campus for the first time ever, providing another opportunity to highlight the University’s successes, funding requirements, priorities, and challenges – points that were also emphasized in presentations made to the Regina caucus and a meeting of all Deputy Ministers. At these meetings, the results of the Conference Board of Canada study on the University’s provincial impact were a key point of discussion.

Work also took place throughout the year with First Nations University of Canada to ensure that the institution continues to meet its obligations under the Administrative Services Contract. A great deal of progress was made in this area.

Over the course of the year, a number of initiatives were undertaken to improve the efficiency of the University’s service to faculty, staff and students. A review of the University’s administrative and academic policies has led to the retirement of 44 policies, for example, and another 36 are being consolidated with others to further streamline them. In addition, members of the University Executive Team and other managers on campus began undertaking LEAN training offered by the provincial government.

The ongoing Print Optimization project was another significant means of improving administrative efficiency, reducing the print device count on campus from 1,185 to 710.
It is anticipated that the University will realize a cost reduction of $1.3 million over five years through the project, together with a reduction in print-associated CO2 and greenhouse gas emissions. The project was featured in several published articles, demonstrating our success to a North American audience, and received an award from the Saskatchewan Regional Centre of Expertise on Education for Sustainable Development (RCE Saskatchewan). RCE Saskatchewan also recognized the University’s President’s Advisory Committee on Sustainability for supporting the Edible Campus initiative, and for its continuing work to review and make recommendations on issues such as campus transportation, parking, food, space, and energy use.

On the national level, the University moved up one spot in the Maclean’s rankings. This was led in large part by an improvement in an area we formally began to target only last year – the number of national awards received by faculty members and students. The increased emphasis on co-ordinating faculty and student nominations has begun to show results. The University also generated a considerable amount of media attention through active promotion of its researchers in news releases and other means such as advertising and features on the University website.

The University also co-hosted some events that strengthened our national reputation for high-quality administration, governance and scholarship. In May, the University was one of the hosts of the Conference Board of Canada’s “Saskatchewan Forum 2012,” which was designed to develop a vision of where our province should be by 2022. In conjunction with CAUBO and the Conference Board of Canada, the University hosted NATVAC 2012 in October, bringing together Canadian university vice-presidents with portfolios related to academics, finance, administration, research and student affairs. As well, the University Secretariat, together with the University of Saskatchewan, hosted the 2012 Conference of Western Canadian University Board Secretaries.

Throughout the year, I also continued my work on behalf of the University with the Association of Universities and Colleges of Canada, the Canadian Bureau for International Education, and the Inter-American Organization for Higher Education.

**Measures for the year**

- **Submit ten national or international awards for employees and/or students**
  - This measure has been met, with 23 faculty and student award nominations co-ordinated and submitted as of the end of February.

- **Receive two national or international awards**
  - This has been achieved. Greg Marchildon’s election to the Academy of Health Sciences and Lance Morrison’s Conoco-Philips scholarship were direct results of centrally co-ordinated nominations.
  - In addition, three other major awards were received outside of the co-ordinated nomination process. Vice-President (Administration) Dave
Button received the International Association of Higher Education Facilities Officers (APPA) President’s Award for his contributions to the organization and his work in the field of facilities management. Dr. Robin Evans of the Faculty of Nursing received the 2012 Canadian Association of Perinatal and Women’s Health Nurses Excellence in Leadership Award. Dr. Ken Rasmussen of the Johnson-Shoyama Graduate School of Public Policy was honored with the Institute of Public Administration of Canada’s 2012 Pierre De Celle award for excellence in teaching public administration.

- **Profile three researchers nationally**  
  This measure has been achieved through a variety of means, including media and a continual advertising presence in *University Affairs* magazine. Features in *University Affairs* included: Dr. Peter Leavitt and Dr. Gordon Huang (related to the University-organized “Storm Warning” conference); Dr. George Lolos and Dr. Zisis Papandreou (related to the Glue X project); and Dr. Mauricio Barbi’s work with fossils.

- **Implement a 2% net reduction to achieve a balanced budget**  
  This was achieved through a budget that was balanced with a net reduction of 3% in all units so that a fund of 1% would be available for priority investments.

**Objective 2: Align our array of program offerings to respond to the needs and interests of current and prospective students.**

The strategic plan recognizes in section A3 that it is imperative to continue refining our academic program offerings in a collegial, proactive manner to reflect the needs and interests of our current and future students. In addition, section C3 makes a commitment to “the development of a shared vision” with the larger community. These processes are ongoing, and for that reason, a primary objective for the year was once again to continue aligning our program offerings to ensure that they remain relevant for our students and the community beyond campus.

The Academic Program Review has been one of the primary means of doing so. Throughout the year, the faculties reviewed their programs based on the data reports and input that had been compiled, and several sessions were held to update the campus community on the process and answer questions. Program changes, including deletions, are now going through the curricular review and approval process. Discussions are also in the early stages regarding possible structural changes for faculties and departments.

On a related note, the first phase of the Centre for Continuing Education’s Growth and Positioning for Service Excellence Project to streamline service delivery and better accommodate student needs was completed during the year. A key outcome was the creation of the Flexible Learning Division (formerly Distance Learning), which partners
with faculties and departments to allow University of Regina students to study in their own communities. As well, administrative service units within the Centre for Continuing Education were reorganized to improve services for students and instructors.

The Strategic Plan on Teaching and Learning, to which the University committed in the overall strategic plan, continued its development over the year. A draft was reviewed by academic units so they could provide written feedback, and an open session was held in June to discuss faculty concerns. A revised draft was presented to Executive of Council for preliminary review, and is returning to that body for further consideration and potential approval in February.

Some other academic program developments are of note. All current programs in the Faculty of Engineering and Applied Science are well-subscribed, and the Faculty will undergo its accreditation process this year. The Faculty of Business Administration is preparing for accreditation by the Association to Advance Collegiate Schools of Business within the next three years.

In addition, The Johnson-Shoyama Graduate School of Public Policy was accredited by the Canadian Association of Programs in Public Administration. This accreditation, which reinforces the quality of the School’s programs, makes the School one of only four accredited in Canada, and the only one in the western provinces. Senate also approved a Master of Health Administration program in the Johnson-Shoyama school, with the first intake of students planned for Fall 2013.

During the year, the University continued its partnership between the Faculty of Education and Nunavut Arctic College’s Nunavut Teacher Education Program, and announced a new program – the Middle Years Concentration – which will be fully implemented for Fall 2015.

A special presidential task force, chaired by Dr. Judith Woodsworth and comprised of University of Regina officials as well as key francophone community representatives, was created to provide recommendations on future of the Institut français at the University of Regina. The Task Force’s report will be forthcoming shortly.

Other initiatives were undertaken to enhance the educational experience for students. The UR Early program, for example, was piloted this past fall to provide additional course options for students and optimize the use of our facilities in non-peak hours. It attracted 228 student enrolments for six courses in the Fall 2012 semester, and another 259 students for seven courses in the Winter 2013 semester. As well, the Registrar’s Office has been developing a new process for creating the University’s master timetable. When fully implemented for Fall 2014, this process will enhance students’ ability to take required courses, improve their ability to plan their programs in advance, and allow the University to make the best possible use of classroom space.
Information Systems took a number of steps to respond to student needs. Wireless capabilities across campus were enhanced to provide an expanded area of availability and accommodate increased traffic volume. The student email system was upgraded, as were technologies in several of the smart classrooms and service capabilities for students within the Support Centre. The functionality of the website was also improved to continue meeting the needs of students, prospective students, and their families.

**Measures for the year**

- **Ensure that a work plan for addressing each of the recommendations that result from the Academic Program Review (APR) is developed**
  - This measure has been met, with curricular change, including the suspension and closure of some programs, advancing on schedule. The process will continue through to spring 2014, at which point the APR will be declared “complete” and the University will resume its normal protocols of curricular development, as well as academic and administrative program and unit reviews.
  - Led by the Associate Vice-President (Academic), discussion is now underway about appropriate faculty and department configurations for the future of campus. These discussions will conclude by summer 2014, with structural changes to be implemented from 2015 to 2018.

- **Implement two recommendations of the APR work plan**
  - This has been achieved, with a number of program deletions and closures approved by Senate in recent meetings. A full listing of program changes to this point can be found at [http://www.uregina.ca/president/executive-team/provost-vp-academic/academic-program-review/updates.html](http://www.uregina.ca/president/executive-team/provost-vp-academic/academic-program-review/updates.html). Additional changes will make their way through the collegial approval process, culminating with Senate consideration during the 2013-14 academic year.

- **Complete the review of the research institutes on campus and align them with the objectives of the strategic research plan**
  - This objective has not been fully met. A broad examination of the research institutes revealed some areas that required immediate attention, such as: the review of the Canadian Plains Research Centre’s press; ensuring that a director was in place for the Humanities Research Institute; completing the development of the Institute for Energy, Environment and Sustainable Communities; and amalgamating the Office of Research Services and the University-Industry Liaison Office.
  - These identified areas of priority were addressed over the course of the year. The CPRC review was completed and its recommendations are being acted upon. Dr. David Malloy was named Acting Director of the Humanities Research Institute. The Institute for Energy, Environment and
Sustainable Communities brought together the work of a number of separate institutes. The Office of Research Services and the University-Industry Liaison Office were amalgamated into the newly created Office for Research, Innovation and Partnership to improve support for research development and the management of intellectual property.

- **Develop a comprehensive strategy for internationalization**
  - This measure will have been achieved by the end of the reporting period, with a comprehensive strategy scheduled to be presented for preliminary consideration by the end of February.

### Objective 3: Expand early-awareness and transitional programming for new students to help ensure their success.

Although our retention of students from first- to second-year is at its highest rate in a decade, it is still a fact that too many students do not continue their studies beyond their first year. Recognizing this, the strategic plan in section B2 states that we must make the transition into university as seamless as possible for our students in order to minimize the “culture shock” that can prevent them from succeeding in their studies. In addition, this section of the plan calls on us to ensure that the proper supports are in place for our students to succeed. As a result, a key objective this year was to enhance transitional programming and academic support for students in key groups whose retention is at risk.

Work in the area of successful transitions began with the approval of the University’s budget, which contained $165,000 in new graduate student support and athletic scholarships, as well as an additional allocation to UR International to help with the recruitment and retention of international students.

The Student Success Centre offered a new “Enhanced Orientation Experience” to help transition new students to the University. This program included pre-orientation sessions over the summer, and also provided students who are living in residence or new to the city with the opportunity to meet their colleagues, engage in campus life and adjust to living in Regina. The Student Success Centre also worked with faculties to offer transition and retention programming for new students, began developing a tutor registry, and started working with the Centre for Continuing Education on an academic recovery program.

This work continued throughout the year, as the Student Success Centre, Aboriginal Student Centre, and Career Centre were brought together under the umbrella of the Student Employment & Engagement Unit in order to better co-ordinate their work with students. The UR Guarantee program – which now encompasses approximately 10% of undergraduate students – is also part of this consolidated unit.

The area of Aboriginal student retention remained a key focus. The Centre for Teaching and Learning (CTL) worked with the Transitions Committee to host a workshop on
Academic Success for First Nations, Métis and Inuit students. As well, the Aboriginal Student Centre’s space was expanded to meet growing demand.

A number of other initiatives warrant mention. A record number of students joined the University of Regina Ambassador program this past year, for example. There are now 475 student ambassadors who share their experiences with prospective and new students to help ease the transition into University. As well, Information Services reviewed with Student Affairs the Banner applications that could assist with the early detection of students who are struggling and in danger of dropping out so that additional support might be directed to them.

Some process changes were implemented that are expected to help with transition and retention. A common application and deadline are now used for all awards, as well as a common central collection point for applications. This will streamline the application process for students, and make it easier for the University to advertise and adjudicate awards. This year has seen a 5% year-over-year increase in the number of awards granted to students, and in the coming years, the new process will build on this recent success.

As well, Deans’ Council has endorsed changes to the way the University registers first-time undergraduate students. First-time undergraduates will now be able to register for courses as soon as they have been admitted to the University, which is expected to increase first-time enrolments while freeing up advising capacity for those students who require specialized advice.

**Measures for the year**

- **Building on the success of the omâ Aboriginal Student Success mentoring program, develop a transition program specifically geared toward Aboriginal students**
  - This measure has not been achieved in terms of developing a specific transition program for Aboriginal students, although a considerable amount of work has been done over the past year in the area of further Indigenizing our campus, as is discussed in the next section. Given that the enrolment of self-declared Aboriginal students was up this year, and has remained up in the Winter semester compared to the same time last year, (see Objective 4 for exact statistics), the University appears to making progress in terms of the transition of Aboriginal students from high school to post-secondary studies.

  - Work also continued on refining the omâ program itself, with a new facilitator hired, and dedicated space under development in College West in the former home of the Aboriginal Student Centre.

- **Enhance the Supplemental Instruction program in the Faculty of Science**
- Although it is not easy to gauge exactly how well the Supplemental Instruction experience has been enhanced for students, a few key indicators suggest that this objective has been met. The Faculty of Science continued offering a large number of key courses with Supplemental instruction – totalling more than 30 for the Fall 2012 and Winter 2013 Semesters combined. The participation rate of students eligible for Supplemental Instruction increased year-over-year, with 57% of eligible students attending at least one session in Fall 2012, compared to 49% in Fall 2011.

- The Faculty of Science is now also serving students from other faculties – Business Administration, Arts, and Engineering and Applied Science – by offering Supplemental Instruction for some courses required by those faculties.

- Supplemental Instruction appears to be improving the outcomes for participating students. Since the program’s inception, the average grade of students attending five or more sessions of a Supplemental Instruction section has been approximately 7% higher than that of students who do not participate. That difference was more than 11% in Fall 2012, indicating that the program is becoming increasingly effective for those who participate in it. Written evaluations by students over the past year bear this out, as they have been especially positive compared to previous years.

**Objective 4: continue to develop a diverse campus community.**

Section B6 of the strategic plan makes the commitment to build a University community “that is friendly, that celebrates diversity, embraces many cultures, and embodies tolerance and respect.” The plan places particular emphasis on Aboriginal culture, stating in section B1 that “we will prepare all our students to live in a Saskatchewan where First Nations and Métis peoples achieve their rightful place in society and the economy, and where their cultures are celebrated.” For these reasons, increasing the degree of diversity among students, faculty and staff continued to be a priority objective.

A number of initiatives were undertaken in the area of Indigenizing campus. Over the summer, Maureen Johns assumed the newly created position of Executive Lead – Indigenization. In this role, Ms. Johns began meeting with faculties and departments to strengthen understanding of Indigenization and to identify an inventory of initiatives currently in place. She also facilitated meetings of the Aboriginal Advisory Circle, worked with Student Affairs to develop culturally responsive procedures in support of traditional Indigenous activities and recruitment practices, and consulted with Human Resources to develop Phase II Aboriginal awareness training.
As mentioned in the previous section, work continued to increase the amount of space devoted to the Aboriginal Student Centre, with the former facility in College West becoming a training and learning centre, and the permanent home of the omâ Aboriginal Student Success Program. Space on the main floor of the RIC building became the new home to the Aboriginal Student Centre itself, providing a highly visible, culturally appropriate and greatly expanded space for both Aboriginal and non-Aboriginal students alike.

Efforts also continued to make the campus a more welcoming and diverse campus in other ways. Base-budgeted positions were allocated to Campus for All to help support and retain students in this program for young adults with intellectual disabilities. A small amount of office space has been loaned to the non-profit Astonished! Teaching and Learning Centre to facilitate its programs on campus, and 10 gender-neutral washrooms have been designated on campus.

In the area of developing the most representative workforce possible, Human Resources worked with other units on campus to encourage members of under-represented groups to apply for available positions on campus, and an updated self-declaration survey was administered. Updated data from the survey reveal that as of January 31, 2013: 2.8% of the University employees had self-declared that they are of Aboriginal descent; 2.1% self-declared that they had a disability; 6.9% were members of a visible minority; and 54.4% were women.

Efforts to enhance the diversity of the student population also remained a focus over the past year. In recent years, the University has become one of the post-secondary educators of choice for several Nigerian state governments, including Rivers State. Work continued to enhance this relationship, with a four-person team from UR International and Financial Services, together with two faculty members, going to Rivers State in Nigeria in September to process admission and visa documents, and negotiate a contract for additional students in the future. There are currently 195 Nigerian students enrolled at the University, and another 100 fully government-sponsored students are expected to begin their studies here over the course of the year.

Efforts also took place to attract students from Brazil, a country whose students have not typically enrolled in large numbers at the University of Regina. A mission to Brazil with Canada’s Governor General resulted in Memoranda of Understanding with four Brazilian universities. The first cohort of 11 Brazilian students in the Science Without Borders program arrived in January 2013, and it is expected that more than 60 students will be at the University for the Fall 2013 semester.

Retaining these international students also remained a priority. UR International and the faculties have been working to improve their retention rates, and have had a great deal of success. Retention rates in this area improved by 9.2% from 2011 to 2012.
Measures for the year

- **Increase the number of self-declared undergraduate and graduate Aboriginal students University-wide (including the Federated Colleges) by 5% over October 2011 totals (i.e. from 1,152 to 1,210)**
  - This measure has been met, with a 2012-2013 total of 1,293 self-declared Aboriginal students, or an increase of 12.2% year-over year. It is of note that for the Winter 2013 semester, the year-over-year increase is 17.3% – a strong signal of the University’s increasing ability to retain and provide support for Aboriginal students, and a positive sign for Aboriginal enrolment in future years.

- **Increase the number of undergraduate and graduate International students University-wide (including the Federated Colleges) by 5% over October 2011 totals (i.e. from 1,253 to 1,316)**
  - This objective has been achieved. International enrolment increased from 1,255 students in October 2011 (note amendment from original 2011-12 total which had originally been calculated as 1,253) to 1,366 in October 2012 – an increase of 8.8%. As with the enrolment of Aboriginal students, the year-over-year increase in international enrolment is even more marked in the Winter 2013 semester, having seen an increase of 19.9% in graduate and undergraduate students.

- **Make our workforce more reflective of our province’s population by increasing Aboriginal representation from 1.8% to 2.5%**
  - This target has been met, with 2.8% of our faculty and staff self-declared as Aboriginal as of January 31, 2013.

  - A number of factors have contributed to this increase. For one thing, some units on campus have actively recruited Aboriginal employees. In addition, the past year saw a comprehensive update of the University’s self-declaration data through an updated survey as well as the merging of current UR Self-Serve information into the historical database. It is also possible that improved communication of the University’s commitment to Aboriginal employment has given existing non-declared employees more confidence to self-declare.

  - Going forward, the University now has the most accurate demographic picture of our workforce which we have ever had, and a strong baseline of data from which to work as we continue making our workforce as representative as possible.
Objective 5: Increase the scope and impact of the University’s teaching, research and service to community.

Section C1 of the strategic plan notes that the University of Regina is “too often viewed in our home province as a university for the Regina region only,” and that we must “find new means of engaging with and addressing the needs of Saskatchewan cities, towns, and rural and northern communities.” At the same time, section A4 emphasizes the importance of enhancing our distinctive programming and research profile. With these points in mind, a major objective this year was to increase the scope and impact our teaching, research and public service have on our students and the larger community in Saskatchewan and beyond.

A number of initiatives were undertaken within the province itself to build upon programming strengths. In collaboration with SIAST, the University began providing face-to-face first-year university courses in Moose Jaw beginning in the fall semester, for example. In addition, the Faculty of Education signed a Memorandum of Understanding with Cumberland College to provide a four-year Bachelor of Education degree to begin in 2013. The Faculty of Education also announced a partnership with the Northern Teacher Education Program-Northern Professional Access College to deliver a community-based Master’s program in La Ronge. And late in 2012, the University signed a Memorandum of Agreement with SIAST, the Cypress Health Region and Great Plains College to expand the nursing program to Swift Current, allowing for eight seats in the community beginning in the Fall 2013 semester.

On a national level, there was significant recognition of the University’s research expertise. Early in 2012, for example, SSHRC announced a competition to explore the impact of social sciences and humanities research in Canada over the next 30 years. The University of Regina was successful in its bid to play a leadership role in the initiative, and oversaw the data collection and analysis from 11 universities in the prairie region. The resulting report was presented in Ottawa in December, and as a result of the project, a national summit on the role of the Humanities and Social Sciences is being held at the University on April 17. The summit will feature Dr. Chad Gaffield, President of SSHRC, and will mark the first time a sitting president of the organization will have visited our campus.

While final Tri-Council funding results are not yet known, it is of note that within the first four months of the 2012-2013 year, the University received 10 SSHRC awards out of 21 applications. This 48% success rate was well above the national rate of approximately 20%, and is a testament to the strength of our humanities and social sciences researchers, and to the SSHRC cohort program that was developed at the University two years ago to provide expert guidance to scholars submitting applications.

In November, CISCO Canada expressed confidence in the research being conducted here when it announced that it is investing $2 million over ten years to establish a research chair in e-governance at the Johnson-Shoyama Graduate School of Public Policy. The
Chair will examine ways in which the public sector can use technology to communicate more effectively with citizens, business, and different levels of government.

The Office of the Vice-President (Research) played an active role in promoting the University’s expertise in several other research areas. The office worked with the Royal Society of Canada (RSC) this fall, for example, to organize the first-ever RSC Governor General Lecture to be held on our campus, featuring Quebec-based political scientist Dr. Jacques Lévesque. In June, the University co-hosted a reception at the Global Petroleum Show in Calgary to help promote our faculty members’ research.

Later in the year, Vice-President (Research) Dr. Dennis Fitzpatrick and Bob Schad, Senior Advisor, Special Projects, served on the organizing committee of a United Nations Development Program China water and environmental workshop which took place in Xiamen, China. Dr. Gordon Huang and Dr. Chris Yost were featured speakers at that event, which helped solidify the University’s relationship with the China International Centre for Economic and Technological Exchange.

In October, the University of Regina and the University of Texas at Austin, in association with the North China Electric Power University and the United Nations Water for Life Decade in Canada, hosted a major international conference organized around the theme of “Storm Warning: Water, Energy, and Climate Security in a Changing World.” The conference coincided with visits to the University by two groups from China: a delegation from Xiamen University of Technology to discuss a joint research program; and a delegation from North China Electric Power University for the first Regina meeting of the China-Canada Institute for Energy, Environmental and Sustainability Research.

**Measures for the year**

- **Increase student enrolment at the University of Regina proper (not counting enrolments at the Federated Colleges) by 5% over Fall 2011 enrolment (i.e. from 11,022 to 11,573)**
  - This measure has not been met. For the Fall 2012 semester, enrolment totals at the University of Regina proper came to 11,323, or an increase of 2.7%.
  - It is of note that the overall enrolment for the Fall semester – 13,115 students – was nonetheless the highest total in the University’s history. As well, the Winter 2013 enrolment at the University of Regina proper was up 3.5% compared to the same time in 2012.

- **Increase external research revenue by 5% over 2011-2012 totals, from $24.770 million to $26.009 million.** **(Note: the original measure called for a 5% increase from $22.453 million to $23.576 million, but has been amended to account for funding received between the time the measure was develop and the research fiscal year-end of April 30, 2012.)**
- This measure has not yet been met, but it should be noted that the research fiscal year-end is April 30, so the final quarter remains in the reporting period, during which a good portion of the annual research funding is typically allocated by external agencies such as SSHRC, NSERC and CIHR.

- A comparison to the same point of time last year gives reason for optimism. As of January 31, 2012, for example, the amount of funding received since the 2011-2012 fiscal year began on May 1, 2011 was $8.855 million. By comparison, as of January 31, 2013, the University had received $10.352 million during the 2012-2013 fiscal year. This represents an increase of 16.9% compared to the same time last year.

- This bodes well as we move into the last quarter of the research fiscal year. From February 1 – April 30, 2012, the University received an additional $15.915 million in research funding. Should the University receive the same amount of additional funding from February 1 – April 30, 2012, the total for 2012-2013 would be $26.268 million, representing an increase of 6.0% year-over-year.

- Updated research funding statistics will be provided after April 30.

- **Increase the number of first-year applications by students within Saskatchewan but outside Regina by 5%**

  - This objective has been met, with Saskatchewan applications from outside Regina for Fall 2012 up by 7% compared to Fall 2011. This is an indication that outreach visits within the province are further establishing the University of Regina as a provincial university, and that the University’s recruitment teams are working effectively throughout the province.

  - On a related note, by mid-February, applications from Alberta for the fall semester were up a total of 35 students compared to the same time last year, a year-over-year increase of 42%. Although these numbers are preliminary, they do indicate that our efforts to draw students from beyond our traditional geographic region are paying off.

**Objective 6: promote community involvement in and support of the University.**

As a publicly funded provincial university, we must engage meaningfully with the people of Saskatchewan. This engagement can take place through initiatives as fundamental as ensuring that our campus easy for visitors to navigate, as is outlined in Section C1 of the
strategic plan. It can also take place by looking outward and developing educational and research community partnerships that benefit both the University and the province of Saskatchewan. As section B1 of the strategic plan indicates, engaging with First Nations and Métis communities is of particular importance to ensure that their students receive all of the benefits that post-secondary education affords. For these reasons, a key priority this year was to promote community involvement in and support of our University.

One means of doing so over the course of the year was through my many presentations to organizations in Regina and area, which provided a basis for me to discuss the University’s teaching, research and service to the community. The Conference Board of Canada report on the University’s provincial impact was particularly well-received by audiences such as the Regina and District Chamber of Commerce.

Several events were held in Regina that both demonstrated and promoted community support of the University. The local Jaleta Pacers running group, for example, held a run which include more than 60 participants from the University, and raised more than $8,000 for a scholarship fund. The annual Alumni Association Crowning Achievement Awards were a sold-out event once again, and the President’s Fundraising Gala drew more than 200 guests in support of the College Avenue campus revitalization. The Forward Together lecture, sponsored by the University and the three Federated Colleges, was once again well-attended by the public. In addition, the third annual President’s Community Award, presented to former Regina Mayor Pat Fiacco, highlighted the University’s commitment to serving Saskatchewan’s communities.

Events such as this demonstrate the degree to which members of the local community invest their time in our University. At the same time, it was apparent that the University invests in the community. The annual United Way Campaign, for example raised more than $101,000 for the United Way of Regina, surpassing our goal of $100,000. This was a great display of our employees’ involvement in the larger community. It is also of note that several units within the University, including Information Systems, are actively involved in the planning that is taking place for the 2014 North American Indigenous Games, which will be held in Regina.

Beyond the Regina area, the annual “Community Connections” tour visited Saskatoon, Nipawin, and Moose Jaw. Meetings in the Nipawin area included visits to several First Nations to discuss potential educational and community development partnerships.

It should also be noted that a considerable amount of effort took place over the course of the year to enhance the University’s relationship with the Government of Saskatchewan. The Senior Advisor, Government Relations worked to find areas where the University’s major priorities align with those of the provincial government and its emerging emphasis on a growth agenda. His meetings with federal, provincial and municipal officials – including our new Minister of Advanced Education – have been positive regarding a number of issues and areas of mutual interest.
Measures for the year

- **Raise 50% of the private funds required for the College Avenue campus revitalization project**
  - This measure has not yet been fully met. The full level of required private fundraising is $10 million, meaning the 50% target for the year is $5 million. To this point, $3.1 million has been raised, with another commitment for $250,000 currently being finalized. It is also of note that an additional $16 million is in solicitation, and two months remain in the reporting period.

- **Implement the new sign program for campus**
  - This measure has not been met, although substantial progress has been made. Phase 1 of the Wayfinding project, which involves the entrances to our two campuses, is in the design stage, with a steering committee formed, a consultant having been selected, and campus consultations planned in the coming weeks followed by full design and tender for the work.

  - The target date for completion of Phase 1 is August 2013. Completion of this phase will help put in place other stages of the project, including street names, building addresses, parking signage, and signage two and from buildings.

- **Host a Summit on Aboriginal Post-Secondary Education**
  - This summit is scheduled for May 2013, just outside the reporting period. Planning is well underway, with keynote and other speakers confirmed.
President’s Academic Research Program

The past year was a productive one in terms of my own academic research in the areas of family literacy and inclusive education, with two major projects coming to completion and a great deal of progress being made on others.

My HRSDC-funded English as an Additional Language family literacy project, entitled “Connecting Families through Community,” is now complete. The final report, together with the completed modules and facilitator guide, was submitted to HRSDC, and accepted without further revisions or recommendations. Upon being notified that the program and report had met HRSDC’s requirements and objectives, I submitted them to the National Adult Literacy Database, as well as two partner organizations – the Regina Open Door Society, and the Prince Edward Island Association for Newcomers to Canada – for their use. Since it provides newcomer families with a means of working together to improve their literacy skills, I have also shared the material with the Saskatchewan Ministry of Education.

Another project which was completed this year was the 2012 IASSIDD World Congress, of which I was Conference Chair. The Congress, which took place in Halifax in mid-July, brought more than 800 academics from around the world together for six days to share the latest research in the field of intellectual disabilities. As Conference Chair, I was involved in all aspects of the planning and organization, and I am proud to have represented the University in such a way on an international stage. The Congress was a satisfying conclusion to nearly four years of planning.

At the Congress, I was elected President of the organization for a four-year term during which I will help IASSIDD fulfill its mandate to facilitate, disseminate and promote the world’s leading research in the field of intellectual disabilities.

Two multi-university projects of which I am a part continued throughout the year. At the IASSIDD Congress, for example, members of my research team presented findings from a SSHRC-funded Community-University Research Alliance project on disability policy of which I am Education Team Lead. I recently hired a graduate student to assist in the next stage of this project, which is an appreciative inquiry into the successes and challenges faced by those with intellectual disabilities in inclusive settings in Saskatchewan.

I also worked with two members of the Faculty of Education as a group consisting of researchers from several universities prepared a proposal to SSHRC for a multi-year partnership grant in the area of inclusive education. The proposal was led and submitted by Western University.

My research program was active on several other fronts. Early in 2013, I supported a faculty member’s SSHRC application for a research project in the area of inclusive physical education for students with autism spectrum disorders. I am currently exploring the possibilities of producing academic publications based on my recently completed
English as an Additional Language family literacy program, as well as my Train-the-Trainer Aboriginal Family Literacy program which was completed last year. Also during the year, a representative of a First Nations community in Nova Scotia requested a copy of the Train-the-Trainer Aboriginal Family Literacy program which I completed last year. I provided her with the complete program so the community may adapt it for their use.

During the year, I learned that two articles I had submitted to academic journals have been accepted for publication. My commentary on the work of a former colleague, Dr. Judy Lupart, will appear in a forthcoming edition of the journal *Exceptionality Education Canada*. In addition, the editor of the *Canadian Journal of Native Studies* notified me that my article entitled “Aboriginal Students’ Perceptions of Post-secondary Success Initiatives” will be published shortly.

I also delivered a number of keynote addresses related to my research. These included about inclusive education which I gave at the Moose Jaw Early Childhood Coalition Conference, the Saskatchewan Association for Community Living Conference, and a meeting of the Public Section of the Saskatchewan School Boards Association.

As well, I spoke on both literacy and inclusion at the Chinook School Division’s annual conference, and discussed inclusive education at the meeting of the Regina Chapter of the Superannuated Teachers of Saskatchewan. I also discussed social justice issues at the annual fundraiser of the Children’s Justice Foundation as well as the western Canadian conference of Grandmothers 4 Grandmothers, and spoke to a group of Aboriginal students while they were on campus about another area in which I have conducted research, Aboriginal education.