

mâmahohkamâtowin: Our Work, Our People, Our Communities

Accomplishments and Achievements

The following is a listing of some of the major accomplishments and achievements the University of Regina has realized through the implementation of its 2009-14 strategic plan, entitled *mâmahohkamâtowin: Our Work, Our People, Our Communities*.

A. Our work: teaching, research, and public service

A1 – Promote and reward the pursuit of excellence in teaching, research, public service, and administration. Make the University widely known for excellence.

Over the past five years, the University of Regina has moved up in the Maclean's Magazine university rankings:

- 2009 – 9th of 11 comprehensive universities
- 2010 – 9th of 12
- 2011 – 10th of 15
- 2012 – 10th of 15
- 2013 – 9th of 15
- 2014 – 8th of 15

This rise in the rankings has taken place in part because the number of successful nominations and applications for major external awards for faculty, staff, and students submitted by the University has steadily increased. A new internal adjudication process has been established involving the Awards Facilitator in the President's Office and Student Awards and Financial Aid to ensure that student and faculty applications for major external awards are complete, compelling, and offer the best possible chance for success.

University of Regina faculty, staff, and students have had remarkable success in local, provincial, national, and international competitions for scholarships and awards in the past five years. As a result of the facilitation of award submissions through the President's Office, for example, more than 20 awards have been received by faculty, staff, students and the University itself over the last three years. It is also of note that students have won a number of prestigious national awards such as Vanier Awards for the first time in the University's history.

The University's Paul J. Hill School of Business team captured top honours at the 2014 JDC West Business Competition, which was attended by more than 600 business students. The

School was named “School of the Year” at the conclusion of the three-day event, marking the second time in three years that the Hill School team won the competition.

The President renewed a commitment to sponsor the Teaching and Learning Scholars Program administered through the Centre for Teaching and Learning. Through this program, faculty members are awarded funds to undertake projects designed to enhance the practice of teaching and learning on our campus. Also through the Centre for Teaching and Learning, in the 2013-2014 academic year a new suite of teaching awards was created to recognize and promote innovative teaching.

The University also renewed its commitment to teaching and learning through the creation of a Strategic Teaching and Learning Plan to help define, reward, document and support excellence in teaching.

A2 – Reaffirm our historic commitment to the liberal arts and sciences.

The President’s Liberal Arts Advisory Group was created to discuss ways to preserve, promote and enhance the study of the liberal arts at the University of Regina. The group comprises the President as well as representatives from the Faculties of Arts, Science, Fine Arts and Education, and the three federated colleges.

To commemorate the 50th Anniversary of the Regina Beach Manifesto and discuss the current and future role of the liberal arts at University of Regina, on January 23, 2014 the Liberal Arts Advisory Group held a forum entitled “The Liberal Arts at the University of Regina: Looking Back and Moving Forward.” The forum featured two keynote speakers, a panel discussion, and an open discussion. Proceedings can be viewed at <http://www.uregina.ca/president/committees/liberal-arts-advisory/initiatives.html>

Sponsored by the Faculty of Arts, the “Open Minds” series, which brings academics and members of the community together to debate hot button issues and aims to foster a lively exchange of ideas, launched its 2013-14 program with “Liberal Arts in the 21st Century: Core Values or Value Added?” Panelists Eldon Soifer (Department of Philosophy) and Jason Childs (Department of Economics) debated the value of liberal arts learning in today’s society.

“Think Big. Choose the Arts” is a Faculty of Arts campaign to create awareness and appreciation for the liberal arts, complete with an online video that may be viewed at <https://www.youtube.com/watch?v=-hly4eGmqtk>

In 2013, the Faculty of Arts launched a new series of talks for Arts students wondering how to transition their degrees into a rewarding career path. The “Backpack to Briefcase” series of informal lunchtime talks brings students into discussion with mid-career Arts graduates who have successfully done just that.

In April 2013, the University hosted a national summit on the role of the Humanities and Social Sciences.

A3 – Align our array of program offerings to respond to the needs and interests of current and prospective students.

A full academic program review was completed.

New programming was introduced, including: Nursing, Creative Technologies, Master of Health Administration, and Master of Nursing–Nurse Practitioner. Other programs were re-designed, such as the graduate programs in Business Administration and Engineering’s Master of Applied Science.

Over the past several years, a number of programs were accredited or re-accredited, including the Johnson-Shoyama Graduate School of Public Policy, the Faculty of Social Work, the Actuarial Science program, and the Faculty of Engineering and Applied Science.

The Co-operative Education (Co-op) program has grown by 45% in the past seven years, and had a record of 835 career-related placements in 2013. Co-op participants in 2013 earned \$9.7 million in wages while studying in more than 50 programs in the faculties of Arts, Business Administration, Science, and Engineering and Applied Science. In other non-Co-op programs, practicums or internships have provided students with experiential learning and superior professional preparation.

Total enrolments have grown by 13% from Fall 2009 to Fall 2013, and are expected to exceed 14,000 in Fall 2014. The number of self-declared Aboriginal students has grown by 41% over that time, and now makes up 11% of the student population. International student enrolments grew by 76%, and now represent 12% of all students. Enrolments from neighbouring provinces and areas of Saskatchewan beyond Regina have also grown as a result of enhanced recruiting efforts. The number of new students from Ontario, Manitoba, Alberta, and BC increased by 31% in 2013-14 from the previous year.

As well, spring and summer enrolments reached a new record high of 6,516 in 2014. This is an increase of 33% from the spring and summer of 2009. During this period, on-line enrolments have grown by a factor of 4, night classes are enabling more students to attend classes, and other formats have been made available to enhance accessibility for students.

A4 – Enhance the University’s distinctive programming and research profile. Capitalize on research successes to benefit the institution, researchers, and our students.

A new Strategic Research Plan (2011) aims to clarify to internal and external stakeholders the purpose of research and scholarship at the University of Regina and our criteria for excellence and accountability. The plan outlines three signature research themes of Sustainable Development, Human Development, and Creativity and Informatics. Within those themes, five key areas of research impact have been identified: Wise Computing with Big Data; Anxiety, Stress and Pain; Public Safety; Environment and Energy; and Indigenization Research.

Analysis employing InCites, a web-based research evaluation tool with customized citation data and global metrics, has enhanced the University’s ability to demonstrate the high impact of the research publications of its faculty in many fields.

In the spring of 2013, the Provincial Auditor was invited to review the University of Regina's research administration. In a complementary process, the University commissioned an external review to provide recommendations on improving research support for faculty. Substantial progress has since been made in the implementation of recommendations from both reviews. An overview of that activity may be found at <http://www.uregina.ca/president/executive-team/vp-research/projects-initiatives.html>

Increased budgetary allocations to support research include more than \$0.5 million in 2014.

Communications has developed and promoted a series of articles on the research and personal profiles of the University's 10 Canada Research Chairs. In addition, throughout 2013-14 the University promoted the accomplishments of the Canada Research Chairs through advertisements on the inside cover of University Affairs.

To promote and celebrate the University's research-related successes both within and outside the immediate University community, the Office of the Vice-President (Research) launched *Innovating Life: Quarterly Research Update from the University of Regina* in 2013.

The quality of work done by University researchers at our institution was also highlighted by the fact that the University moved from 37th in 2011 to 19th this year in Research Infosource's rankings of research impact across the country.

A5 – Make the University a leader in environmental responsibility. Put sustainability at the core of our teaching, research, and campus life.

The President's Advisory Committee on Sustainability (PACS) has been established to guide the University of Regina in ensuring that the best insight, knowledge, leadership and high ethical standards regarding sustainability are brought to bear on decisions around sustainable operations, education, research, performance evaluation and community service.

PACS is preparing a Sustainability Strategic Plan for the 2014-17 time period.

The University's energy consumption per square metre of building space and per FTE student declined from 2010-11 to 2012-13. In addition, natural gas consumption in Darke Hall has been reduced by 28% with the installation of new building controls.

The Print Optimization Project has resulted in substantial cost savings (\$2.3 million over 5 years) and reduced carbon impact (60%).

One of the nine President's Community Report videos describes the University as "The Place for Sustainability:" <http://www.uregina.ca/community-report/sustainability-place.html>

October 2013, the University of Regina's first annual Sustainability Action and Awareness Month, featured 36 events and workshops geared toward informing the University community about how to live more sustainably and why it is important to do so for future generations.

The University of Regina became a member of the Association for the Advancement of Sustainability in Higher Education (AASHE). AASHE is an organization of colleges and universities that are working to advance sustainability in higher education.

Many of the University's researchers undertake important research related to environmental sustainability. Dr. Christine Chan, for example, a professor in Software Systems Engineering and Canada Research Chair in Energy and Environmental Informatics at the University of Regina, is looking into how to develop and apply artificial intelligence technology in energy and environmental systems. A recent project focused on providing more accurate predictions of electricity load in Saskatchewan.

In addition, Dr. Christopher Yost, an associate professor of biology in the Faculty of Science and Canada Research Chair in Microbes, the Environment and Food Safety, maintains a research program that asks fundamental questions about microbiology and genetics and uses this knowledge in applied research to improve water quality and ultimately reduce microbial threats to water quality and food safety. Dr. Yost collaborates with members across campus who have expertise in Biology, Environmental Engineering, Biochemistry, Chemistry and Geography, and he employs the Qu'Appelle Valley as a field site for his research.

The University of Regina is home to a new world-class environmental research facility. The \$13-million Institute of Environmental Change and Society (IECS) officially opened in May 2014 in the Research and Innovation Centre. The 6,500 square foot research centre is home to Canada Research Chairs and allied scholars studying the interactions between human society and the environment, particularly with respect to water quality, availability, use and protection. IECS provides world-class infrastructure and research expertise to faculty, students and staff from regional, national and international agencies. The facility includes all equipment required to conduct cutting-edge research with an environmental focus, including diverse field equipment, superb analytical capabilities, advanced computation, and next-generation chemical analyses.

Facilities Management completed a review that compares energy consumption on campus between 1994-95 and 2010-11. Over that time, the amount of building area on campus had increased by more than 86%, but energy consumption had increased by only 5%. In addition to being environmentally beneficial, this amounts to annual financial savings of approximately \$3.6 million.

A6 – Take a programmatic approach to distributed teaching and learning.

The number of on-line course offered by the University of Regina has more than doubled since 2010-11. The percentage of undergraduate students enrolled in online or televised courses has risen from 13% in 2009-10 to 25% in 2013-14.

The Distance Education Task Force was established to address this goal, and its report was adopted in January 2010. In addition to addressing a wide variety of organizational issues, the task force report set out a series of goals:

- Increase the number of programs available online from 2 to 5. Goal exceeded.
- Increase the number of online courses per year from 50 to 84. Goal exceeded: 109 online courses in 2013-14 plus the online courses delivered by FNUniv.

- Increase average enrolments in online courses from 25 to 35 per course. Goal exceeded: average enrolments in 2013-14 were 36.3 students per class
- Increase the percentage of credit hours taught online from 2.5% to 5% of credit hours. Achievement: 4.2% of the credit hours taught in 2013-14 were online.

Online programs include the Local Government Authority certificate, the Liberal Arts Certificate, the Adult Continuing Education and Training Certificate, the Certificate in Administration, the Master of Nursing- Nurse Practitioner (starting fall 2014), the Master of Education (Curriculum and Instruction), and the Master of Health Administration. The Certificate in Health Studies is close to being entirely online, and the core of the Kinesiology undergraduate program is online, as are most of the Bachelor of Human Justice/Bachelor of Arts in Police Studies degrees and large portions of several other programs. At least one more entirely online program is in the planning stages.

The estimated space savings from current online delivery is equivalent to 10 rooms, each holding 40 desks.

The Distance and Distributed Learning Committee allocates funding to the faculties for the creation of online and blended courses. The committee has worked for a more programmatic and strategic approach to this work. The University has a viable inventory of 176 online courses, with 114 developed since 2009.

B. Our people: engagement, diversity, success, and esteem

B1 – Build long-term relationships with First Nations and Métis communities.

Indigenizing the University includes the goal of ensuring that First Nations and Métis knowledge and practices are reflected in all aspects of campus life including curriculum development, campus design, and incorporating Aboriginal ceremony at Convocation. To help achieve this goal, the position of Executive Lead – Indigenization has been created.

Over the past several years, the President and a number of deans have met with community and educational leaders from First Nations and other communities throughout the province. These community tours have provided the means for University of Regina leaders to listen to and learn about First Nations and Métis needs from school administrators, students and community leaders. One initiative coming from these meetings was the “Honouring Our Future” entrance bursary, which provides funding to an entering student from each of Saskatchewan’s 74 First Nations. This is one of many new student awards established to assist Aboriginal students.

The Aboriginal Student Centre has been expanded to provide a culturally appropriate study and gathering place for students. The Aboriginal Student Centre’s main focus is on assisting Aboriginal students with:

- Successful transition into university;
- Retention at the post-secondary level;
- Participation at University events;
- Successful completion of University; and
- Transition into the workforce.

The Aboriginal Advisory Circle has been created to advise the President on measures to improve how the University meets the needs of Aboriginal students, faculty and staff. It has recommended strategies aimed at reducing the challenges faced on campus by Aboriginal students, as well as curricula and programming that will help attract and retain Aboriginal students and broaden the cultural experience for all students.

Aboriginal students are enrolling in designated seats in the new Nursing program.

The Aboriginal Career Centre supports the academic and career-related success of Aboriginal students through the Aboriginal Co-operative Education Program, the Full Circle Summer Internship program, and other services such as professional development workshops.

Imagining Canada's Future: A First Nations, Métis and Inuit Research Showcase was a week-long series of events held in March 2014 to raise awareness about First Nations, Métis and Inuit research. It features presentations about more than 25 topics and more than 30 guest speakers at the events across Regina.

Neekaneewak – a Micif word meaning “We Are Leading” – was the title of a University of Regina forum that brought together local youth leaders of both First Nations and Métis ancestry in February 2014. Topics included leadership and activism, leadership and health, leadership and self-identity, and leadership and education.

In May 2013, the University hosted the Lloyd Barber Summit on Aboriginal Post-Secondary Education to explore best practices in the delivery of quality education for Aboriginal peoples across Canada.

B2 – Make the transition into university seamless; enhance accessibility and flexibility; expand early-awareness and transitional programming; and ensure that appropriate supports are in place for students with special needs.

As of Fall 2013, approximately 1,300 students were participating in UR Guarantee Program to support their transition from university to life after graduation. The UR Guarantee Program, launched in 2009, enhances the university experience of student participants and their achievement of their educational, career and life goals. Throughout the program, students access tools necessary for academic success and have opportunities to fully engage in university life and participate in service and leadership roles.

The University of Regina Ambassador Program has developed significantly over the past few years. It now has approximately 500 participants who conduct campus tours and share their experiences with prospective and new students to help ease the transition into university.

The University-School Divisions Transition Management Committee has been established to share information among the University and local school divisions, to support research and analysis, and to sponsor events aimed at facilitating more successful transition and retention of Regina-area, secondary school students to the University of Regina. On May 6, 2014, the Transitions Committee hosted a professional development event entitled “Working Together to

Promote Transition Success for First Nations, Métis, and Inuit Students: Let's Focus on Math and Science!"

The Transitions Committee has recently been examining the opportunities for Early Awareness Programming (sometimes called "Reachback") in the Regina area.

Additional support for international students in areas such as life skills and language is being delivered via the new Global Learning Centre.

The Student Success Centre has begun offering a new "Enhanced Orientation Experience" to help transition new students to the University. This program includes pre-orientation sessions over the summer and also provides students who are living in residence or new to the city with the opportunity to meet their colleagues, engage in campus life, and adjust to living in Regina. The Student Success Centre also worked with faculties to offer transition and retention programming for new students, developed a tutor registry, and worked with the Centre for Continuing Education on an Academic Recovery Program.

The Academic Recovery Program is a two-semester program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students take credit courses and participate in other activities designed to help them succeed academically. These include participating in support workshops, creating a personal and professional development portfolio, and participating in guided study sessions. Students have access to additional tutoring and support as well as academic success advice from experts.

The University also set up a Prior Learning Assessment and Recognition (PLAR) program that awards credit for learning acquired through an applicant's professional and personal life, skills training, and volunteer experiences.

Through High School Accelerated, grade 11 and 12 students can take full-credit university classes to lighten their future university course load and develop skills to excel in university. These classes are open to high school students, home-based learners and even current University of Regina students. Accelerated-designated courses at high schools in and around Regina are smaller than other university courses (average of 18 students per class).

The University has re-organized and increased the resources of the Centre for Student Accessibility (CSA). The CSA upholds the university's commitment to a diverse and inclusive learning community by providing services and support to enable students with disabilities to approach their studies in an equal and effective manner. The CSA aims to encourage independence, self-advocacy and equality for all students.

Campus For All was expanded beyond its original home in the Faculty of Education to become a more comprehensive, core-funded four-year Inclusive Post-Secondary Education (IPSE) experience for adults with an intellectual disability. This initiative provides opportunities for individuals to audit classes, improve literacy, and establish social connections with fellow students. Campus For All students attend classes, participate in campus activities, make friends, prepare for the work world, and enjoy the same opportunities as their post-secondary peers.

A variety of measures have been taken to streamline the application and admission process and to provide successful applicants with earlier opportunities to register and select their courses.

The Neekaneewak Leadership Initiative is one of several programs at the University of Regina designed to strengthen relationships with First Nations, Métis and Inuit communities by providing mentorship from Elders, as well as support for students working towards obtaining their university degrees.

B3 – Improve the university experience for students, and foster a stronger campus community and spirit. Provide more scholarship and bursary support. Increase the amount of funding available to both undergraduate and graduate students.

Common area furnishings have been upgraded substantially, and these new attractive gathering places are heavily used by students.

Student financial assistance has been significantly increased, with help from new provincial government programs. The operating budget allocation for scholarships has more than doubled from 2009-10 to 2014-15 from \$3.7 million to \$7.6 million. Among 14 comprehensive Canadian universities, the University of Regina is second-highest in total financial aid to students (all university sources) as a percentage of tuition revenue (35% in 2012-13). This is two-thirds above the average.

An automated timetabling and course scheduling system is being implemented to improve student access to classes by reducing time conflicts.

Service areas for the Registrar, Financial Services, and Enrolment Services and Student Aid and Financial Assistance have been renovated to increase staff efficiency and student access. In addition, Enrolment Services has completed a reorganization that will enable more efficient processing of applications and better service to students.

A new student residence and child care facility is under construction.

An attractive new campus gateway has been created as part of the Wayfinding project.

The Paul J. Hill School of Business has launched the Hill Legacy Program. Students entering the Hill School of Business receive the Hill Legacy Pin during a formal ceremony. The pin is for students to wear proudly at functions and events and to be recognized as a Hill business student. On the day of graduation, during a special reception, students return their pin, signifying successful completion of the program. Upon returning the pin, students then receive the prestigious Hill Alumni Ring. In the following year the returned pins are presented to new incoming students, connecting past and present students of the Paul J. Hill School of Business.

Students, faculty, and staff at the University of Regina have taken a stand against bullying by wearing pink on the Red Cross Day of Pink – part of a national campaign to imagine a world with no bullying.

The UR Early program, with classes beginning before the traditional start time, has been successfully introduced. UR Early provides another option for students and makes more efficient use of classroom space which is in short supply.

Increased online teaching and blended learning are benefiting students and reducing their costs.

Of first-year students, 93% report that they are satisfied with their decision to attend the University of Regina. The percentage in strong agreement has risen from 34% in 2007 to 40% in 2013. For the same group, 77% are satisfied with the concern shown by the University for students as individuals – identical to the national average. The percentage in strong agreement has risen from 17% in 2007 to 29% in 2013.

A new food services contractor and other outlets have increased the variety and quality of food offerings on campus.

Information Systems has taken a number of steps to respond to student needs. Wireless capabilities across campus have been enhanced to provide an expanded area of availability and accommodate increased traffic volume. In 2005, for example, the University had 50 wireless access points, and served approximately 80 users each day. Today, there are 681 access points serving 10,000 devices daily, including approximately 5,000 at any given time. This represents a significant but largely unseen investment in infrastructure to serve the changing needs of students, faculty and staff.

Charging stations for cell phones and tablets have been created across campus.

The student email system has also been upgraded, as have been technologies in several of the smart classrooms. The functionality of the University's website was also improved to continue meeting the needs of current students, prospective students, and their families.

B4 – Increase our administrative efficiency and enhance productivity.

An internal Administrative and Organizational Review Committee (report, May 16, 2011) recommended:

- a full review and overhaul of “official policies and procedures” (nearly completed);
- creation of a new administrative unit review process (done); and
- creation of a continuous improvement process (an internal audit function has been established; Lean training has been widely undertaken)

Nine Lean projects have been undertaken or are in planning stages: Facilities Management (three) - maintenance work-order process, parking and transportation, and security incident reporting; Human Resources (two) - payroll processes, academic performance review; Library (two) - user services amalgamation and technical services; Audio-Visual Services (one); and Graduate Studies (1) – admissions.

A number of senior administrative and middle management positions have been removed from the budget.

A change management methodology for the entire University has been selected and widespread training has occurred. The methodology has been applied in a variety of projects.

The Print Optimization Project has resulted in substantial cost savings (\$2.3 million over five years) and reduced carbon impact (60%).

A Document Management Project is moving the University in the direction of paperless student records.

Improved cash flow management procedures have significantly increased the University's interest earnings.

A full process review in Facilities Management is underway, and replacement software has been selected.

A review and reorganization of research institutes is nearing completion.

CPRC Press has been re-organized as the University of Regina Press with a self-sustaining business plan.

A variety of new technology tools have been implemented to increase administrative efficiency and improve service. Examples include E-Recruit for staffing, automated class scheduling, and EZ Recruit, a web-based system that streamlines student recruitment processes. EZ Recruit helps academic departments communicate with prospective students, applicants, and school counsellors, and supports the scheduling of activities such as campus tours and enrolment counselling.

A process and organizational review in the Centre for Continuing Education has resulted in cost-effective re-organization and process changes.

The residence operations are outperforming the business plan and the food services annual deficit has been turned into a quarter-million-dollar surplus.

As part of the University's commitment to enhanced fiscal transparency, Presidential travel expenses dating back to 2008 are now on the website, as are Vice-Presidential travel expenses from January to April 2014. Going forward, Presidential and Vice-Presidential travel expenses will be posted quarterly.

Much progress has been made related to the review and enhancement of University policies in different areas. Through the policy renewal project, 75 policies have been revised or newly created and posted to the new website, with 45 remaining on the old site and in the process of being reviewed.

B5 – On a foundation of positive and open employee relations, provide freedom and opportunity for faculty and staff to grow, excel, and be esteemed and recognized.

A number of collective agreements have been successfully negotiated as well as improvements to the non-academic pension plan.

The achievements of faculty and staff are regularly recognized through special events such as “Celebrate,” announcements and press releases, and nominations for external awards.

Two employee engagement surveys have been conducted with very positive response rates and evaluations. A variety of follow-up actions have occurred at the unit level.

Regular open forums have been held to discuss issues such as budgetary planning, the academic program review process, research, strategic planning, parking, and general matters of importance to faculty, staff and students.

Campus-wide events were held to celebrate milestones in the University’s development, including a century of education at the College Avenue campus, and 40 years of the University’s existence as an autonomous institution.

The University has consistently been named one of Saskatchewan’s top 20 employers, and in 2012 was shortlisted in the top 200 employers in Canada out of a field of 2,700 organizations under consideration.

B6 – Continue to build a friendly, diverse, safe, and tolerant campus. Respect work-life balance and pay particular attention to the marginalized, the vulnerable, and the disadvantaged.

Aboriginal and international student numbers have grown substantially; new and expanded supports have been created to assist them socially and academically.

As noted above, the Campus For All program has been expanded.

Campus Wellness activities have been expanded.

Gender neutral washrooms and foot-washing facilities have been created.

The resources of the Centre for Student Accessibility have been increased, and the number of students accessing the Centre’s services has grown substantially since 2009.

The University supports Camp fYrefly – Saskatchewan, a university-community project. Camp fYrefly is an educational, social, and personal learning retreat for sexual minority and gender variant youth which includes lesbian, gay, bisexual, trans-identified, two-spirited, intersexed, queer, questioning, and allied.

C. Our communities: presence and partnerships

C1 – Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research, and administration.

Recruitment activities have been successfully expanded into other areas of Saskatchewan and neighbouring provinces.

Since 2012, the University has been one of the hosts and sponsors of the annual “Saskatchewan Forum,” which brings government, university, industry and community partners together to help determine a vision for the province’s development.

The Community Connections tour by the President and other academic leaders visits various communities in Saskatchewan each year. The tour provides opportunities for University of Regina leaders engage with regional college presidents, municipal community leaders, school board officials and teachers, and members of the public.

The half-hour program “University Matters” is broadcast weekly on Regina’s community radio station, CJTR 91.3 FM. Its purpose is “to engage with the wider community, share our work, and contribute to the cultural, social and economic life of our province.”

The unique UR Guarantee program attracted substantial attention nation-wide and increased the university of Regina’s reputation for innovation and leadership.

During Reading Week for the past six years, students in the Faculty of Arts have participated in the Arts Community Action in Regina for Educational Service (Arts CARES) program, volunteering with community organizations such as AIDS Programs South Saskatchewan, Carmichael Outreach, and SOFIA House. The students do a variety of tasks, including developing websites, writing newsletters, and doing research. The students also get valuable hands-on experience and learn more about the impact they can make in the community.

For the past five years, the University has hosted the sold-out Inspiring Leadership Forum, bringing participants from around Saskatchewan and across the country together to engage in discussions about women and leadership.

The President’s Community Award was created to build relationships with the Saskatchewan community and celebrate the contributions individuals make to the province.

Since 2011, the Faculty of Science has been hosting Science Rendezvous, a science festival that has brought thousands of members of the community to campus.

Children in Saskatchewan continued to learn about science and engineering through the University of Regina’s EYES (Educating Youth in Engineering and Science) program, where students design, create and explore science. To illustrate its reach, more than 12,000 youths were involved through EYES outreach programs at 84 schools in 41 communities across southern Saskatchewan in May and June of 2012 alone. Then in July and August, more than 1,300 youths going into Grades 2 to 9 attended EYES camps in Regina and nine other communities: Assiniboia, Esterhazy, Estevan, Foam Lake, Fort Qu’Appelle, Moose Jaw, Shaunavon, Swift Current and Weyburn.

Over the past several years, the University has hosted a number of national conferences, and in 2014 submitted a bid to host the 2018 Congress of the Humanities and Social Sciences. The University also helped host the North American Indigenous Games in 2014.

In 2012, the provincial cabinet met at the University for the first time ever, which provided an opportunity to build on existing relationships with government.

In recent years, the University has consistently exceeded its annual target of raising \$100,000 for the United Way of Regina – a strong demonstration of the close relationship our faculty, staff and students maintain with the larger community.

C2 – Enhance collaboration with and between First Nations University of Canada, Champion and Luther Colleges, the Institut français, and the Gabriel Dumont Institute.

The University of Regina completed a three-year Administrative Services Contract with First Nations University of Canada and is now engaged in providing support and advice through an Advisory Services Agreement.

First Nations University of Canada provides required courses in the University of Regina's new Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program.

Since 2009, the Presidents of the University, Champion College, Luther College and First Nations University of Canada have co-hosted the annual Forward Together Lecture, which highlights the four institutions' joint commitment to a common academic and social purpose that promotes inclusiveness, understanding, social justice and human rights.

The President's Task Force on the Future of the Institut Français (final report, March 2013) reviewed the basic vision of the Institut, examined its current mandate and status, and identified specific actions or measures that would bring about change in the short term and also ensure the long-term development and survival of the Institut français, for the benefit of the University of Regina and the Fransaskois community. A Director has now been appointed and work is underway toward addressing the other recommendations and realizing the potential of the Institut and French-language programming on our campus.

The University of Regina's Community-Based Master of Education, offered in partnership between the faculty of Education and Gabriel Dumont Institute, has been designed to provide a unique cohort model of graduate education to educators in off-campus locations. Focusing on leadership in the context of Aboriginal Education, the program is being offered from July 2013 to December 2015 in Prince Albert. This program is also offered to educators in northern Saskatchewan at LaRonge in partnership with NORTEP/NORPAC and began in July 2014 in North Battleford and Meadow Lake in a partnership with North West Regional College.

C3 – Engage in educational, research, and human resource development partnerships with other educational entities, businesses, professions, and community groups.

Since 2009, engagement with the larger provincial and national communities has helped generate an increase of more than \$3 million in annual donor support for University programs.

The Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN), delivered through a partnership between the University and SIAST, is the only direct-entry nursing program in the province. It accepted its first students in 2011. The faculty has grown rapidly since that time,

and has worked with SIAST, the Cypress Health Region and Great Plains College to expand the nursing program to Swift Current, allowing for eight seats in that community beginning in the fall 2013 semester.

The University and SIAST are now partnering to offer a Master of Nursing – Nurse Practitioner program, the only such program available online in the province.

Also in collaboration with SIAST, the University began providing face-to-face first-year university courses in Moose Jaw beginning in fall 2012.

The Faculty of Education continued to build on its partnerships with other institutions. The Faculty signed a Memorandum of Understanding with Cumberland College to provide a four-year Bachelor of Education degree to begin in 2013, and announced a partnership with the Northern Teacher Education Program-Northern Professional Access College to deliver a community-based Master's program in La Ronge. The Faculty also offers the Community-Based Master of Education Program in Curriculum and Instruction and in Educational Leadership in a number of communities in the southeast of the province.

The Faculty of Education also has partnerships with many regional colleges offering community-based undergraduate degree programs. For example, the Bachelor of Education Degree (BED) in Elementary Teacher Education is currently being offered at Cumberland College (Nipawin) and North West Regional College (Meadow Lake).

The Nunavut Teacher Education Program (NTEP), a partnership between Nunavut Arctic College and the University of Regina, offers a campus and community-based program that prepares Inuit to become classroom teachers in Nunavut schools. The Yukon Native Teacher Education Program (YNTEP) offers a University of Regina BEd (elementary education) in cooperation with Yukon College in Whitehorse, Yukon Territory.

Since the signing of the first agreement with a university in China, Shandong University in 1981, the University of Regina has expanded its relationships with universities across China, resulting in mutually beneficial student and scholar exchanges, fellowships, and joint research projects. In 2011, the University celebrated its 30-year partnership with Chinese institutions. More recently, in May 2014, at Jilin University, one of China's top 10 universities, the President of the University of Regina signed a new Student Exchange Agreement and MOU, committing to create important new exchange opportunities for students and scholars. Similar agreements were also signed with Northeast Normal University.

The University of Regina now has more than 150 two-way agreements with universities around the world – as well as access to another 450 universities through government programs, study abroad networks and international organizations.

In 2014, UR International and the Centre for Teaching and Learning (CTL) delivered a Teaching Development Certificate Program to seven professors from the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM). This pilot project may be expanded in the future.

A number of University of Regina researchers continued their collaborative research with colleagues from different institutions and community organizations. Dr. David Sauchyn, for example, a professor in the Department of Geography at the University of Regina, together with

a larger international team, is working to help rural communities sustain their livelihood by being less vulnerable to damage caused by extreme weather events. Sauchyn is a co-director of the VACEA project – Vulnerability and Adaptation to Climate Extremes in the Americas – a five-year multi-disciplinary comparative study of adaptation to climate change in Argentina, Brazil, Chile and Colombia and the Canadian plains. The study aims to advance scientific understanding of extreme weather events and help to determine the impacts of these events on agricultural productivity and indigenous populations.

Dr. Thomas Hadjistavropoulos of the Department of Psychology leads a multidisciplinary research team – including researchers from the University of Regina, University of Saskatchewan and the Regina and Saskatoon health regions – that has designed a series of projects focused on implementing and evaluating measures to improve care in long-term care facilities. The primary goal of the project is to improve the quality of life for those who live in long-term care and suffer from dementia. The researchers are building relationships and providing information to participating nursing homes while compiling information that can be used by those working in long-term care of older adults anywhere in the world.

Dr. Charity Marsh of the Faculty of Fine Arts, the University's first ethnomusicologist, researches hip hop in the Interactive Media and Performance (IMP) Labs. Her programs teach young leaders how to mentor through the elements of hip hop culture and create a space for students to tell stories about their lives. Coming to the labs, she says, also encourages marginalized youth to begin thinking about the University as a place where they could study. After initially collaborating with Scott Collegiate in Regina, Marsh has expanded the program to include other schools, community groups and five communities in northern Saskatchewan.

September 5, 2014