

**For the period from July 1, 2022 – September 6, 2022**

The following report provides a general overview of my engagement with the University and wider communities during the reporting period, as well as progress made toward my six strategic objectives for the year that were finalized at the July 2022 Board meeting.

The report includes:

- Section 1: A dashboard “heat map” chart that I will update in forthcoming reports so that at a glance the Board can quickly gauge progress made toward each objective and its attendant measures;
- Section 2: A brief narrative of progress made toward the objectives and measures;
- Section 3: A general overview of my engagement with and activities in the University and wider communities during the reporting period; and
- Section 4: An update on my academic research program.

Should the Board require additional information on any of the items discussed below, I would be happy to provide it either at the September 20 meeting or as follow-up.

**SECTION 1: AT-A-GLANCE DASHBOARD “HEAT MAP”**

Strategic Plan Connection	President's Objective	Measurable	Status (to be colour-coded through the year)
Financial sustainability – no specific Strategic Plan thematic connection	Strengthen the long-term stability and sustainability of the University's finances	Develop an operating budget for 2023-2024 that prepares for a balanced budget in 2024-2025	YELLOW
		Develop a comprehensive budget plan for ancillary operations	YELLOW
		Ensure that MOU-funded projects meet targets through appropriate administration	YELLOW
		Make substantial progress toward ratifying the four outstanding Collective Agreements	YELLOW
		Return enrolment to pre-pandemic levels	YELLOW
		Establish clear priorities for both annual fundraising and a comprehensive campaign	YELLOW
Discovery	Enhance the overall student experience of teaching, learning, and research	Produce an institution-wide academic plan	YELLOW
		Implement key aspects of the five-year institutional research action plan	YELLOW

		Consider and begin implementing key recommendations from the Task Force on the Future of Technology Infrastructure	YELLOW
		Develop credit and non-credit microcredential revenue-sharing and University-wide coordination models	YELLOW
		Establish a centralized microcredential hub	GREEN
		Submit three new dual credit courses to Ministry	GREEN
		Offer dual credit courses in Regina public high schools	YELLOW
		Identify accelerated courses for Winter 2023	GREEN
		Finalize three joint program or articulation agreements	YELLOW
		Complete preparations to launch full-year registration in Fall 2024	GREEN
		Improve transfer student yield rates by 5%	GREEN
		Establish a Centre for Experiential and Service Learning	GREEN
		Render architectural plans for CTL	GREEN
		Offer UR <sup>2</sup> Fellows program to 20-25 instructors	GREEN
		Create programming for instructors to integrate Indigenous ways of knowing into curriculum and teaching	RED
Truth and Reconciliation	Advance Truth and Reconciliation, Indigenization, and decolonization	Complete and formally adopt a five-year Indigenous Strategic Plan	YELLOW
		Establish and implement an Indigenous procurement policy	GREEN
		Establish an MOU and new academic agreement with FNUniv	GREEN
		Expand programming and access for Indigenous students through new community-based program agreements	YELLOW
		Establish clear processes for engaging in research with Indigenous peoples	YELLOW
Well-being and Belonging	Enhance faculty, staff, and student engagement with the University, particularly among groups that have traditionally been	Finalize EDI action plan and implement key aspects	YELLOW
		Enhance mental health literacy services and training for students	YELLOW
		Enhance mental health literacy services and training for faculty and staff	YELLOW

	marginalized or underserved	Implement an effective employee remote and flexible work program	YELLOW
		Adopt specific responses to address improvements identified in Employee Engagement Survey	YELLOW
Environment and Climate Action	Enhance the University's efforts toward environmental sustainability and climate action	Fully establish Sustainability Office and Energy Manager position	YELLOW
		Finalize and share the Sustainability Action Plan and address priority recommendations	YELLOW
		Build capacity and partnerships in CCUS and energy alternatives	YELLOW
Impact and Identity	Enhance the University's reputation by actively promoting the institution's identity and societal impact	Increase Tri-Agency and CFI research funding by 5 percent over the five-year average	YELLOW
		Ensure an effective and wide-reaching launch of an institutional identity	YELLOW
		Ensure that all Faculties and units have the appropriate training and tools to continue the website transition	GREEN
		Plan and hold 5 "UR Days" in Saskatchewan communities	YELLOW

Progress Status	
BLUE	Complete
GREEN	Well Underway
YELLOW	Partially Underway
RED	Little or No Progress To Date

**SECTION 2: PROGRESS TOWARD OBJECTIVES AND MEASURES**

**Objective 1: Strengthen the long-term stability and sustainability of the University's finances**

Progress on the measures is as follows:

**Develop an operating budget for 2023-2024 that supports the commitments in the Operations Forecast leading toward a balanced budget in 2024-2025:** The creation of the 2023-24 Budget has begun, with the Operations Forecast prepared and delivered to government in July. Additional detailed budget work for 2023-2024 will resume with the Senior Leadership Team in October and November, with the goal remaining to balance the budget by 2024-2025.

**Develop an Ancillary Budget that returns the ancillary budget plan to pre-COVID targets:** Ancillary operations continue their recovery, with campus housing anticipated to meet its targets for this year,

improvements made in Food Services, and the Campus Store and Parking Services returning to near-normal operations.

**Ensure that, through effective administration, the projects funded through the Government of Saskatchewan's one-time MOU funding meet their first-year targets for revenue generation, finding efficiencies, and overall outcomes:** Progress on MOU projects is reported formally to government every six months, and the Vice-Presidents are monitoring progress on each throughout the year.

**Make substantial progress toward ratifying the University's four outstanding Collective Agreements:** A four-year CUPE 2419 agreement has been ratified, and a tentative CUPE 5791 agreement has been reached, with ratification by both parties expected later in September. Collective bargaining dates with URFA APT have been selected, with the first meeting scheduled to take place on September 21. Bargaining for the URFA Academic agreement will commence immediately upon completion of the URFA APT agreement.

**Return both domestic and international enrolment to pre-pandemic levels, which will require a significant increase of first-year and other incoming students, as well as ongoing retention efforts:** Overall enrolment for the just-completed Spring/Summer 2022 term was 7.6 percent lower than the previous year, but as the Fall 2022 term begins, enrolments are recovering, albeit not yet to pre-pandemic levels.

As of August 31, combined undergraduate and graduate domestic enrolments for Fall 2022 were down 4.8 percent compared to 2021, and 6.3% compared to 2020. On the international side, combined undergraduate and graduate enrolments for Fall 2022 were up 10.9 percent compared to 2021, and 3.0 percent compared to 2020. At that time, international graduate enrolments were already above 2019 pre-pandemic levels, and international undergraduate enrolments were only slightly short of pre-pandemic levels.

Overall, as of the first day of classes, enrolment for Fall 2022 was down 2.2 percent compared to last year.

This bodes well going into the Winter 2023 term, and work continues on both domestic and international recruitment for coming terms.

The Enrolment Services office has a full domestic recruitment season planned and will see more prospective students than pre-pandemic through the addition of two term recruiters. Recruiters will visit every school in the province as well as select schools in Manitoba, Alberta, North Dakota, and Montana, and will host more on-campus events than ever before. Enrolment Services is also preparing for both an in-person and a virtual open house in the fall, as well as admissions events in Estevan, North Battleford, Brandon, and Saskatoon. The unit is working closely with the Faculties, who have also increased their recruitment efforts.

In addition, Enrolment Services is evaluating vendor submissions for a new Student Relationship Management System that will increase the number of students the University communicates with, enhance the effectiveness of those communications as students contemplate applying, and provide students a better and faster admissions experience.

International recruitment continues with a focus on diversifying enrolments from the Middle Eastern, African, and South and East Asian regions. The State of Yucatan, Mexico, has expressed an interest in continuing the short-term English Language Enhancement Program partnership that saw the University host 65 students this summer. Also in terms of recruitment, a new Saskatchewan Innovation Opportunity Scholarship has been created for Winter 2023 to increase conversion rates, in early fall I will participate in a recruitment mission to Vietnam that is also designed to develop new institutional partnerships in that country.

It is also of note in terms of student retention that UR International held a Spring/Summer 2022 back-to-campus event to welcome student who had begun their studies online, and a full slate of in-person orientation events for all new students was offered in late August/early September for the first time since Fall 2019.

**Establish clear priorities for both annual fundraising and a future comprehensive campaign centred on clear strengths of the University:** This year, the University will establish clear fundraising priorities intended to drive critical external investment, offset operational costs, and advance institutional priorities. Investment will focus on enrolment growth, development of academic and support programming, and enhancements to the research enterprise.

University Advancement & Communications (UAC) has worked with faculties and administrative units to identify potential fundraising priorities ranging from capital projects to scholarships, student programming, and investment in research capacity. With this initial information-gathering process complete, UAC is working with the University Executive Team to distill these priorities into meaningful themes that will resonate both internally and externally.

To date, the University has focused efforts on developing theme-based annual fundraising priorities as well as potential comprehensive campaign priorities. Through this process, the following initial priorities have emerged:

- The development of the Centre for Health, Technology and Innovation (CHTI) (East Precinct);
- Student excellence, which includes donor investment in scholarships, awards and student programming; and
- Teaching innovation, which includes donor investment in hyflex classroom space and technologies, and student collaboration space.

Investment in these three themed areas will help the University address COVID-19 pandemic recovery – including enrolment-based recovery – and fund technological requirements that support teaching excellence. Specifically, the development of the CHTI will enable the University to enhance existing areas of strength such as mental health research, nursing instruction, and collaborative/experiential learning opportunities.

Over the next quarter, UAC and the University Executive Team will undertake more in-depth planning sessions focused on exploration of an additional fundraising theme – energy transition and sustainability – as well as on the development of the CHTI. UAC will engage subject matter experts internally and other members of the University’s leadership team as required. The goal of this next quarter is to communicate draft priorities and garner internal support for the University’s plans as they relate to strategic philanthropy.

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

Progress on the measures is as follows:

**Produce an institution-wide academic plan that will include specific recommendations, targets, and means of assessment to enhance teaching excellence, program development, and supportive technologies:** To this end, on August 31 the Provost and Associate Vice-President (Academic) consulted with a group of six deans, who supported the intent to engage in two major activities in support of the academic plan: 1. Re-envisioning and re-invigorating academic programming, and 2. Prioritizing and mobilizing recommendations from completed and ongoing work regarding the student experience, success, and supports.

Based on that feedback, on September 7 the Provost met with all of the Deans to present a draft outline of the academic plan for discussion and consideration of next steps. At that meeting, the group decided to form a committee (to be co-chaired by a Dean and a member of the Council Committee on Academic Research) to lead further consultations and the drafting process, with an eye to presenting a completed plan for endorsement by University Council.

**Implement key aspects of the five-year institutional research action plan, focusing on initiatives designed to increase external funding, enhance the dissemination of scholarship, advance areas identified as current and emerging research strengths, and better support student research:** The plan has now been completed and launched, and may be viewed [here](#). Work continues to prioritize and move forward key actions in each of the five identified areas of focus.

**Consider and begin implementing key recommendations from the “Task Force on the Future of Technology Infrastructure”:** The Associate Vice-President (Academic) is currently working on three of the six Task Force recommendations:

1. A subcommittee of the Governance Committee on Academic Technologies has been tasked with drafting the terms of reference for the review of the University’s Learning Management System (Moodle-based UR Courses). They met on September 6 to develop the terms of reference; and
2. To start the process for reviewing the Distance and Distributed Learning (DDL) funding model for the development and delivery of online and blended courses, the DDL Committee will discuss the composition and terms of reference of a working group responsible for the review. The DDL Committee is scheduled to meet on 22 September.
3. The Associate Vice-President (Academic) and Associate Vice-President (Information Services) are working together to develop a process to bring to the Governance Committee for Academic Technologies, for discussion and endorsement, the implementation of the Task Force's recommendation "to create technology-enhanced classrooms that are capable of supporting a variety of class delivery modalities and different approaches to teaching."

The other recommendations will be attended to shortly.

**Develop revenue-sharing and University-level coordination models for both non-credit and credit microcredentials:** Currently, the Centre for Continuing Education (CCE) offers four non-credit microcredentials, each made up of three badge courses. The microcredentials are:

1. Business Communications;

2. High-Impact Leadership;
3. Project Compliance; and
4. Responsive Management.

With an eye to growing these offerings at the University, CCE is developing a business model strategy for growth of microcredentials, including those that could be offered in partnership with other academic units and research centres.

**Establish a centralized website information hub for all microcredentials offered at the University:** CCE has created a microcredential landing page which houses all of the University's microcredentials. It may be found [here](#) on the CCE website. As a next step, CCE is working with University Advancement & Communications to add microcredentials to the program search drop-down menu on the University's homepage

**Submit three new dual credit courses to the Ministry of Advanced Education by Fall 2022:** A Kinesiology course and a Health Studies course are currently being reviewed as dual credit options, and a submission for the approval of French 100 is being prepared.

It is of note that in May, three new dual credit courses were approved: INDG 100/Native Studies 30, BUS 100/Entrepreneurship 30, and CHEM 100/CHEM 30. Other previously approved dual credit courses are ART 220/Art 30L, ENGL 100/English B30, MATH 110/Calculus 30, and CREE 100/Cree 30.

**After finalization of the MOU with the Regina Public School Division, offer dual credit courses in Regina high schools during the Fall 2022 and Winter 2023 terms:** The Regina Public School Division has indicated that it wishes to sign the MOU that has been jointly prepared, but a date for formal signing has not yet been set. For that reason, no dual credit courses are being offered in the Fall 2022 term.

The University is considering offering INDG 100/Native Studies 30 and Cree 100/Cree 30 in Winter 2023 once the MOU is signed. For the longer term, a small working group has been created to determine how and where dual credit courses will be offered in Fall 2023 and Winter 2024.

**Identify further introductory-level University courses to be offered as part of the high school accelerated program in Winter 2023:** The University is in the process of scheduling the courses for the Winter High School Accelerated (HSXL) Program, which will run from February-May 2023. The courses will continue to be offered online, and a longer-term strategy to offer courses in both Fall and Winter terms is in development for future years. Traditionally they have been offered only in the Winter term.

**Complete all preparations so the University can launch full-year registration in Fall 2024 to better serve students:** The Registrar's Office has completed a review of all regulations and policies that need to be changed in the calendar to support full-year registration. The project continues as planned for Fall 2024. Registration for both Fall 2024 and Winter 2025 will open in March 2024.

**Through the work of the Academic Program and Articulation Agreements Officer, finalize three joint program or articulation agreements during the year:** The Academic Program and Articulation Officer began work on June 27, and is currently gathering data on existing program and articulation agreements to assess their outcomes and potential with respect to student recruitment. In addition, an articulation agreement concerning the Faculty of Business Administration is being developed with Northwest College.

**Through a variety of initiatives, improve yield rates on student transfers from other institutions by 5%:**

For the purposes of this report, two yield rates are presented in the table below. Yield 1 refers to the conversion rate of students who have applied under the University's post-secondary admission policy to be a fully registered student, and Yield 2 refers to the conversion rate of students who have accepted an offer of admission to become a fully registered student.

Academic Year	Applied	Offered	Accepted	Registered	Yield 1	Yield 2
2018-2019	2154	1264	1164	496	23%	43%
2019-2020	2112	1064	979	512	24%	52%
2020-2021	2177	992	888	437	20%	49%
2021-2022	2155	1101	1045	438	20%	42%
2022-2023	2688	1398	1268	618	23%	49%
5 year average					22%	47%

As can be seen, the yield rate of registered students has increased in both categories from the 2021-22 academic year, and is slightly above the five-year average. This is mainly attributable to:

- An increase in the number of post-secondary applicants;
- A decrease in the waiting period from the application to offer stage for most students; and
- A coordinated effort in the collection and follow-up of outstanding document submissions from students.

Future projects to enhance yield rates include:

- Targeted communication with students who have not submitted the required documents to evaluate their application for admission;
- Targeted communication with students who have been offered admission, but have not yet accepted their offer;
- Targeted communication with students who have accepted their offer, but have not yet proceeded to the registered student phase; and
- A survey of students throughout the registration funnel to determine what is preventing them from moving from one stage to another. The goal of this initiative is to provide baseline data to help develop strategies to address identified issues.

**Establish a Centre for Experiential and Service Learning to operate a comprehensive service learning program and officially record students' co-curricular activities:** The establishment of the Centre for Experiential & Service Learning (CESL) is on schedule.

Renovations to Riddell 163 were completed over the summer and the CESL could begin operations there at the beginning of September, with a formal grand opening set to take place in November. The full Two academic leads were hired on a half-time basis to lead the CESL in promoting the creation of experiential learning opportunities by instructors and other stakeholders throughout all academic units on campus - Professor Douglas Cripps of the Faculty of Kinesiology and Health Studies (Human Service focus) and Dr. R. Scott Murphy (Chemistry/Biochemistry – STEM focus). Student staff have been hired to work for the CESL and in the student-run volunteer centre.

In addition, the development of requirements for CESL badges and designations is well underway and extensive consultation has occurred with the Registrar's Office and the Centre for Continuing Education to ensure best practices are adhered to, and no confusion exists with other programming and/or microcredentials offered through the University.

Finally, Symplicity (UniHub) has been chosen as the vendor to provide a platform for students to access experiential learning opportunities and for instructors and the institution to track student activities within the system. The platform will also fulfill essential reporting requirements required by the Office of Institutional Research (OIR) and the Ministry of Advanced Education. The software implementation project has commenced in earnest, and CESL programming will commence prior to going live with the system, which is on track to be implemented well in advance of our initial target date of August 2023.

**Render the final architectural plans for the Centre for Teaching and Learning's new location:** The Facilities Management project manager responsible for overseeing the design and construction of the new Centre for Teaching and Learning (CTL) space has submitted an architectural plan for review and approval.

**Through the Centre for Teaching and Learning, offer the new UR<sup>2</sup> Fellows program to 20-25 instructors to enhance the quality of teaching in introductory course and thus improve first-year student experience and success:** The UR<sup>2</sup> Fellows Program started on August 26 with 24 participants.

**Through the work of the Centre for Teaching and Learning's newly hired Indigenous Education Developer, create programming to help instructors incorporate Indigenous ways of knowing into their curriculum and teaching:** The CTL's search for an Educational Developer (Indigenization) is now complete. The successful candidate began work on August 22, and will provide support for faculty members who wish to integrate Indigenous ways of knowing into their teaching.

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

Progress on the measures is as follows:

**Complete and formally adopt a five-year Indigenous Strategic Plan that will include teaching, curricular development, research, policies, hiring, identity, decolonization, and Indigenization:** The University is currently seeking an experienced Indigenous consultant to facilitate the process. Once a consultant is in place, it is anticipated that internal, external, urban, and rural consultations will be complete by the end of January, with the plan and attendant recommendations in place by spring.

**Establish and implement an Indigenous procurement policy that includes targets and timelines:** Considerable progress is being made on an Indigenous procurement framework in partnership with the University of Saskatchewan and Saskatchewan Polytechnic. This is outlined in an information item that has been provided to the Finance & Facilities for the upcoming Board meeting.

**Establish an MOU and new academic agreement with First Nations University of Canada that reflect a strong partnership and commitment to meaningfully support the institution in achieving its goals:** The Associate Vice-President (Indigenous Engagement) has worked with colleagues at FNU to produce an MOU that will further strengthen the relationship between the University of Regina and FNU, and is

based in principles of reconciliation, the United Nations Declaration on the Rights of Indigenous Peoples, and decolonization. It is complete and is awaiting a formal signing.

The Associate Vice-President (Academic) is working with FNUiv's Vice-President (Academic) and Associate Deans to draft an academic relationship agreement similar to the recently renewed Guidelines for a Working Academic Relationship agreement with Luther and Campion. This document, which will take into account the unique features of FNUiv's academic programming and relationship with the University, is approximately half-way complete. The group anticipates having a completed document by the end of November.

**Expand programming and remote access for Indigenous students through new community-based program agreements delivered in partnership with First Nations University of Canada, the Gabriel Dumont Institute, and the Regional Colleges:** In July, CCE staff met with representatives from the Faculties of Arts and Science as well as the Senior Director of Education with the Meadow Lake Tribal Council to discuss a possible Arts and Science program for Birch Narrows. Based on that discussion, the Deans of Arts and Science are discussing with the Associate Vice-President (Academic) the feasibility of offering a suite of courses from their Faculties that either would ladder into existing programming or form the basis of an Arts and Science certificate or diploma.

**Establish clear processes and protocols for engaging in research with Indigenous peoples, and create an Indigenous Research Officer position to help ensure proper respect for and ownership of Indigenous knowledge and experiences:** An Indigenous Research and Relations Co-ordinator position has been created within the Office of Indigenous Engagement. The process of recruiting for the position is underway, but has been challenging because current funding allows only for a term position. As a result, the Associate Vice-President is collaborating with the Research Office to identify possible alternatives such as course release for a Faculty member. Once filled, the position will be an excellent resource to Indigenous scholars and also help to ensure that the University is effectively communicating across various units such as the Research Office.

Another important update is the creation of an Indigenous Co-Chair within the Research Ethics Board. The inaugural appointment is to Dr. Raven Sinclair of the Faculty of Social Work. This position will provide critical support to Indigenous researchers and communities.

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

Progress on the measures is as follows:

**Finalize an Equity, Diversity, and Inclusion action plan and implement key aspects focusing on senior leadership commitment, policy review, demographic and cultural climate, teaching and learning, and community engagement:** The Equity, Diversity, Inclusion and Anti-Oppression (EDI-AO) strategy and action plan are now complete.

Some of the EDI-AO actions will be achieved through the work of the EDI-AO Committee. Notably, an EDI-AO Policy Working Group has been formed and is reviewing the University's Accommodation Policy, and work has begun to establish an EDI-AO Confidential Incident Line. In addition, the University is using its status as a signatory of the Scarborough Charter to help the Saskatchewan Chapter of the Canadian Black Scientist Network recruit new members from the University.

Other actions will be achieved through the Faculties and other units, so the Senior Advisor to the President (EDI-AO) is scheduling visits to all Faculty Councils and several other areas to discuss the action plan and its implementation. It is of note that the Faculty of Arts has hired a student to work on EDI-AO related initiatives one day per week, and the student will provide support to the Policy Working Group in September.

**Enhance mental health literacy services and training for students by offering *Inquiring Mind* sessions once per term, and *From Surviving to Thriving* and *Student Resiliency Program* sessions once per month:** Student Affairs is scheduling *Inquiring Mind* student health and wellness sessions for interested student groups, including the Faculty of Nursing and the Psychology Students' Association. They will be offered once the clinician is certified. Likewise, *From Surviving to Thriving* sessions will be offered once the clinician has received certification.

As the fall term continues, these initiatives and others such as the *Student Resiliency Program* will be offered out of the new one-stop-shop Student Wellness Centre that will encompass Counselling Services, the Centre for Student Accessibility, and the nurse-practitioner-led medical centre. Other services and supports will be brought into the Student Wellness Centre on a rotating and as-needed basis to look after the wellness of the student population.

Other programs currently being offered are: Counselling Services' Stepped-Care Approach; "Stress Less Stress Better" online information via UR Courses; the Resource Bank Handbook of campus community supports that is distributed as appropriate to students, professors and departments; and specialized seminars on topics such as stress management, self-care, and exam stress strategies.

**Enhance mental health literacy services and training for faculty and staff during the year by offering 10 Employee Family Assistance Sessions, 2 *Working Mind* workshops, 4 *SafeTalk* workshops, and 4 *Building Resilience in the Workplace* workshops:** The Employee Family Assistance Program (EFAP) has been successfully negotiated and renewed with Homewood Health for the next three years, with enhanced services to be offered. Over the summer, the Mental Health Advisor completed a Train the Trainer program for *Working Mind* so that these mental health awareness workshops may be scheduled for the year and delivered free of charge. Mental health education training programs specifically related to suicide awareness and intervention (*SafeTalk* & ASIST) are scheduled this fall for faculty and staff.

In addition, starting in September, revised "Mindful Monday" and "Wellness Wednesday" programming will take place, and outside services such as St. John Ambulance therapy dogs and the Schizophrenia Society of Saskatchewan's stigma-reducing programs have been scheduled. User guides have also been created and shared through the Mental Health Hub on topics such as supporting employee mental health, how to help your team, and how to ask for help. It is also of note that the University has successfully applied for a \$25,000 Bell "Let's Talk" grant and submitted an application for the larger \$100,000 grant.

**Implement an effective employee remote work program and principles governing flexible work hours:** The one-year pilot program was announced in March and implemented in May. Now that it has been operating for several months, a survey was sent to the appropriate employees for completion by August 25. The survey results will be compiled by mid-September, and the Advisory Committee will meet later in the month to review and evaluate the results and make recommendations for next steps.

**Adopt specific responses to address improvements identified in the March 2022 Employee**

**Engagement Survey:** Individual unit results were provided to Deans and Directors in June, and in July and August, representatives from Human Resources met with individual units to offer support in developing their action plans. These plans are to be submitted to University leadership by September 30, and an initial “pulse” survey on wellbeing and belonging will be conducted by October 1 to gain additional information.

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

Progress on the measures is as follows:

**Fully establish a Sustainability Office and an Energy Manager position, both of which have clear goals and performance metrics:**

The job evaluation questionnaire for the Director of the Sustainability Office is being finalized, after which the position will be posted (expected to take place in October), with an anticipated start date prior to the end of 2022. The successful candidate will be tasked with hiring a Co-ordinator, and the Office will also include two Co-operative Education and Internships students who will play an important role in sustainability initiatives. It is expected that the Office will be operational by January 2023.

The Energy Manager position in Facilities Management was filled in August, with the successful candidate in place for a three-year term. The Energy Manager will be responsible for the analysis of the complex campus utilities systems and identifying projects that will achieve energy savings while minimizing future capital renewal expenses, reducing operating costs, and enhancing required service capabilities. The Energy Manager will also be closely involved with the large-scale solar photovoltaic initiative and the carbon pathways reduction study.

**Finalize and share the University’s Sustainability Action Plan, and where possible, address priority recommendations:** The Sustainability Action Plan was recently reviewed by the Office of Indigenous Engagement, and recommendations were incorporated into the latest draft, which will be circulated to the President’s Advisory Committee on Sustainability in September 2022. The draft will then proceed to the University Executive Team and then to Deans’ Council for endorsement – a process that should be completed by early October to allow for a formal launch shortly thereafter.

**Build capacity and industry research partnerships in carbon capture, storage, and utilization, low-carbon hydrogen, and energy alternatives such as small modular reactors, geothermal, batteries, and energy storage:** The Research report, which is included as part of the Board package, contains information about funding for the University’s “living lab” microgrid initiative.

Other developments in energy-related research and partnerships include a forthcoming application for National Research Council Canada funding in carbon capture and a recently signed agreement with an industry partner related to carbon capture. I have been working with the Vice-President (Research) Office on a presentation to Estevan community and industry leaders on the role the University stands to play in energy transition and training in southeast Saskatchewan. This presentation was to be part of the Estevan Innovation Conference, which has now been cancelled. I now expect to deliver the presentation to the Estevan Chamber of Commerce at a later date.

Discussions have taken place with SaskPower, Crown Investments Corporation, and the University of Saskatchewan and Saskatchewan Polytechnic about the role the University and other post-secondary institutions stand to play in the education, training, research, and development required to evaluate and advance small modular reactors in the province.

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

Progress on the measures is as follows:

**Increase Tri-Agency and Canada Foundation for Innovation research funding by 5 percent compared to the five-year average:** It is too early in the year to know application success rates and funding totals from the Tri-Agencies and Canada Foundation for Innovation. As part of efforts to increase success rates, the University is once again operating its Tri-agency cohort programs, which include grant-writing workshops and mentorship from senior researchers who have been successful in their own funding applications. The cohort programs, which are organized by grants facilitators in the Research Office, are well-subscribed, with 7 of 8 new hires participating. In addition, the University is continuing its initiative through which successful Tri-Agency applicants are eligible for up to \$10,000 of internal funding to further their research.

**Launch an institutional identity campaign between July and September using radio, print, social, and digital media, and continue as necessary in following months:** University Advancement & Communications has developed a plan that will support the launch of the identity in September coincident with the early stages of the Fall 2022 term, and will ensure sustained market presence throughout the year. The plan includes rolling out updates to the visual identity guide, and engaging the internal community, building capacity within Faculties and units to celebrate and share the identity with stakeholders.

A number of earned media opportunities and paid marketing tactics have been identified to help create market awareness provincially. These include:

- Traditional media and social media engagement;
- Storytelling via video, the University website, and print advertising;
- Advertising provincially on radio, digital sites, and billboards; and
- Creating opportunities for students to interact with the identity (e.g.: creating branded murals or “selfie walls” on campus).

Overall, the goal of the institutional identity campaign – framed around the tagline “Go Far, Together” – is to enhance the University’s reputation, increase enrolment and revenue, effectively communicate and market areas of strength (health and wellness, experiential learning, active partnership in Reconciliation), instil a sense of pride in the University community, and improve alumni and community support and engagement.

**Ensure that all Faculties and units have the appropriate training and tools to continue the transition of their individual web pages to the mobile-friendly web template:** UAC is on track to ensure that all units and faculties receive the appropriate training, guidance and tools needed to transition their pages to the

newly designed web-friendly templates by April 2023. To date, UAC has provided training, strategic consultation, and various levels of support to 45 per cent of Faculties and academic units.

UAC is also in the process of further developing its advanced training website which will be rolled out to all Faculties and units. The training site includes the technical direction units require to successfully transition their sites, as well as information on how to write content specifically for search engine optimization, and how to align site content and visuals to the institution's new identity. This site will be managed and maintained UAC on a regular and ongoing basis, ensuring that all Faculties and units have the most up-to-date resources, tools and support available to them.

**Plan and hold "UR Days" in five Saskatchewan communities in Fall 2022:** Although four UR Days events are planned for Fall 2022 rather than the five that were originally contemplated, two others are being added for Winter 2022, bringing the total for the year to six.

Tentative dates and locations are as follows:

- October 17 – Moose Jaw
- October 27 – Estevan
- November 17 – North Battleford
- November 28 – Regina
- January/February - Melville
- January/February - Melfort

In conjunction with UR Days in Regina, the University will launch a dedicated promotional weekend in the Cornwall Centre taking place December 3rd and 4th, in the new Studio space across from the SaskTel Store on the first floor. Activities will not only be in the Studio Space but there will also be a stage set up for use by our participating stakeholders. Over the weekend there will be Admission on the Spot activities, and as many of our Faculties and their outstanding initiatives will be showcased as is possible. The weekend will be filled with opportunities for the public to experience the U of R in downtown, whether applying for admission, listening to one of our choral ensembles from MAP, or meeting with students, athletes, and researchers

Enrolment Services is leading the planning and implementation of the UR Days initiative, with support from the President's Office.

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

#### **Engagement with the University community:**

Engaging with members of the University community remained a priority throughout the summer. My activities in this regard included but were not limited to:

- Conducting regular meetings with the University Executive Team, Senior Leadership Team, the Federated College Presidents, and my direct reports, as well as attending Faculty Councils;
- Planning for the next University Town Hall, which is to be held in late September;
- Planning a half-day Senior Leadership Team retreat that will be held in September to explore ways of enhancing the student experience and overall satisfaction;

- Hosting the first “Gathering on the Green” faculty and staff appreciation event to be held since the outset of the pandemic;
- Sitting on the Fall 2022 student orientation committee, and participating in approximately a dozen student orientation events. This included providing greetings to several groups of students (including Social Work students in Saskatoon via Zoom) as well as many of their family members. I also hosted an orientation concert as well as a bocce tournament that involved faculty, staff, and students;
- Participating in campus housing move-in day to greet new residents and their families;
- Speaking at orientation sessions for new faculty members and new staff;
- Speaking to all student-athletes as a group at their orientation, and meeting with teams separately. I also met with the Rams parents and attended numerous athletics events, including a Rams game in Winnipeg;
- Visiting the Biology Field Station at Cypress Hills;
- Meeting with several key donors, as well as a group of recent alumni with whom I engage quarterly to get their perspectives on the institution;
- Taking the lead on a “day of healing” event to take place on Friday, September 9 in response to the tragedy on the James Smith Cree Nation. The event, a partnership with the Federated Colleges, will bring together faculty, staff, and students with Elders and a number of leaders from different faiths;
- Chairing the Search Advisory Committees for both the recently completed Provost and Vice-President (Academic) search and the ongoing Vice-President (Administration) search; and
- Participating in a variety of operational decisions and discussions, including: the conversion of the directorships of CCE, the University Library, and La Cité to decanal positions at minimal cost to be commensurate with other institutions; exploring options for re-opening the University Club; meeting with stakeholders regarding the East Precinct concept; and having discussions with URSU and possible external partners about enhancing food services on campus.

### **Engagement with the wider community:**

With respect to engaging with the wider community, during the summer I:

- Had regular meetings with the Mayor of Regina, which included discussions on possible research, service learning, and other educational partnerships with City Hall;
- Joined the Catalyst Committee for downtown Regina development to help connect the City and the University’s priorities and planning;
- Continued to engage with representatives from all levels of government, including numerous members of federal and provincial cabinets and key members of their staff, as well as the University’s former Member of Parliament, Ralph Goodale. These discussions were to raise awareness and support of initiatives in the areas of public health, energy transition and sustainability, internationalization (including visa backlogs), and the expansion of dual credit and articulation agreements. They included discussions with the federal government about providing continued financial support to the Canadian Institute for Public Safety Research and Treatment, and presenting to the Ministry of Advanced Education a proposal to offer the Faculty of Nursing’s after-degree program through a partnership with a university in the Philippines;
- Attended a meeting of the provincial Standing Committee on Public Accounts;
- Met with the head of the Regina and District Chamber of Commerce to plan an event in November highlighting student research;
- Met with a number of community groups, including the Royal United Services Institute and the Regina Women’s Immigrant Centre;

- Participated with the Regina Rams in a fundraising effort for the Regina and District Food Bank;
- Attended the John Howard Society’s “Walk the Walk” fundraiser for Lulu’s Lodge, and together with the University of Regina Queer Initiative, raised more than \$25,000 for a bursary for 2SLGBTQIA+ students who have been affected by homelessness;
- Participated in Association of Registrars of the Universities and Colleges Canada MyCreds™ Advisory Board meetings;
- Met with the Saskatchewan Health Authority as well as community representatives regarding the “Love to Live” program;
- Was part of the adjudication committee for the Saskatchewan Order of Merit, and attended the celebration of this year’s recipients;
- Attended the Cowessess Pow-Wow, giving greetings and participating in the grand entry;
- Participated in planning meetings for September 29 Miyo-wícîwitowin Day to be held at Mosaic Stadium;
- Helped plan the University’s presence at the upcoming Treaty 4 Gathering;
- Gave remarks at an announcement of federal funding for La Cité, met the Federal Minister of Official Languages, and met with representatives of Fransaskois community, the Director of Saskatchewan’s French-Language School Board, and Head of Collège Mathieu. In these meetings we discussed opportunities for dual credits, joint recruitment, and articulation agreements that would enhance La Cité’s status as a centre for French-language instruction and Francophone culture;
- Met with the Ambassador of Japan to Canada as well as the Calgary-based Consul General of Japan in Canada, and will be meeting in the next few days with the Ambassador to of China to Canada and members of a delegation from the Chinese Embassy;
- Worked with a variety of internal and external stakeholders to plan and announce the U Prairie Challenge between the University of Regina and University of Saskatchewan varsity sports teams; and
- Conducted media interviews on numerous topics, including the beginning of the new school year.

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

Throughout the summer I worked with the contracted development editor to provide guidance and edits on draft chapters of my forthcoming history of Memorial University’s Grenfell Campus – a book project that I began while still at Grenfell, and which I will complete in advance of Grenfell’s 50<sup>th</sup> anniversary celebration in 2025.