

For the period from September 7, 2022 – November 29, 2022

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

It includes:

- Section 1: A dashboard “heat map” chart so that at a glance the Board can quickly gauge progress made toward each objective and its 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 December 13 meeting or as follow-up.

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

Strategic Plan Connection	President's Objective	Measurable	Status (colour-coded through the year per legend below)
Financial sustainability – no specific Strategic Plan thematic connection	Strengthen the long-term stability and sustainability of the University's finances	Develop an operating budget for 2023-2024 that prepares for a balanced budget in 2024-2025	YELLOW
		Develop a comprehensive budget plan for ancillary operations	GREEN (formerly yellow)
		Ensure that MOU-funded projects meet targets through appropriate administration	YELLOW
		Make substantial progress toward ratifying the four outstanding Collective Agreements	GREEN (formerly yellow)
		Return enrolment to pre-pandemic levels	GREEN (formerly 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	GREEN (formerly yellow)
		Implement key aspects of the five-year institutional research action plan	GREEN (formerly yellow)

		Consider and begin implementing key recommendations from the Task Force on the Future of Technology Infrastructure	GREEN (formerly 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	GREEN (formerly yellow)
		Identify accelerated courses for Winter 2023	GREEN
		Finalize three joint program or articulation agreements	GREEN (formerly 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	BLUE (formerly green)
		Render architectural plans for CTL	BLUE (formerly green)
		Offer UR ² Fellows program to 20-25 instructors	GREEN
		Create programming for instructors to integrate Indigenous ways of knowing into curriculum and teaching	YELLOW (formerly 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	Finalize EDI action plan and implement key aspects	YELLOW
		Enhance mental health literacy services and training for students	GREEN (formerly yellow)

	among groups that have traditionally been marginalized or underserved	Enhance mental health literacy services and training for faculty and staff	GREEN (formerly yellow)
		Implement an effective employee remote and flexible work program	GREEN (formerly yellow)
		Adopt specific responses to address improvements identified in Employee Engagement Survey	GREEN (formerly 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	GREEN (formerly yellow)
		Build capacity and partnerships in CCUS and energy alternatives	GREEN (formerly 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	GREEN (formerly 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	GREEN (formerly 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: With the Operations Forecast prepared and delivered to government in the summer (as noted in the last report), detailed work on the 2023-2024 budget began with the Senior Leadership Team in October and will continue into the new year. Similar to last year, it is envisioned that a structural deficit will be required, but the 2023-24 budget will be balanced with one-time funding. The goal remains to balance the budget fully by 2024-2025.

Develop an Ancillary Budget that returns the ancillary budget plan to pre-COVID targets: Progress continues on this measure. As noted in the previous report, ancillary operations continue their recovery, campus housing is anticipated to meet its targets for the year, improvements have been made in Food Services, and the Campus Store and Parking Services are 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: The Vice-Presidents continue to monitor the MOU-funded projects, and on November 7 received the most recent update on them. A further update early in the new year will form the basis of the next round of bi-annual MOU reporting to the provincial government at the end of January. The report to government will be based on the revised reporting template provided by the Ministry in November.

Make substantial progress toward ratifying the University’s four outstanding Collective Agreements: Since the September report, a four-year CUPE 5791 agreement was ratified. Together with the previously ratified four-year CUPE 2419 agreement, this means that two of the four outstanding agreements have been completed. APT bargaining is well underway with significant progress made toward a settlement. By the end of November two additional bargaining dates will have been held to maintain momentum. As noted previously, bargaining for the URFA Academic agreement will begin upon completion of the 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: Progress toward achieving this measure poses a continuing challenge, but massive efforts across the University are well underway to address it – with the recognition that the enrolment challenge is one that can be surmounted only over the long term. Many of those efforts – dual credit offerings, microcredentials, the Centre for Experiential and Service Learning, articulation and transfer credit activities, and full-year registration, for example – are discussed in other sections of the report.

Universities across western Canada – including the U15 research-intensive institutions – continued to see declining undergraduate enrolments that have existed for pandemic-related reasons dating back to 2021. The same is true of the University of Regina for the Fall term, and this has affected overall enrolment numbers. As of the end of the fourth week of classes, overall enrolment was down 2.3 percent compared to Fall 2021 (15,639 students versus 16,009), and down 5.5 percent from the targeted Fall 2019 pre-pandemic level of 16,501.

Graduate enrolments are strong – up 8.7 percent from last year, and up 15.2 percent from Fall 2019. This means that the enrolment decline has taken place solely at the undergraduate level, with those enrolments down by more than 500 students since Fall 2021, and down more than 1,100 students since Fall 2019. A contributing factor to this is the graduation of 2,700 international students since 2020 – many of whom were in two-year diploma programs.

Current international enrolments are down 102 students (undergraduate and graduate combined) compared to the fall 2019 pre-pandemic level, but are in fact up nearly 200 compared to Fall 2021. Thus, the bulk of the enrolment decline is among domestic students, and in particular, continuing students. This is because over the past couple of years, the number of incoming students has not made up for the high number of graduates.

While domestic recruitment for new students is currently flat, the University is receiving much better attention from current grade 11 and 12 students, which bodes well for the future. International enrolments are on the rebound and numbers will get stronger as the federal government's visa approval system clears a backlog which has seen some students waiting for months – as opposed to weeks or even days in other countries – to receive their visa approval to study in the country.

Recognizing that restoring enrolment to pre-pandemic levels is a long-term undertaking, the University has been active throughout the fall in both domestic and international recruitment and retention activities.

Domestic recruitment activities have included:

- Selecting a vendor for the Student Relationship Management (SRM) system, which will improve communication with prospects and applicants, provide a better experience for applicants, and allow the University to process applications more efficiently. The SRM system is expected to be implemented by Fall 2023;
- Hiring a Prince Albert-based recruiter to enhance recruitment activities in the northern part of the province. This recruiter joins the new southern Saskatchewan recruiter, who has been in place since May;
- Sending out a request for proposals to develop a virtual campus tour – something that will allow the University to showcase its campuses to prospects at a distance, through self-paced exploration that will help them visualize themselves as part of campus life;
- Developing a half-time position for an Enrolment Services social media specialist to help engage with prospective students;
- Holding both in-person and virtual open houses; and
- Continuing a recruitment program that includes select schools in Manitoba, Alberta, North Dakota, and Montana, and will see the University visit every high school in Saskatchewan – including those that are part of the “UR Days” community visits described later in the report.

International recruitment activities have included:

- Working to diversify enrolments by recruiting more actively in the Middle Eastern, African, and South and East Asian regions. This includes a current visit by the Provost and Vice-President (Academic) to both Vietnam and the Philippines;
- Planning further diversification efforts in several South American and Caribbean countries;
- Developing a new Saskatchewan Innovation Opportunity Scholarship for Winter 2023 aimed at increasing student conversion for the Winter term;
- Submitting a proposal to host students from the Mexican State of Yucatan for Spring/Summer 2023 under the English Language Enhancement Program; and
- Rebranding the Global Training Initiatives unit with new program marketing materials and website content.

It is of note that by the end of December, over the course of the year UR International will have participated in more than 130 in-person and virtual education fairs, conducted nearly 200 training sessions for educational consultants, made in-person and virtual visits to 70 high schools and post-secondary institutions, and held virtual enrolment counselling sessions for nearly 600 prospective students.

Retention efforts aimed at both domestic and international students also continued throughout the fall. These included Fall Orientation, which took place in person for the first time since before the pandemic. This in-person orientation programming is important in terms of student retention for the current year and beyond.

The Student Success Centre conducted more than 1,000 individual and group academic advising sessions in September and October, and responded to more than 2,000 email enquiries from students. A full slate of student success workshops, tutoring sessions, and learning skills appointments is also being offered. Close to 200 students are registered in the Academic Transition Program for Fall, with more than 100 slated to begin the program in January.

Beginning this fall, the UR Priority program is providing a specialized on-campus housing experience for approximately 500 first-year students, and the “Really Big Deal” housing and tuition offer has been implemented for students who commit to living in campus housing for four years.

It is also of note that among its specialized retention activities, UR International implemented international peer advising hours to allow students to engage in formalized peer-to-peer support, and has enhanced its efforts to promote and support student cultural events to engage students with their cultural communities, encourage cross-cultural involvement, and foster a sense of belonging on campus and in the wider community.

Establish clear priorities for both annual fundraising and a future comprehensive campaign centred on clear strengths of the University: Throughout the fall, University Advancement & Communications (UAC) and the University Executive Team continued to flesh out the need for and potential impacts of a Centre for Health Innovation, Research and Technology, as well as a future scholarship campaign to address a gap in multi-year scholarships.

In the lead-up to the March 2023 Board meeting, the focus will be on identifying alignment between the teaching and research fundraising priorities of the University. Key criteria in this alignment will be identifying areas that support the University’s new identity, build off of existing strengths, and support local and provincial strategies such as the Saskatchewan Growth Plan, and the City of Regina’s Energy and Sustainability Framework.

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: Dr. Jim Farney, Director of the Johnson Shoyama Graduate School of Public Policy’s Regina campus, has been appointed the academic lead of the Academic Plan. In consultation with the Provost and Vice-President (Academic), he has developed a planning framework that includes regular meetings with the Provost and collegial consultation with the Council Committee on Academic Mission through that body’s regular meetings.

Dr. Farney and Deans’ Council have begun the planning process for completing the framework in the spring of 2023.

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: With the research action plan now launched, work during the reporting period to prioritize and move forward key actions in the five identified areas of focus included:

- Areas of focus I (support research centres) and II (health and wellness signature research area): A November event in Ottawa with the Canadian Institute for Public Safety Research and Treatment included a multi-party parliamentary breakfast and two days of meetings with Members of Parliament whose portfolios involve mental health and/or public safety. This included meetings with both Minister Mendicino (Public Safety) and Minister Bennett (Mental Health and Addictions);
- Area of focus II (climate and the environment signature research area): As noted below in more detail under the “building capacity and partnerships in CCUS and energy alternatives” measure, the University is pursuing several CCUS and alternative fuel partnership and project opportunities;
- Area of focus III (robust innovation and entrepreneurship framework): The Commercialization Officer position has now been filled, which will facilitate the University’s efforts to commercialize research to serve both industry and community needs;
- Area of focus IV (graduate studies): The Graduate Advanced Training and Entrepreneurship (GATE) Centre was approved in the spring. The Faculty of Graduate Studies and Research is now working with University Advancement and Communications to develop a case for support to help make it fully operational; and
- Area of focus V (partnerships with communities): To further the existing Memorandum of Understanding with the City of Regina, in November a morning-long event took place with seven University of Regina faculty members and researchers presenting to City Administration about areas of common interest and mutual collaboration.

Consider and begin implementing key recommendations from the “Task Force on the Future of Technology Infrastructure”: Work is under way on four of the six Task Force recommendations:

1. Review the University’s Learning Management System (Moodle-based UR Courses). The Working Group for the Learning Management System (LMS) Review was formed in early September. The Working Group has met every week since its creation and completed the following tasks:
 - Developed the terms of reference for the review;
 - Decided on the forms of consultation with faculty, students, and other relevant stakeholders;
 - Held three semi-structured consultation meetings in November with faculty, instructors;
 - Invited faculty, instructors, and sessionals to provide their suggestions and ideas via email; and
 - Met with several other stakeholders, including the Associate Vice-President (Information Services), the Centre for Student Accessibility, the Brad Hornung Accommodations Test Centre, and instructional designers.

2. Create technology-enhanced engaging classrooms. With the support of the Governance Committee for Academic Technologies, the Committee Co-Chairs (Associate Vice-President (Academic) Dr. Nilgün Önder and Associate Vice-President (Information Services) Art Exner have taken the lead on this recommendation. To implement the classroom technology recommendation “to create technology-enhanced classrooms that are capable of supporting a variety of class delivery modalities and different approaches to teaching,” they will develop an institutional strategy. This strategy will be based on both institutional-level common classroom technology needs as well as Faculty-based needs.

To determine both common and more Faculty-specific classroom technology needs, the Committee Co-Chairs have attended several Faculty Councils and will attend others over the next two months. In addition, each Faculty will determine through appropriate collegial processes their Faculty-specific needs and submit their report to the Co-Chairs by mid-to-late February. Based on the results of these consultations and input from Faculties, the Co-Chairs will develop an institutional strategy by the end of the fiscal year.

3. Review of the Distance and Distributed Learning (DDL) funding model for the development and delivery of online and blended courses. At its September 22 meeting, the DDL Committee discussed the question of the composition of the working group to be responsible for the review. After consultations with some other relevant individuals/offices, the Associate Vice-President (Academic) drafted the terms of reference of the DDL review working group. She plans to create the working group before year’s end and launch the review early in the new year.
4. Adopt a cloud-based collaboration and file sharing platform. With the support of the Governance Committee for Academic Technologies, the Associate Vice-President (Information Services) has taken the lead on this priority recommendation. Under his leadership, the Information Services team is exploring the options for such a platform.

Develop revenue-sharing and University-level coordination models for both non-credit and credit microcredentials:

The Microcredentials Advisory Group (composed of the Associate Vice-President (Academic), Dean of the Centre for Continuing Education, and Dean of the Faculty of Graduate Studies and Research) continues to advise and support academic and administrative units with regard to the development and offering of both for-credit and non-credit microcredentials. One of the important responsibilities of this group is to review and update regularly the University’s microcredentials framework in light of the rapidly evolving and changing microcredentials landscape.

In addition to CCE’s current microcredential offerings, a new non-credit revenue generating microcredential guide and templates for the development of new offerings have been created and should be finalized by the time of the Board meeting. The guide and templates will be made available to the University community on UR Source and are intended to support the development of new non-credit and revenue-generating microcredentials offered in partnership with academic units and research centres.

Conversations regarding the provision of some incentives for the creation and delivery of for-credit microcredentials have begun. Preliminary discussions among the Provost and Vice-President (Academic), Vice-President (Administration), Associate Vice-President (Academic), Dean of CCE and Associate Vice-President (Finance) have led to a tentative agreement that although a revenue-sharing arrangement for non-credit microcredentials similar to the CCE’s current model of revenue sharing with the Faculties

would encourage the development of non-credit microcredentials, a different incentive model needs to be considered with respect to for-credit microcredentials. Work on the issue of appropriate incentives will continue.

Establish a centralized website information hub for all microcredentials offered at the University: The microcredential landing page, which showcases the University's non-credit microcredentials offerings, is currently available [here](#) on the CCE website. The microcredentials hub will be enhanced by the new non-credit registration system, to be soft-launched in mid-December 2022. For-credit microcredentials will be added as they are developed.

CCE continues its work with UAC to feature microcredentials within the University's main website.

Submit three new dual credit courses to the Ministry of Advanced Education by Fall 2022: The University's application for dual credit status for French 100/French 30 received the Ministry's approval in September 2022. In late October, an application for dual credit for Chimie 100/Chimie 30 (Chemistry 100/30 in French) was submitted to the Ministry. In addition, as noted in the last report a Kinesiology course and a Health Studies course are under review as potential dual credit options.

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 MOU among the University of Regina, FNUniv, and the Regina Public School Division concerning collaboration to offer dual credit courses was signed in September 2022. It is expected that an announcement by the University and the Regina Public School Division will be made in early 2023 outlining the new MOU with an expansion of High School Accelerated (HSXL) Dual Credit courses being offered beginning in Fall 2023.

Under the MOU, the three parties are currently working together to offer existing dual credit INDG 100/Native Studies 30 Cree 100/Cree 30 courses to high school students enrolled in Campus Regina Public in the Winter 2023 term. These dual credit courses will be part of Campus Regina Public's land-based education program for students.

Identify further introductory-level University courses to be offered as part of the high school accelerated program in Winter 2023: Through CCE, the University of Regina will be offering HSXL courses from Feb to May 2023. Recruitment presentations are currently taking place with high schools across the province. Future HSXL courses will be offered in both Fall and Winter terms.

As noted above, it is expected that the offerings of HSXL dual credit courses will be expanded for Fall 2023.

Complete all preparations so the University can launch full-year registration in Fall 2024 to better serve students: The Registrar's Office is on track to have all necessary regulations and policies adjusted to support full-year registration in time for the Fall 2024 launch. Simultaneous registration for both Fall 2024 and Winter 2025 is slated to launch 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 Agreements Officer has been working with Faculties, the Registrar's Office, and Enrolment Services to identify new opportunities for academic program or articulation agreements with other Canadian post-

secondary institutions. The initial focus has been on Saskatchewan, Manitoba, and Alberta, as well as promoting existing agreements for the purpose of recruiting transfer students.

A block transfer credit agreement was signed between Faculty of Business Administration and North West College in November 2022. This agreement will allow North West College students who have completed or will complete a Certificate or Diploma in Business Administration at North West to transfer up to 30 or 60 credit hours respectively towards a Bachelor of Business Administration at the University of Regina.

A block transfer credit agreement is about to be finalized in the area of early childhood education between the Faculty of Education and Saskatchewan Polytechnic. In addition, Faculty of Education and the Gabriel Dumont Institute are renewing their agreement to continue to offer the Indigenous Community-Based Master of Education program to a new cohort of students in the Prince Albert region.

It is also of note that in November, the University signed an MOU with Southeast College that includes exploring opportunities for community-based academic programming. This has the potential to lead to a number of new agreements.

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

As of the beginning of term, yield rates on transfers from other institutions were up slightly from last year. At present, however, they are flat compared to last year. Concerted efforts to enhance yield rates continue. As noted in the last report, they 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.

Updated numbers for the Winter term will be available in February in time for the next Board report.

Establish a Centre for Experiential and Service Learning to operate a comprehensive service learning program and officially record students' co-curricular activities: The creation of the Centre for Experiential and Service Learning (CESL) is complete, and an event was held on November 22 to celebrate the grand opening.

The CESL's operations are well underway. As noted in the last report, this has been made possible in part by the following:

- The hiring of two Academic Leads on a half-time basis to promote the creation of experiential learning opportunities throughout all academic units on campus: Professor Douglas Cripps (Human Service focus) and Dr. R. Scott Murphy (STEM focus);

- Collaboration with the Centre for Teaching and Learning to promote experiential learning throughout various curricula, and environmental scans with respect to post-secondary best practices are ongoing;
- The hiring of eight casual student staff to work for the CESL;
- The opening of the student-run Volunteer Centre; and
- Reaching out to community-based organizations to develop placements for the current year.

Work continues to make the CESL completely operational. For example, consultations are taking place with the Registrar's Office and the Centre for Continuing Education regarding the creation of CESL badges and possible parchment designations for the 2023-2024 academic year. As well, with Symplicity (UniHub) 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, system configuration is expected to begin in December. Members of the CESL team recently visited the University of Manitoba to learn from that institution's experience with Symplicity in particular, and with the overall process of implementing a university-wide experiential learning program. An initial draft of an experiential learning performance measurement framework has been developed, and supplementary information has been provided to Employment and Social Development Canada regarding a multi-million-dollar grant submission whose status should be known by mid-December.

Render the final architectural plans for the Centre for Teaching and Learning's new location: This is complete. The final architectural plan for the Centre for Teaching and Learning's (CTL) new space was approved by the Associate Vice-President (Academic) and the CTL Director in early November. For budgetary reasons, however, construction of the space is currently on hold and for the time being the CTL will remain in its current space in the University Library.

Through the Centre for Teaching and Learning, offer the new UR² Fellows program to 20-25 instructors to enhance the quality of teaching in introductory course and thus improve first-year student experience and success: The UR² Fellows Program has continued throughout the term with all 24 initial 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 Educational Developer (Indigenization), who was hired by the CTL in late August 2022, has been conducting individual consultations and giving presentations to faculty members on Indigenous pedagogy and Indigenizing curriculum.

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: A Project Advisory Committee has been formed to provide guidance as the plan is developed, and a consultant has now been formally engaged to facilitate the process. An initial engagement survey will be distributed to students, faculty, and staff prior to the end of the Fall term, and more fulsome facilitated engagement sessions will begin early in the new year. As noted in the last report, the plan and attendant recommendations are anticipated to be in place by spring.

Establish and implement an Indigenous procurement policy that includes targets and timelines: The University is working through the human resources processes necessary to post and hire an Indigenous Procurement position. In addition, RFPs issued by the University now require the originators to seek out an Indigenous business to bid on contracts.

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: As noted in the previous report, the Associate Vice-President (Indigenous Engagement) has been working with colleagues at FNUUniv to produce an MOU that will further strengthen the relationship between the University of Regina and FNUUniv. The completed document was brought to the Senior Leadership Team for its consideration, and will be brought to Executive of Council as an Information Item early in the new year prior to the formal signing.

Meanwhile, the Associate Vice-President (Academic) has continued working with FNUUniv's Vice-President (Academic) and Associate Deans to draft an academic relationship that will take into account the unique features of FNUUniv's academic programming and relationship with the University. A first draft of the document is nearly complete.

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: Throughout the Fall term, the Deans of Arts, Science, and CCE, alongside colleagues from Birch Narrows Dene Nation, continued to discuss offering courses from University of Regina programs that either ladder into existing programming or form the basis of an Arts and Science certificate or diploma for anticipated delivery in Fall 2023.

In collaboration with the Gabriel Dumont Institute and based on the U of R-GDI Affiliation Agreement, the Associate Vice-President (Academic) and the Associate Vice-President (Research) worked together to create a Métis Research Fund for Métis graduate students to support community-focused research. This new fund is in addition to the Métis Research Fund for Métis faculty members at the University (including the federated colleges) and GDI that was created in 2020.

The first call for the new graduate student fund was sent out in mid-September, and generated two applications that will be reviewed shortly.

As noted in the Academic Program and Articulation Agreements section above, the Faculty of Education and GDI are renewing their agreement to continue to offer the Indigenous Community-Based Master of Education program to a new cohort of students in the Prince Albert region. And as noted in the Dual Credit section above, the Indigenous Studies 100 and Cree 100 courses that the University is scheduling for Winter 2023 under the MOU with the Regina Public School Board will be part of Campus Regina Public's Land-Based Education Program for their students.

Establish clear processes and protocols for engaging in research with Indigenous peoples, and create an Indigenous Research Officer position to help ensure proper respect for and ownership of Indigenous knowledge and experiences: This is essentially unchanged from the previous report.

As previously noted, the Offices of the Vice-President (Research) and Associate Vice-President (Indigenous Engagement) together created an Indigenous Research and Relations Co-ordinator position, but recruitment proved challenging. The search has been put on hold pending further discussions.

An Indigenous Co-Chair position within the Research Ethics Board was also created, but the Faculty member who was initially appointed to the position is now unable to take up the position, so a search will soon be underway to find a replacement.

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) Policy Working Group continued its review of the Accommodation Policy. This process includes a comparative analysis of the accommodation policies of eight other institutions to discern best practices. Recommendations for revisions to University's Accommodation Policy are expected to be complete in early 2023.

A working group is now being assembled to review the Employment Equity and Diversity Policy.

Until the EDI-AO Confidential Incident Line is fully operational, an informal process is in place for screening and redirecting incoming calls. Thus far, three incidents have been reported. Two of the three have been resolved, with a resolution of the third expected early in the new year.

Signed by the University last year, the Scarborough Charter signifies a commitment to addressing anti-Black racism and fostering Black inclusion. Key to the charter is "Black Flourishing," which realizes human potential through the removal of structural barriers. In this spirit, the University of Regina and the University of Saskatchewan (both of which are now signatories to the Charter) are working collaboratively to establish a Canadian Black Scientist Network (CBSN) Saskatchewan node.

With the support of the Senior Advisor to the President (EDI-AO), the President's Office has been sponsoring a series of four continuing Community/Campus Engagement speaker events focused on EDI topics. In addition, the Senior Advisor to the President (EDI-AO) has submitted an academic conference fund proposal for an EDI-specific event that would lead to an ongoing EDI Speaker Series.

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: In addition to its continuing Stepped Care services provided to students through Counselling Services, Student Affairs provided a number of specialized mental health services and training initiatives during the reporting period. These included:

- A *From Surviving to Thriving* seminar for the Psychology Students' Association. These three-hour seminars are now available on request to all student groups;
- *Stress Less, Stress Better* presentations for students in the Faculty of Kinesiology and Health Studies;

- Two wellness-related workshops for students held in partnership with the Student Success Centre. Another 18 workshops on a variety of topics are scheduled for the Winter term;
- A grief support event for students in the Faculty of Engineering and Applied Science; and
- Embedding a clinician with the ta-tawâw Student Centre and the UR Priority housing program to help address those students' unique needs.

Student Affairs also maintained a wellness-related presence at student orientation and other campus events.

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: With the Employee Family Assistance Program (EFAP) having been renewed for three years with Homewood Health, and with the continuation of the Mental Health Advisor position, additional Pathways supports for faculty and staff are being rolled out through the constantly evolving Mental Health Hub.

By the time of the Board meeting, Homewood Health and the Mental Health Advisor will have collaborated to offer five EFAP sessions during the Fall term on topics such as time management, work life and harmony, building working relationships, and social media and mental health. To date, all have been run at more than 100 percent capacity, with more than 50 participants in each. 98 percent of participants have said that they will recommend the sessions to colleagues.

Implement an effective employee remote work program and principles governing flexible work hours: The one-year pilot program is now at the six-month mark. Results from the most recent survey have been reviewed with the Advisory Committee, and the program will continue down the path to completion. The program should be completely evaluated by March or April, with a recommendation made at that time regarding its permanent implementation.

Adopt specific responses to address improvements identified in the March 2022 Employee Engagement Survey: Based on the survey results, all units developed employee engagement action plans and submitted them to the University Executive Team by September 30 for consideration. The units are now in various stages of implementing those unit action plans. The first “pulse survey” on wellbeing and belonging was administered by Human Resources in mid-October to get a sense of preliminary progress, and its results may be available by the time of the Board report.

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 position description for Director of the Sustainability Office will be classified by the end of November. The position will then be advertised in December with the intention of having the Director recruited and hired in January 2023. Once a Director is hired, they will recruit the Coordinator position and Co-op student placements that will together constitute the Office.

As noted in the last report, the Energy Manager position has been filled and the successful candidate has begun work.

Finalize and share the University’s Sustainability Action Plan, and where possible, address priority recommendations: The Sustainability Action Plan has been finalized and shared with Deans’ Council, Executive of Council, and the Senior Leadership Team, with minor revisions made after those meetings. The Action Plan will serve as a guide for the Director of the Sustainability Office when that office begins operations in early 2023.

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: Progress in this area during the reporting period included:

- The submission of an expression of interest for a carbon capture project proposal to Natural Resources Canada’s Energy Innovation Program. It is expected that the decision regarding advancing to the full proposal stage will be announced before the end of 2022;
- Attendance by representatives from the Office of the Vice-President (Research) and the Faculty of Engineering and Applied Science at the 2022 ADIPEC conference in Abu Dhabi as part of a delegation with the Ministry of Trade and Export Development. A meeting was held with representatives from Khalifa University’s Research and Innovation Centre on CO₂ and Hydrogen to discuss the development of a Memorandum of Understanding covering research collaborations, student and faculty exchanges, and sharing of facilities; and
- The signing of a Memorandum of Understanding with the Colorado School of Mines (an elite university ranked in the top three nationally and internationally for engineering) at a ceremony in Golden, Colorado. The MOU covers opportunities for collaboration including student and faculty experiences, research priorities, philanthropic arrangements and joint funding arrangements. Among the research priorities identified are nuclear science and engineering, CCUS, and hydrogen and alternative fuel technologies.

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 still too early in the year to know application success rates and funding totals from the Tri-Agencies and Canada Foundation for Innovation.

That said, early indications are positive. The University received more than \$5 million in federal research funding in November, and at \$2.9 million, the Research Support Fund is at its highest-ever level – a direct indicator of increased Tri-Agency funding.

Launch an institutional identity campaign between July and September using radio, print, social, and digital media, and continue as necessary in following months: As noted in the last report, in September University Advancement and Communications (UAC) began rolling out the University’s institutional identity campaign – framed around the tagline “Go Far, Together.”

Since then, UAC has continued to ensure sustained market presence of the identity. Activity underway includes:

- Traditional and social media promotion of the identity and new tagline;
- Storytelling via video, the University website, and print advertising;
- Celebrating initiatives that align with the pillars of the institutional identity. For example, UAC heavily supported the launch of the new Centre for Experiential and Service Learning by leading a major news conference and other promotions;
- Advertising provincially on radio, digital sites, and billboards;
- Launching a pilot project to explore the success of research-based podcasts; and,
- Creating opportunities for students to interact with the identity (e.g.: creating branded murals or “selfie walls” on campus).

Academica Group’s 2022 Gen Z Media Report indicates that 86 per cent of Canadian high school students use TikTok on a daily basis – far exceeding the popularity of Twitter (31 per cent), Facebook (30 per cent) and LinkedIn (15 per cent). Recognizing this, in October UAC introduced a University of Regina TikTok account – @universityofregina – to better connect and engage with prospective students. UAC partnered with its advertising agency and the Student Enrolment Team to develop a content strategy for the social platform.

Results thus far have been positive. The average measure for success on TikTok is an engagement rate above four per cent; in comparison, the seven videos that have been shared on the University’s channel to date have generated an average engagement rate of 14.2 per cent. This strongly indicates that the videos are effective in building brand awareness and creating general interest among students.

Additionally, UAC is preparing to roll out updates to its visual identity guide which will include a standard email signature template that incorporates the new identity’s tagline. UAC is also currently engaging the internal community via meetings with all Faculties to share and explain the identity’s background while also building capacity internally to celebrate and share the identity with stakeholders.

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: It is expected that by January 1, 2023, UAC will have provided 70 per cent of Faculties and academic units with the appropriate training, guidance and tools needed to transition website pages to the newly designed web-friendly template.

UAC’s web team also continued developing its advanced training website which will also be rolled out to the Faculties and academic units that have been trained by January 1. As noted in the last report, the training website includes technical direction, as well as information on how to specifically write content for search engine optimization and align site content and visuals to the institution’s new identity. This training site will be continually managed and maintained by the UAC web team to ensure that all Faculties and units have the most up-to-date resources, tools and support available to them.

Plan and hold “UR Days” in five Saskatchewan communities in Fall 2022: Under the leadership of Enrolment Services, four UR Days have been held during the Fall term – in Moose Jaw and Estevan in October, and North Battleford and Regina’s Thom Collegiate and Dr. Martin Leboldus High School in November. These each featured classroom visits and guest lectures, meetings with teachers, principals, and guidance counsellors, and a recruitment fair for prospective students. Additionally, a mini-UR Days

event was held in Meadow Lake in conjunction with the North Battleford UR Days, making the most efficient use of travel to that area of the province.

By the time of the Board meeting, the Enrolment Services team will also have held a December 3 “Winter Snowcase” at the Cornwall Centre in Regina to enhance relationships with the wider community and engage prospective students of all ages, as well as their families. The day features family-friendly workshops and presentations by students, faculty, staff, and alumni, as well as Faculty and unit display booths, contests, and the opportunity for admission on the spot.

Together, these events provide the opportunity to engage with thousands of prospective students. This will continue in the new year with another UR Days that is scheduled for February 15 in Melfort.

SECTION 3: ENGAGEMENT WITH THE UNIVERSITY AND WIDER COMMUNITIES

Engagement with the University community: My activities within the University itself throughout the fall were extensive. This list is by no means exhaustive, but during the reporting period I:

- Met regularly with the University Executive Team, Senior Leadership Team, the Federated College Presidents, and my direct reports;
- Attended a variety of Faculty Councils and departmental meetings, as well as meetings of Senate, Executive of Council, and committees such as the Space Allocation Committee and the Joint Committee of Council and Senate on Ceremonies;
- Met regularly with the URFA and CUPE Chairs;
- Held University Town Halls in both September and October to provide campus updates and answer questions from faculty and staff. By the time of the Board meeting I will also have hosted a holiday reception for students, faculty, and staff;
- Hosted a half-day Senior Leadership Team retreat focusing on ways to enhance the student experience;
- Attended meetings of the University of Regina Alumni Association as an *ex officio* member, spoke at the Association’s Annual General meeting, and participated in the Alumni Crowning Achievement Awards dinner;
- Participated in Fall Convocation and delivered an address to graduating students;
- Spoke at an orientation session for new staff;
- Chaired the Search Advisory Committee that ultimately appointed Dianne Ford as incoming Vice-President (Academic);
- Helped interview finalists for the Associate Vice-President (International) position, and attended presentations by candidates for the Dean of Education;
- Met with the Faculty of Engineering and Applied Science to prepare for my participation in the Faculty’s re-accreditation process;
- Attended a wide variety of campus events. These included theatrical and music performances, art openings and book launches of colleagues, athletics events, public lectures, a public reading of John Milton’s *Paradise Lost*, and a celebration of University authors organized by the Dr. John Archer Library;
- Provided greetings at various University events, including:
 - The Faculty of Nursing and Hill School of Business pinning ceremonies;
 - The La Cité re-launch;

- The Hill School Dinner;
- The Fall Open House for prospective students;
- A Faculty of Graduate Studies and Research Information Session;
- The annual University of Regina Rams awards dinner;
- The University of Regina Press 10th anniversary celebration; and
- The grand openings of the Mitchell Workshops, the Brad Hornung Accommodations Test Centre, and the Centre for Experiential and Service Learning;
- Hosted a celebration for people at the University who have received awards over the past year;
- Facilitated a discussion on human rights and educational leadership for a graduate class in the Faculty of Education; and
- Participated in numerous operational discussions and decisions on a daily basis.

Engagement with the wider community: My engagement with the wider community on the University's behalf during the Fall term was also extensive. Over that time, I:

- Met regularly with the Mayor of Regina as well as the Minister and Deputy Minister of Advanced Education;
- Met with Chiefs of the File Hills Qu'Appelle Tribal Council to hear their ideas on how the University can better serve Indigenous students;
- Participated in the September 29 Miyo-wicîwitowin Day to held at Mosaic Stadium. I remain on the committee which is contemplating holding a similar event next year;
- Met with the Presidents of the University of Saskatchewan and Saskatchewan Polytechnic regarding different matters of mutual interest, as well as the head of the Gabriel Dumont Institute. While in Winnipeg to see Chancellor Klein receive an alumni award from the University of Manitoba, I also met with that University's President regarding potential health-related research collaboration that is now being explored by the two institutions' Vice-Presidents (Research);
- Had discussions with representatives of Saskatchewan's Colleges as well as the provincial government about province-wide distribution of Nursing education;
- Attended both the Speech from the Throne that opened the latest session of the Legislative Assembly, and the subsequent tea with MLAs;
- Attended an event in Moose Jaw that was hosted by the Premier;
- Met with various provincial government ministers, including those responsible for SaskBuilds, Crown Investments Corporation, Highways, Environment, Health, Education, as well as Mental Health and Addictions, Seniors and Rural and Remote Health;
- Met with the Mayors of Estevan, Moose Jaw, and North Battleford;
- Met with the Saskatchewan Research Council and others regarding the role the University can play in the provincial government's efforts to establish small modular nuclear reactors;
- Submitted a proposal to the Ministry of Social Services related to addressing shortages of social workers in rural and remote areas, and had discussions with the Ministry of Advanced Education regarding the provincial shortage of clinical psychologists;
- Submitted a proposal to the Ministry of Advanced Education regarding developing a provincial-level teaching award. The Ministry, with support from the Lieutenant Governor of Saskatchewan, accepted the proposal and has convened a working group to develop and implement the award;
- Emceed an event on campus at which the Minister of Advanced Education announced a doubling of Mitacs funding to support graduate student and post-doctoral internships and

connect the University with industry. I also attended the sitting of the Saskatchewan Legislature at which the University's role as the province's largest subscriber to the program was noted;

- Met with other provincial and federal elected officials from all parties. This included participating in a parliamentary breakfast and related federal government meetings in Ottawa pertaining to the Canadian Institute for Public Safety Research and Treatment's forthcoming budget request;
- Met individually with Ambassadors and High Commissioners from several countries to facilitate additional educational partnerships;
- Hosted and addressed Ambassadors and High Commissioners from approximately 40 countries at an event at the University which was organized in partnership with Global Affairs Canada and Saskatchewan's Trade and Export Development Office. The University has followed up with all of these officials to begin exploring partnership opportunities;
- Had discussions with the Moose Jaw, Regina, and Saskatchewan Chambers of Commerce about ways of showcasing research innovation and student achievement, and met with Economic Development Regina to discuss collaborations;
- Signed a Memorandum of Understanding with the Conseil des écoles fransaskoises that will facilitate future collaborations in areas such as student admissions and supports as well as international recruitment;
- Travelled to Golden, Colorado with the Vice-President (Research), Provost, and Dean of the Faculty of Graduate Studies and Research to sign a Memorandum of Understanding with the Colorado School of Mines related to that institution's groundbreaking curriculum and research in CCUS, nuclear-related research, and other areas where we share interest and expertise;
- Met with the heads of Innovation Saskatchewan and the Saskatchewan Research Council;
- Co-ordinated the University joining the Canadian Military and Veteran Friendly Campus Consortium (CMVFCC), which is spearheaded by University of Alberta's Military and Veteran Friendly Campus. As a member and key stakeholder in this multi-faceted consortium which involves representatives from educational institutions, the Canadian Armed Forces, Veterans Affairs Canada, industry, and others, the University of Regina is making progress toward important elements needed to become a military and veteran friendly campus;
- Worked with leadership of the Royal United Services Institute (RUSI) to create student service learning projects in coordination with the Department of History, the Department of English, the Library and Archives, and Student Affairs;
- Participated in Remembrance Day ceremonies at Victoria Park and First Nations University of Canada, laid a wreath at the College Avenue campus, and provided "Toast to the Fallen" at the RUSI's Armistice Day dinner of which the Lieutenant Governor is the honorary patron;
- Provided greetings at the Council of Western Canadian University Board Secretaries conference that was hosted on campus by our University Secretariat;
- Attended and in many cases provided greetings on behalf of the University at various public events. These included India Night, the Saskatchewan Sports Hall of Fame induction ceremony, the Regina Thunder fundraising dinner, the Saskatchewan Chamber of Commerce Chair's dinner, and a mental health fundraiser. By the time of the Board meeting, I will have spoken to the Regina Executive Club about the University's priorities;
- Participated in meetings of the Catalyst Committee for downtown Regina's development;
- Received an award from the Fransaskois community as well as a Queen Elizabeth II Platinum Jubilee medal;
- Participated in Association of Registrars of the Universities and Colleges Canada MyCreds™ Advisory Board meetings; and

- Met with both existing and prospective donors.

SECTION 4: MY ACADEMIC RESEARCH PROGRAM

I have provided edits for the third chapter (of six) of my forthcoming history of Memorial University's Grenfell Campus. Work is underway on chapter four, and on selecting and documenting the photographs that will be part of the book. By the time of the Board meeting, I will have met with Ian Sutherland, Vice-President of the Grenfell Campus, to discuss that institution's forthcoming role in publishing the book leading up to Grenfell's 50th anniversary celebration in 2025.

I delivered a guest lecture on the economic and social impacts of the Second World War on the Canadian home front for a History 383 course.

Dr. Raymond Blake of the Department of History and I have submitted a textbook proposal to Bloomsbury Press. The book would be titled *A History of Canada in 15 Moments*, and the proposal has been received favourably by the publisher. We are currently revising the proposal based on the initial reviewers' comments.