

For the Board's consideration, and for evaluation of my performance during my first year as President, what follows is my self-assessment on progress toward my 2021-2022 objectives that the Board approved in September 2021.

The self-assessment contains three sections:

1. Pages 1-8 – A general reflection on some of my overall activities since I assumed the role of President on July 1, 2021;
2. Page 9 – An “At a Glance Dashboard Heat Map” that gives a visual representation of the status of each Board-approved objective and attendant measures; and
3. Pages 10-27 – An overview of progress made toward each specific objective and its measures.

Should the Board require further information about the items discussed below, I would be happy to provide it at the April 29 meeting or as follow-up.

Section 1: General Reflection on Overall Activities

Making the Transition:

Making connections, becoming known to the University and wider communities, and earning their trust – these, above all, were the things I viewed to be most important as I assumed the role of President and Vice-Chancellor.

They constituted what I consider to have been fundamental to my accomplishments and successes in previous roles. At the University of Ottawa, these undertakings were essential in my starting and managing for several years an institution-wide Experiential Learning Service. The same was true when my administrative journey next brought me west to Mount Royal University to serve as Dean of Arts, and following that, back east to assume the position of Vice-President of Memorial University's Grenfell Campus.

At Mount Royal and the Grenfell Campus, it was critically important to show appreciation of what had been accomplished by colleagues who had worked there for years, if not decades, and by others such as alumni and retirees who had long been attached to the institutions and were eager to contribute. But I also faced an expectation to pursue change, build upon success, and reconsider the ways things had been done.

In short, it was necessary to engage with the University and wider communities, and to understand the local culture, including how external stakeholders had interacted with the academy, what their hopes were for it, and how such factors could be united to advance progress. At each place, this took some time, but was wholly worthwhile to build a foundation upon which trust, buy-in, partnerships, and development could proceed. This approach and commitment I believed was essential to bring with me to the University of Regina, so engagement and consultation with others was a priority throughout the year.

In this context, I have approached my responsibilities as President with enthusiasm, excitement, and optimism. Serving as President of this University provides the means to make a significant, positive impact on the lives of thousands of students, help advance the careers of colleagues, help the academy contribute to the wider community – and potentially to do all of these things on a much broader basis than in my previous roles. From my very first administrative roles, I discovered that I derived great satisfaction, and indeed joy, from the feeling of helping others reach toward their potential, and, through that, having the university serve, as it should, as a force for good and to propel progress. Those objectives underscore all of the work I have done in the past year, and will continue to do in coming years.

However, my move west came with notable challenges, and some trepidation, both for me and for my family. Although I had lived in Alberta for nearly a decade (six years in Calgary, and much earlier, nearly three years in Edmonton), I had spent little time in Saskatchewan. Indeed, I had been to Regina only once, and very briefly, and that trip did not include visiting the University, where I knew virtually no one.

During the interview process, the COVID-19 pandemic meant everything had to proceed remotely; there was no on-site familiarization process between myself and the University and city. The selection committee sought to compensate for this through a very extensive on-line process, one that ultimately included eight interviews and several presentations. This made me more familiar with the University, but once my appointment as President was announced, the challenge of becoming part of the University of Regina family – a known quantity who in turn was familiar with the University and broader community – remained.

I am pleased to say that as I approach the end of my first year, the University of Regina has come to feel like home, not just for me, but also for my wife, and for my two children, who are attending the University. My wife, who left a government management position with social housing in Newfoundland, is thrilled to now be in a leadership role with the Provincial Ministry of Health. As a family, we are proud to call Regina home and already claim many spots as our favourites in the community.

Engagement with the University Community:

Recognizing that effective performance as President of the University of Regina requires vast learning and relationship building, I started upon this soon after my appointment was announced on March 1, 2021 – well in advance of my official July 1 start date.

That engagement continued both virtually and whenever possible in person once my term officially began, and has been integral in helping me deepen my understanding of the challenges and opportunities facing the University, as well as people's aspirations for the institution.

In past reports to the Board, I have outlined many of those engagement activities with the University community. For that reason, I will not reproduce all of them here, but will instead note some of the more pertinent examples.

Recognizing the importance of continuing, meaningful engagement with the University community, during the year I:

- Had regular meetings with the Board Chair and Vice-Chair, as well as periodic meetings with individual Board members;
- Participated in meetings of the Presidential Transition Advisory Committee;
- Hosted regular meetings with the Federated College Presidents, URSU Executive, and URFA and CUPE leadership to understand any concerns they may have;
- Held regular one-on-one meetings with all directors, Deans, and my direct reports;
- Chaired regular meetings of the University Executive Team (as well as the “University Executive Team Plus” group), Senior Leadership Team, and Executive of Council;
- Participated in meetings of University Senate;
- Participated in both initial and follow-up meetings (virtually, and when possible, in person) with all Faculty Councils, departments, and non-academic units. This included multiple visits to the Faculties of Nursing and Social Work at the Saskatoon campus to discuss issues of space and connectivity;
- Hosted monthly virtual town halls to provide updates to the University community on topics such as budget and COVID-19-related operations, and sent monthly messages to campus;
- Met with representatives of all student societies, attended meetings of several student groups, and participated in their events whenever possible;
- Met with students and staff at the ta-tawâw Student Centre, and with the Elders at the University;
- Participated in a dialogue session with graduate students, and hosted a series of five student focus groups on teaching and learning, the experience of Indigenous students, international students, and BIPOC students, as well as supports for students with disabilities or mental health concerns;
- Spoke to graduates as part of my installation at Convocation and participated in Dr. Jacqueline Ottmann’s installation as First Nations University of Canada President;
- Spoke at orientation sessions for new faculty and staff;
- Attended events including theatre, music, and choir productions as well as Cougar and Ram games of every sport to show support for our students. I also met with players, coaches, and parents;
- Participated in monthly meetings with the University of Regina Alumni Association Board in my newly created role as *ex officio* Board member;
- Met with groups of engaged alumni and retirees to learn their perspectives on the University;
- Participated in many announcements and events, including a renewed partnership agreement with the Regina Rams Football Club, the opening of the Student Wellness Centre, the celebration of alumnus Dr. Nevan Krogan’s \$2 million donation to support Haitian students, a reception to recognize the Neekaneewak Leadership Initiative scholarship recipients, and a pipe ceremony and feast accompanying the arrival at the University of a Buffalo Winter Count Robe painted by Mr. Wayne Goodwill from the Standing Buffalo Dakota Nation;
- Attended and brought greetings at dozens of other events, including a faculty member’s book launch, the employee long service awards, an event for Transgender Day of Visibility, the Hill and Levene Schools’ Leaders Council event with students, and an event to recognize the University’s student ambassadors and UR Guarantee participants;
- In accordance with the University’s COVID-19 protocols, held in-person campus “meet and greets” open to all faculty and staff; and

- Met with hundreds of individual members of the University community – often at their request – to discuss their experience at the institution, and wherever possible, address any concerns they may have.

Engagement with the Wider Community:

Likewise, I recognized that my early and ongoing engagement with the wider community would be critical to enhance the University's relationships with key stakeholders across the province and beyond. For this reason, I began meeting virtually with stakeholders from the wider community prior to arriving in Regina, and continued that engagement both virtually and in-person wherever possible throughout the year.

I have outlined many of these activities in past reports, so what follows are some highlights. During the year, I:

- Met monthly with the Mayor of Regina and finalized a Memorandum of Understanding that will enhance the University and the City's cooperation in key areas of mutual benefit such as cross-promotion, research, sustainability, and bid/grant applications;
- Participated in regular meetings with the Ministry of Advanced Education, and hosted Minister Makowsky when he was on campus to visit researchers, and when he attended Cougar and Ram games. I also travelled with him to the Swift Current/Maple Creek region to visit the Cypress Hills Field Station. While in the area, I met with several reeves, Indigenous leaders, and other stakeholders interested in pursuing a health care-related educational partnership;
- Held discussions with a wide variety of municipal, provincial, and federal government members, including cabinet ministers, civil servants, and representatives of all principal political parties;
- Worked with all academic and administrative units to prepare a document highlighting key economic, social, and cultural contributions the University makes to the *Saskatchewan Plan for Growth* and building a stronger province. This has been shared with the Ministry of Advanced Education and others;
- In conjunction with municipal officials, established an academic Steering Committee for a possible provincial architecture program with the University of Saskatchewan, Saskatchewan Polytechnic, and First Nations University of Canada in an effort to cost-effectively pool resources for maximum impact in the province;
- Met regularly with the Presidents of the University of Saskatchewan and Saskatchewan Polytechnic to discuss our academic partnerships and areas of mutual interest;
- Met with the Presidents and other representatives from some of the Regional Colleges to discuss possible enhancements to our partnerships, including in the Faculties of Nursing and Business Administration. I also met with the Presidents of the University of North Dakota, the University of Montana, Montana State University, and the University of Calgary to discuss forthcoming partnerships, and participated remotely in Universities Canada meetings with other Canadian university presidents;
- Met with leadership of both the Saskatchewan and Regina & District Chambers of Commerce, and in partnership with the Regina & District Chamber, delivered my first "State of the University Address" in March, focused on how the University serves and enriches the broader community, and our desire to build more partnerships;
- Attended numerous community, business, and government events in Regina. This included speaking at the launch of the province's International Education Strategy, and reading from the

Truth and Reconciliation Commission of Canada's report at an event held at the Legislative Building on the National Day for Truth and Reconciliation;

- Spoke with Crown corporations as well as the Saskatchewan Research Council and Western Economic Diversification about the University's potential to assist with energy transition in several southern Saskatchewan communities;
- Had discussions with government officials as well as several companies to help advance the University's work in the areas of energy, transition, health, and agriculture;
- Met with a variety of community organizations such as the John Howard Society, Food Bank, Regina Police Service, and YWCA to discuss service learning opportunities for students and other possible partnerships;
- Met with leadership from the Saskatchewan Teachers' Federation and Innovation Saskatchewan to discuss joint programming opportunities;
- Met in person with leaders and representatives from the Fransaskois community regarding the potential to enhance French-language presence, profile, and funding and program opportunities. This included travelling to Gravelbourg to visit Collège Mathieu;
- Travelled to Estevan, Moose Jaw, Weyburn, Swift Current, Yorkton, Melville, North Battleford, Prince Albert, and Saskatoon to meet with donors and alumni as well as education, business, political, and community leaders. These trips included visits with the student recruitment team to high schools, and discussions about advancing dual credit opportunities and developing more fulsome remote programming with the Regional Colleges. Planning continues for visits to Melfort and Meadow Lake. In coming weeks, I will accompany the Lieutenant Governor to La Ronge to attend the graduation of students from Northlands College, and meet with town officials and high school students;
- Joined the student recruitment team in visits to high school classes in Moose Jaw, Mossbank, Assiniboia, Central Butte, Eyebrow, Craik, Mortlach, Chaplin, Avonlea, and Wilcox;
- Spoke via Zoom with principals, guidance counsellors and school trustees from across the province to seek their advice as we work to expand dual credit and accelerated course arrangements in school divisions;
- Worked with University Advancement & Communications, the Faculties, Athletics, the Federated Colleges, and various other areas on campus to plan a series of "UR Days" focused on elevating the teaching and research profile of the institution while boosting enrolment and partnership activities in communities across Saskatchewan. Each day consists of a comprehensive series of events, including: high school classroom visits with recruitment expo in each school; in-school activities, workshops, and after-school camps offered by Athletics, the Department of Music, the Department of English, and EYES; meetings with city officials and other community leaders; and a public "President's Lecture" each evening. A tremendous amount of planning has gone into this initiative;
- Met with representatives from the Saskatchewan Roughriders, the REAL District and the University of Saskatchewan to plan a "U Prairie Challenge" for the fall that will see a series of head-to-head varsity sports competitions between the two universities. On September 17, the University of Regina will host the inaugural game (a Rams/Huskies game at Mosaic Stadium) of this year-long competition across all sports. This game will be part of "Football Day in Saskatchewan," with a weekend of activities including the Roughrider home game on September 16 and a Regina Thunder/Saskatoon Hilltops Game during the early afternoon. This will be followed by a tailgate party and concert in the park beside Mosaic Stadium preceding the Rams/Huskies game. The official announcement of the event is expected to take place in the first week of May;

- Participated on a city-wide committee – co-chaired by Cowessess Chief Cadmus Delorme and also involving Chancellor Pam Klein – that is planning a national Truth and Reconciliation Day event at Mosaic Stadium;
- Sent an introductory letter to the Chiefs of all Saskatchewan First Nations, as well as Métis leaders, and met with the newly installed Chief of the Pasqua First Nation;
- Met virtually or in person with consular representatives from several countries, including the United States, Great Britain, China, Japan, India, and the Philippines. I have also engaged with representatives from educational institutions in Japan, Finland, Mexico, and the Philippines, among others; and
- Conducted provincial media interviews regarding various announcements and the University's enrolments and pandemic planning.

I view this engagement as important to enhance the University's partnerships, recognition, and reputation, and draw students from across the province and beyond. I will build on these activities in future to help make the University focal point for all manner of activities, and a destination of choice for students.

Administrative Activities:

During the year I was actively involved in countless administrative processes and decisions that, although not always directly related to the engagement activities noted above or the Board objectives outlined later in this document, were nonetheless important to the continuing operation of the University. It is not possible to outline all of these, but notable examples include:

- Implementing the 2021-22 University budget in the midst of financial constraints caused in part by the pandemic-related enrolment decline and the University's largest-ever budget deficit. These challenges were compounded by major unexpected costs such as foundational repairs to College West and addressing safety-related issues in laboratories;
- Developing the proposed 2022-23 University budget, which could entail a 3 percent base budget cut;
- Developing renewed academic agreements with Champion and Luther Colleges, and beginning the process of updating the partnership with the First Nations University of Canada to reflect that institution's journey toward greater independence;
- Renewing the University's agreement with the Regina Rams Football Club;
- Completing arrangements to create a not-for-profit organization to operate Darke Hall;
- Launching a one-year pilot project for flexible and remote work arrangements;
- Completing the first comprehensive employee engagement survey to be undertaken since 2015, in order to identify areas where employees feel a sense of belonging, where management is seen as governing effectively, and where improvement is seen as most necessary;
- Restructuring so that the Associate Vice-President (Human Resources) reports directly to the President rather than to the Vice-President Administration;
- Repositioning a research-funded Equity, Diversity, and Inclusion position formerly housed in the Office of the Vice-President (Research) so it now reports to the President as the Senior Advisor on Equity, Diversity, Inclusion, and Anti-Oppression;
- Chairing meetings of the Search Advisory Committees for both the Provost and Vice-President (Academic) and the Vice-President (Administration); and

- Undertaking a review of the Confucius Institute as it seeks renewal of its current five-year contract.

My Academic Work:

During the year I have also sought to remain connected with my own academic work, both in the classroom and as a researcher. To that end, I:

- Presented on my research related to Canadian women and the Second World War as part of the “Research with Impact” series organized by University Advancement & Communications and the Lifelong Learning Centre;
- At the invitation of Reid Pedersen of the Faculty of Kinesiology and Health Studies, spoke to an upper-level sports marketing class on the importance of athletics to universities;
- Also by invitation, presented to Dr. Raymond Blake’s upper-level history class on my approach to writing history;
- Continued work on my book detailing the 50-year history of Memorial University’s Grenfell Campus. With the primary research complete, I worked with Supply Management Services to develop and issue a request for proposals for a development editor to help me get the manuscript into final publishable form. That editor has now been engaged (to be paid from my research fund over the next two years) and I am currently reviewing a draft of the book’s first chapter; and
- Agreed to serve as an external examiner for the forthcoming dissertation defences of history students both at the University of Regina and at York University.

Closing Reflections:

I joined the University of Regina under rather unusual and challenging circumstances – in the midst of a pandemic and a difficult fiscal situation that together hampered the University’s advancement, yet with the encouragement and even expectation from others that I would facilitate change at the institution while respecting and building upon existing tradition.

This was no small task, but I approached it with enthusiasm and optimism – and most importantly, with the support of the University and wider communities. I have endeavoured to build strong relations and trust with students, faculty, and staff alike, as well as with stakeholders in the wider community. During this process, I have been impressed with how receptive people have been, which I attribute in part to their love for the University and their desire to see the institution succeed, and in part to the trust and goodwill that my predecessors inspired in them – trust and goodwill that I will do my utmost to maintain and build upon.

The successes outlined in this end-of-year report – both in terms of my overall activities described above, and my specific objectives summarized below – are not the work of one person, or even a small group such as the University Executive Team or the wider Senior Leadership Team. Rather, they represent the collective effort of countless people from all employee and student groups across the University. This collective effort has served the University well over the past year, and it will be equally important in coming years as we work to advance our academic mission in challenging circumstances.

Together, we must embrace fiscal responsibility by planning for several years of what essentially amounts to reduced government funding. We must make meaningful and measurable progress on key

aspects of the 2020-2025 Strategic Plan, including Truth and Reconciliation, climate action, student supports and experience, research impact, community partnerships, and reputation. We must maintain the cost-competitiveness of our programs, clearly demonstrate those programs' relevance to students and the wider community, and find the appropriate mix of in-person and remote/hybrid/hyflex teaching and learning modalities for students who have more educational options than ever before.

This will take innovative leadership, new thinking, and the willingness to ask difficult questions and demand more of ourselves. It will require flexibility, a willingness to release ourselves as appropriate from well-worn ways of doing things, the ability to embrace risk, and an acceptance that failure will sometimes accompany success.

In this spirit, and in partnership with an engaged Senate and Board of Governors who together bring tremendous expertise and dedication to this University, I look forward to working with a soon-to-be-renewed, highly committed, and, as necessary, restructured leadership team to continue moving the University on an upward trajectory as we approach the institution's milestone 50th anniversary.

The years ahead will undoubtedly bring challenges, but also excitement as we traverse obstacles together. I hope that my performance over the past year has both justified the trust the University community placed in me with my appointment as President, and demonstrated my eagerness to help make the University of Regina a better institution for everyone it serves.

Respectfully submitted,

Jeff Keshen
President and Vice-Chancellor

Section 2: “At a Glance” Dashboard Heat Map: Progress toward Annual Objectives

Strategic Plan Connection	President’s Objective	Measurable	Status
General operations – no specific thematic focus	Bring activity to near-pre-pandemic levels	Return to a majority of in-person coursework	BLUE
		Resume public events	BLUE
		Make a full return to research	BLUE
		Refine international and domestic recruitment	GREEN
		10% international enrolment increase	BLUE
		Consider and approve MOU proposals as appropriate	BLUE
		Launch comprehensive fundraising campaign	YELLOW
Truth and Reconciliation	Advance Truth, Reconciliation, and Decolonization	Develop an Indigenization/decolonization inventory	BLUE
		Develop Indigenous Strategic Plan	YELLOW
Impact and Identity	Implement consultation process related to institutional identity	Discuss at Board, SLT, and UET retreats	BLUE
		Discuss with internal/external stakeholders	BLUE
		Launch Phase 1 of website redesign	BLUE
		Implement enhanced web analytics	BLUE
		Explore ways to improve in national rankings	GREEN
Environment and Climate Action	Advance sustainability and climate action	Launch Sustainability Action Plan	GREEN
		Create Office of Sustainability	YELLOW
		Participate in Times Higher Education rankings	BLUE
Discovery	Create and grow research innovation ecosystem	Create Commercialization Unit	GREEN
		Create Graduate Advanced Training and Entrepreneurship Centre	GREEN
		Partner with provincial incubators to involve graduate students	GREEN
		Develop research programming for graduate students	GREEN
Well-being and Belonging	Advance Equity, Diversity and Inclusion	Create an EDI and anti-racism committee	BLUE
		Partner with URSU to co-fund a BIPOC advocacy position	GREEN

Progress Status	
BLUE	Complete
GREEN	Well under way
YELLOW	Partially under way
RED	Very Little or No Progress

Section 3: Overview of Progress toward Objectives

Objective 1: Bring activity on the University's campuses to a level near that of full pre-pandemic operations

As the "heat map" chart above indicates, this overall objective is complete or near-complete per most of the measures outlined below.

Return to a majority of in-person coursework: This was completed on March 1, 2022, but took longer than anticipated.

The initial delay was because the University's Fall 2021 registration timeline compelled the institution to make scheduling and course delivery decisions last spring – precisely when another wave of the pandemic engulfed the province, and in particular, Regina and area. In this context, the University took a cautious approach and framed the Fall 2021 term as a transitional one. Deans and instructors were at liberty to determine the modality of individual course delivery (i.e., face-to-face, online, or hybrid). In the end, approximately 16 percent of courses took place in person, with roughly 4,500 students on campus.

During the transitional Fall term, the University implemented or continued a variety of COVID-19 protocols. These included maintaining a mask mandate, and effective October 1, implementing a student, faculty, and staff proof of vaccination (POV) requirement with a mandatory rapid antigen testing program for those who did not provide POV.

These measures allowed the University to continue operating without monitored access points, with computer labs open and increased access to the Library, and with very limited food services available. This enabled an increased presence of people on campus for Fall 2021, but nowhere near pre-pandemic levels.

With 99 percent of faculty and staff and 98 percent of students vaccinated, and testing requirements in place for those who did not provide POV, the University made extensive preparations throughout the fall to return to a majority of in-person coursework for the Winter 2022 term. A total of 70 percent of courses were scheduled to take place in person, with approximately 17 percent remote, and the remainder a combination of experiential-based, thesis, and capstone options. This represented a more normal, healthy mix of course modalities than past terms.

This plan was delayed due to the rapid spread of the Omicron COVID-19 variant in the province in late 2021, however. After careful consideration, the decision was announced on December 21 that Winter 2022 coursework would begin on January 10 rather than January 5, and would remain entirely remote until at least January 22. This approach was in alignment with other universities both in the province and beyond, as well as many other public agencies.

Ultimately, the start of in-person coursework was further delayed until February 7, with instructors and Deans having the opportunity to determine collegially by January 24 how they would proceed with individual courses. On February 7, more than 400 classes, labs, and other in-person teaching and learning formats resumed for about 5,000 students, bringing an average of 1,800 students to campus each day. Effective March 1, all previously planned in-person coursework (70 percent of courses, as noted above) resumed to provide as much of the in-person experience as possible for the approximately

10,000 students who had signed up for it – effectively bringing in-person teaching and learning back to pre-pandemic levels.

On April 12, POV requirements and the rapid antigen testing program were discontinued for all registered students, faculty, and staff. Effective May 1, the mask mandate will also be removed everywhere on our campuses except in classrooms, labs and studio spaces, and the Library. With no distancing or vaccination-related requirements in place, remaining mask restrictions set to expire on May 31, and an appropriate mix of in-person and remote coursework being offered, the University will continue full pre-pandemic academic operations for the Spring/Summer and Fall 2022 terms.

Resume public events on campus: This was completed on March 1, 2022.

Fall 2021 saw a limited return to on-campus public activities such as theatrical events, varsity sports, and recreation services such as intramurals, the pool, and the Fitness & Lifestyle Centre. Stringent COVID-19 protocols remained in place, including masking, POV/negative test results for ticketed events, and limited capacity. Traditional in-person events that resumed with limited capacity in October included Convocation (the first in-person ceremony held in two years) and the Alumni Crowning Achievement Awards.

Activity guidelines were developed during the fall in anticipation of even more in-person activity expected to take place for Winter 2022. As in-person coursework was delayed in January due to the prevalence of the Omicron variant in the province, however, the University temporarily suspended public on-campus lectures and performances. Varsity sports practices and competitions continued, but without spectators in attendance. Athletic competitions opened to the public again on January 26th with capacity limits of 350 in the main gymnasium. On February 10th, capacity limits were increased to 50 percent, or approximately 1,500 spectators.

Coincident with the March 1, 2022 full return to in-person classes, additional in-person public activities and events returned, with masking required for the remainder of the term, but POV/negative test results not required for those visiting campus.

At the time of writing, the number of in-person events scheduled on campus is growing weekly, and as the circumstances of the pandemic permit, the volume of in-person events will increase to near-pre-pandemic levels by Fall 2022.

Make a full return to research: This was initially completed in July 2021 and the status did not change in subsequent months.

From September 2020 until July 2021, the University operated under “Phase 3 – Yellow” of the *Return to Research Plan*, which saw all University buildings eligible to host research activity according to strict COVID-19 health and safety protocols.

Effective July 12, 2021, research enterprise entered “Phase 4 – Green,” with most restrictions removed and management of COVID-19 research-related risks decentralized to the Faculty level. The University has remained in “Phase 4 – Green” since that time, and the record amount of external research funding

attracted during the year is further indication that the research enterprise has returned to its previous level of activity.

Refine existing international and domestic undergraduate and graduate recruitment, enrolment, and student success strategies, while developing new ones as appropriate: This process has been well under way throughout the year.

The University implemented its annual comprehensive program of recruitment and enrolment activities, which is too extensive to list here in detail. Of particular note, however, is that while doing so, the institution also undertook a wide variety of new initiatives in these areas:

- UR International diversified efforts to recruit students from different regions, including Student Direct Stream countries, engaged with consular officials from a number of countries, and explored or finalized partnerships with institutions in countries such as Japan, Mongolia, Vietnam, and the Philippines, from which the University has not traditionally attracted a large number of students;
- In the Fall and Winter terms, UR International developed and delivered two short-term customized virtual English-language programs for partner institutions in Mexico and China. In addition, 65 students from Mexico will be on campus for a three-week English enhancement program this summer (which is expected to take place in future years), and 120 students from Saskatchewan and Asia-Pacific countries (100 in-person and 20 virtual) will participate in “Discovery Camp Saskatchewan” programming related to sustainable development;
- Over the past year, UR International has facilitated the signing of 68 international agreements (47 renewals and 21 new partnerships), including Memoranda of Understanding, student exchange agreements, and articulation program agreements;
- A measure was passed to reduce on-site residency requirements to a minimum of 25%, which will provide more possibilities for remote delivery of coursework to those beyond the University’s immediate geographic area, and even outside the country;
- Flexibility was introduced in the application process for international students who were unable to obtain visas due to COVID, or who had to register on a provisional basis with unofficial transcripts;
- UR International launched the Global Skills Opportunity Program, a \$1 million scholarship program jointly funded by the University and the Government of Canada to provide domestic students with study abroad experience. The program focuses on Indigenous students, as well as students with disabilities or from low-income backgrounds;
- Work continued on the new Student Relations Management (SRM) System, which will make the application and enrolment process more efficient for all students while providing them with targeted, relevant information. To date, all units on campus have mapped current individual recruitment and admission processes, and developed new common ones. Testing is currently under way to ensure the proposed processes will work well in a new SRM system. To support the project, a Business Analyst has been hired on a two-year term in the Registrar’s Office, and Information Services is recruiting a consultant (slated to be in place by the end of April) to act as the formal Project Manager. The RFP process for the SRM system is expected to begin in June;
- A subcommittee of the High School to University Transition Committee is finalizing a multi-year plan to bring a cohort of Indigenous high school students to the University campus each year to

participate in a series of events designed to encourage and facilitate their transition to university;

- The University is finalizing an MOU with National Advanced Placement & Prior Learning (NAPPL) that will allow us to assess and provide transfer credit for military service. The next step is to develop individual MOUs with local military formations to provide credit to prospective students;
- Enrolment Services used a hybrid recruitment model that combined virtual events with in-person career fairs and high school visits;
- The University is working with the provincial Ministry of Education as well as Regional Colleges, District Curriculum Managers, and individual high schools to enhance dual credit options. This would see a select number of introductory University of Regina courses offered that count toward both a high school diploma and university credit – something that is important for both recruitment and retention;
- To date, an application for a dual credit Chemistry 100/Chemistry 30 course has been submitted to the Ministry of Advanced Education for approval, a Business 100/Entrepreneurship 30 course is nearly ready for submission, and a dual credit French course is in discussion. A dual credit MOU with the Regina Public School Division is in the final stages of development pending consideration of a bursary program for participating students, and a draft proposal for a dual credit University Readiness course has received enthusiastic support from Saskatchewan high school representatives. In addition, the Associate Vice-President (Academic) is establishing a working group to develop a strategy to promote dual credit courses to high school students;
- The Faculties of Nursing and Business Administration are in early-stage discussions to expand remote delivery of coursework through some of the Regional Colleges;
- In January, the Centre for Continuing Education launched the fourth of its professional microcredentials – a significant response to professional development needs identified by Saskatchewan employers; and
- I joined recruiters in high schools across the province to promote the University to prospective students – something that the President has not done for several years.

Likewise, the University undertook new measures to enhance student success and retention. These included:

- The Provost, Deans, and Registrar undertook a detailed assessment of necessary steps to implement full-year registration for Fall 2024. This form of registration, which has a positive impact on student planning, retention, and time to graduation, is now moving through the approval process;
- Housing Services is providing financial incentives to live in residence, and exploring ways to improve food choices for the University's increasingly diverse student body. The unit also submitted a proposal to the Faculty of Graduate Studies and Research (FGSR) for creating dedicated housing and study space for graduate students in Paskwāw Tower;
- After several years in development, the Accommodations Test Centre opened in January to better serve students who require examination alternatives due to a disability;
- The new Centre for Experiential and Service Learning (CESL) has been announced, is in development, and will begin operations in Fall 2022. The CESL will manage programming such as service learning, volunteer work, and internships that will be interwoven in all parts of the institution. The CESL will also lead on creating a Co-Curricular Record, which is an official university attestation of experiential-based education and volunteer activity;

- The Centre for Teaching and Learning (CTL) launched a first-year instructor cohort pilot program. The program is designed to improve teaching of first-year courses by providing professional development and best-practice opportunities for a cohort of faculty members and sessional lecturers. The CTL has also partnered with FGSR to offer a Teaching Enhancement Certificate for graduate students;
- Recognizing that excellent graduate supervision is critical to graduate student success, FGSR partnered with the Centre for Teaching and Learning (CTL) to participate in the Quality Graduate Supervision (QGS) MOOC at the University of Calgary;
- FGSR launched the #URGradExperience to provide a unique and enriching experience for all graduate students and post-doctoral fellows. The #URGradExperience fosters the acquisition of disciplinary expertise and professional excellence through an array of inclusive programming, professional skill development, experiential opportunities, and global engagement;
- FGSR conducted a review of graduate admission policies and processes to identify and address concerns and barriers facing applicants and staff alike. As a result, online application and support documents have been updated, training guides and protocols have been streamlined for processes such as transcript verification and GPA calculations, automated document upload processes have been refined, language in the graduate calendar has been made more inclusive, and communications with line Faculties have been regularized to ensure they are aware of any updates; and
- FGSR enhanced graduate student funding in a number of ways. Funding was doubled for the \$5,000 FGSR Indigenous Scholarships so 20 may now be awarded each year. Ten \$10,000 UR Excellence Scholarships were created for the top student coming into FGSR out of each undergraduate Faculty. And the UR Scholars Entrance Award now covers full tuition for two Master's and two doctoral students annually (renewable for two or three years, respectively) who show exceptional scholarly promise.

It is also of note that a key focus for use of the one-time provincial MOU funding is enhancing recruitment, retention, and different aspects of the student experience to help maintain and grow enrolments for the future. Many of the approved initiatives are related to this, and are in differing stages of development. They include:

- The creation of two Global Student Recruiter positions;
- The extension of the UR International Welcome Solidarity Award for international students who began their studies in Winter 2022;
- The creation of an Agent Commission Incentive program for recruitment agents working in identified international markets including Student Direct Stream countries;
- Hiring two Regional Recruitment Officers – one based out of Prince Albert to serve the northern part of the province (where we have long known that our presence and recruitment are not as strong as they should be), and one based out of Regina to serve the southern region. Both will provide additional opportunities to recruit Indigenous students;
- Developing a UR Priority First-Year Housing Program to enhance the experience of students staying in residence during their inaugural year at the University. Beginning in Fall 2022, this program will be available to all first-year and new-to-campus students. Kīšik Towers will be the designated residence for 600 first-year students, who will have ready on-site access to a variety of academic and social programs. As part of the initiative, a VIP program will provide these students with discounts and specials both on campus and from local businesses;

- Developing a Transfer Pathways Action Plan to streamline processes and remove barriers for students wishing to transfer to the University – something that is important because the current conversion rate of transfer students who have been offered admission is approximately 40 percent. To date, the Job Evaluation Questionnaire (JEQ) is being developed for a Transfer Credit Advisor to convert applicants to registered students and develop a transfer student recruitment strategy. All Faculties and Federated Colleges are in support of the centralized transfer credit project, and with improved application of grading and residence regulations, newly admitted students now receive a transfer credit assessment within two weeks. The overall goal in the first year is to increase the conversion to 50 percent, which would result in an additional 60 to 70 students at the University;
- Hiring an Articulation Officer to work with new institutional partners to facilitate student transfers to the University through articulated agreements;
- Developing a first-year/course instructor program to enhance instruction in “gateway” first-year courses;
- Hiring an Indigenous Educational Developer in the Centre for Teaching and Learning to provide teaching and learning supports for Indigenous learners;
- Purchasing and implementing a new non-credit registration system in the Centre for Continuing Education to simplify registration for students and make it easier for them to move between non-credit and credit offerings;
- Redeveloping the Master of Social Work into a flexible delivery modality to better serve students from rural, northern, and out-of-province communities; and
- Developing a Master of Teaching, Learning, and Leadership degree in the Faculty of Education.

It is of note that two other enrolment-related MOU funding proposals are currently under consideration. The first is for academic staff to support two Faculty of Science professionally oriented Master of Science programs in Data Science and Human-Centred Computing – programs that will double the number of thesis-based Computer Science Master’s students to approximately 100. The second is to hire an Indigenous scholar to inform the Faculty of Arts’ new Interdisciplinary Master’s program in Climate and Environmental Justice – a “destination” program that will be the first of its kind in Canada.

Target a 10% overall year-over-year increase in the number of new international students (April 2022 compared to April 2021): This target has been surpassed in large part due to the international recruitment activities described above, as well as reductions in the pandemic-related delays students faced with their international visas and travel as the year progressed.

As the chart below demonstrates, the overall number of new undergraduate and graduate international students during 2021-22 was 1,044 – a 75.8% increase over the 594 new students during 2020-21, the first full year of the pandemic:

		# International Students						
		2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
UG International	First Term	708	414	1207	1139	659	565	612
GR International	First Term	336	180	305	243	244	226	170
Total UG & GR International	First Term	1044	594	1512	1382	903	791	782

The number of new students for 2021-22 was, respectively, 24.5 percent and 31.5 percent below the 2018-19 and 2019-20 years that preceded the pandemic and had unusually large cohorts of two-year diploma-seeking students from India. That said, first-term international enrolments for 2021-22 did surpass the annual levels from 2015-18.

As of April 11, preliminary first-term international enrolments for Spring-Summer 2022 are 294, compared to 226 at the same time last year. It is too early to project numbers for Fall 2022 and Winter 2023, but planned in-person recruitment trips to countries such as Mexico, Vietnam, the Philippines, China, India, and several African countries including Nigeria will be of added benefit as international enrolments continue to rebound for Fall 2022 and Winter 2023.

Ensure that proposals for revenue generation and finding efficiencies are submitted, carefully considered, adjusted and approved as appropriate, and developed to include detailed business plans:
This process is well under way.

The Senior Leadership Team developed Board-approved criteria and timelines to allocate the \$11 million in total one-time MOU funding provided by the provincial government for 2021-22 and 2022-23. The three overarching principles and nine rating criteria were as follows:

Overarching principles

1. Provide revenue-generating or cost savings initiatives
2. Provide funding or savings that flow centrally
3. Increase the University's reputation in a positive manner

Rating criteria

1. Institutional recovery and transition from the COVID-19 Pandemic
2. Academic and administrative innovations supporting financial sustainability
3. Revenue generation (level of additional financial support and speed anticipated)
4. Expense reduction initiatives (level and speed of reduction generated)
5. Efficiency through collaboration with partner institutions
6. Support of the Saskatchewan Growth Plan
7. Proportion of funding or savings flowing centrally
8. Overall improvements and impact to University reputation
9. Potential risk (size, scale, cost and complexity of the proposal)

The University Executive Team developed a highly structured process for proposing, evaluating, and approving projects that will draw on the funding. This included a comprehensive scoring matrix tied to government priorities and criteria for using the funds.

At intervals of approximately every six weeks throughout the Fall and Winter terms, funding proposals were presented for discussion with the University's Senior Leadership Team and Council Committee on Budget, and I attended all presentations. Based on these discussions and using the ratings matrix, a review committee composed of the three Vice-Presidents provided recommendations for my consideration and potential approval. All proposals included risk assessments as well as revenue or efficiencies targets.

To date, a total of 30 COVID-19 recovery, revenue generation, and efficiencies proposals have been considered, with 25 having been approved. Thus far, \$8.3 million has been allocated toward these projects, which include (but are not limited to) global and provincial student recruiters, a first-year housing program, an Energy Manager position, articulation and transfer credit enhancements, an Indigenous Educational Developer position, and new programs in the Faculties of Social Work and Education.

Per the MOU, reports on the status of all projects will be provided to the Ministry of Advanced Education twice per year.

The final set of presentations for Winter 2022 took place on April 12, with a decision on them expected in coming weeks.

Finalize the priorities and launch the “quiet phase” (Phase 1) of a multi-year Comprehensive Fundraising Campaign that will support the University’s operations in multiple areas: After this measure was approved in Fall 2021, it became apparent that the existing campaign priority conceived several years ago and discussed with the Board in late 2019 did not have widespread internal and external support; consequently, a “re-set” of the campaign is under way.

To that end, additional consultations took place both internally and externally to ensure that the campaign has a more comprehensive vision that will garner internal, public, and private support. Since November, consultations have explored: the strengths and potential areas of growth for the University; the ways in which these areas also can support the long-term strategies of the City of Regina and the Province of Saskatchewan; the potential for key donor support and engagement; and the ability to attract infrastructure funding either to repurpose existing space or construct a purpose-built facility.

Through such analysis and outreach, the University will deliberately tie any campaign to both established and emerging institutional strengths in order to propel the institution forward, enhance its reputation and ranking, and further its ability to contribute to the province and the government’s current growth plan. Strategically, and with respect to emergent areas of programmatic and research strength, health sciences are an early focus because of the expertise that exists across many Faculties, most notably Nursing, Science, Arts (Psychology in particular), and Kinesiology and Health Studies.

Once the priorities are finalized and campaign counsel is re-engaged – expected to be in late summer or early fall – the planning and implementation of the “silent phase” of the campaign will begin. This will

build upon a year in which, despite the pandemic, total fundraising has increased by 76 percent compared to the same time last year.

Objective 2: Advance Truth and Reconciliation, Indigenization, and decolonization at the University

As the “heat map” chart indicates, this overall objective is partially complete per the measures outlined below.

Take a full inventory of the institution’s Indigenization and decolonization initiatives: This inventory is complete, with a full report to be finalized at the end of May.

Throughout the year, the Office of Indigenization compiled information from all departments, units, and Faculties outlining work being done related to Indigenous Engagement – a process that is now complete. The information is currently being organized thematically into a full report that will be finalized by the end of May. The report will be provided to the Board as an information item for the July meeting, and posted to the Indigenous Engagement website.

Develop an Indigenous Strategic Plan to address key gaps: Early progress is now being made on this initiative.

The start of Indigenous Strategic Plan was delayed for two reasons. Given the degree of work required to produce and analyze the full inventory of Indigenization and decolonization initiatives upon which the Indigenous Strategic Plan will be based, it turned out to be unrealistic to complete both in the same year. Additionally, the Office of Indigenous Engagement was involved in other necessary activities, as described in the next section, which required a great deal of time and attention.

Work on the Indigenous Strategic Plan has now begun. Information from the Indigenization and decolonization inventory has revealed strengths and gaps that are helping inform the plan. Identified strengths include student access to Elders, knowledge keepers, and cultural spaces and activities, as well as increases in the number of Indigenous scholarships and the amount of course content now including Indigenous ways of knowing. Identified gaps or areas for growth include the number of courses and programs offered in Indigenous languages, Indigenous faculty recruitment and retention, and delivery of and funding for on-reserve courses and programs.

Using this inventory and consulting the previous plan, over the summer the Office of Indigenization will prepare a general framework for the Indigenous Strategic Plan. In early fall, this will be shared with the Indigenous Advisory Circle for its input and advice as the plan is finalized.

Other Indigenization/decolonization activities: Under the leadership of the Associate Vice-President (Indigenous Engagement), a great deal of other work was done to advance Truth and Reconciliation at the University.

These activities included:

- Implementing a new structure for the former Indigenous Advisory Circle, with membership more broadly representative than before from specific Indigenous groups such as First Nations, Métis, and those from both urban and rural settings;
- Completing an Indigenous Procurement framework;
- Creating an Indigenous Faculty Steering Committee to develop a respectful, transparent, and professional system of verifying Indigenous citizenship during recruitment and hiring – a system that honours Indigenous identity, experiences, and understanding of kinship without compromising legislative requirements;
- Adopting the 1794 Jay Treaty in the educational context to provide domestic tuition rates to Indigenous peoples from across North America. Partnerships are being pursued that are expected to result in MOUs with institutions in Montana;
- Beginning development of a new MOU with First Nations University of Canada that embraces the spirit of true partnership, is based upon principles that include respect for their leadership on Indigenous matters, and respects their desire to acquire greater self-determination and ultimately, autonomous university status; and
- Hiring an Indigenous Research Officer to ensure a proper, respectful, collaborative, and culturally responsive approach by scholars when working with Indigenous communities. Going forward, the University will draw guidance from “OCAP: First Nations Principles of Ownership, Control, Access and Possession.”

Objective 3: Implement a consultation process with the Board, University Executive Team, Senior Leadership Team, faculty, staff, students, and the wider community regarding the University’s identity and reputation

As the “heat map” chart indicates, this overall objective is almost complete per the measures outlined below.

Include identity and reputation as topics of discussion at the Senior Leadership Team, University Executive Team, and Board retreats: This measure is complete. Identity and reputation were a key focus at the three retreats, with those discussions helping inform the identity- and rankings-related initiatives discussed below.

Discuss the University’s identity in meetings with key internal and external stakeholders: This is complete, guided in large part by a working paper developed out of the Senior Leadership Team retreat.

After the retreat, a 14-person Institutional Identity Committee – chaired by Lisa Mitchell, Associate Vice-President, University Advancement & Communications and Doug Farenick, Dean of Science – was formed to develop proposed institutional identities for discussion and feedback.

The Committee is nearing completion of the process to define and launch the institutional identity. Members completed an extensive internal information review phase and developed an institutional identity with potential taglines for testing. The focus testing with a total of 12 internal and external stakeholder groups is complete, with feedback resulting in some adjustments to the original proposal, and the development of new taglines to support it. These potential taglines are now the subject of a trademark search.

Next steps are to achieve internal agreement at both the University Executive Team and Board levels, finalize the plan and supporting materials, and launch the identity by mid-2022. The overall intent is to differentiate the University from other postsecondary institutions in a manner that helps students identify with our institution in a more meaningful way, and inspires alumni to engage, donors to contribute, and the community to partner with us.

Launch Phase 1 of the website re-design, and develop a strategy to capture and use enhance analytics to inform marketing and recruitment decisions: These measures are complete.

Phase 1 of the website was launched as planned on December 23. This included the launch of the University homepage as well as the completion of approximately 200 academic program pages and key landing pages for recruitment, admissions, and enrolment content. Pages focused on campus life and research also went live at that time.

The website is now accessible to those with varying abilities, translated into dozens of languages, search-engine optimized, and intuitive in its navigation to create a positive user experience for prospective students and all other audiences. These features are expected to ensure that the university is more competitive in the market, and generate additional revenue for the University through increased student engagement and enrolment via the site.

The advanced Google analytics package was also implemented as part of Phase 1 to allow the University Advancement & Communications web team to track visitors' use of the site, identify areas that may require enhancements, and work with Enrolment Services to monitor registration and enrolment data during each academic term.

Early data is promising. The academic program pages are currently collectively performing at a 3.6 per cent conversion rate. A "conversion" is defined as a prospective student visiting an academic program page and submitting their contact information to request more information about the program. This is a strong indicator of interest, and it aids in building the prospective student funnel. According to the project's vendor (who has helped implement analytics on program pages for hundreds of other post-secondary institutions), the average conversion rate is between 0.5 and 1.5 per cent, meaning the University is currently exceeding the industry standard.

Phase 2 of the re-design is now under way. This is an iterative process by which all remaining pages of the website, including landing pages for all Faculties and academic departments, will be redone. Phase 2 will also see the implementation of Funnelback, a website search enhancement tool tailor-made for higher education that enhances search features like filters, autosuggest, autocorrect, and custom result layouts to help prospective students discover program options.

It is estimated that the entire website will be refreshed over the next year, with University Advancement & Communications ensuring 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. This is a significant achievement when one considers that the website, which was one of the first created in the province approximately three decades ago, is also one of the largest and most complex.

Monitor national rankings and explore how the University might enhance its performance in areas that may need attention: This process is well under way, in large part through action stemming from the Senior Leadership Team retreat and discussions at Deans' Council and Executive of Council.

In the fall, the Interim Provost and Vice-President (Academic) established a cross-campus working group to address how the University can take strategic and concrete action in key areas to improve the institution's performance in Maclean's and other rankings.

The working group's primary objective is to determine the levers that can have a tangible impact on rankings (both building on areas where the University traditionally has performed well, and enhancing areas where it has not performed as well), and then develop recommendations/action plans to positively affect the University's performance. The group has identified areas and strategies for improvement related to: the data provided to the Canadian Association of Business Officers, including student services and library resources; student and faculty awards; student satisfaction survey results; reputational survey results; and research.

The working group met in mid-March to review its findings, and is preparing a series of recommendations that will be implemented as appropriate after the working group's next meeting in May.

Additionally, with student satisfaction and broader reputation having an effect on our national ranking, several other measures have been initiated. For example, I hosted a series of focus group sessions with students to better understand what they like best about their experience here, and to receive suggestions about what might further enhance their engagement and positive feelings about the institution. The sessions focused on the classroom experience, mental health supports, and the experiences of international, Indigenous, BIPOC and 2SLGBTQIAP+ students, as well as those with disabilities. Members of the University's leadership were present and are acting on feedback as necessary. For example, in response to an identified need, the ta-tawâw Student Centre has partnered with First Nations University of Canada in Saskatoon to provide the opportunity for all University of Regina students in Saskatoon to have access to an Elder.

Also with an eye to student satisfaction, engagement, retention, and enhanced reputation, the University is establishing a Centre for Experiential and Service Learning, which will link classroom theory with community service through volunteerism and co-curricular recognition.

As noted earlier in the report, I have travelled to various communities and high schools across the province to raise awareness of the University and build its reputation as responsive, client-centred, and providing appealing and exceptional programming that responds to community needs. This has resulted in several commitments to expand dual credit options for high school students to give them advanced credit at the University, and planning is under way to expand research partnerships, enhance remote programming (including micro-credentials), and develop new articulation pathways involving the Regional Colleges.

Objective 4: Enhance the University's efforts toward environmental sustainability and climate action

As the "heat map" chart indicates, this overall objective is well under way per the measures outlined below.

Complete and launch the Sustainability Action Plan: This is nearly complete.

Based on extensive consultations with students, faculty, and staff – and through the efforts of various working groups – the President's Advisory Committee on Sustainability (PACS) completed a first draft of its Sustainability Action Plan in November.

A follow-up round of consultations then took place throughout February to ensure that the plan appropriately considered the principles of Equity, Diversity, and Inclusion. Importantly, the Office of Indigenous Engagement engaged in further consultations with Indigenous members of the University and wider communities. The outcome was a substantially revised draft which was considered by PACS at its April meeting, and is under review by the working groups.

The action plan is expected to be formally launched in September.

Create an Office of Sustainability: This is partially under way, with a proposal awaiting final Board budgetary approval.

Originally, a proposal was to be considered in December to create this office through the MOU funding provided by the Government of Saskatchewan. It was decided, however, that because of its overall importance, the Office should be core-funded through the operational base budget.

Budget approval for the Office now rests with the Board. If approved, the Office is expected to be operational by fall. JEQs for a Director and other staff positions are in development.

The Office is projected to save more than its costs by identifying opportunities for waste reduction. It will also engage in university education, and seek out external funding and community partnerships.

Participate in the Times Higher Education Impact Rankings: This is complete.

The Office of Institutional Research co-ordinated and completed this work in the fall, with sustainability-related information on the University's operations and research compiled and then formally submitted to the Times Higher Education (THE) Impact Rankings. When released in coming weeks, the THE rankings will provide a great deal of information related to how the University's sustainability efforts compare with those of other institutions, and will provide benchmarks on which we can improve in coming years.

Overall Facilities Management activities: Throughout the year, Facilities Management continued its work to enhance the long-term sustainability of the University's operations.

A review of current campus energy utilization was completed in February. A water utilization master plan will be completed in 2022, outlining strategies to achieve the Strategic Plan's target of a 25 percent reduction in water usage by 2025.

Two proposals for provincial MOU funding were approved and are now in the early stages. The first is hiring an Energy Manager for a three-year term to analyze the University's utility systems and identify

projects that will save energy and operating costs. Once the position is filled later this spring, the candidate will begin work on a Carbon Reduction Technical Pathways Study that will review current and planned infrastructure, and define a guiding path to reach campus carbon neutrality by 2040 using a combination of efficiencies, offsets, and alternative energy supply.

The second is a project to advance the business planning and design of a large-scale solar photovoltaic project to the “grant-ready” stage so the University can better leverage federal, provincial, municipal, and other partnerships. An expression of interest has been submitted to the Federal Low Carbon Challenge Funding Program that could yield matching funding for the long-term project, and a key next step is to issue an RFP for a comprehensive business case analysis.

Objective 5: Create and grow a research innovation eco-system and entrepreneurial strategy that will help position the University as the leading entrepreneurial post-secondary institution in western Canada

As the “heat map” chart indicates, this overall objective is well under way per the measures outlined below.

Create a commercialization and technology transfer unit: This measure is nearly complete, with the structure and staffing well under way for what will be known as the Innovation Office.

A proposal to create a commercialization and technology transfer unit was approved as part of the ongoing process of allocating provincial MOU funding, as were funds to pay for patent contracting as required.

To move the unit forward in terms of staffing, a JEQ for a Commercialization Officer was submitted to Human Resources, and the position has now been posted. In terms of the unit’s structure, the Vice-President and Associate Vice-President (Research) reviewed those of similar units at other universities, and met with the Research Office and Human Resources to determine if the Research Office could be reorganized to better expand capacity in commercialization and partnerships.

As a result of this work, the current Research Office is being reorganized into two units, both to report to the Associate Vice-President (Research). The Research Service Office will administer research support, ethics, grant facilitation, and Tri-Agency and Canada Foundation for Innovation activities. The Innovation Office (originally to be known as the commercialization and technology transfer unit) will administer commercialization, industry outreach and partnerships, and the Mitacs program.

Industry and government response to the Innovation Office’s creation has been positive, and it is of note that the University’s recent focus on commercialization opportunities is already showing signs of progress. Two active NSERC “Idea to Innovation” proposals are proceeding, marking the first time the University has taken advantage of this program designed to help commercialize a university’s intellectual property.

Create a centre for entrepreneurship and graduate development: This is approved and nearing completion.

During the year, the Faculty of Graduate Studies and Research developed a proposal to establish the Graduate Advanced Training and Entrepreneurship (GATE) Centre. The GATE Centre will help meet student demand for professional and entrepreneurial training, and position the University to be a leader in graduate student career preparation and social innovation training. In doing so, it will support the University's efforts build an innovation and entrepreneurship ecosystem that will nurture future talent and build a start-up, entrepreneurial culture within the region and the province to support Saskatchewan's Growth Plan.

The proposal received approval in principle from the Council Committee on Research, after which it proceeded to the Council Committee on Academic Mission for further consultation. In March, Executive of Council formally approved its creation, and it is expected to begin offering programming for students in Fall 2022.

Partner with provincial incubators to help graduate students commercialize their research: This is well under way.

In Fall 2021, the Dean of the Faculty of Graduate Studies joined the Advisory Board of the Co.Labs tech incubator to provide more opportunities for graduate students.

At that time, the Faculty also began discussions with the Foresight Cleantech Accelerator Centre to deliver an accelerated entrepreneurship/training program in Winter 2022. As a result, several graduate students are now participating in an entrepreneurship training pilot program with the Foresight Cleantech Accelerator, and will make their "pitch" presentations to adjudicators, including representatives from Innovation Saskatchewan, at a forthcoming event in May.

Develop programming to help graduate students refine essential research skills: This is well under way.

As part of its overall "#URGradExperience" programming that includes global engagement, inclusive programming, and experiential opportunities for graduate students, the Faculty of Graduate Studies and research developed the integrated Graduate Professional Skills (iGPS) program.

iGPS is designed to connect graduate students and post-doctoral fellows to an array of professional skill development opportunities. The iGPS Winter term schedule currently features a diverse array of professional skill development opportunities for graduate students and postdoctoral scholars. Program offerings focus on four areas of professional skill development: Effective Communication, Entrepreneurship and Leadership, Enhanced Teaching and Mentorship, and Wellness and EDI competencies.

In their first term, graduate students also are now required to take GRST 800, a new non-credit course focused on graduate student success. This revamped course seeks to prepare graduate students for success as they transition to and from graduate school. It includes material on academic integrity, the Truth and Reconciliation recommendations, inclusive values, and essential research and other skills to help them thrive both during and after their university careers.

Other activities related to enhancing research capacity and reputation: Several other activities undertaken during the year are of particular note.

University Advancement & Communications (UAC) worked with the Office of the Vice-President throughout the year to elevate the profile of the University of Regina by seeking national media attention focusing on areas of research strength. Within the initial six months, research-related news releases issued by the University had an 89 per cent coverage rate by media outlets. During that time, the University generated 397 national stories and an additional 93 provincial stories on University of Regina research.

Part of this work was to enhance equity, diversity and inclusion (EDI) on campus by increasing the profile of researchers who are self-declared within a minority group, or who have EDI as a research focus. As a result, 220 national research stories within that same timeframe highlighted the work of such researchers.

Another focus of the strategy was to empower researchers across the institution to actively collaborate with UAC to elevate the University's reputation. To that end, UAC developed a comprehensive "contact us" form that educates researchers on the services UAC offers and invites them to provide unit with a synopsis of their research, and worked with researchers to publish their work on *The Conversation Canada's* national and international digital platform. UAC also developed and delivered storytelling and media engagement sessions for researchers. To date, approximately 70 researchers have participated in these education sessions.

Other initiatives designed to enhance research capacity were a direct result of the Senior Leadership Team retreat's emphasis on Tri-Agency research. The Office of the Vice-President (Research) implemented a program that provides internal top-ups from \$5,000 to \$10,000 for professors who receive Tri-Agency funding of at least \$50,000 – the threshold that *Maclean's* and most other rankings use as their benchmark to gauge research reputation. Seed funding and administrative support are also being provided to help mid-career professors re-ignite their research programs, and reforms have been made (including hiring a contracts officer) to reduce administrative burdens on external grant recipients so they can focus more closely on their work.

In response to an external review, enhancements to the Research Ethics Board's (REB) composition and processes continued. Terms of Reference are being developed for an Indigenous Co-Chair to serve on the REB to support Indigenous researchers. As well, in consultation with faculty researchers, the Research Services team developed a new research ethics approval application form that will be launched in September.

These and other enhancements to the research enterprise will have positive impacts over time, building on the momentum of a year that saw the University attract a record amount of external research funding.

Objective 6: Advance Equity, Diversity and Inclusion on our campuses

As the "heat map" chart indicates, this overall objective is near complete per the measures outlined below.

Create an EDI and Anti-Racism Committee: This measure is complete, with the committee well-established and undertaking a variety of initiatives.

In the Fall term, the terms of reference and membership were finalized for a BIPOC-led and majority membership committee designed to be the University's main discussion and advisory body on equity, diversity, inclusion, and anti-oppression, including racism, sexism, ableism, ageism, homophobia, transphobia, and religious discrimination.

Named the University of Regina – Equity, Diversity, Inclusion and Anti-Oppression Committee (UR-EDI-AO), the committee held its first meeting in late October. Since that time, it has developed a comprehensive EDI Action Plan to advance systemic change in the institution. After it was the subject of consultations with Deans and others, the Action Plan was approved by UR-EDI-AO and has been provided to the Board as an information item.

UR-EDI-AO's primary initial focus is the development and delivery of context-specific, academically rooted, fully accessible EDI training content for faculty and staff. This is being done "in-house" by UR-EDI-AO (with contributions from the Faculty of Arts) to eliminate the costs of a third-party vendor.

Other activities under way include: having the EDI-AO Action Plan added as an agenda item at all Faculty council meetings to expand awareness of the EDI-AO Office, its work, and how members of the faculties can become involved; refining the process by which demographic data is gathered and reported; and considering developing a lecture series as well as possible academic programs (including microcredentials) related to EDI.

Also in support of the Action Plan, the Senior Advisor on EDI-AO has had preliminary meetings with racialized faculty and staff as well as the University of Regina Queer Initiative (URQI) to discuss opportunities for future engagement and support in the coming year and beyond.

Partner with URSU to co-fund a position to advocate for BIPOC students: The focus of this measure has changed since originally conceived, but the process is nearing completion.

The University discussed with the University of Regina Students' Union (URSU) a proposal to create and co-fund a position that would advocate, facilitate dialogue, and find solutions for BIPOC students who experience racism and discrimination on campus.

Ultimately, those discussions expanded beyond the original idea of co-funding an advocacy position, and focused on co-funding a variety of anti-racism initiatives to be administered by URSU for all students. As a result, the University has proposed a one-year pilot project whereby URSU would receive funding and advisory support for joint EDI-related initiatives, and the University would provide EDI-related training for students on request.

Other EDI-related activities:

I participated in a variety of other EDI-related activities during the year. These included:

- Joining other post-secondary presidents across Canada in signing the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education*. By endorsing the Charter,

the University has committed to redressing wherever possible the historical and current barriers to BIPOC inclusion and representation at our institution, and more generally, in Canada's post-secondary sector;

- Participating in a ceremony to raise the Pride Progress Flag on campus;
- Meeting with a variety of student groups, and hosting focus group sessions for Indigenous and BIPOC students, as well as those with disabilities;
- Participating in Black History Month and Transgender Day of Visibility events;
- In partnership with Lulu's Lodge, committing to create an endowed bursary for transgender students who have experienced homelessness; and
- Committing to work with URQI to support their programming in coming years.