

Update on President's Annual Objectives

For the period from July 1, 2019 – January 31, 2020

Submitted to the Board of Governors

Submitted by Dr. Vianne Timmons, President and Vice-Chancellor

In keeping with the University of Regina's continuing commitment to Indigenization and reconciliation, I begin this update on my annual objectives by acknowledging that the University is situated on Treaty 4 territory, with a presence in Treaty 6. This is the ancestral territory of the Cree, Saulteaux, Dakota, Lakota and Nakoda people, and the traditional homeland of the Métis – something that is an important part of both our history and our future.

As the 2018-19 academic year drew to a close, I worked with the University Executive Team to draft my 2019-20 performance objectives for submission to the Board of Governors. The resulting six objectives, which were subsequently approved by the Board, align with the three priority areas of the University's current strategic plan, *peyak aski kikawinaw* – student success, research impact, and commitment to communities – and were designed to lead to a more sustainable and inclusive university system for the future.

The six objectives for 2019-20 were:

- 1. Strategic Plan: Oversee the development and completion of a comprehensive strategic plan for the University;**
- 2. Student Success: Develop a comprehensive teaching and learning plan based on student data;**
- 3. Student Success: Develop a campus-wide enrolment management strategy;**
- 4. Research Impact: Develop a research-focused equity, diversity and inclusion strategy that prepares the University to support the “Dimensions” principles, guides the revision of the CRC Action Plan, and engages the campus research community in the establishment of LGBTQ2S+ as a designated equity research group;**
- 5. Commitment to Our Communities: Through a review of the University's community outreach projects in the province, complete a socio-economic impact assessment of the University's community engagement efforts and develop a plan to help address a key community need through University engagement in community-based programming; and**
- 6. Commitment to Our Communities: Increase the Advancement team's overall year-over-year fundraising by 10%.**

Effective July 1, 2019, these six objectives began guiding my activities as President, and I provided a written report on them for subsequent meetings of the Board. My intention was to continue reporting on these objectives through to the end of June 2020, at which time my progress toward them would be assessed as part of the Board's annual evaluation of my performance. Because I will become President and Vice-Chancellor of Memorial University of Newfoundland effective April 1, 2020, however, the Board and I determined that the best path forward for evaluating my performance for the year would be for me to provide a mid-year update on the objectives.

This mid-year update document – which also includes a report on my academic research program and other activities – will therefore serve as the basis for the Board's evaluation of my annual performance. For future Board meetings this year, in his role as Interim President Dr. Thomas Chase will continue reporting on these existing 2019-2020 objectives as he and the Board develop a new set of objectives for 2020-21.

Given that this update covers only the first seven months of the year, the six objectives on which I am reporting remain in varying stages of completion – with none of them yet fully realized. The strategic planning process is well underway, for example, and the resources are now in place to develop a comprehensive teaching and learning plan. The project to develop a campus-wide enrolment strategy has grown in scope and is moving forward, and work toward a comprehensive equity, diversity and inclusion research strategy has progressed very well. In addition, the University has completed its socio-economic impact assessment in order to determine areas where it can enhance its impact, and the Advancement team is well on its way to meeting its fundraising target.

Many people and many units from across the University have been involved in these activities, and it is a credit to them that this progress taken place over such a short time.

As I prepare to leave the University of Regina after more than a decade, I do so with mixed feelings. I am excited about the new opportunities and challenges that are in store at Memorial, and I am excited about the future of the University of Regina – an institution I love and will always support. At the same time, however, it is difficult to leave an institution which has had such a formative influence on me, and on which I hope I in turn have had a positive influence.

I want to thank the Board for its longstanding guidance and mentorship, and I wish all of you the best as you selflessly continue your work in support of this great University. It has been an honour and a privilege to work with you – As One Who Serves.

Respectfully,



Dr. Vianne Timmons
President and Vice-Chancellor

Objective 1: Strategic Plan – Oversee the development and completion of a comprehensive strategic plan for the University

This objective is well on the way to completion. The strategic plan facilitation team, led by lead facilitator Dr. Kerri Finlay of the Department of Biology and with the support of Amy Hunter from the President's Office, has done a tremendous amount of work toward developing the strategic plan. As a result of their work, which has engaged hundreds of people from the University and larger communities, the new strategic plan is on track to be presented to the Board of Governors for its input and approval in March, with a campus launch anticipated for April.

Context: With the timeframe of the University's 2015-2020 strategic plan coming to a close, it was imperative for 2019-2020 to develop a new strategic plan to guide the institution's operations and development for the next five years. It was also important that the new plan build on the University's existing strengths, identify new areas for exploration, and reflect the collective vision of faculty, staff, students, alumni, the provincial community, and many other stakeholders. Overseeing the development of this strategic plan was therefore to be one of my primary objectives for the year.

Discussion: Dating back to May of 2019, a great deal of work has taken place to develop new strategic plan. Progress is as follows:

- In May, Dr. Kerri Finlay, Associate Professor in the Department of Biology, agreed to serve as the lead facilitator for the strategic planning process. In this role, Dr. Finlay has played a key role in leading the development of the plan. This has included co-ordinating the work of the facilitation team and the external consultant, and overseeing and evaluating input from both the University community and the wider community.
- After her appointment as lead facilitator, Dr. Finlay spent the summer familiarizing herself with the processes by which the University's past strategic plans were created. This included reviewing past documentation, consulting with those who were involved in the creation of past plans (including me and other members of the University Executive Team), and researching best practices at other institutions.
- Based on this work, Dr. Finlay determined the project parameters, worked with Supply Management Services to develop a request for proposals for a consultant to assist with the process, and reviewed the resulting submissions in late summer. After careful consideration, a consultant was selected from the submissions, and a contract was finalized so that the consultant could begin work.
- Also in late summer, Dr. Finlay put out a call to campus for volunteers to serve on the facilitation team. The membership of the team was finalized in September, with broad representation from the University community. In early fall, the team participated in two and a half days of workshops with the consultants, during which time they discussed the potential format of the forthcoming plan, strategies for stakeholder engagement, and visions for the University's next five years.

- Following these workshops and with the guidance of Dr. Finlay, the facilitation team and the consultant received feedback from a number of groups in a variety of formal and informal settings right up until the time of reporting. Groups consulted included:
 - University Administration (one-on-one interviews with and regular reporting to members of the University Executive Team, group input from Deans' Council, interviews with some Directors and Associate Vice-Presidents, workshop on draft plan to solicit University Leadership Team input);
 - University Council (meeting with members of Council Committees on Research and Academic Mission, and an introduction to the planning process at Executive of Council and at Council itself in December);
 - Faculty and staff (come-and-go input sessions and "world café-style" events including one at the College Avenue campus, Town Hall meeting in December, consultation with Faculties and various groups such as Indigenous Advisory Circle, Human Resources, Faculties of Nursing and Social Work in Saskatoon, Facilities Management, Enrolment Services staff);
 - Students (one-on-one meeting with URSU president, postcards distributed during URSU breakfast, survey conducted, come-and-go input sessions); and
 - Alumni and the larger community (surveys conducted with alumni and community partners, email sent to President's listserv advising of dates and locations of public engagement sessions, as well as advising of new strategic planning website located at <https://www.uregina.ca/strategic-plan/2020-2025-strategic-plan/index.html>).
- Based on these consultations, a draft plan has gone through several iterations, with additional input being sought from key individuals and groups in the University related to sections of the drafts of particular relevance to them.
- As of the end of January, the timeline for the strategic plan's completion is as follows:
 - January 31: Draft plan (provided to the Board of Governors on January 29) to be discussed at Board of Governors retreat in order to solidify areas of focus, objectives, and targets;
 - February 5: Draft plan to be circulated to Executive of Council for feedback within one week;
 - February 7: Discussion of draft plan to take place at Senate, seeking general endorsement and allowing time for written feedback post-meeting;
 - February 14: Revised draft plan to be included in Executive of Council February agenda;
 - February 26: Endorsement to be sought from Executive of Council;
 - March 10: Approval to be sought from Board of Governors; and

- April: Anticipated launch of strategic plan.

Summary: To this point, the development of the strategic plan has been a success and is on schedule. A great deal of consultation has taken place, early drafts have been positively received, and the plan is well on its way to being ready for the Board's final consideration in March for a subsequent launch this spring.

Objective 2: Student Success – Develop a comprehensive teaching and learning plan based on student data

This objective has not been met. Progress on this objective was delayed during the Fall term because the University was seeking to staff two of the key positions that will design and implement the plan – the Director of the Centre for Teaching and Learning and the Associate Vice-President (Teaching and Student Analytics). With those positions having been finalized in late fall, the University is now beginning to make progress on this objective.

Context: In 2017-2018, the scope of activities of the Centre for Teaching and Learning (CTL) was reduced while a review was undertaken to determine how the CTL could best serve the changing teaching needs of faculty – and ultimately, the changing learning needs of students. The review resulted in a series of recommendations that the new leadership of the CTL began implementing as part of a more comprehensive slate of programming in 2018-2019.

In an environment where the University has seen and will continue to see unprecedented diversity – more Indigenous students, new Canadians, international students, mid-career learners, and graduate students than ever before – one of the institution's most pressing needs is the development of a teaching and learning plan. Such a plan must be grounded in a new partnership between student data analytics and the University's teaching and learning supports in order to: foster a more dynamic and innovative educational environment for faculty and students; enhance academic quality; give faculty tools and knowledge to thrive at a time of dramatic change; and improve student outcomes.

For that reason, a key objective for the year is the development of a comprehensive and data-informed teaching and learning plan that will animate the CTL in its support of faculty across campus, and make the CTL more effective and consequently enhance student retention and graduation rates.

Discussion: Progress toward the development of a teaching and learning plan has been as follows:

- With the retirement of Associate Vice-President (Resource Planning) Brian Christie over the summer, his former position was redesigned as Associate Vice-President (Teaching and Student Analytics), or AVPTSA, which is now responsible for overseeing both the Centre for Teaching and Learning (CTL) and the Office of Institutional Research (formerly the Office of Resource Planning).

According to this structure, both the AVPTSA and the Director of CTL will play a key role in the development of the teaching and learning plan during the year.

- The process of filling these two positions took place throughout the summer and fall. The AVPTSA Search Advisory Committee, for example, received applications from across Canada and beyond, reached agreement on a shortlist, and began scheduling interviews in early fall.
- By mid-November, both positions had been filled. Effective November 4 Dr. Kathryn Ricketts of the Faculty of Education, who had been in the role in an interim capacity last year, was named Director of the Centre for Teaching and Learning (CTL) for a three-year term. Following closely on this, effective November 15 Dr. Fay Patel, who has three decades of experience in teaching, research and educational development, began as AVPTSA.
- Since that time, Dr. Patel and Dr. Ricketts have begun the consultations necessary to develop a comprehensive teaching and learning plan that will be implemented in large part through CTL. Speaking with stakeholders across the University, they are determining which of CTL's current initiatives and activities begun last year should be included in the plan and further developed.
- Building on that foundation, they are also considering what new initiatives should be incorporated into it to support key areas (teaching, learning, and retention, for example) that will almost certainly be important aspects of the overall institutional strategic plan that is currently nearing completion. One aspect in development, for example, is the creation of a new portfolio in Teaching and Student Analytics which will integrate quality teaching, learning and research activities between CTL and the Office of Institutional Research.

Summary: Progress toward the development of a comprehensive teaching and learning plan was delayed until the AVPTSA and Director of CTL were in place in late fall. With those positions now filled and consultations regarding the plan underway, the University is making progress on this objective.

Objective 3: Student Success – Develop a campus-wide enrolment management strategy

This objective has not yet been met. This is an ambitious objective involving collaboration between a number of units on campus, and its scope has grown considerably since it was originally envisioned at the beginning of July. A retention and graduation strategy and a website redevelopment project were in the nascent stages when the objective of developing a campus-wide enrolment strategy was finalized. Because those two latter projects stand to complement the enrolment management strategy, they are now included as part of the overall enrolment management strategy objective. These projects have not been completed, although a considerable amount of work has taken place to get them underway.

Context: In any given year, a number of factors may affect enrolment numbers and in turn, the revenues accrued to the University through tuition and fees as well as the provincial funding formula – revenues that are crucial to the University’s ability to provide quality educational experiences for our students. Provincial high school demographics, world events that affect international student mobility, educational initiatives in other provinces, and the University of Regina’s reputation – these are just some of the factors that the University must take into account each year.

In this environment, it is increasingly important for the University to have a comprehensive, campus-wide, long-term, adaptable and sustainable strategic enrolment strategy, so developing such a plan has been a primary objective for the year.

Discussion: As noted above, this objective now contains three interrelated parts: 1) a strategic enrolment plan; 2) a retention and graduation strategy; and 3) the redevelopment of the University website. Work took place toward each of them over the past seven months:

- Through a competitive bid process per the University’s procurement policy, by early fall the University had contracted the consulting firm of Ruffalo Noel Levitz (RNL) to help develop the strategic enrolment management plan. RNL has years of experience working with American and Canadian universities in the area of enrolment and retention planning.
- In mid-November, RNL met with University staff via Zoom to discuss aspects of the strategic enrolment plan such as timelines, expectations, stakeholder involvement, and project scope. Having learned a great deal from that meeting, on January 20-21 RNL made another site visit, holding consultations with senior administrators, deans, associate deans, faculty, and staff. The meetings were well-attended and generated productive and informative discussions.
- Based on the input from these meetings, RNL will submit an initial report of recommendations in the very near future, providing the University with some preliminary initiatives to consider as further development of the strategic enrolment management plan takes place. There will be additional site visits and ongoing consultations with stakeholder groups at the University regarding enrolment management until RNL completes the project by the contract expiry date of September 2020.
- In a second area of focus, RNL consulted with the Advisory Council on Retention and Graduation regarding the development of a predictive analysis model that will help identify students who are at risk, and the creation of strategies to increase student success and retention. RNL will have further consultation meetings with the Advisory Council and its Working Group subcommittee. As part of the predictive analysis model, RNL will conduct a student satisfaction survey in the near future.
- This work will complement that which is currently being done by the Advisory Council and the Working Group. Over the past few months, the Working Group has been gathering and analyzing data with support from the Office of

Institutional Research. Based on two recent surveys of early leavers and stopouts, the Working Group is planning a series of focus groups with volunteers who completed one of these surveys. Coupled with RNL's work, this will provide a proactive strategy for improving retention and degree completion rates.

- The third area in which RNL is providing expertise related to enrolment management is the University's institutional website redesign. This is important because the finished product will be a primary platform for student recruitment and retention. University staff working on the website redesign met with RNL via Zoom in mid-November to discuss this project and its relationship to the strategic enrolment plan, and the RNL web design consultant is scheduled to visit the University in early spring.
- In the meantime, the Associate Vice-President (University Advancement & Communications) and those working on the website redesign have been consulting with stakeholders in different areas of the University in the "discovery" phase of the redesign to determine what is required of the website in a number of areas, including student recruitment.
- It is also of note that since the summer, the University continued to undertake a great deal of enrolment-related work that will provide a solid foundation on which to build the strategic enrolment management plan. To that end:
 - UR International worked to balance and diversify international student enrolment. New English language requirements have been adopted, and new academic requirements for admission are being discussed at the Faculty level to define a model that is appropriate for the University. To further diversify the student body, UR International has been assessing recruitment opportunities in the following countries: Colombia, Turkey, Vietnam, and Mexico.
 - Through a great deal of work in the UR International area, international student enrolments for Winter 2020 are up 24% from the same time last year, contributing considerably to the University's revenue;
 - The Summer Bridge program ran for the second summer, allowing incoming students to take ENGL 100 prior to the fall term to get a head start on their studies and get accustomed to academic expectations. All 61 participating students passed the two sections of the program, and a third section will be added next year to accommodate demand;
 - The URConnected website has been enhanced to incorporate pages for transfer students, American students, and parents. Traffic to the site increased from 70,000 visits in Fall 2018 to 108,000 visits in Fall 2019;
 - The University continued targeting adult students and students who have stopped out, in part by creating a landing page and a promotional piece for this group. Faculties were also asked to identify programs that are flexible/partly flexible (online, evening, weekends, for example) to help promote programs specifically to adult students;

- A greater focus has been placed on transfer student conversion. Enrolment Services has been working with different Faculties to contact transfer applicants personally to help convert them to offers. This is already seeing positive results, and once the transfer credit unit is fully in place, it is anticipated that the number of applications and conversions for transfer students will increase;
- In the fall, the University targeted Montana and North Dakota students for the first time in many years. Recruiters spent one week at college fairs in Montana, and two weeks in North Dakota. Targeted emails were sent to high school seniors in those states, and University Advancement & Communications purchased geo-targeted ads on social media to support these efforts;
- The Saskatoon-based recruiter who was in place in 2018-2019 continued in that role this year, and has thus far engaged with 2,000 more students than last year. In large part due to her work, the University has seen a year-over-year increase in the number of applications from the Saskatoon area;
- Enrolment Services worked with the Faculties and Federated Colleges to align registration practices and communications. This included providing templates for communications with students and continuing to work with the Colleges on telephone and email campaigns;
- Enrolment Services also did some restructuring to create a small, two-person communication unit. The goal is to unify the communications that are sent to prospective and new students in order to support recruitment and conversion. The number of follow-up communications with applicants has doubled, the number of communications sent to guidance counsellors has nearly tripled, and an additional parent newsletter has been created;
- Enrolment Services hosted Admission on the Spot (AOTS) events throughout the fall in locations such as Regina, Saskatoon, Brandon, and for the first time, Swift Current. The University is currently seeing a 40% year-over-year increase in the number of students who have accepted their offers arising from these events. AOTS sessions will be taking place in the winter semester in Prince Albert, La Ronge, Calgary and Regina;
- Enrolment Services implemented a new process to help eliminate some of the backlog experienced from processing paper applications at AOTS events. Students were given extra incentive to apply online prior to AOTS events, and could then pick up their packages on-site;
- Enrolment Services also collaborated with some Faculties to help facilitate Faculty involvement in high schools. Some faculty members have been serving as guest speakers in high school courses, for example – something that helps with recruitment and relationship-building in the high schools; and
- Student Affairs worked together with UR International, the Faculty of Graduate Studies and Research, the Centre for Continuing Education and

Information Services on a feasibility study for a new admissions and customer relations management software package. This software would allow the University to process admissions in a timelier manner with fewer mistakes, communicate more easily and consistently with prospective and new students, and contribute to recruitment and conversion.

Summary: With the scope of the strategic enrolment plan having expanded to include a retention and graduation strategy as well as website redevelopment, the objective is not yet complete, but it is well underway. RNL is actively working with the University in all three areas to develop a comprehensive plan, and at the same time, existing initiatives have helped keep enrolment at strong levels. The 16,501 students enrolled across the University system as of the end of the fourth week of classes in Fall 2019 represented the ninth consecutive year of record enrolments. In addition, the 15,296 students enrolled as of the first day of classes for Winter 2020 represented the first time in the institution's history that enrolment was above 15,000 for the Winter term. This is a strong foundation on which to base the forthcoming strategic enrolment management plan.

Objective 4: Research Impact – Develop a research-focused equity, diversity and inclusion strategy that prepares the University to support the “Dimensions” principles, guides the revision of the CRC Action Plan, and engages the campus research community in the establishment of LGBTQ2S+ as a designated equity research group

This objective has not been met, but is well on the way to completion. Over the past several months, primarily through the Office of the Vice-President (Research), the University has undertaken a number of interrelated equity, diversity and inclusion-related initiatives. Together, they are forming the basis for an overall strategy that will enhance and diversify the institution's research enterprise.

Context: The Tri-Agency review of the University of Regina's 2017 Canada Research Chair Equity, Diversity and Inclusion (EDI) Action Plan strongly recommended that the plan be revised and resubmitted. This recommendation is particularly important in light of the Government of Canada's current development of a made-in Canada ATHENA SWAN Charter (known as the “Dimensions” program) to help advance EDI in the science, technology, engineering and mathematics disciplines.

In this context, over the next year the University will develop an EDI strategy to: guide our engagement and early implementation of the “Dimensions” program; address the Tri-Agency review of the CRC Action Plan; engage researchers in the process of establishing LGBTQ2S+ as a recognized designated equity research group; and promote the existing Indigenous equity research group at the University. Over the long term, this will help build and enhance an institutional culture that embraces multiple equalities and intersectionalities and makes the University a national leader in equity, diversity and inclusion.

Discussion: As noted above, the Office of the Vice-President (Research) has led the University's efforts toward an EDI strategy over the past seven months. Progress is as follows:

- Although the University was not formally accepted as part of the Dimensions pilot program, it was offered affiliate status. This means the institution will have access to tools and information generated during the pilot, be a member of a community of practice, and be able to take part in workshops. This participation as an affiliate will have long-term benefits, as it increases the probability of successfully becoming part of the Dimensions program upon the University's next submission.
- The University also purchased a membership with the Canadian Centre for Diversity and Inclusion (CCDI) in order to make CCDI's extensive resources available to faculty and staff. CCDI's involvement at the University includes developing an employee census and a cultural climate survey of the University to gauge the demographic as well as perceptions of and attitudes toward EDI. The survey is scheduled to launch on April 14.
- The updated Canada Research Chairs EDI Action Plan – which included an environmental scan, employment systems review, and comparative policy review of other post-secondary institutions – was submitted to the Tri-Agency Institutional Programs Secretariat at the end of September. The University is awaiting feedback on the updated plan.
- The EDI Officer for Research, Pauline Streete, began work at the University in early October. Since that time, she has played an important role in advancing a scholarly culture of diversity, equity and inclusion at the University, with special emphasis on designing and developing an equity framework for the research enterprise. For example, she has held stakeholder meetings to inform the design of the equity framework for research. These meetings included hosting an EDI Town Hall that was held in November to engage the University community in designing, implementing and evaluating a transformative model of mainstreaming equity, diversity and inclusion.
- Also to this end, the EDI Advisory Committee was formed in Fall 2019. It will be governed by terms of reference that define its purpose, roles and responsibilities, membership, and reporting structure. The Committee issued a call for faculty who have self-identified as members of equity groups, as well as persons who are allies, to participate in focus group sessions. The feedback received from the focus groups will help inform the EDI strategy.
- Based on all of this work, the overall EDI research strategy is well underway.
- Additional activities are taking place to support the strategy. They include:
 - Reviewing research grant applications to ensure they include EDI considerations, and developing an “EDI Considerations for Research Applications Guide” for the Research Office; and

- Ensuring that decanal and executive search committee members receive information about unconscious bias prior to participating in search processes to ensure they approach selection from an open and unbiased perspective.
- It is also of note that EDI-related training has taken place on campus over the past few months, or is now in development, including:
 - Workshops conducted by CCDI in late summer/early fall for the University Leadership Team and Human Resources. Additional sessions for the University Leadership Team are being planned;
 - Two half-day EDI training sessions for the University Executive Team;
 - A forthcoming CCDI unconscious bias “Train the Trainer” session delivered for members of Human Resources in the coming months. Upon completion of the training, participants will deliver unconscious bias training face-to-face to University of Regina faculty and staff; and
 - Forthcoming training by UR Pride, a registered non-profit that been contracted to deliver LGBTQ2S+ training to faculty and staff.

Summary: A great deal of progress has been made in a short time on this objective. The development of the EDI research strategy is well underway, with training programs and several other initiatives helping to enhance the culture of EDI at the University in order to facilitate the forthcoming plan’s long-term success.

Objective 5: Commitment to Our Communities – Through a review of the University’s community outreach projects in the province, complete a socio-economic impact assessment of the University’s community engagement efforts and develop a plan to help address a key community need through University engagement in community-based programming

This objective is partway to completion. During the past seven months, the University Advancement & Communications area made considerable progress toward this objective. The first component – the socio-economic impact assessment – was completed, for example, and shared with key stakeholders on campus. The second component – the development of a plan to address a key community need – is not yet complete, however.

Context: An objective for last year was to create an inventory of the University’s current community outreach initiatives, identify gaps and areas of particular success, and develop a plan to engage different organizations in community-based programming that will help strengthen the University’s impact on the educational, cultural and socio-economic life of the province.

By the end of the year, that work had been partially completed. An internal survey of community engagement activities had been undertaken and a request for proposals to calculate the socio-economic impact of these activities had been issued. The full

assessment of the University's impact and the development of a plan to engage organizations in community-based programming had not been completed, however. For that reason, finalizing the impact assessment of the University in the province and developing a plan to help address a pressing community need was identified as a priority for 2019-20.

Discussion: A great deal of work has taken place this year in the University Advancement & Communications area toward this objective:

- Through a public tendering process, in the summer the University engaged Praxis Consulting to provide a comprehensive assessment of the institution's socio-economic impact on a provincial scale.
- Praxis then analyzed data gathered from different units across the University as well as from the employee survey that had received input from 1,500 faculty and staff members late in 2018-2019.
- Praxis completed the resulting socio-economic assessment was completed in mid-fall. Key findings from those surveyed were:
 - 48% of respondents currently participate in or are engaged with a community organization for the benefit of the community as part of their work duties;
 - 81% freely volunteer their personal time in the community;
 - 52% indicated that they serve a Board in a leadership capacity;
 - 29% of researchers engage with community organizations or groups to address a community need through research; and
 - 36% of respondents are involved in delivering educational programming in which members of the community participate.
- As a result of these findings, Praxis estimated the University's community engagement efforts to be equivalent to:
 - \$128 million in gross economic activity for the provincial economy; and
 - \$98 million locally, i.e. in Regina.
- From an economic impact perspective, the University's community and social impact activities:
 - Generate \$76.1 million in provincial GDP;
 - Generate \$55.6 million in local GDP for Regina; and
 - Support the equivalent of 743 jobs provincially and 493 jobs locally.
- The assessment, which also contained recommendations on how the University can help address key community needs, was presented to both the University Executive Team and the University Leadership team for consideration.
- Based on the resulting feedback, the next step to fulfill the overall objective was to develop a strategy to promote the University's impact and address these key recommendations outlined by the vendor. University Advancement &

Communications was to lead this strategy through the Alumni and Community Engagement portfolio.

- With the position of Director of Alumni and Community Engagement having been vacant since mid-fall, however, the development of the strategy is not yet complete. Once the position is filled, one of the successful candidate's first priorities will be to move the strategy forward.

Summary: As of the end of January, this objective is roughly halfway to completion. The socio-economic impact assessment is complete, and the recommendations will form the basis for a soon-to-be-developed plan to enhance the institution's community impact in a key area of need.

Objective 6: Commitment to Our Communities – Increase the Advancement team's overall year-over-year fundraising by 10%

This objective has not yet been met but is on pace for completion by the end of the academic year. Only seven months into the full reporting period, the Advancement team is approximately 60% toward its fundraising target for the year, putting the University on pace to meet this objective.

Context: Last year, the University undertook a number of fundraising initiatives designed to enhance the institutional culture of philanthropy, engage current donors, appeal to new ones, and increase year-over-year annual giving. This work contributed to an overall year-over-year Advancement team revenue increase of 47%, from \$5.9 million to \$8.665 million as of April 30, 2019 (excluding Conexus' \$5.0 million 2018-19 contribution to the College Avenue campus revitalization and the City of Regina's land donation).

Going into 2019-2020, it was clear that the need for enhanced fundraising was more acute than ever. With this in mind, through continued focus on proven advancement practices and the collaborative creation of compelling faculty and administrative unit advancement priorities, for 2019-2020 the Advancement team committed to grow its revenues by 10% from \$8.665 million to \$9.532 million.

Discussion: Throughout the year, the Advancement team worked in a number of areas to increase fundraising revenue:

- In late August, the Darke Hall Matching Gift Challenge was launched. Made possible through a matching gift commitment from the Ann and Roger Phillips Foundation as part of a \$1.5 million pledge to Darke Hall, the challenge has enabled the University to match gifts received to the *College Avenue Campus Renewal Campaign – Saving Darke Hall* up to \$500,000. At the time of the launch in August, just over \$600,000 was needed to complete fundraising for Darke Hall; by December 31, the challenge had helped reduce that amount to less than \$450,000.

- Another targeted activity was the Fall Appeal to prospective donors, which took place through a number of channels including direct mail, email, and the alumni *Degrees* magazine. By the end of December, the appeal had directly raised more than \$71,000 – approximately double that raised by this stage of the 2018 Fall Appeal.
- The University also launched a pilot project the fall by which it created dedicated fundraising positions to be located directly in three Faculties – Business Administration, Engineering and Applied Science, and Kinesiology and Health Studies. The purpose of this three-year pilot project is to test the results of a dedicated Faculty-embedded development structure against that of the centrally resourced development structure currently being utilized with the rest of the Faculties.
- These targeted initiatives, together with Advancement’s ongoing activities, have yielded positive results to this point. As of December 31, overall fundraising was 9% ahead of last year – in line with the target of 10% – totalling \$5.962 million toward the target of \$9.532 million. This is 60% toward the objective at approximately the halfway point of the year.
- Additionally, the University is nearing completion of approximately \$3 million in in other gifts that are in process, and anticipates approximately \$1 million in new gifts by year-end through the annual giving program, the pilot program in faculties, the campaign to save Darke Hall, and the forthcoming “Big Hearts Family Giving” campaign (discussed below).
- It is of note that included within the current amount raised and the gifts nearing completion are four gifts of \$1 million each. This represents the highest number of \$1 million or greater gifts to the University in a single year since 1993 – the first year for which records of that type exist.
- To enhance the philanthropic culture institutionally for the future, throughout the year the University prepared to launch its first family giving campaign since 2012. Entitled “Big Hearts Family Giving,” the campaign will engage donors throughout the University community, demonstrating “giving leadership” to the University’s broader donor base. Once the campaign plan was finalized, groups such as the Board of Governors, Senate, University Executive Team and University Leadership Team were solicited, and preparations were made for a wider campus launch. Volunteer ambassadors in each unit and faculty have been engaged and met on January 30. The campaign will launch in earnest on February 5.
- Also looking to the future, the Advancement team solicited a feasibility study on a capital campaign. The results indicated a positive reception from the community for a comprehensive campaign, so with the approval of the Board of Governors, initial steps are underway for the contracting of external support which will provide strategic counsel for the development of the campaign and a review and update of the University’s Advancement Data Management Strategy.

These resources are being hired through tender and will be in place by the end of the current fiscal year.

Summary: The University is approximately 60% toward the fundraising target for the year, which puts the institution on pace to meet or exceed the target of increasing year-over-year fundraising by 10% to \$9.532 million. With a revitalized family giving campaign getting underway, a pilot fundraising project in place in some Faculties, and a comprehensive capital campaign on the horizon, the University is building momentum in its fundraising at a time when it is imperative to explore and develop additional sources of funding.

REPORT ON THE PRESIDENT’S ACADEMIC RESEARCH

This report outlines progress on my academic research program over the past seven months.

INCLUSIVE EDUCATION RESEARCH

Throughout the year, I continued my service to the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD). This work included:

- Leading up to the IASSIDD World Congress that was held in Glasgow, Scotland in early August, in my roles as Past President and Chair of the Governance Committee I continued helping plan the event. This included preparing for elections and bylaw adjustments that would take place at the general meeting held in conjunction with the Congress.
- At the Congress itself, I oversaw the organization’s elections and bylaw changes, as well as discussions regarding potential organizational partnerships.
- After my term as Past President and Chair of the Governance Committee came to an end at the August conference, I worked over the next few months to help complete some outstanding governance and finance items for the organization, and help my successors transition into their new roles.

ACADEMIC PRESENTATIONS

Since the summer, I have spoken dozens of times to groups both on and off campus. These speeches and presentations, which ranged from providing greetings at events to delivering keynote addresses on subjects of particular academic interest to me, included:

- Presenting on women’s leadership to a graduate class in Business Administration;

- Delivering a keynote address at a western-Canadian “Best Buddies” intellectual disability-related conference in Regina;
- Delivering a presentation on accountability to the Province of Saskatchewan’s Ministry of Central Services, which afforded me the opportunity to speak about issues such as equity, diversity, and inclusion;
- Speaking at a western Canadian “Women’s Leadership Accelerator” event in Regina;
- Presenting on “Working with Indigenous Communities in the North” at a conference organized by the Ministry of Advanced Education;
- Speaking to the Government of Canada’s Executive Leadership Development program participants about equity, diversity, and inclusion and their roles in universities for the future; and
- Planning some other presentations that I will deliver before leaving the University – including for the Inspiring Leadership Forum as well as the annual conference of the Senior Women Academic Administrators of Canada, both of which will take place in Regina in early March.

PUBLICATIONS

I was involved in or responsible for a number of publications during the year:

- An article entitled “The Canadian Idea Hinges on a Promise Fulfilled” that I wrote was published in the summer 2019 edition of *Policy Magazine*;
- I wrote a book chapter entitled “‘I didn’t expect YOU to be the president’: A critical reflection on three decades of women’s leadership in Canadian academia” that I was invited to contribute to the forthcoming book *Critical Reflections and Politics on Advancing Women in the Academy*. The chapter went through several drafts and I did the final submission in mid-January. I also reviewed another author’s chapter to help move the book forward for its anticipated publication in April;
- After an incident in which an international student at the University of Regina was assaulted, I published an opinion-editorial piece in the *Regina Leader-Post* and *Saskatoon StarPhoenix* entitled “Cowardly act reminds us racism is in our city”;
- I wrote three other opinion-editorial pieces that were published during the year. The first, written prior to the federal election, was about people’s responsibility to vote. It was featured in the *Regina Leader-Post*, the *Saskatoon StarPhoenix* and the *Calgary Herald*. The second, on the topic of gender-based abuse, was published in the *Leader-Post* and *StarPhoenix*. The third, my farewell to Saskatchewan, was also published in the *Leader-Post* and *StarPhoenix*; and
- In September, I was featured in an article by Academica Group entitled “Addressing the stubborn underrepresentation of women in senior PSE

leadership.” The interview for the article took place in the summer, and the article may be found here: <https://forum.academica.ca/forum/addressing-the-stubborn-underrepresentation-of-women-in-senior-pse-leadership>.

OTHER ACTIVITY

During the year, I participated in some other activities as part of my service to the academic and larger communities. These included:

- In early July, I attended the launch of the newly formed Royal Society of Canada Prairies-North regional network, which was established by University of Regina faculty member and Royal Society Fellows Dr. Peter Leavitt and Dr. Raymond Blake;
- I conducted editorial boards with the *Regina Leader-Post* and *Saskatoon StarPhoenix* to give them insight into the University’s progress, priorities, successes and challenges;
- I completed my term as Co-Chair of the Social Sciences and Humanities Research Council’s Advisory Committee on Equity, Diversity and Inclusion Policy;
- I began work as a member of the Status of Women Advisory Committee on the Framework to Prevent and Address Gender-Based Violence at Post-Secondary Institutions;
- I was interviewed by BBC Storyworks for a feature on the University of Regina that will appear as part of the International Association of Universities’ (IAU) “Aiming Higher” series. The feature was launched in mid-November at the IAU conference I attended in Puebla, Mexico, and may be viewed here: <https://www.iau-aiminghigher.org/>;
- I visited South Korea with the Premier of Saskatchewan as well as representatives of the University of Saskatchewan and Saskatchewan Polytechnic. While in Korea, I participated in recruitment activities, signed Memoranda of Understanding with Korean institutions, and participated in a workshop for the Honorary Consul Generals of Korea;
- I participated in Universities Canada meetings and a meeting of the Business/Higher Education Roundtable in Ottawa;
- I continued my work as a Board member of the Canadian Institute for Military and Veteran Health Research; and
- I participated in meetings as a member of the Board of Directors of VIA Rail Canada.