

SELECT UNIVERSITY OF REGINA ACCOMPLISHMENTS:
JULY 2021 – APRIL 2025

As I approach the end of my fourth year as President and Vice-Chancellor, and to assist the Board of Governors as it contemplates my potential appointment for a second term as President and Vice-Chancellor, I submit this document for consideration during the review process. It contains select University of Regina accomplishments from my current term as President and Vice-Chancellor from July 1, 2021 to the present. These accomplishments are organized according to the institutional priorities of the 2020-2025 Strategic Plan.

This document also has six appendices of supplemental information covering my close-to-four-year tenure as President and Vice-Chancellor:

- [APPENDIX A](#): An interim report as of April 15, 2025 on progress made toward my Board-approved objectives for 2024-2025 (note that progress toward the objectives contained therein will be further advanced when the complete year-end report is provided to the Board and shared with the community in July 2025);
- [APPENDIX B](#): The complete end-of-year report on my Board-approved objectives for 2023-2024;
- [APPENDIX C](#): The complete end-of-year report on my Board-approved objectives for 2022-2023;
- [APPENDIX D](#): The complete end-of-year report on my Board-approved objectives for 2021-2022;
- [APPENDIX E](#): My up-to-date *curriculum vitae*; and
- [APPENDIX F](#): An overview of my academic work and research from 2021-2025.

It is important to note that the accomplishments from the past four years outlined in these documents are the result of a tremendous collective effort by many people across the University. I wish to acknowledge those contributions and express my appreciation to my colleagues for their steadfast dedication to the University and its three-part academic mission of teaching, research, and service to community.

Each year, my presidential objectives and related activities are determined in consultation with the University Executive Team, and are then revised as necessary and approved by the Board of Governors. For the most part, these objectives and planned deliverables are rooted in two primary documents – the University’s annual risk register, and the institutional Strategic Plan. While my work as President – and indeed the work of the University itself – is wide-ranging and by no means limited only to these objectives, they provide focus to my role, and the Board uses them as a means of evaluating my performance each year.

Appendices A through E contain: a detailed assessment of progress by year toward each of these objectives and attendant outcomes; and my *curriculum vitae*, which outlines other aspects of my activities and the University’s accomplishments since the beginning of my tenure as President.

What follows in the next several pages is an overview of those detailed appendices – a summary of major University of Regina accomplishments achieved over nearly four years by virtue of my established objectives. These accomplishments, achieved as they may have been through my influence, are above

all the result of the diligent and wide-ranging work of many people at the University of Regina. More detailed information about them, if required, may be found in the Appendices.

Overall Operational Accomplishments:

As noted above, the majority of my annual objectives and the University accomplishments related to them have derived in large part from the 2020-2025 Strategic Plan and its five key areas of focus. Some of them, however, were mainly operational in nature and were priorities because their genesis predated my arrival at the University.

For example, my first full year as President was 2021-2022, during the height of the COVID-19 pandemic at which time the vast majority of teaching and learning was taking place remotely, in-person research activity had been substantially curtailed, and public events on campus could not take place. The primary objective at that time was to make a safe and effective transition to near-pre-pandemic levels of activity on campus. The phased return to research – with strict COVID-19 protocols in place but decentralized to the Faculties – was completed in July 2021. Through a variety of means such as a mask mandate, proof of vaccination requirement, rapid antigen testing for those who chose not to be vaccinated, and a transitional Fall 2021 term, the University was able to return to a majority of in-person coursework and the full resumption of public events in March 2022.

Given the deleterious impact the COVID-19 pandemic had on the University's finances, another operational priority was to consider if a new budgeting model was required, and develop it if necessary. After careful consideration, it was determined that a new budget model was not required; rather, what was needed was a new way of thinking about the budget in a more holistic and student-focused way than in the past – with measurable outcomes, accountability by leadership, and alignment of resources to achieve the University's priorities, particularly as outlined in the Strategic Plan. During 2023-2024, in consultation with the Deans and administrative Vice-Presidents, operational guidelines were created that included enhancing the student experience, using a holistic approach for resource allocation, and incorporating flexibility and "levers" to manage any uncertainties that could arise. These guidelines were successfully used to develop the 2024-2025 budget, as well as the 2025-2026 budget that is currently under consideration by the Board.

Another overall operational priority was to oversee the successful implementation of more than 30 projects funded through the provincial government's one-time multi-year funding allocation of approximately \$11 million that was announced in 2021-2022. This MOU funding was vital to and transformational for the University of Regina, particularly in the operational aftermath of the COVID-19 pandemic which posed such challenges for Canada's post-secondary sector. Among other things, the funding – which was allocated internally based on Faculty- and unit-identified priorities – helped the University create new academic and support programs in areas of high demand, develop articulation agreements with other institutions, enhance domestic and international recruitment capabilities, ensure that future technological needs are met, improve the institution's energy efficiency, and build capacity for fundraising. All of these initiatives – some of which are mentioned below – will serve the institution and its students very well into the future.

Strategic Plan Area of Focus: Discovery:

The Strategic Plan's "Discovery" area of focus has inspired many of my objectives and led to numerous University accomplishments over the past four years.

One objective was to enhance commercialization opportunities arising from of University research, and to that end, the Vice-President (Research) created the Office of Research Partnerships and Innovation. This office includes a Commercialization Officer whose position was piloted through MOU funding, and given its success, is now institutionally funded. The Commercialization Officer has led the University's participation in two successful Lab2Market group applications, coordinated patent applications, and supported the formation and incubation of several spinout companies from the University, including ones related to: wastewater and soil remediation technology; drug discovery for anti-microbial resistance therapeutics; a software solution with AI neural networks to simulate mining and metallurgy operations using nonaqueous solvents; and aerospace components for Mars exploration. This has resulted in three new incorporations, as well as several grants and other investments.

Another objective was to enhance research and entrepreneurial opportunities for graduate students. In addition to eliminating the international fee differential for doctoral programs, another means of doing so has been the Graduate Advanced Training and Entrepreneurship (GATE) Centre, created in the Faculty of Graduate Studies and Research in 2022. GATE has launched several initiatives focused on supporting student entrepreneurship, social innovation, and community engagement. These have included a Kickstart Program open to graduate and undergraduate students from all disciplines, a Social Innovation Summit in collaboration with the Faculty of Arts and the Non-Profit and Voluntary Sector Studies Network at Luther College, and networking events held in conjunction with the Regina and District Chamber of Commerce. The Faculty of Graduate Studies and Research has also led a University-wide effort to foster the development of the Three Minute Thesis competition on campus, with the result that the 2024 winner advanced all the way to the North American finals, bringing international attention to the quality of work done by University of Regina graduate students.

Creating new opportunities for incoming students was also a priority, and much of this was done under the leadership of the Associate Vice-President (Academic) as well as the Academic Program and Articulation Agreements Officer whose position was piloted through MOU funding and is now institutionally funded. Increased focus was placed on creating and promoting dual credit courses and a bursary program to allow high school students to take select courses that meet requirements for high school matriculation while also providing university credit. In addition, several new academic program, articulation, and block transfer credit agreements were developed with other post-secondary institutions to allow students to continue their education more seamlessly than ever at the University after undertaking initial studies elsewhere.

Over the past couple of years, it was a priority to develop and begin implementing key aspects of an institutional Academic Plan that includes specific recommendations, targets, and means of assessment to enhance teaching excellence, program development, and supportive technologies. The Provost's Office and Dr. Jim Farney, Director of the Regina campus of the Johnson Shoyama Graduate School of Public Policy, led this effort. The plan was approved in 2023, and since that time, work has been taking place across the University on different recommendations. An interim report is forthcoming in which individual Faculties will outline their progress, and through the Provost's Office, reviews of the University's advising and scholarship programs will be completed over the coming year.

The Registrar's Office led the process of replacing the existing term-by-term registration process with full-year registration – an initiative designed to help students better plan and progress through their academic programs. After approximately a year and a half of work, the new system was launched in March 2024 meaning that students could register for their Spring/Summer 2024, Fall 2024, and Winter

2025 courses all at once. Now in its second year, the new system has operated as planned, and the overall response from students has been positive.

Another major accomplishment was the Fall 2022 launch of the Centre for Experiential and Service Learning (CESL), which consolidates and enhances experiential and service learning opportunities under one entity. The longstanding Co-operative Education program, existing for-credit internship programs, student employment services, the student-run volunteer centre, the UR PATH system that allows students to pursue digital badges, and individual course internships with outside organizations – all of these are now operated through CESL. The goal is to provide the opportunity for all students to participate in experiential and service learning so they are more engaged with and actively in charge of their own education while they are at the University of Regina, develop hands-on skills outside the classroom, and transition better out of university into the workforce.

Data shows that approximately 70 percent of students who graduated in 2024 had experiential or service learning opportunities during the course of their programs. Most of these students began their studies prior to the November 2022 establishment of CESL, so it is expected that in future years, that number will increase substantially now that CESL is actively promoting, facilitating, and tracking experiential and service learning opportunities. As of December 2024, nearly 6,700 current students were actively using their UR PATH accounts (compared to 4,300 only six months previously), and more than 5,700 current and former students and 1,400 employers were using the Careers Link service.

There have been many other University accomplishments under the “Discovery” pillar of the Strategic Plan, and further information about them can be found in the Appendices. They include:

- The implementation of key aspects of the Research Action Plan;
- The development of microcredentials as well as revenue-sharing models for credit and non-credit programming through the Centre for Continuing Education;
- The development of a Capital Plan and criteria to evaluate and prioritize capital projects;
- The revitalization of the Centre for Teaching and Learning; and
- The creation of a strategy for outdated and vulnerable IT infrastructure.

Strategic Plan Area of Focus: Truth and Reconciliation:

The accomplishment of objectives related to Truth and Reconciliation has also been a major achievement at the University.

Much of this has been done to help realize the aims of the University’s first-ever Indigenous Engagement Strategic Plan, which was developed under the leadership of the Office of Indigenous Engagement. The plan was launched in Fall 2023 after a comprehensive process that included compiling an inventory of the University’s existing Indigenization and decolonization initiatives, identifying gaps, and holding many individual and group consultations. The plan contains four areas of focus: Student Success; Spaces and Places; Learning and Teaching; and Building Community. In addition, it outlines 34 recommended actions to advance these areas of focus. Initiatives undertaken and in many cases completed since that time include:

- Renewing the University’s existing Indigenous Advisory Circle in 2024 so it can advise the Associate Vice-President (Indigenous Engagement) – and by extension, the President’s Office – as the University works to bring the Indigenous Engagement Strategic Plan to life;

- Delivering workshops on the complexities of Indigenous identity, pursuing an identity partnership agreement with the Métis Nation of Saskatchewan, and developing Indigenous identity substantiation guidelines to help limit Indigenous identity fraud. Those guidelines are nearing completion;
- Hiring an Indigenous Procurement Lead to increase Indigenous supplier participation in the University's procurement processes per the recently developed Indigenous Procurement Strategy;
- Hiring two Indigenous Research Engagement Managers to develop and implement strategies that enhance research opportunities within Indigenous communities and ensure equity in access to resources;
- Developing protocols for Indigenous-related research projects;
- Beginning the process of developing an Indigenous-led and Indigenous-focused research centre, as well as an Indigenous wellness research program. To these ends, a working group represented by Indigenous faculty members and Indigenous graduate students has been fully constituted;
- Ensuring that the Métis and Treaty 6 flags are displayed at Convocation, and are now part of the University's array of flags displayed outside on the main campus;
- Continuing work on Jay Treaty initiative to enhance Indigenous student mobility;
- Ensuring that Indigenous culture and aesthetics figure prominently in new and renovated spaces. One of the most visible examples of this will be the artwork and design of the renovated Ad-Hum "Pit" student space;
- Signing an MOU and new academic agreement with First Nations University of Canada that reflect a strong partnership and commitment to meaningfully support the institution in achieving its goals; and
- Starting to develop recruitment strategies focused on prospective Indigenous students, faculty, and staff.

It is also significant that prior to the launch of the Indigenous Engagement Strategic Plan, an Indigenous Educational Developer was hired for a two-year term through provincial MOU funding. The Indigenous Education Developer helped faculty members develop Indigenous pedagogies and ways of knowing and implement them into courses and programs, and provided expertise and support on various projects and committees.

Also notable is that in 2024, the University and First Nations University of Canada together submitted a successful bid to host Universities Canada's "Building Reconciliation Forum," which will take place on our campuses in May 2025, bringing together post-secondary leaders and community members from across the country to discuss ways to more meaningfully advance Reconciliation at Canada's post-secondary institutions.

Strategic Plan Area of Focus: Well-Being and Belonging

The focus on the Strategic Plan pillar of Well-Being and Belonging yielded significant accomplishments over the past few years.

For example, an Equity, Diversity, Inclusion and Anti-Oppression (EDI-AO) strategy and action plan were completed in Fall 2022. The EDI-AO committee then prioritized key actions for attention, largely focused on policy review, cultural climate, and community engagement. For example, the Employment Equity and Diversity Policy was updated and approved by the Board, as was the Workplace Accommodation

Policy. The University signed on to the Scarborough Charter on anti-Black racism and Black inclusion, created an EDI-AO Confidential Incident Line, and joined with the University of Saskatchewan to establish a co-led Canadian Black Scientist Network (CBSN) Saskatchewan node.

Since that time, the EDI Office has continued to advance EDI initiatives on campus by partnering with external groups on certificate programs, promoting culturally responsive educational practices, supporting 2SLGBTQIA+ initiatives such as Pride Month, and conducting workshops on topics such as inclusive teams, inclusive classrooms, and unconscious bias.

Also related to inclusion, the Brad Hornung Accommodations Test Centre was officially opened in Fall 2022, allowing students with disabilities of differing types to write their exams in a supportive environment. The Centre has 58 workstations, 11 private exam rooms, and 11 shared exam rooms.

Over the past three years, through the Provost's Office the University has also taken steps to enhance the educational opportunities available to current members and veterans of the Canadian Armed Forces in recognition of their service. This has included: playing a leading role as a core member of the Canadian Military, Veteran and Family Connected Campus Consortium (CMVF3C), a growing network of educational and other organizations committed to developing military and veteran friendly campuses; developing a resource section of the website to help make military members and veterans (of whom 53 have currently self-identified as students) aware of the many educational, financial, and personal supports that are available to them as they pursue their studies; and now in progress, the creation of Military Service Digital Badge through the Centre for Experiential and Service Learning.

A key accomplishment by Human Resources over the past few years was conducting two employee engagement surveys and assisting different Faculties and units in evaluating the results and developing strategies to act upon them. The first employee engagement survey conducted at the University in many years took place in 2022, providing a new baseline of employees' engagement overall and by Faculty and unit. In addition to assisting individual areas in responding to the survey, Human Resources developed a one-year pilot Alternate Work Arrangements program (consisting of both flexible and remote work arrangements). After the University reviewed the one-year pilot program, it was determined that based on its popularity and success, it would be made permanent, which took place in mid-2023.

In 2024, a follow-up employee engagement survey took place with a refined scoring system that made it easier to interpret the data while at the same time allowing for meaningful comparisons to the 2022 results.

Overall, the University's institutional average for the 2024 survey on the Likert scale was 3.6 out of 5 in terms of satisfaction with the work environment. Human Resources conducted area-specific sessions to share results and discuss possible actions to address areas of concern and build positively upon areas of strength. By September, all Faculties and units had developed action plans, and the first of two "pulse" surveys was conducted in March 2025 to enable progress updates.

Also under the leadership of Human Resources, a focus over the past year has been to enhance the health and safety culture at the University. This work has included re-emphasizing the importance of reporting incidents or near-misses, increasing the number of staff and supervisors who undertake health and safety training, and addressing eight priority items from the Internal Audit and External Review of safety at the University. Currently, six of these items are complete: the creation of a safety charter; the development of a safety for supervisors course; the development of a health and safety orientation

course; a communications and marketing campaign to raise awareness of health and safety topics; updating decanal job descriptions to include safety responsibilities; and asking all faculties and administrative units to designate the health and safety orientation course as required training for all staff. The other two items – including identifying safety as a core value in the next Strategic Plan – will be addressed going forward.

Another key accomplishment related to well-being and belonging – and in particular, to the overall student experience at the University – is the development over the past year of a Strategic Enrolment Plan. Led by the Registrar's Office and supported by the Provost's Office, this plan builds upon past strategic enrolment initiatives and includes input from countless individuals and dozens of groups across the University and Federated Colleges. All of this was done with an eye to creating a tangible, actionable framework and plan that goes beyond student enrolment alone, taking into account and planning for the entire "student continuum" – from recruitment to graduation and beyond.

As a result, this Strategic Enrolment Plan, which has garnered approval from the appropriate bodies at the University, is about enhancing the overall student experience in all its many facets. Recruitment, retention, academic and personal supports, teaching and learning, health and wellness, financial aid, and engagement with the University after graduation – these are just some of the areas that this framework will help the University address and enhance in years to come.

Strategic Plan Area of Focus: Impact and Identity

Over the past few years, a great deal has been accomplished in terms of enhancing the University's identity and impact, which is a central tenet of the Strategic Plan.

Beginning in 2021-2022, through its Communications and Marketing area the University undertook the complex process of developing an institutional identity that would better differentiate the University from other postsecondary institutions in a manner that would help students identify with our institution in a more meaningful way, and would inspire alumni to engage, donors to contribute, and the community to partner with us. After many rounds of consultations, in Fall 2022 the new institutional identity, framed around the tagline "Go Far, Together" and its three identity pillars – Health and Wellness, Career Readiness/Experiential learning, and Partners in Truth and Reconciliation – was launched. Since that time, extensive marketing campaigns (including traditional and social media) have taken place every year based on the tagline and the three pillars.

In concert with the development and promotion of the institutional identity, University Communications and Marketing also led a comprehensive re-design of the University website. This multi-year project modernized its look and feel, updated all content, and made it more user-friendly on mobile devices. Analytics show that the redevelopment of the website, which was done in part with support from provincial MOU funds, has greatly enhanced the user experience and presents the University to prospective students and others in a more professional, modern, informative, and accessible way than ever before.

Related to the University's image and identity has been the successful celebration throughout 2024-2025 of the institution's 50th anniversary as an independent degree-granting university. Led by a 50th anniversary committee, enacted in large part by the Alumni and Advancement teams, and involving nearly every Faculty and unit, this celebration has included more than 70 anniversary events, and has put the institution on pace to increase alumni engagement by more than 10 percent year over year.

This increased alumni engagement bodes well for the comprehensive fundraising campaign that has been planned since 2022-2023, and is now nearing its launch. This past year, University Advancement began working with a fundraising consultant to further develop the case for support and plan for a multi-year comprehensive campaign. When launched over the next year, the campaign will strengthen the institution's reputation among internal and external stakeholders, increase community awareness of the societal impact of research carried out at the University, and demonstrate the benefit of investing in the University through responsive programming strategically designed to support our mission of addressing society's pressing challenges. In the meantime, in the last year University Advancement well exceeded its annual target, raising nearly \$8 million, including substantial funding to support the Chancellor's Community scholarship program.

Also in terms of the University's impact and reputation – particularly among prospective students in the province – Enrolment Services developed the "UR Days" recruitment initiative in which the University has raised its profile by holding comprehensive day-long visits in select high schools. Over the past few years – together with Deans, faculty members, and others from the University and Federated Colleges – I have participated in more than a dozen of these events, and have made in-person visits to dozens of other high schools. At a time when domestic enrolments have been declining at many Canadian universities, they have remained relatively flat at the University of Regina – something that would not have been the case had the institution not taken such a proactive approach to recruitment and community engagement.

Some other accomplishments in the area of Impact and Identity have included:

- Increasing the amount of external research funding from the Tri-Agencies and CFI by five percent over the five-year average;
- Increasing institutional focus on multidisciplinary research projects;
- Restructuring the operations of the Alumni area and signing a new agreement with the University of Regina Alumni Association; and
- Developing strategies to better engage with government as well as business and industry to capitalize on funding opportunities and entrepreneurial activities.

Strategic Plan Area of Focus: Environment and Climate Action

The University has also had significant accomplishments in terms of the Environment and Climate Action focus of the Strategic Plan.

After extensive consultations with students, faculty, and staff – and through the efforts of various working groups – the President's Advisory Committee on Sustainability (PACS) launched the University's first-ever Sustainability Action Plan in Fall 2022. Soon after, the Plan's first recommendation – the hiring of a Director of Sustainability – took place, and during 2023 the Office of Sustainability was created. Originally envisioned to be piloted with provincial MOU funding, the Office was determined to be of such importance that it has been institutionally funded. Since its creation, the Office has focused on addressing the plan's priority short-term and longer-term recommendations, including developing a comprehensive website with an energy usage dashboard, coordinating University-wide sustainability initiatives, conducting a variety of educational workshops, and encouraging sustainability-related collaborations between different areas on campus.

The provincial MOU funding provided the opportunity for the University, through Facilities Management, to pursue other sustainability-related initiatives that otherwise would not have been possible. An Energy Manager was hired on a term to do work that included developing an energy management and carbon reduction strategic plan, evaluating the University's capital renewal projects for additional opportunities to reduce energy consumption and carbon emission, and recommending control strategies to minimize energy consumption and carbon production.

Through the Energy Manager's work, the University has identified and undertaken \$2.6 million in energy-saving projects that are in varying stages of completion. Once finished, these projects will provide approximately \$333,000 in annual energy savings, with an estimated break-even point of just over eight years. MOU funding also allowed Facilities Management to complete a conceptual design to maximize output of a proposed large-scale solar farm. An environmental impact study is complete, and the University continues pursuing the required external funding to build the solar farm.

Through the Office of the Vice-President (Research), the University has been building capacity for industry and research partnerships in the areas of: carbon capture, utilization, and storage (CCUS); low-carbon hydrogen; and energy alternatives such as small modular reactors, geothermal, batteries, and energy storage. Activities in this regard have included exploring opportunities for collaboration in developing small modular reactor education, training, and research and development programming (including the forthcoming construction of non-nuclear small modular reactor test loops), and a partnership with the Colorado School of Mines to pursue teaching and research opportunities in nuclear science and engineering, CCUS, and hydrogen and alternative fuel technologies.

Of particular significance is that in late 2023, at the COP28 United Nations Climate Change Conference in Dubai, the University – together with the Government of Saskatchewan, the University of Saskatchewan, and Saskatchewan Polytechnic – announced the creation of the Global Institute for Energy, Minerals and Society (GIEMS). GIEMS, which was recently incorporated as a multi-institutional entity and will soon have an Executive Director in place, is intended to advance provincial research and innovation in the areas of mining, energy, and critical minerals in order to build a more sustainable future for the province. Because of its existing areas of research strength and current activities to drive innovation in energy and minerals, the University is well-placed to play a leadership role in these areas in coming years.

It is also of note that to help serve the wider community and broaden the University's impact, I have participated as a member of several external committees and organizations. These include: the City of Regina's Catalyst Committee; Economic Development Regina's Growth Board; the Regina Police Service Community Advisory Board; the Royal United Services Institute; and the MyCreds™ Strategic Advisory Board, which works to make the certification and sharing of credentials easier for students across the country.

For the interim period from July 1, 2024 – April 15, 2025

Per discussions with the Board of Governors when my 2024-2025 performance objectives were finalized in July, this interim year-end report to the Board consists of:

- Section 1: A dashboard “heat map” chart so that at a glance the Board can quickly gauge progress made toward each objective and its attendant measures; and
- Section 2: An overview of progress toward each of the 2024-2025 objectives.

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

Strategic Plan Connection	President's Objective	Measurable	Status (colour-coded per the legend below)
Discovery Impact and Identity	Enhance the teaching and research missions by increasing engagement and investment in top priorities	Broad engagement of constituents in 50 th anniversary celebrations	Complete
		Increase Chancellor's Community support and grow membership by 20 percent	Complete
		Implement a new external investment priority process to support fundraising campaign	Well Under Way
		Increase alumni engagement by 10 percent over two years	Complete
		Begin developing new Strategic Plan	Well Under Way
Impact and Identity Well Being and Belonging	Complete planned facility and service upgrades	Complete Ad-Hum Pit renovation	Well Under Way
		Complete transition to new food services model	Well Under Way
		Finish enhancements to Student Wellness Centre	Well Under Way
	Amplify the University's research impact through	Launch new multidisciplinary research projects co-led by Faculties	Complete

Discovery Environment and Climate Action	multidisciplinary research, community engagement, and entrepreneurial activities	Establish GIEMS and develop governance structure	Well Under Way
		Demonstrate leadership in sector-wide contributions to innovation in energy and minerals	Complete
		Increase number of research contracts, MOUs, and MOAs with community and industry partners by 5 percent	Well Under Way
		Help build an Indigenous-led health and wellness research program for Indigenous communities	Complete
		Support the creation of an Indigenous-led and Indigenous-focused research centre	Complete
Truth and Reconciliation Well Being and Belonging	Increase recruitment of Indigenous faculty and staff	Develop and implement and Indigenous recruitment strategy and show improved results in number of applicants and hires	Well Under Way
		Implement an Indigenous identity verification policy and validation process	Well Under Way
		Communicate the policy and processes, and provide training	Partially Under Way
		Provide additional communication and support to promote self-identification, and improve reporting	Partially Under Way
Well Being and Belonging	Set measurable health and safety goals and implement strategies to achieve them	Progress on outstanding health and safety recommendations	6 Complete
			2 Well Under Way
		Year-over-year increase in health and safety training and participation	Complete

		Year-over-year reduction in health and safety incidents	Partially Under Way
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Progress Status	
BLUE	Complete
GREEN	Well Under Way
YELLOW	Partially Under Way
RED	Little or No Progress to Date

SECTION 2: OVERVIEW OF PROGRESS TOWARD 2024-2025 OBJECTIVES

Objective 1: Through institution-wide integrated advancement, enhance the teaching and research missions of the University by increasing engagement and investment in the top priorities of the University

Progress is as follows on the measures related to this objective:

MEASURE: Celebrate the University's 50th anniversary with broad engagement of constituents in the various events throughout the year: This measure is complete, and work continues to celebrate and promote the anniversary.

July 1, 2024 marked the official date of the University of Regina's 50th anniversary as an independent, degree-granting institution. To commemorate this important anniversary, the University embarked on a year-long celebration of the institution's history and future with a wide variety of internal and external events, communications and marketing campaigns, fundraising appeals, and other initiatives. Throughout the year, the University has made it a priority to showcase its impact in the community as a leader in teaching and learning, research, student support, and community engagement.

The efforts to achieve this plan have been led by staff and faculty from across the institution. Well in advance of the beginning of the anniversary year, a University-wide 50th Anniversary Committee was struck, and it has met monthly throughout the year to coordinate and collaborate on activities across the institution. University Advancement and University Communications and Marketing have taken a lead on institutional events, and have also supported individual Faculty/unit activities that have been tailored toward the 50th anniversary. Central support has enabled outbound communication and invitation lists to be coordinated, a central website and calendar to be developed and maintained, and systems such as registration and email communication to be shared.

The 50th anniversary events officially kicked off for faculty, staff, and students at a special 50th anniversary edition of the annual “Gathering on the Green” celebration, with more than 1,100 attending. The wider community celebrations began with the U-Prairie Challenge opening game between the University of Regina Rams and the University of Saskatchewan Huskies at Mosaic Stadium. Since then, approximately 70 anniversary-related events of different types have taken place. These have included faculty and departmental celebrations, as well as the University of Regina Alumni Association annual general meeting, which took place 50 years to the day of the Alumni Association’s inaugural meeting on March 12, 1975.

These 50th anniversary events have seen broad engagement from the University and wider communities, with more than 14,000 in-person attendees between July 1 and mid-March. This puts the University well past the target of 10,000 attendees throughout the year, with several events still scheduled to take place in coming months. In short, the 50th anniversary celebrations are exceeding expectations.

MEASURE: Continue to increase Chancellor’s Community scholarship support and grow membership by 20 percent: This measure is complete, and work to further increase support is ongoing.

The target to increase membership by 20 percent was met by the end of September, and efforts have continued since then to enhance support for the Chancellor’s Community scholarship program.

The Chancellor’s Community was created in 2023 to connect campus to community and community to campus by building a philanthropic network of community leaders. Members of the community make an annual donation or multi-year pledge to the University in support of the Chancellor Community Scholarships and Fellows. Throughout the year, members of the community are invited to unique experiences where they learn more deeply about the University, meet the Chancellors Community Scholars, connect with distinguished faculty members, and network with other members of the community.

Events in support of this initiative throughout the year have included:

- A Fall 2024 barbecue to welcome the first cohort of 14 Chancellor’s Scholars and two Chancellor’s Fellows into the Chancellor’s Community. The event showcased the impact of the generous donations made by the Chancellor’s Community members and provided an opportunity for them to connect with the first cohort of scholarship recipients;
- The second annual “Taste of Research” event, which was held in early November and was very well received by donors and alumni. Several Chancellor’s Community members attended these research presentations which highlighted the University’s commitment to showcasing high-impact research while providing meaningful opportunities for donors to strengthen their connection to the campus community; and
- An astronomy-themed “Explore the Stars and Dream” community dinner in mid-March that featured presentations by faculty members and the Royal Astronomical Society of Canada – Regina Centre, as well as a series of physics demonstrations by students. The event was open to both current members and prospective donors, providing an opportunity to grow the community even further and deepen engagement.

In early March, school visits were made to present Chancellor's Scholarships to next year's cohort of students, further publicizing the scholarship program and its benefits.

Continued efforts will focus on creating additional Chancellor's Community-specific events to highlight the impact of donor support, including the September barbecue to welcome new and returning Chancellor's Scholars and Fellows. These events will create intentional opportunities for members to engage directly with researchers and students, showcasing the impact of their support. In the meantime, the identification and solicitation of new prospects to the Chancellor's Community continues, and a project-specific case for support has been developed to further advance these efforts.

MEASURE: Implement a new external investment priority process (related to government, industry, alumni, and other key stakeholder investment in the University) that supports the development and implementation of a comprehensive fundraising campaign: This measure is well under way and on track for completion by June.

In the summer of 2024, the Philanthropy team led the implementation of a new fundraising priority identification and approval process. Through this process, Faculties and administrative units now identify their fundraising opportunities and have them prioritized based on the goals and objectives set forth in the University's Strategic Plan. After this process was shared with Faculty and administrative leadership, the first round of priorities was collected, reviewed by a newly created Institutional Fundraising Priority Approval Committee, and approved for inclusion in the current campaign cycle.

An external consultant specializing in institutional fundraising was engaged to support the development of the comprehensive fundraising campaign for the University. The consultant's work has included providing input on fundraising strategy, helping with the University's case for support for fundraising priorities, supporting internal capacity-building on fundraising, and assessing the University's potential for a campaign.

In June 2024, the consultant completed training for the Deans on the fundamentals of a campaign. In September, the consultant presented to the University Executive Team on campaign trends in Canada and engaged the Advancement team in a campaign readiness exercise to begin preparations for developing an overall case for support. Throughout October and November, the consultant worked with the Advancement team to assess the fundraising pipeline for the University. This work was completed in December, and a recommendation on a preliminary floor-level campaign goal of \$50 million was delivered in January 2025.

Interviews took place with the subject matter experts to identify the specific priorities that will be included within the case for support. These conversations helped refine each project's alignment with the overarching case for support to ensure that the priorities will resonate with prospective donors. Since initial planning, the identified fundraising priorities grew substantially, from a projected number of eight to a current total of 15 distinct areas of focus.

The overall case for support is nearly complete, after which the focus will shift to refining prospecting and pipeline development strategies, as well as assembling a Campaign Cabinet to lead and champion this transformational initiative.

The forthcoming campaign marks a significant shift in the Philanthropy team's approach, focusing on a comprehensive strategic model that emphasizes streamlined resource allocation and deeper collaboration across Faculties and administrative units. This approach prioritizes cross-disciplinary initiatives rather than individual projects, and aims to secure larger, transformative gifts aligned with the University's long-term vision and strategic goals.

Overall, this campaign model provides opportunities to incorporate new priorities as others receive funding – a flexible approach ensuring that the campaign can adapt to emerging needs and opportunities.

MEASURE: Increase alumni engagement – namely financial support and event attendance – by at least 10 percent over the next two years: This measure has been achieved and in fact exceeded.

The University has exceeded its target of increasing overall alumni engagement by 10 percent by the end of the reporting year, in large part due to the success of the ongoing 50th anniversary celebrations.

Thus far, there has been a 24 percent year-over-year increase in the number of alumni-related events held, with in-person alumni attendance at these events having increased by 84 percent over the previous year. The inaugural Alumni Week in late October was a particular success in this regard, attracting 2,762 attendees, including 687 alumni and 1,360 students. Presented by the University of Regina Alumni Association, Alumni Week included events such as the Alumni Crowning Achievement Awards, and the Golden Aluminaries induction reception where 69 alumni received pins and certificates celebrating 50 years or more as University of Regina graduates. It is also of note that for "Alumni in the Classroom," 24 alumni came to campus and presented to a total of 1,160 students.

The Alumni Engagement team has also been tracking engagement through email communication. Overall, the University now averages close to 20,000 recipients per email, which is more than a 40 percent increase over the previous year. There is also an 80 percent increase in the email "open" rate – something that indicates a higher level of alumni engagement than before. Additionally, participation levels in key alumni programs such as TD Home and Auto Insurance and Manulife Life Insurance have increased by 10 percent and 20 percent, respectively.

Donations received from alumni have increased by 14.7% year over year – surpassing the target of 10% increase – from \$460,000K to \$528,000. The "50 Years of Fueling the Future" Fall appeal concluded at the end of December with a final fundraising total of \$127,743 from 130 gifts, with the Faculties of Education and Media, Art, and Performance achieving the highest fundraising totals. The University was able to retain 70% of alumni annual donors from the 2023 Fall appeal and received gifts from 15 new alumni annual donors.

MEASURE: Commence development of a new institutional Strategic Plan that will guide the University for the next five years and beyond: This measure is well under way.

In September, Higher Education Strategy Associates (HESA) was engaged to provide an environmental scan of trends in university strategic planning in Canada, as well as insights into

options that the University of Regina might consider. As part of its deliverables, in November 2024 HESA provided a report entitled *Strategic Planning: Pre-Development Considerations and Decisions*.

Together with the Vice-Presidents and the Chief Governance Officer, I weighed options outlined in the report to determine the University's best course of action related to things like: the size of the steering committee; length of the plan; themes from the existing plan to be built upon going forward; and possible new thematic areas to be included in the new strategic plan. All agreed that the new plan should be guided by "what we want to be" rather than "what we want to do," developing a bold, unified, aspirational vision that will take the University to the next level of achievements and its rightful place in the Canadian post-secondary community as it enters its second half-century.

Dr. Aziz Douai, Dean of Graduate Studies and Research, was appointed to head the Strategic Planning process, and he assembled and announced a steering committee in March. The search for a Project Manager, Strategic Planning is currently underway and is expected to be completed by mid-April. Once appointed, the Project Manager will develop a workplan, consultation schedule, and other deliverables, with initial consultations anticipated to begin by July.

The project timeline includes consultations through summer and early fall, followed by the collation of findings and the development of an initial draft. The goal is to have the final strategic plan approved by the appropriate bodies, including the Board of Governors, by Spring 2026. Additionally, the University has committed to a ten-year strategic plan.

As the consultation process progresses in the coming weeks, updates – including opportunities for engagement and input from students, staff, faculty, and external stakeholders – will be shared with the University community.

Objective 2: Complete planned facility and service upgrades to enhance student satisfaction

Progress is as follows on the measures related to this objective:

MEASURE: Complete the Ad-Hum Pit renovation to enhance student space: This measure is well under way and projected to be complete by June.

Once the Level 3 "Tender and Construct" approval was provided by the Board in July, work began quickly on revitalizing the space. Major demolition is complete, and the layout for all spaces – the Pit itself, all-gender washrooms, perimeter seating areas, vestibule, front entry, and upper-floor safety enhancements – has been finalized.

Consultation took place in October with a representative of UR Pride to ensure that the all-gender washrooms will be appropriate. A call for Indigenous artists to help ornament the space closed in October, and a committee with strong Indigenous representation including Elders and Knowledge Keepers was formed to assist with selection of an artist and to help guide the final artwork. An artist has now been selected, artwork design is nearing completion, and Facilities Management is working through the logistics of construction and installation.

A survey took place to help capture student perspectives, the selection of the final finish and furnishings has been approved, and required material is now being sourced. Tender packages for new construction closed in November, and all major contracts have been awarded. Major concrete construction is complete, including vestibule floor tie-in, ramp, and bench modifications.

The project is currently tracking six to eight weeks behind schedule due to delays in drawing packages for mechanical, structural, and electrical scopes of work. The contractor is evaluating opportunities to compress the schedule where possible, and the estimated completion is the end of May, which remains aligned with the previously anticipated completion of the seasonal exterior scope of work. The project remains close to budget, with adequate contingency still in place.

MEASURE: Complete the transition to a new food services model: This measure is well under way.

The first vendor that started operations in May – the Ultimate Experience Group – continues to grow their offerings and their following through their Java Junction, Chick 'N Tendeas, and Ultimate Rotisserie concepts. Their service – in their location in the Riddell Centre, through their catering, and through their recently opened “grab and go” outlet in Kišik Towers – has met with widespread approval on campus.

The second vendor, the locally owned Starbucks franchise which began operations in early fall, had the largest opening for any Starbucks on a post-secondary campus in Canada. It remains heavily used during weekdays when most students, faculty, and staff are on campus, and options are being investigated to enhance weekend sales.

With the final three food vendors now having signed a lease, all three – Trifon’s Pizza, Da India Curry Express, and Liang’s Kitchen – will be eligible to cater to university functions. Demolition of the existing spaces is complete, and construction is under way in both the kitchen and dining spaces in the Riddell Centre and Lab Cafeteria spaces.

Trifon’s Pizza in the former Lab Cafeteria space is expected to be the first to open in May 2025, in conjunction with the opening of the renovated Lab Cafeteria dining area. The other two vendors are expected to begin operations prior to the Fall term, completing the transition to the new food services model.

MEASURE: Finish enhancements to the Student Wellness Centre: This measure is well under way and essentially complete.

The Student Wellness Centre expansion is all but complete in terms of both construction and staffing.

On the construction side, completion is estimated to be on budget and slightly over time, with completion now projected before the end of April. Required demolition is complete, mechanical and electrical rough-ins have taken place, and final construction and installation are nearly complete, increasing the number of medical examination rooms from four to seven. A new

accessible washroom has also been constructed. All of this was done with no disruption to the Student Wellness Centre's current operations.

From a staffing perspective, services and availability of appointments have been enhanced through the hiring of two more Nurse Practitioners, bringing the Centre to a full-time complement of four. A schedule with walk-in hours is now in place, and a Student Health Educator will be hired by the end of April. A new Accommodations Officer has also been hired to make a full complement of three. In addition, another counsellor will be added soon to ensure that student needs are adequately met both in Regina and at the Saskatoon campus.

The University has begun reporting usage data to the government as required by the funding agreement with the Ministry of Health.

Objective 3: Amplify the University's research impact through growth in multidisciplinary research, community engagement and entrepreneurial activities

Progress is as follows on the measures related to this objective:

MEASURE: Successful launch of new multidisciplinary research projects that are co-led by collaborating Faculties: This measure is complete, with activity ongoing.

Two new multidisciplinary research projects have received funding in the form of Saskatchewan Health Research Fund "Align Grants," which are community-engagement grants to support stakeholder involvement in research projects. The two projects are:

- SHRF Align Grant "Understanding the influence of Urban Design on Healthcare Costs: Stakeholder Perspectives." Project Lead: Dr. Harminder Guliani. Collaborating Faculties: Arts, Kinesiology & Health Studies, and the Johnson Shoyama Graduate School of Public Policy; and
- "Exploring the social acceptability of wastewater-based health surveillance." Project Lead: Dr. Nicole Hansmeier. Collaborating Faculties: Science, Luther College, and the Johnson Shoyama Graduate School of Public Policy.

In addition, a multidisciplinary and multi-institutional team of researchers has received funding from the Sylvia Fedoruk Canadian Centre for Nuclear Innovation (Fedoruk Centre) for their project entitled "Fueling the future: Training the future nuclear workforce in Saskatchewan." The project leader is Dr. Alaz Manzur, Assistant Professor, Johnson Shoyama Graduate School of Public Policy (JSGS) at the University of Saskatchewan. Co-applicants are Dr. Margot Hurlbert, Canada Research Chair in Climate Change, Energy and Sustainability Policy and Professor, JSGS at the University of Regina, and Dr. Graeme Drysdale, Research Chair, Sustainability-Led Integrated Centres of Excellence at Saskatchewan Polytechnic. The Government of Saskatchewan's Crown Investments Corporation is also involved as a project partner. The desired outcome of this project is the development of educational offerings and training curricula that will enhance recruitment and retention of a strong and sustainable workforce in the nuclear power sector.

Two multidisciplinary applications are under review by funding agencies:

- CFI Innovation Fund – Co-Team leads Dr. Kerri Finlay (Biology) and Dr. Leslie Robbins (Geology): “Sustainable prairie water resources: Solutions for balancing economic development with environmental stewardship”; and
- NSERC Alliance – Dr. Eman Almehdawe (Faculty of Business Administration) as co-applicant with Dr. Golam Kabir and Dr. Sharfuddin Khan (Faculty of Engineering and Applied Science): “Enhancing Operational Efficiency to Match Supply and Demand for the Regina Food Bank.”

Two other multidisciplinary and multi-institutional projects are in development but not yet ready for submission:

- “Re-mining of coal fly ash” (the aim is to pursue an NSERC Alliance Society grant); and
- Development of interdisciplinary innovation space for social innovation research on nuclear energy (Phase 2 of the Small Modular Reactor – Safety, Licensing, and Testing Centre).

It is also of note that the the Child Trauma Research Centre has several projects under way that bring together researchers from different faculties. One is the PSPNET Families project that has Dr. Nathalie Reid (Education) and Dr. Heather Hadjistavropoulos (Arts - Psychology) working together as Co-Principal Investigators. Another is entitled “Cross-Sectoral Collaboration to improve outcomes for children and youth in vulnerable contexts,” in which Dr. Reid is working with Dr. Akram Mahani (JSGS - Regina) as co-investigator and principal investigator.

MEASURE: Establishment of the Global Institute for Energy, Minerals, and Society through the successful hiring of an executive director and the development of an effective governance structure for the tripartite collaboration between the University of Regina, the University of Saskatchewan, and Saskatchewan Polytechnic: This measure is well under way and nearing completion.

The Office of the Vice-President (Research) and the Office of Research Services (ORS) conducted comprehensive consultation and engagement with members of the University research community in all faculties to obtain input on the proposed governance structure and objectives of GIEMS.

A business case document was then prepared to seek institutional approval for the University of Regina to partner in the creation of the Global Institute for Energy, Minerals, and Society (GIEMS) as a separate non-profit entity. GIEMS was subsequently approved by the Council Committee on Research, Executive of Council, and University Senate.

An external consultant was contracted to prepare governance and incorporation documents, and GIEMS has now been officially incorporated as a not-for-profit organization. The founding directors will meet in April to ratify the bylaws and governance structure. With funding for GIEMS having been received in the 2025-2026 provincial budget, the job ad for an Executive Director will be posted in May. Once the position is filled, expected to take place by the end of June, this measure will be complete.

MEASURE: Demonstrate leadership in sector-wide contributions to innovation in energy and minerals, including nuclear energy development: This measure is complete.

Throughout the year, the University has actively been pursuing funding from Crown Investments Corporation, SaskPower, and PrairiesCan to create an on-campus test loop facility to support research and training in nuclear energy. The project would also include in-kind contributions from Innovation Saskatchewan. The test loop facility will help establish the University as an important hub for nuclear innovation in the province. Funding has now been secured, construction has begun, and the University is now actively developing what will be known as the Small Modular Reactor – Safety, Licensing, and Testing Centre. This will be the only facility of its kind in western Canada, and will be used nationally. Coupled with the establishment of GIEMS, in which the University is a founding and equal partner, this places the University in a distinct national leadership role.

Also in the area of nuclear energy research, the University has signed a Memorandum of Understanding with Canadian Nuclear Laboratories and Atomic Energy of Canada Ltd to foster student training and research collaboration opportunities.

In addition, a Memorandum of Understanding has been drafted and by the end of April will be signed with Southeast College and Southeast Tech Hub to support the establishment and development of the Innovation Centre of Energy Development in Estevan, whose work will take place throughout southern Saskatchewan.

Following up on the existing Memorandum of Understanding with the Colorado School of Mines (Mines), the University hosted John Bradford, Mines' Vice-President of Global Initiatives for a full-day meeting with Saskatchewan post-secondary leaders, provincial government officials, and provincial organizations including the International Minerals Innovation Institute (IMII), the Petroleum Technologies Research Centre, and the Fedoruk Centre. Participants discussed challenges and potential collaborative solutions to meeting the mineral needs of the energy transition, as well as future workforce development. A graduate student exchange program has been completed, and also arising from the Memorandum of Understanding, the University of Regina will collaborate with Mines and IMII to hold a mining summer school at the University. Originally planned for summer 2025, this summer school has been postponed until at least the fall.

It is also of note that the University organized a first-of-its-kind IDEATHON event to bring together researchers from Saskatchewan Polytechnic and the two provincial universities to discuss collaborative projects that will support innovation in energy and minerals. As a result of this event, one project proposal was submitted for funding but was unsuccessful. That said, making connections with and building relationships between researchers from different Saskatchewan post-secondary institutions was a valid and valuable outcome.

MEASURE: Increase by at least 5 percent the number of research contracts, MOUs and MOAs with community and industry partners for research and knowledge mobilization, with attendant rise in research-related revenue generated: This measure is well under way, but cannot be fully determined until year end.

Considering the most relevant types of agreements (i.e., awards, sponsored research, and cooperation agreements), those that were executed from July 1 to the end of November were identical in number to those finalized during the comparable period last year.

From December to mid-March, however, the number of new executed agreements decreased compared to the same period last year. A significant reduction of this deficit is forecast by the end of the academic year, given that many award proposals are currently under review, a considerable number of which are expected to be successful. With that in mind, it is too early at this point to tell if the overall target of a 5 percent increase will be met.

Significantly, the reduction to date in the number of awards, sponsored research, and cooperation agreements has been substantially mitigated by the fact that the number of signed intellectual property and commercialization agreements has increased from zero last year to 16 thus far in 2024-2025. This is a remarkable achievement that has important implications in terms of possible future revenue streams. One of these projects, the EcoLoop spin-off company, has secured \$1 million in financing, and the University is an equity partner.

MEASURE: Support the recently announced CIHR Applied Health Research Chair by helping to build an Indigenous-led health and wellness research program for Indigenous communities:
This measure is complete, with considerable effort having gone into assisting the Chair in launching her research activities.

Various individuals and groups within the University's research enterprise have provided a wide range of supports to the Chair throughout the year in terms of administrative support, grant facilitation, and outreach events. For example:

- The Vice-President and the Associate Vice-President (Research) meet regularly with the Chair to ensure that the appropriate supports are in place so that this first-of-its-kind appointment at the University is successful. This practice will continue throughout the appointment;
- The recently hired Research Engagement Managers provided pathfinding support during the initial project launch;
- The Office of Research Services (ORS) has provided administrative and clerical support related to expense reports and financial procedures as requested, and will continue to do so throughout the duration of the appointment;
- Through the work of its Research Engagement Managers, ORS facilitated three bilingual intercultural meetings involving the Chair and two International Indigenous midwives' associations from Latin America;
- ORS supported the development of two Memoranda of Understanding with the Amupakin Indigenous-led Health Centre and Amawtay Wasi Indigenous University, and has committed to providing support for an international event to be held this year in Alaska;
- ORS assisted the Chair in a series of events from December 2 to December 6 with two guest speakers from Latin America; and
- The Vice-President (Research) has committed funds toward a CUPE administrative position to support the Chair. The position has not yet been hired.

It is also of note that the Roots to Wellness Research Collaborative led by the Chair has now been launched. The collaborative is dedicated to advancing health equity through decolonized research, community-driven practices, and culturally responsive approaches rooted in Indigenous knowledge.

MEASURE: Support the creation of an Indigenous-led and Indigenous-focused research centre by engaging Indigenous scholars in developing the centre's governance structure and research focus areas: This measure is complete, with multiple supports now in place to enable the creation of the centre.

Under the leadership of the Office of the Vice-President (Research) and the Associate Vice-President (Indigenous Engagement), initial consultations with Indigenous scholars at the University and Federated Colleges (including First Nations University of Canada) were completed in late spring 2024. Community engagement sessions were then conducted at Back to Batoche Days in July, as well as the Treaty 4 Gathering in Fort Qu'Appelle in September. This development process centres relationship-building and community consultation.

A 16-member working group that includes representatives from the University, First Nations University of Canada, the Gabriel Dumont institute, the Métis Nation of Saskatchewan, and the Federation of Sovereign Indigenous Nations has been fully constituted to evaluate the feedback from these sessions and develop a proposal for the research centre. The group met in November 2024 and January 2025, with an April 2025 meeting now scheduled. With input from a recently completed environmental scan of similar research centres at other Canadian universities, the working group will move forward on next steps to develop the proposal.

Objective 4: Increase recruitment of Indigenous faculty and staff

Progress on the measures related to this objective is as follows:

MEASURE: Collaboratively develop and implement an Indigenous recruitment strategy to attract Indigenous talent, and show improved results in the number of qualified applicants and hires: This measure is well under way.

With respect to developing an overarching Indigenous recruitment strategy, the Interim Associate Vice-President (Human Resources) and Associate Vice-President (Indigenous Engagement) are exploring the possibility of the University joining the Reconciliation Action and Accountability Network (RAAN). Launched in March 2024, RAAN is a network of organizations dedicated to advancing Truth and Reconciliation Commission of Canada *Call to Action* 92 which includes ensuring that Indigenous peoples have equitable access to jobs. Membership would provide opportunities to use RAAN's Indigenous Recruitment Strategy that involves building awareness of career opportunities, enhancing Indigenous recruitment and retention efforts, and connecting with other organizations to strengthen staffing strategies. The financial implications of RAAN membership are being assessed.

Further to the development of the strategy, Human Resources is also exploring the opportunity to utilize the Indigenous Career Community Database, which directly connects the institution with Indigenous talent, a valuable tool for expanding recruitment outreach. In addition, working with the Associate Vice-President (Indigenous Engagement), University Advancement has

prepared a case for support for an Indigenous cohort hire, and will share this document with prospective donors as part of its comprehensive fundraising efforts going forward.

As these initiatives are undertaken with an eye to creating an overall Indigenous recruitment strategy, Human Resources has worked in other ways throughout the year to enhance Indigenous recruitment. For example, to make initial contact with prospective Indigenous employees and inform them of the career opportunities available at the University, in Fall 2024 Human Resources participated in four career fairs and networking events, including three that specifically had an Indigenous focus. In February 2025, the unit also participated in the All Nations Career Fair, which provided a valuable platform to engage with Indigenous talent because it also had an Indigenous focus. And in June, staff will participate in the Indigenous Recruitment and Retention Conference that takes place in Regina.

MEASURE: Implement an Indigenous identity verification policy and validation process: This measure is well under way.

Since last year, the Associate Vice-President (Indigenous Engagement) had been working to develop comprehensive guidelines to affirm the Indigeneity of faculty, staff, and students. While she was on leave, as an interim measure given the University's immediate intent to hire Indigenous faculty members, the Provost's Office developed a preliminary draft framework for the substantiation of Indigenous identity.

This draft includes insights from sources including the Canadian Association of University Teachers, other Canadian post-secondary institutions, the Directive on the Tri-Agency Policy on Indigenous Citizenship, and First Nations University of Canada (Indigenous Voices on Indigenous Identity). The idea of substantiation, rather than validation or verification, frames a process that is respectful and guided by Indigenous values. Instead of being predicated on a set of rules established by non-Indigenous people, it draws on Indigenous peoples and their approaches for identifying their citizens.

The Associate Vice-President (Indigenous Engagement) is now back from leave, and with the assistance of the Indigenous Advisory Circle, is revising the interim framework as necessary to produce a final set comprehensive Indigenous identity substantiation guidelines. That process is expected to be complete in June, after which education about and implementation of the guidelines and substantiation process will take place.

MEASURE: Communicate the Indigenous identity verification policy and processes, and provide education/training to faculty and staff: This measure is partially under way.

With the identity substantiation guidelines not yet finalized, it is not possible at this time to communicate them to faculty and staff, nor can the requisite training be offered. In anticipation of the guidelines soon being complete, however, Human Resources has undertaken an environmental scan of CAUT recommendations and practices adopted at other universities so that best practices can be introduced at the University of Regina both for the interim substantiation process and for the longer-term verification framework.

As noted above, the final framework is expected to be complete by June. University-wide education about the framework will begin in September to coincide with the start of the Fall term.

MEASURE: Provide additional communication and support to promote self-identification, and improve reporting to increase understanding and accuracy: This measure is partially under way.

In anticipation of the guidelines soon being finalized, Human Resources is gathering testimonials from current employees on why it will be important to participate in the substantiation of identity. In addition, the Employment Equity and Consultative Committee has met three times, and will be a key resource in connecting with faculty and staff – and students as well as prospective employees as they apply to the University – regarding substantiation of identity.

Objective 5: Set measurable goals related to developing a health- and safety-conscious campus culture, and implement strategies to achieve those goals

Progress is as follows on the measures related to this objective:

MEASURE: Continued progress on outstanding health and safety recommendations provided by the Internal Auditor: This measure is well under way and moving to completion, with six of the eight priority recommendations now addressed.

The University Executive Team agreed to eight priority items from the Internal Audit and External Review of safety at the University. Currently, six of these items are complete, with the remaining two either well under way or soon to be undertaken.

With respect to the six completed recommendations:

- As of March 26, 2025, 33% of currently employed supervisors have electronically signed the [UofR Safety Charter](#) (up from 27 percent in December 2024). Overall, a total of 325 staff have signed the Charter (up from 250 in December 2024);
- As of March 26, 2025, 43% of currently employed supervisors have taken the [Safety for Supervisors training course](#) (up from 38 percent in December 2024). Sessions continue to be offered monthly;
- An online [Health & Safety Orientation course](#) has been developed and is available to all faculty, staff and students. This course is now mentioned as required training in all offer letters for new employees. To date, 175 employees have taken this course, representing approximately 10 percent of staff;
- Health and Safety, in partnership with Communications and Marketing, has launched a campaign to raise awareness and engage the University community on a variety of health and safety topics. So far, the campaign has focused on the three safety rights, the online Health and Safety Orientation course, and incident reporting. A Health & Safety Expo showcasing on- and off-campus safety resources and partners, as well as hands-on demonstrations, was held March 25. Nearly 300 people attended the event;
- Decanal job descriptions have been updated to include safety responsibilities; and
- All faculties and administrative units have been asked to designate the Health and Safety Orientation course as required training for all staff.

The University Executive Team has also endorsed the two remaining priority recommendations to be undertaken in coming months:

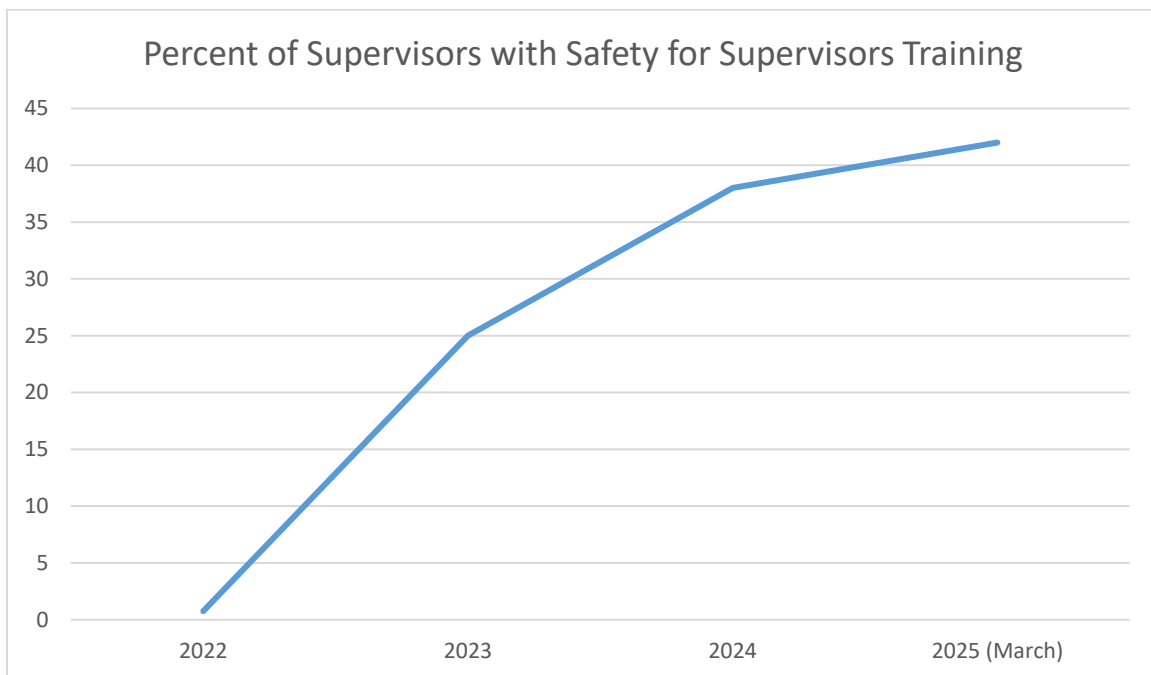
- Identifying safety as a core value in the forthcoming Strategic Plan; and
- Having “safety moments” at the start of Board/Board committee meetings and other leadership and governance meetings.

MEASURE: Year-over-year increase in health and safety training and participation: This measure is complete and ongoing.

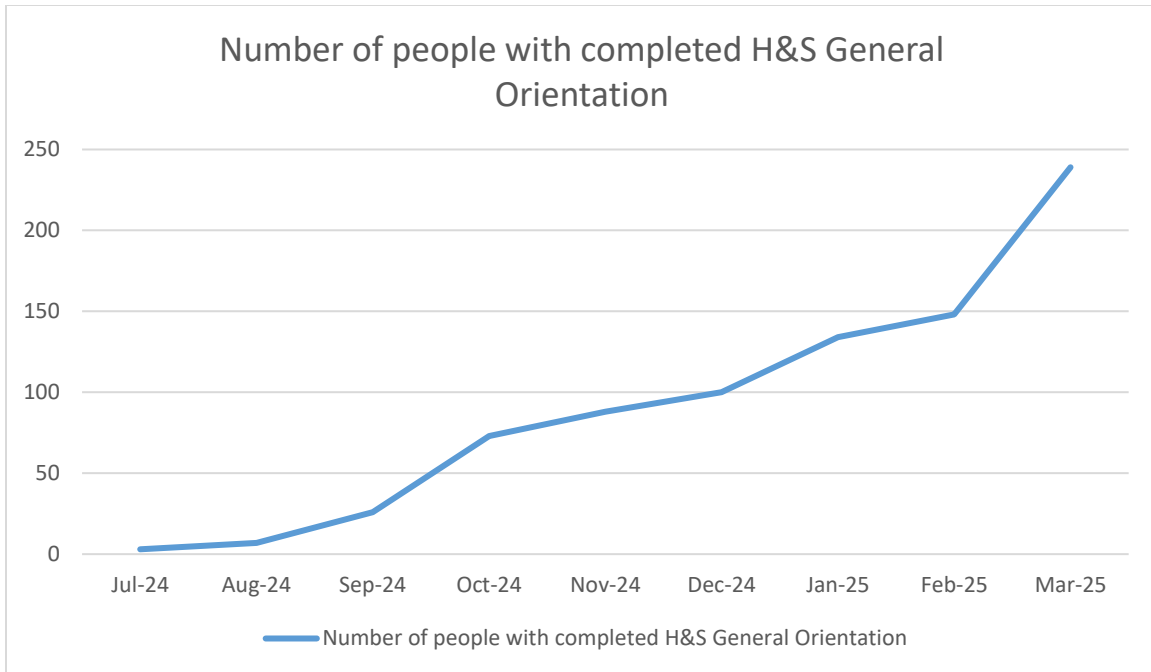
Many health and safety courses are valid for only three years; therefore, training numbers can vary widely year to year depending on when certain cohorts are due to renew a particular course.

A more meaningful metric in many cases is the percentage of the University community that has the training which is recommended or required for their roles.

For example, as March 26, 2025, 43 percent of staff in a supervisory role had completed the Safety for Supervisors course, compared to 25 percent at the same time in 2023, and 38 percent in November 2024. Health and Safety continues to offer this course on a regular basis, so this metric should continue to increase through 2025.



Similarly, the number of people who have completed the newly launched Health & Safety Orientation course has increased dramatically, and is expected to continue rising as the University Executive Team drives the initiative to make this course required training for all staff.



MEASURE: Year-over-year reduction in health and safety incidents (including near-miss): This measure is partially under way.

Last year, there was a slight year-over-year increase in the number of incidents reported to Health and Safety (108 in 2024 compared to 96 in 2023). As of March 31, a total of 63 incidents and near misses had been reported in 2025, putting the University on pace to have another year-over-year increase.

This does not necessarily indicate that the University is an increasingly unsafe environment in which to work, or is not making progress in developing a safety-conscious culture. Historically, many in the University community have not been entirely familiar with the importance of reporting incidents and near-miss events, or with the process involved in doing so. As the University increases awareness and prioritizes health and safety even further, one can expect an increase in the number of reports over the coming years. This growth should be seen as a positive sign of an improving safety culture during this time in which the culture is undergoing a significant change.

For the period from July 1, 2023 – June 30, 2024

This end-of-year report includes:

- Section 1: A dashboard “heat map” chart so that at a glance the Board can quickly gauge progress made toward each objective and its multiple attendant measures; and
- Section 2: A brief narrative of progress made over the course of the year toward the objectives and measures.

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

Strategic Plan Connection	President's Objective	Measurable	Status (colour-coded per the legend below)
Well-being and Belonging	Establish strategies to improve both employee engagement and student satisfaction results	Hone employee engagement survey tool for 2024	BLUE
		Refine employee engagement scoring system	BLUE
		Administer the 2024 survey and provide results	GREEN
		Define targets to help establish the survey tool as a means for performance assessment	GREEN
		Identify the Academic Plan's priority recommendations	BLUE
		Identify required actions and those responsible for implementing them	GREEN
		Implement these key recommendations	YELLOW
Impact and Identity	Establish principles and template toward development of a new Budget Model	Examine processes and identify areas to maximize efficiency and enhance budgeting	BLUE
		Develop principles for a new Budget Model that takes a holistic institutional approach	BLUE
		Ensure that the Budget Model enhances services for students, faculty, and staff	BLUE
Well-being and Belonging	Establish a Strategic Enrolment Plan and	Develop a comprehensive Strategic Enrolment Plan	GREEN

	implement key elements	Implement priority recommendations where feasible	YELLOW
		Complete preparations for full-year registration for Fall 2024	BLUE
		Administratively relocate Enrolment Services to the Registrar's Office	BLUE
Discovery	Establish a strategy for capital builds and renovation that supports priorities including lab space, classrooms, and information technology	Set criteria to score projects according to factors such as student service and advancing teaching and research	BLUE
		Generate and disseminate a comprehensive capital plan that includes decision-making criteria and timelines	BLUE
		Develop a strategy for upgrading outdated and vulnerable IT infrastructure	BLUE
Impact and Identity	Complete Phase 2 of identity project and produce multi-year fundraising and alumni strategies	Establish greater consistency in "Go Far, Together" messaging	BLUE
		Implement a sustained "Go Far, Together" marketing campaign	BLUE
		Develop and implement communication plans for the three identity pillars	BLUE
		Complete and begin implementing a multi-year fundraising strategy	BLUE
		Establish a multi-year plan to project the University's story to alumni	BLUE
		Re-focus the activities of Alumni and Community Engagement	BLUE
Discovery Impact and Identity	Be proactive in pursuing funding and partnership opportunities	Develop and begin implementing a strategy to work with various levels of government on funding partnerships	GREEN
		Develop and begin implementing a strategy to work with business, industry, and other partners on entrepreneurial research opportunities	BLUE
Truth and Reconciliation	Begin implementing priority activities	Identify priority activities and initiatives	BLUE

Impact and Identity	from the Indigenous Engagement Strategic Plan	Identify those responsible for moving them forward	BLUE
		Begin implementing initiatives wherever possible	GREEN
		Develop an implementation plan for longer-term initiatives	YELLOW

Progress Status	
BLUE	Complete
GREEN	Well Under Way
YELLOW	Partially Under Way
RED	Little or No Progress to Date

SECTION 2: PROGRESS TOWARD OBJECTIVES AND MEASURES

Objective 1: Establish comprehensive strategies, with performance targets by faculty/administrative unit, to improve both employee engagement survey and student satisfaction/experience results

This objective is related to two main areas of focus: following up meaningfully on the March 2022 Employee Engagement Survey while preparing for and administering the next one, and implementing key student satisfaction components of the newly developed 2023-2026 Academic Plan. Overall for the year, this objective is well under way, with some measures complete and most of the remaining ones under way.

With respect to the Employee Engagement strategy, progress on each individual measure during the year was as follows.

MEASURE: Hone the employee engagement survey tool in advance of the March 2024 follow-up survey to more accurately identify types of employees, such as whether they are full-time/continuing, part-time, or limited contract: This measure is complete.

Prior to the survey being administered, provisions were made to allow participants to provide anonymous input while still identifying their employment status in one of the following five employment categories:

- URFA – Faculty;
- URFA – APT;
- CUPE 5791;
- CUPE 5791 – Research; and
- Out-of-Scope.

Participants were also given the option to not indicate their employment category if they did not wish to do so.

Having participants identify by employee category if they so desired was an important addition to the survey because it allowed results to be analyzed at the level of employee group rather than only at the Faculty or unit level, as had been the case with the 2022 survey.

MEASURE: Refine the employee engagement scoring system to establish more precise ratings without negating meaningful comparison to the 2022 survey: This measure is complete.

Human Resources refined the scoring system for the 2024 survey so it would be comparable to that used in the 2022 survey, while at the same time incorporating an easier way to interpret the data. This scoring system – in which the rating scale was changed from the net promoter score used in 2022 to a five-point Likert scale – was shared with the successful vendor so it could be incorporated into the survey prior to launch. This allowed the University to obtain feedback outside what was received in 2022, while still having the ability to make meaningful comparisons with the previous survey.

MEASURE: Administer the 2024 survey and provide results to individual units: This measure is well under way, with the survey completed, and results now in the process of being shared with individual Faculties and units.

A request for proposals was issued in January, and the contract was awarded to Kai Analytics. Human Resources then worked with Kai Analytics to develop and refine the survey in light of the revised scoring scale, and a survey application was approved by the Office of Institutional Research. Kai Analytics distributed an initial email as well as subsequent reminders to employees who had been employed with the University as of February 1, 2024 (excluding student employees) to inform them of the survey scope and timeline, and to encourage them to participate via individualized survey links that maintained their anonymity.

The survey ran from March 14 until April 4, with 907 of a possible 1868 employees participating. This response rate of 49 percent was down 4 percent from 2022, but nonetheless provided a significant survey sample for detailed analysis both by Faculty/administrative unit and by employee group.

Overall, the University's institutional average on the Likert scale was 3.6 out of 5 in terms of satisfaction with the work environment. Two additional "pulse" surveys will be administered in 2025 to provide progress updates.

The University Executive Team has reviewed the results in detail, and Human Resources is now in the process of distributing area-specific results to the Faculties/administrative units for follow-up. By the end of June, Human Resources had conducted 23 sessions to deliver individual Faculty/administrative unit results to senior leaders, including Deans and Associate Vice-Presidents.

These leaders will now have until September 30, 2024 to communicate the results to their units, develop an action plan, and submit that plan to their respective University Executive Team supervisor for endorsement. After September 30, Human Resources will work as necessary with Faculties/administrative units as they implement their respective plans.

MEASURE: Define targets to help establish the survey tool as one means for performance assessment among University leaders: This measure is well under way.

Once the aforementioned action plans have been endorsed, Human Resources will work with senior leaders to determine how the survey tool and its results may be incorporated into performance assessments.

With respect to a strategy related to the 2023-2026 Academic Plan framework, progress on each individual measure during the year was as follows:

MEASURE: Identify the priority recommendations that will best support two of the Academic Plan's key areas of focus – 1. Enhancing student satisfaction, support, and success, and 2. Establishing innovative programming: This measure is complete, with several priority recommendations identified to enhance student success and academic programming.

The primary Academic Plan recommendation to be addressed was the development of a Strategic Enrolment Plan (SEP). This was because stemming from the SEP are a number of other related recommendations – enhancing student supports in the areas of scholarships and advising, for example, as well as reviewing academic programming (including the Arts Transition Program and the Academic Recovery Program), enhancing the teaching and learning environment at the University, and enhancing food services. All of these were identified as priorities for the year.

It is also of note that two other areas of focus from the Academic Plan – Equity, Diversity, and Inclusion (EDI) and Indigenization – were also identified for further action.

MEASURE: Define the actions required and those responsible for implementing these recommendations to best achieve the relevant targets included in the Performance Measurement Framework, ensuring that Truth and Reconciliation, Indigenous Engagement, and Equity, Diversity, and Inclusion are appropriately taken into consideration: This measure is well under way and nearly complete, with the majority of actions defined and assigned. It is important to note, however, that until the SEP (discussed below under Objective 3) is approved, the precise actions to be taken on some recommendations cannot be finalized.

With that in mind, the actions and those responsible to implement them have been identified as:

- Develop and implement an institution-wide SEP, including initiatives related to retention: Executive Director, Strategic Enrolment Management and Registrar to develop the plan in consultation with the Provost. Deans' Council and University Executive Team to endorse;
- Review and as necessary adjust undergraduate and graduate scholarship programs: Enrolment Services, Faculty of Graduate Studies and Research, UR International, and University Advancement to collaborate on reviews;
- Review the system of centralized and faculty-based student advising: Dean of the Faculty of Kinesiology and Health Studies to lead the review;

- Review Arts Transition Program and Academic Recovery Program: Will involve Student Affairs, the Provost, and the Office of the Associate Vice-President (Academic), but specific approach will be determined once the Strategic Enrolment Plan is finalized;
- Review other existing academic programming to identify gaps where innovative programs could be developed: The Provost, the Associate Vice-President (Academic), and Dean's Council;
- Enhance resourcing, programming, and physical space for the Centre for Teaching and Learning (CTL): The Provost and the Office of Associate Vice-President (Academic), including the Director of the CTL;
- Develop and implement new food services model on campus: Office of the Vice-President (Administration) via the Office of the Associate Vice-President (Student Affairs);
- Learn, share, and implement EDI best practices: Deans' Council and Senior Leadership Team; and
- Learn and share Indigenization best practices: Associate Vice-President (Indigenous Engagement), Deans' Council, and Senior Leadership Team.

Overall, these identified priorities and actions – including development of the SEP, reviews of academic programming, student supports, and scholarships, and efforts toward enhanced teaching and learning – support the relevant Performance Management Framework targets related to Discovery (1a, 1b, 1c, and 1d), Truth and Reconciliation (2a and 2b), and Well-being and Belonging (3d). It is anticipated that addressing these priorities will have an impact on these Performance Measurement Framework targets in coming years.

MEASURE: Implement to the degree possible over the year these key recommendations in areas such as recruitment and retention, teaching and learning, academic programming, and student success and experience: This measure is partially under way, with work in several areas to continue over the next year under the guidance of the recently appointed Interim Provost.

Given that much of the attendant action on the priority recommendations must follow the adoption of the not-yet-approved SEP, some of the recommendations could not be implemented during the year. For example, reviews of the Arts Transition Program and Academic Recovery Program will take place once the Strategic Enrolment Plan is completed.

In addition, a formalized review of academic programming to identify gaps where innovative programming might be developed will await the completion of the SEP. In the meantime, however, progress was made in several areas, with the revitalization of the Journalism program in the Faculty of Arts, the development of the Creative Technologies and Design programs in the Faculty of Media, Art, and Performance, and the re-envisioning of the operations of the Lifelong Learning Centre.

In this context, progress toward the other recommendations during the year was as follows:

- Develop and implement an institution-wide SEP: This is nearing completion. See full discussion under Objective 3;
- Review and as necessary adjust undergraduate and graduate scholarship programs: This has been completed, with a number of new scholarship and bursary programs in place. For example, beginning in Fall 2025, all incoming doctoral students will have guaranteed

minimum funding of \$15,500 per year for four years of study – something that had not previously been in place. Also at the graduate level, through the Chancellor’s Community initiative, two Chancellor’s Fellowships valued at \$25,000 will now be awarded annually to top incoming graduate students. At the undergraduate level, the Chancellor’s Scholarship – valued at \$10,000 per year for four years and including free on-campus housing for the first year – will be awarded to 14 top incoming students annually starting in Fall 2024. The International Student of Distinction Scholarship, valued at \$20,000 per year for four years, will be also be awarded each term to 50 top incoming international students, providing them with free on-campus housing and a meal plan;

- Review and as necessary adjust the student advising system: The Dean of the Faculty of Kinesiology has been appointed to lead the review beginning this fall. Adjustments to the advising system, if necessary, will be made based on the review;
- Enhance resourcing, programming, and physical space for the Centre for Teaching and Learning (CTL): To help advance this priority, CTL space renovations were completed during the new year, and the new space, co-located with the Journalism School, was officially opened in March. It is also of note that as part of its programming for the year, in May the CTL hosted a lecture on AI and Academic Integrity – a topic of particular interest and relevance for faculty members;
- Develop and implement new food services model on campus: This is well under way. The University terminated its food services contract with Chartwells effective April 30, which provided the opportunity to enhance food services at the University – something that had consistently been identified as a need by students, faculty, and staff. The University had some new food providers in place immediately, and work continues to contract with additional providers. The process is expected to be complete over the next year;
- Learn, share, and implement EDI best practices: To this end, for one of its monthly meetings the Academic Administrators Group, which consists of Faculty Administrators and equivalents from each of the units/Faculties reporting to the Provost, participated in an EDI presentation/workshop led by Dr. Sujatha Ross, the University’s Advisor on EDI. In addition, the Senior Leadership Team (including the Deans) participated in a workshop on Queer and Trans inclusion in post-secondary institutions; and
- Learn and share Indigenization best practices: A number of activities took place in this regard involving the Deans. The Senior Leadership Team participated in a workshop on “The Complexities of Indigenous Identities” led by Associate Vice-President (Indigenous Engagement) Lori Campbell. A follow-up workshop is being planned for the coming year. In addition, in May the Dean of the Faculty of Science hosted the international Turtle Island Indigenous Science Conference, with registration open to all in the University of Regina community. It is also of note that the Educational Developer (Indigenous) continued her two-year term in the CTL, helping individuals and faculties develop ways to Indigenize curriculum.

In addition, as academic unit resource allocations were finalized as part of the 2024-2025 budgeting process, particular attention was paid to investing in areas related to the student experience. Allocations were made for the scholarships mentioned above, and other examples included funding for a new Orientation/First-Year Experience Coordinator position, and for student advisor positions in the Faculties of Social Work, Business Administration, and Science.

Objective 2: Establish the principles and template towards the development of a new Budget Model that aligns with the Board-approved principles

This objective was designed to help address the challenges the University faces both at the institutional level and at the Faculty/unit level in the preparation and implementation of its annual budget – something that is especially important as the University continues discussions with the provincial government regarding a potential new multi-year funding agreement.

With the identified measures complete and a new budgeting process in place (subject to modification as necessary in the coming year), this objective is complete.

MEASURE: Critically examine existing processes and identify areas to maximize efficiencies and enhance budgeting practices: This measure is complete for the 2023-2024 year; however, this practice will continue as appropriate going forward.

With the assistance of the Internal Auditor, various areas were reviewed during the year (the Centre for Continuing Education model, as well as chargebacks in Facilities Management, Information Systems, and Financial Services, for example). It was not deemed prudent and feasible to immediately begin implementing changes, but the results of the review will continue to be considered to determine appropriate adjustments and timelines for possible changes. In addition, this practice will continue in coming years.

MEASURE: Develop the principles for a new Budget Model that will take a holistic, institutional approach and move away from the specific Faculty/unit focus where appropriate: This measure is complete.

In advance of the 2024-2025 budget development, a clear set of principles and accountability measures (operational guidelines) was created to guide the process. This was completed throughout the Spring/Summer and Fall 2023 terms in consultation with the Deans and administrative Associate Vice-Presidents.

The operational guidelines – which include enhancing the student experience, using a holistic approach for resource allocation, and incorporating flexibility and “levers” to manage any uncertainties that could arise – were used to develop the 2024-2025 budget that was approved by the Board in May. To inform the annual budgeting process, the guidelines will be updated in future years.

MEASURE: Ensure that the new Budget Model will allocate resources and adjust services and supports wherever possible to enhance services for students, staff, and faculty within available resources: This measure is complete and will continue to evolve in coming years.

After careful consideration, it was determined that a new budget model was not required; rather, what was needed was a new way of thinking about the budget in a more holistic and student-focused way than in the past – with measurable outcomes, accountability by leadership, and alignment of resources to achieve the University’s priorities, particularly as outlined in the Strategic Plan.

With that in mind, detailed operational guidelines (which will evolve over time according to University priorities) were developed to inform the annual budgeting process. These guidelines helped develop a 2024-2025 budget that incorporated student-focused initiatives such as a new food services model, technology and classroom renewal, and the revitalization of the Ad-Hum “Pit” student space.

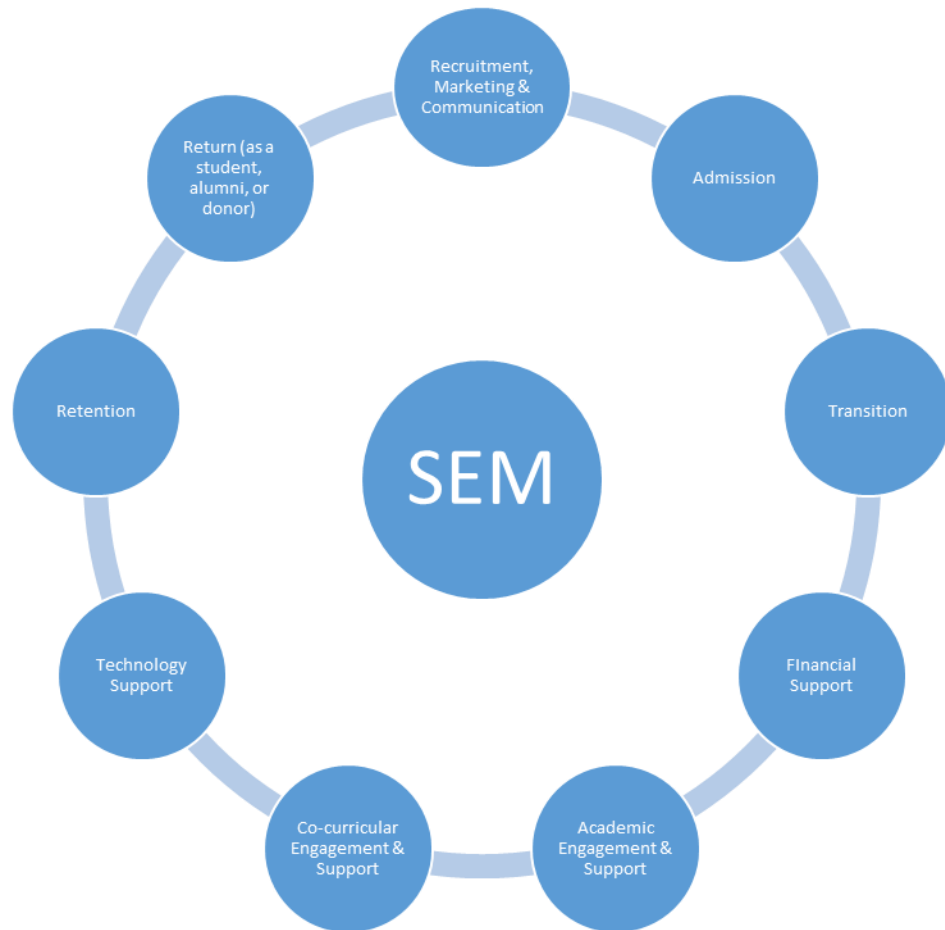
Objective 3: Establish a Strategic Enrolment Plan (SEP) for the University and implement key elements

This objective was a priority to improve student well being and belonging, better attract and retain students, and mitigate budget risk related to student recruitment and retention. Overall, based on the progress made toward the group of measures identified for the year, consider this objective is well under way. Progress on each individual measure during the year was as follows:

MEASURE: Develop a comprehensive SEP for the University that includes executive oversight, individual and Faculty/unit responsibilities, and a planning program that is data-driven, cyclical, and continuous: This measure is well under way, with the draft plan now being reviewed by the newly appointed Interim Provost and Vice-President (Academic). A penultimate version of the SEP will be circulated for consultation and input.

Work on a new SEP began early in the Fall 2023 term through the leadership of the then-Provost and the Executive Director, Strategic Enrolment Management and Registrar.

In their work, they followed the methodology of Strategic Enrolment Management (SEM), which is designed to enhance an institution’s influence over student enrolments and the net revenue derived from tuition. SEM is supported by data-driven strategic planning and decision making. Areas of focus in strategic enrolment planning concern student post-secondary choice, the transition to post-secondary, attrition and retention, and student success. While the University’s current enrolment perspective focuses primarily on the enrolment funnel from prospect to admitted student, when completed the SEP will capture all elements along the enrolment continuum from first point of contact to the point of graduation, and beyond, as outlined in the following diagram:



Guided by these SEM principles and the Academic Plan – as well as the University’s Strategic Plan and Indigenous Engagement Strategic Plan – the Provost and Executive Director, Strategic Enrolment Management and Registrar took into account factors such as recruitment, enrolment, course fill rates, time to degree completion, and as appropriate, degree requirements and their impact on student success and satisfaction. At various intervals throughout the planning process, they consulted with experienced leaders at other institutions who have a demonstrated history of success in strategic enrolment management.

An initial draft of the SEP was completed in the Winter 2024 term, and was aligned with the Academic Plan’s four areas of focus:

- Recruitment and retention;
- Teaching and learning;
- Academic programming; and
- Student success and experience.

The draft SEP included specific goals related to academic programming, and the evaluation of student supports such as scholarships, academic advising, and the Arts Transition and Academic Recovery programs. It was shared with decision-making bodies on campus for feedback and revisions late in the Winter 2024 term.

With the recent leadership change in the Provost's Office, the Interim Provost must now review the draft SEP and suggest additional revisions. Once these revisions are incorporated, Deans' Council and others will be provided an opportunity to make further recommendations prior to seeking their final endorsement, which is expected in the Fall 2024 term.

MEASURE: Implement where feasible over the next year the priority recommendations: This measure is partially under way, but cannot be fully undertaken until the SEP is completed and endorsed.

Once the SEP is endorsed, the Provost will work with Deans' Council to address the priority recommendations and determine a timeline for implementing them as quickly as possible. That said, it was evident from the Academic Plan and the preliminary draft of the SEP that scholarships and advising will be key components of the final SEP. For that reason, as noted under Objective 1, reviews of those programs were undertaken to move them forward in the meantime.

MEASURE: Complete preparations to implement full-year registration for Fall 2024, which will result in better course planning and assist students in balancing their on- and off-campus activities and obligations: This measure is complete, with full-year registration now in place for the entire 2024-2025 academic year.

Based upon the experiences of other universities, it was determined that full-year registration would help students with their planning – namely in balancing on- and off-campus activities and obligations – and, as a result, increase student retention and satisfaction. A tremendous amount of work took place in the Registrar's Office and the Faculties throughout the 2022-2023 and 2023-2024 years to prepare the University to make this transition.

Full-year registration was officially launched on March 6, 2024, meaning that students could register for their Spring/Summer 2024, Fall 2024, and Winter 2025 courses all at once in order to co-ordinate and progress through their academic programs more seamlessly than ever before.

The new system has operated as planned, and the overall response from students has been positive – as was reinforced by an article published by the *Carillon* a month into the registration process: <https://carillonregina.com/student-perspectives-on-full-year-course-registration/>.

MEASURE: Reorganize and administratively relocate Enrolment Services from Student Affairs to the Registrar's Office: This measure is complete.

The reorganization and administrative relocation of Enrolment Services from Student Affairs to the Registrar's Office took place as part of a broader re-organization during the summer of 2023. The intention was to fill gaps and achieve administrative improvements without adding to costs or the overall number of senior administrative positions. To this end, Enrolment Services was re-organized and administratively relocated to the Registrar's Office. Staff continue to work out of the same location on campus as before, since a physical relocation was not required.

Objective 4: Establish a clear path/strategy for capital builds and renovation and for supporting priorities including for lab space, upgrading of classrooms and other space, IT infrastructure, and use of ancillary services/space

This objective was a priority because in the past, the University has lacked an overall guide or scoring system to help strategically assess and act in response to capital requirements and opportunities. Developing such a data-driven system is important to facilitate improvements to research and teaching-related space, help wherever possible with cost efficiency and revenue generation, and mitigate risks in areas such as budget, information technology, and space and facilities management. Based on the progress made toward the attendant measures, overall this objective is complete.

Progress on each individual measure during the year was as follows:

MEASURE: Set criteria to score projects according to factors that include addressing student satisfaction/service, enhancing institutional expertise and identity, and advancing research, scholarship, teaching and pedagogical innovation: This measure is complete.

Under the direction of the Associate Vice-President (Facilities Management), during the year a Project Prioritization Process and Scoring Matrix was developed with criteria to triage capital projects and renovations using a point-based system grounded in institutional priorities. These priorities include advancing student satisfaction, University scholarship, teaching effectiveness, Indigenization/Reconciliation, sustainability, and environmental stewardship.

Throughout the process, the then-Provost and the Associate Vice-President (Academic) provided academic oversight in determining priorities for academic units, including for lab space and upgrading of classrooms. These efforts included engaging with the Vice-Presidents as well as University governance bodies such as the Space Allocation Committee.

This Prioritization Process and Scoring Matrix is now complete. Its criteria are structured to reflect the relative importance and return on investment relating to both strategic alignment (for example – student satisfaction, as well as teaching and research) and operational performance/risk mitigation (for example – space optimization or efficiency, safety/code/regulatory, and business case). Guidelines for a proposed capital investment committee, including parameters for project prioritization (type or value of project), will also be developed going forward. These guidelines may change as the prioritization process matures and evolves.

The resulting Prioritization Process and Scoring Matrix effectively measures the need and impact of each project under consideration, and will result in a systemic and transparent way to evaluate and prioritize projects. With this system in place, the prioritization process and selection of projects are now the responsibility of the Space Allocation Committee.

MEASURE: Generate and disseminate a comprehensive capital plan with methods and criteria for decision making and timelines for progress: This measure is complete, with work taking place on several fronts to facilitate the development of the capital plan.

In addition to the aforementioned Prioritization Process and Scoring Matrix, during the year Facilities Management created a comprehensive space inventory from which a subsequent

capital list of outstanding projects could be developed and evaluated per the Prioritization Process and Scoring Matrix. This involved compiling a Space Needs Assessment to aid with planning and prioritizing future space needs on campus. Information was collected from all academic, ancillary, administrative, and research units via an online survey, as well as follow-up meetings with specific units.

A draft of the Space Needs Assessment was completed in the Winter 2024 term and presented to the Space Allocation Committee to aid with planning and prioritizing future space needs.

Also during the year, a Space Utilization Update was undertaken to ensure that Facilities Management's space usage data remains aligned with how space is currently being used. This comprehensive update was also completed in Winter 2024, and will assist further in prioritizing space needs.

Together, these three documents were used by the Capital Priority Strategy Committee (which includes the University Executive Team) to develop the University's 2024-2025 10-Year Capital Plan. The 10-Year Capital Plan was submitted to the Ministry on May 1, and in June a presentation to the Ministry highlighted the priority projects listed in the Capital Plan.

MEASURE: Develop a strategy with specific timelines for upgrading outdated and vulnerable IT infrastructure to improve in areas that include: student processing; cyber security; internal communication and workflow efficiency; better using underutilized space; and enhancing results in ancillary operations. This measure is complete, with a strategy in place and being implemented to ensure the University's information technology infrastructure remains up to date.

Throughout the year, work in the five key identified areas was as follows:

Student Processing:

Development of the Student Relationship Management (SRM) system took place throughout the year, and the system was fully implemented in early April. One aspect of this is the student inquiry form, which now manages initial engagements and information requests. The form has had the desired effects of improving student access to information and reducing the email load on recruitment/admissions staff.

After initial implementation there were some minor issues which Information Services was able to resolve quickly and without significant disruption. Throughout the summer, Information Systems is developing additional functionality for the platform. The team is developing an "agent portal" for use by international agents to ensure they have accurate and updated information about their international recruitment, and is also enhancing the initially deployed student portal. Both the agent and enhanced student portals will be in production by late summer, after which the platform will be managed by the Registrar's Office. Funding for any other planned work in future will be allocated as necessary through the annual budget process.

Cyber Security:

Work is essentially complete as outlined in the measure to ensure that the University's cyber security processes are up to date – recognizing, of course, that this is always going to be an ongoing process.

An outside firm was engaged to conduct a test of Information Services' security systems. The review did not uncover any serious or high-risk issues, and any minor findings that required remediation were attended to. In addition, all Faculties and units were enrolled in the cyber security awareness program. Program completion was mandatory in areas that were identified as higher risk, and unit and Faculty leadership were enlisted to encourage participation in other areas.

Information Systems conducted two cyber security self-assessments during the year, with another planned in coming months to validate the new Microsoft 365 configuration and ensure that work was securely performed.

Outdated/Vulnerable Information Technology Structure:

The Collaboration Project – designed to replace much of the University's underlying information technology systems – is essentially complete, on time and on budget.

After Microsoft 365 was selected as the next-generation technology platform, an outside vendor was contracted to help staff design and implement the underlying information technology architecture that manages day-to-day services as well as email, calendaring, file storage, printing, and desktop technology.

Early in the Winter term, all required work was completed to support local device management as well as file and print services. Students were migrated onto the new Microsoft 365 email platform without issue during the week of February 20, and the faculty and staff migration took place in late April and early May.

Planning continues for additional functionality, including enhanced anti-malware software and automation and digitization of simple workflows. Information Services is now working to develop an "Information Architecture," which will entail the deployment of Sharepoint, as well as a set of best practices for use of Sharepoint, Teams, OneDrive, and legacy shared file storage. The architecture and eventual migration are expected to be completed in mid-Fall 2024.

Workflow Efficiency:

Work in this area is well under way. As noted above, the Microsoft 365 Platform allows for the automation and digitization of simple workflows, and this functionality is expected to be in place by Fall 2024.

Better Using Underutilized Space: In conjunction with the space needs and utilization assessments noted above, several initiatives are well under way to better utilize space. For example, International Students of Distinction Scholarship is expected to grow the number of students in University housing. As well, Housing and Hospitality Services are collaborating with the Saskatchewan Health Authority to provide accommodations for international nurses in transition to Saskatchewan.

In addition, the Associate Vice-President (Information Systems) and the Associate Vice-President (Academic) worked with Facilities Management and the Registrar's Office to refine the data and costing to support a Classroom Technology Strategy. That strategy is expected to be complete in the Fall 2024 term, providing a long-term plan to ensure classrooms and technologies remain up

to date. In the meantime, preliminary analysis of available data identified four classrooms and laboratories that are being upgraded this summer in advance of the overall strategy.

Objective 5: Complete Phase 2 of the University's identity project, and produce multi-year strategies for fundraising and alumni relations related to institutional priorities, with benchmarks to define success

This bipartite objective was identified as a priority from a marketing and reputational perspective because it would allow the University to build on the previous year's Phase 1 of an institutional identity project, and from an engagement and fundraising perspective because it would enhance alumni relations and fundraising capacity. Overall, based on progress toward the identified measures this objective is complete.

With regard to Phase 2 of the identity project, the three identity-related measures are so closely inter-related that a co-ordinated approach was taken throughout the year to fulfill them. Therefore, these measures are considered as one for the purposes of this report:

MEASURE: Establish greater consistency in the look, feel and content of "Go Far, Together" messaging and marketing;

MEASURE: Implement a sustained marketing campaign to strengthen the "Go Far, Together" brand among current and potential students, faculty, staff, alumni, and other stakeholders; and

MEASURE: Develop and implement fulsome communication plans to advance recognition and reputation for each of the three identity pillars: health and wellness; career readiness/experiential learning; and partners in Truth and Reconciliation.

Together, these three measures are complete, and progress toward them over the year was as follows.

Phase 2 of the identity project got underway in Fall 2023 under the direction of the Chief Governance Officer, whose re-aligned position now includes oversight of University Marketing and Communications. Phase 2 was intended to provide more consistency in University publicity (as opposed to, for example, independently developed Faculty material), thus raising institutional recognition and profile. It focused on strengthening the "Go Far, Together" brand through targeted messaging designed to advance the recognition and reputation for each of the three identity pillars: Health and Wellness, Career Readiness/Experiential learning, and Partners in Truth and Reconciliation.

Through the first part of the Fall 2023 term, University Communications and Marketing planned out a comprehensive three-part marketing campaign to enhance the University's reputation, impact, and profile among current and potential students, parents, alumni, donors, and community stakeholders. The intent was to have a more consistent and coordinated approach, collectively maximizing the University's impact and reach on various social media channels, through the promotion of events, and through internal messaging.

The campaign focused on:

- The addition of digital marketing, including Facebook, Instagram, and programmatic banner ads on websites, which provided metrics on reach and engagement;
- The addition of student ambassadors to promote messaging on their own social media channels with the goal of expanding reach/engagement;
- The addition of airport advertising for a broader University of Regina presence in the community, particularly during busy travel seasons; and,
- Revising ads on Rawlco radio (Z99 and JACK 94.5 FM) to include more targeted messaging to fit within the three pillars.

The first part of the marketing campaign began in earnest in December 2023 and ran through January 2024, focusing on the Health and Wellness pillar. During this time, creative marketing materials were also developed for the other two pillars – Career Readiness/Experiential Learning and Partners in Truth and Reconciliation.

Beginning in February, and in conjunction with Saskatchewan Aboriginal Storytelling Month, the second part of the campaign focused on the Partners in Truth and Reconciliation pillar – something that was conveyed to campus in the February President’s message. The ta-tawâw Student Centre and the Office of Indigenous Engagement played an active role in conceptualizing how best to convey information about the Partners in Truth and Reconciliation pillar. With their input, new advertising was developed and featured on social media, on targeted websites, at the Regina Airport, and on Rawlco radio stations. Associate Vice-President (Indigenous Engagement) Lori Campbell was featured in the first advertisement, and a student was featured in the second one.

In mid-April, the focus shifted to the Career Ready/Experiential Learning identity pillar to profile that longstanding – and growing – strength of the University as the third part of the campaign. The social media marketing featured a short video highlighting various experiential learning opportunities offered at the University. Updated Rawlco Radio advertisements were also in rotation, along with an advertisement at the Regina Airport. This campaign ran until late May.

The three-part marketing campaign may be considered a success, as it resulted in 20,000 visits to related institutional identity content on the University’s website. It is important to note that although these measures are complete as envisioned, institutional identity will remain a priority over the long term, and will be included as part of future marketing campaigns.

Relating to fundraising and alumni strategies, progress toward the identified measures was as follows:

MEASURE: Complete and begin implementing a multi-year fundraising strategy, based upon the clearly established, well-aligned institutional priorities of Student Experience, Truth and Reconciliation, Health, and Leading the West. The strategy will include targets to define success: This measure is complete, with the strategy completed and implementation under way.

Under the guidance of the Executive Director (Advancement), work on the strategy began in the summer of 2023 through consultations with donors and prospective donors regarding fundraising feasibility related to the three identity pillars mentioned above. An additional

fundraising priority, Leading the West, was added to capture fundraising opportunities in other areas where the University is – or is developing the capacity to be – a leader, such as critical minerals or carbon capture and sequestration.

Through these consultations, strong support was demonstrated for the fundraising priorities of Health and Leading the West, with further work required in the areas of Student Experience and Truth and Reconciliation. Throughout the fall, internal consultations took place, and early in the new year, the strategy was presented to both Executive of Council and Deans' Council.

Now finalized, the strategy focuses on revenue generation and increasing targeted engagement with the University – two goals that together are expected to elevate the reputation of the University, with current areas of research and teaching success being prioritized for particular attention.

The target for the multi-year fundraising strategy will encompass three years (2024-2027) of annual fundraising results of approximately \$23 million based on the University's capacity for fund development. Critical measurements throughout this period of time will include:

- Total fundraising activity;
- Engagement with the University by key constituent groups;
- Finalization of long-term priorities for future external investment in the University; and
- Reputational growth in critical areas of planned future external investment in the University.

Through enhanced collaboration across the University, the multi-year fundraising strategy will present a consistent story of the future of the University centred on institutional strengths, areas for future development, and a compelling message of the impact the institution has on the city, province, country, and world.

The fundraising strategy will launch in October 2024 in conjunction with Alumni Week as part of the University's 50th Anniversary celebration. This "Spotlight Campaign" will have both financial and engagement targets and will be aligned with the University's identity project and government relations strategy. Areas of focus will be student spaces, Indigenous priorities as identified in the Indigenous Engagement Strategic Plan, and the Child Trauma Research Centre. Further fundraising priorities will be identified as University Advancement continues discussions across the institution.

In the meantime, during 2023-2024 the University built significant momentum in the area of fundraising and created considerable momentum for the future. Overall, the Philanthropy team helped increase fundraising activity by 57 percent over the previous year, with \$9.5 million raised for priorities across the University – well above the \$5.1 million target. This bodes well for the future as the fundraising strategy is formally launched.

MEASURE: Establish a multi-year plan to better project the University's story and engage a larger number of alumni locally, provincially, nationally, and internationally: This measure is complete, with a detailed plan developed and implementation under way.

To support the long-term growth of alumni engagement, a three-year strategy was completed over the course of the year. The strategy is built around four priorities:

1. Develop initiatives, programs, and events that are valued by alumni;
2. Build enduring and mutually beneficial relationships with alumni and stakeholders integral to our success;
3. Inspire loyalty, volunteerism, and support; and
4. Strengthen the University of Regina's reputation by showcasing the local, national, and global impact of our alumni community.

Over the next three years (2024-2027), the measurables for the alumni program are to:

- Increase the total number of contactable alumni to 45,000;
- Engage 8,500 alumni annually; and
- Grow the number of annual alumni donors to 550.

With the plan in place, the University Advancement team made significant changes throughout the year to the systems and tools used to support the communication of the University's story with alumni, donors and partners around the world. This included:

- Changing the technology that supports direct communication with these important constituent groups;
- Offering this technology to Faculties and units across the campus to support greater segmentation and personalization of communications to these groups; and
- Increasing collaboration between the Advancement and University Communications and Marketing units regarding communications with alumni and others.

MEASURE: Re-focus the activities of Alumni and Community Engagement to better support the implementation of the alumni relations plan: This measure is essentially complete, with ratification of a new Memorandum of Understanding with the Alumni Association being the only outstanding item.

Throughout the year, University Advancement refocused the activities of Alumni and Community Engagement in two areas – internal capacity and enhancing the role of volunteers in the efforts of alumni engagement.

To enhance internal capacity, University Advancement reviewed its structure and how it supports the development of meaningful two-way relationships between the University and alumni and community partners. This review, which included analysis of the structures of Universities across Canada and best practices from the Council for the Advancement and Support of Education, resulted in the realignment of the development, alumni, and community engagement teams at the University.

As part of this realignment, the individual one-to-one fundraising activities were organized into a Philanthropy team that is now responsible for leading the University's multi-year fundraising. The broader engagement activities of the University were aligned in an Engagement team with a focus on Alumni Relations, Annual Giving, and Community Engagement.

In addition, a new Advancement Services team responsible for data systems, gift receipting, reporting, and technology now supports these teams. The Advancement Services team has taken meaningful steps to enhance engagement across the institution by working more closely with Faculties to leverage existing activities on campus. A critical step in this process was the implementation across the University of a common mass email program for alumni, donors and community partners, as noted in the measure above. This system enables Faculties and Units to communicate more directly with their stakeholders while leveraging templates and tools across the University to reinforce the University's identity.

To better align engagement activities across the University, the Director of Alumni & Community Engagement position has been refocused with the addition of the Annual Giving and Faculty-based advancement activities. This team is responsible for engagement activities designed to enhance affinity with and support for the University through alumni, community members, and donors.

With respect to enhancing the role of volunteers in the efforts of alumni engagement, University Advancement has re-established alumni branches across Canada. To do so, the University recruited volunteers in Vancouver, Calgary, Toronto and Ottawa – the cities with the largest concentrations of alumni. The Alumni team now meets quarterly with these national alumni leaders to share best practices and begin planning for the 50th anniversary. In addition, University Advancement created a new partnership with the Saskatchewan Roughriders to collaborate on Riderville activities held across Canada. The University worked with the chapters to hold events in Vancouver, Calgary, Ottawa and Toronto in 2023-2024, and this partnership is continuing in 2024-2025.

Based on a review of alumni programs across Canada, it is clear that the role of alumni associations across Canada has changed significantly, with the more hands-on management and operating roles of volunteer alumni associations having been replaced with strategic governance-based models that better represent the current demographic and institutional profile of alumni. With this in mind, University Advancement worked throughout the year to develop a renewed relationship with the University of Regina Alumni Association (URAA) that will support the alumni engagement strategy.

To that end, University Advancement worked throughout the year to establish a new MOU with the URAA. This was established in principle, with key objectives for the agreement being to:

- Raise public awareness and the profile of the roles played by the URAA and University Advancement for alumni through programs, events, and communications;
- Jointly plan, share, and participate in potential opportunities for alignment between the URAA and activities to advance alumni relations worldwide;
- Work as partners through collaborative planning, decision-making, communication, and recognition of the roles volunteers and staff from URAA and University Advancement play in the success of the alumni engagement program;
- Align the visual identities of URAA and the University of Regina alumni engagement activities;
- Ensure that Affinity Contracts continue to be in place without interruption and fulfilled in alignment with the agreements, so that recognition and promotional opportunities for these programs are maximized; and

- Create a shared budget and mutually agree on an annual expenditure plan.

This jointly developed MOU will be brought to the URAA membership in 2024-2025. With the support of the URAA Board, the process to begin implementation will begin immediately after ratification.

Objective 6: Be more proactive than in the past at pursuing opportunities for government funding and university/industry/business partnerships

This objective was selected as a priority because with the hiring of a Commercialization Officer in the newly formed Office of Research Partnerships & Innovation, and with increased capacity in government relations through the hiring of a Government Relations Advisor, the opportunity exists to better seek out opportunities for government funding and entrepreneurial partnerships. Overall, this objective is well under way based on the identified measures.

Progress toward the measures during the year was as follows:

MEASURE: Develop and begin implementing a strategy (with baseline and targets) for working with various levels of government to identify and act upon opportunities for mutually beneficial funding partnerships that will support the University's academic programming, research enterprises, and facilities: This measure is well under way, with a comprehensive government relations plan complete and awaiting roll-out in Fall 2024.

The Government Relations (GR) Advisor role has been staffed since early October – the first time in several years that the position was filled. During the first few months of her employment, the GR Advisor laid the groundwork for developing a comprehensive government relations strategy by holding consultations with different faculty members and members of the University Executive Team, as well as counterparts from other post-secondary institutions and national organizations.

These consultations included gathering University leaders in two strategy sessions with the goal of defining co-ordinated and consistent University priorities that are congruent with and build upon previously identified institutional strengths and areas where capacity can be enhanced. These strategy sessions focused on ensuring that the University promotes coordinated and consistent priorities that capitalize on:

- The potential for provincial funding, given the election cycle and other considerations;
- Opportunities afforded by the University's 50th anniversary year;
- The appetite for a significant fundraising campaign; and
- The opportunity to incorporate critical deferred maintenance needs into a larger project.

With these initial meetings concluded, the GR Advisor developed a comprehensive University-wide strategy for working with various levels of government. Starting in Fall 2024, the strategy – which will articulate the role of the government relations office and identify opportunities with municipal, provincial, federal, and Indigenous levels of government – will be rolled out to the University community. The expectation is that through the strategy, the University will

ultimately deliver more coherent, unified, and effective messaging to government stakeholders at all levels to enable support for key priorities.

It is important to note that in addition to the primary aim of preparing a government relations strategy, the GR Advisor has taken on many of the day-to-day tasks involved in interacting with different levels of government. This has included organizing a research-themed event for members of the Legislative Assembly, and liaising with the provincial government related to the University's participation in COP28 in Dubai. The GR Advisor has also met with different Cabinet Ministers to reinforce the message that the research being undertaken at the University of Regina can be leveraged by government to respond to the areas of responsibility in a variety of ministerial portfolios.

Also during the year, Ministry of Advanced Education saw two changes at the Deputy Minister level, in addition to a ministerial change. In light of these transitions, the GR Advisor has helped introduce the new Ministry officials to the University and the post-secondary sector more broadly. The GR Advisor has also developed a network of provincial and national contacts, been engaged in important discussions with government regarding capital priorities and international student caps/provincial attestation, and has led the University's response to the initial consultation with the Ministry of Advanced Education on the next multi-year funding agreement.

Overall, the GR Advisor's activities have helped move forward several government-related initiatives – additional funding in the provincial budget, the provision of funding to expand the Student Wellness Centre and renovate the University's cooling tower, and the additional allocation of provincial attestation letters by the federal government. These initiatives, which were the result of a great deal of advocacy with different levels of government, reflect the University's collaborative relationship with government as well as the recognition of the University's positive contributions to the province and country.

MEASURE: Develop and begin implementing a strategy (with baseline and targets) for working with business and industry as well as other organizations to pursue entrepreneurial opportunities related to the University's research enterprise: This measure is complete, with a strategy in place and being implemented.

Work toward this measure took place through the Office of the Vice-President (Research) and the Office of Research, Partnerships, and Innovation.

A strategy to pursue entrepreneurial research opportunities was completed, with baselines assumed and general targets included.

The strategy's overall intent is to enhance the University's social and economic impact, and ensure that existing research themes continue to intensify and evolve in relevance. To do so, it identifies three research priorities:

1. Proactively engaging opportunities to advance areas of research strength through partnerships with government, industry, and organizations. This will be done by establishing funding mechanisms and mentorship to promote research production and leadership, and working with external communities to identify areas for collaboration

where the University’s research capacity can have a major impact by creating knowledge;

2. Increasing research capacity to ensure that areas of strength continue to intensify. This will be done by supporting creation of cross-cutting research initiatives, creating avenues to access shared infrastructure across the University and province, and streamlining administrative processes while ensuring security compliance; and
3. Supporting innovation. This will be done by creating cross-campus programs to promote entrepreneurial thinking, as well as pathways and mechanisms for knowledge translation and commercialization. Other activities will be to lead discussions about a diversity of approaches that reflect the comprehensive nature of our scholarship, and promote the University and the City of Regina’s transformation into an early adopter and test bed for research ideas and technologies.

A great deal of work was done to begin implementing this strategy.

To enhance research capacity and the University’s ability to pursue innovative partnerships, several new positions were filled within the research enterprise:

- A Director of Research, Partnerships, and Innovation to co-ordinate the University’s research partnerships;
- A Director of the Sustainability Office to facilitate collaborations between all campus units; and
- Two Research Engagement Managers who play a critical role in advancing research engagement across all equity-deserving groups at the University of Regina. In particular, these two positions work with the Vice-President (Research) and Associate Vice-President (Indigenous Engagement) to develop and implement strategies that enhance research opportunities within Indigenous communities and ensure equity in access to resources.

In addition, the research enterprise web presence was improved with the addition of the new sustainability website. The website features the University’s 2022-2027 Sustainability Action Plan and details how the institution is aligning its priorities to each of the 17 United Nations Sustainable Development Goals. All research pages within the public website are also being refreshed.

To develop a baseline going forward, identify partnership gaps, and begin proactively pursuing partnerships, metrics were developed to track which types of organizations new partnerships involve, and the areas of the University’s research focus to which they relate. The table below summarizes the criteria where partnerships lie in terms of research focus and participating organizations. The columns represent the four signature research strengths outlined in the Research Action Plan. The rows represent the groups identified in the fifth strategic action within the Research Action Plan (i.e. “Build a partnership network with Indigenous communities, industry, government, and non-profit stakeholders.”

Partnership Priorities	Climate and the environment	Digital futures	Living heritage	Health and wellness
Indigenous communities				
Industry				
Government				
Non-profit organizations				

As they are pursued, partnerships may be classified within the table to help chart progress toward research priorities and identify gaps.

Based on these criteria, many partnerships were pursued and in some cases finalized during the year. They included:

- A letter of intent with Khalifa University and the Petroleum Technology Research Centre on sustainable energy related to carbon capture, utilization and storage (CCUS);
- An MOU signed at COP28 in Dubai with the University of Saskatchewan and Saskatchewan Polytechnic on collaboration in energy and mining research through the creation of the Global Institute for Energy, Minerals, and Society (GIEMS);
- A \$125,000 contribution from Federated Cooperatives Limited and Co-ops across Western Canada to support Indigenous language education through the University of Regina Press;
- A partnership with IMIL, Nutrien and BHP regarding the Shadowband Clay Project, which aims to better understand geological features that may contribute to roof collapse during potash mining operations, and to evaluate and develop sensing technologies to detect and map those features;
- A \$1.5 million contribution from SGI for the creation of a new faculty position in the Faculty of Science – the SGI Assistant or Associate Professor in Data Science;
- Research agreements between CIPSRT and universities including McMaster, Queens, Western, Memorial and Wilfrid Laurier as well as with Wayfound Mental Health Group Inc., the Vanier Institute for the Family, and the Atlas Institute for Veterans and Families to undertake the project entitled *Supporting the Mental Health of Those Most Affected by COVID-19*, specifically targeting Public Safety Personnel and Veterans;
- A research agreement with Awliya Services Inc. to study 3D printing of affordable housing for remote communities;
- An agreement with Croptomistic and Mitacs to research the application of machine learning to images in order to quantify crop and weed populations across agricultural fields;

- An agreement with BlueCouch AI Incorporated and Mitacs to research an AI-based virtual assistant for the insurance industry;
- Submission of a project proposal for collaborative NSERC-SSHRC Alliance Grants in Sustainable Agriculture funding on *Grasslands as medicine: restoration and conservation of native prairie grasslands for climate action* with five partners including Wanuskewin Heritage Park and the File Hills Qu'Appelle Tribal Council;
- Submission of a project proposal with 17 partners from business, industry and Crown corporations for NSERC-SSHRC Alliance Grants in Sustainable Agriculture funding on sustainable, profitable, and net-zero controlled environment agriculture;
- A Memorandum of Agreement signed with the Colorado School of Mines to facilitate graduate student exchange programs, visiting researchers and scholars, and faculty exchanges. This builds on a previous Memorandum of Understanding ;
- Participation with a group led by Dalhousie University on a Letter of intent for NSERC's Lab2Market program;
- A partnership that will provide funding for students and faculties to develop intellectual property strategies for spin-out ventures and start-ups;
- Involvement in a collaborative funding program announced by PTRC Sustainable Energy and Mitacs; and
- A meeting with a member of the United Kingdom's Department for Business & Trade to determine if academic and industry collaborations may be possible related to GIEMS.

These and the many other entrepreneurial research opportunities being actively pursued have a great deal of potential to enhance the University's social and economic impact in the province and beyond in coming years.

Objective 7: Begin implementing priority activities from the Indigenous Engagement Strategic Plan

Launched in Fall 2023, the University's Indigenous Engagement Strategic Plan identified many actions to advance Truth and Reconciliation and Indigenous engagement within all sectors of the University. Recognizing that implementing all aspects of the Plan will be a long-term process, this objective and attendant measures were identified as a priority so that the institution can continue making meaningful progress toward being a provincial and national leader in Truth and Reconciliation. Overall, based on progress toward the identified measures this objective is well under way.

Progress toward the measures during the year is outlined below. It is important to note that the following two measures are so closely inter-related that they may be considered together:

MEASURE: Identify priority activities and initiatives as well as benchmarks or targets for success: This measure is complete, with a number of priority activities identified.

MEASURE: Identify those at the University responsible for moving the initiatives forward: This measure is well under way. This measure is complete, with those responsible for the initiatives having been identified.

The Indigenous Engagement Strategic Plan, entitled *Tapwewin kwayaskwastâsowin: Truth and Putting Things Right*, was launched on September 26. Congruent with the launch, the Associate

Vice-President (Indigenous Engagement) identified several initiatives that could be undertaken and potentially completed in the short term to help address some of the plan's 34 recommended actions and their focus on Student Success, Spaces and Places, Learning and Teaching, and Building Community. Several areas on campus were engaged to undertake the identified initiatives. The initiatives and those responsible included:

- Creating an Indigenous Advisory Circle to support the Associate Vice-President (Indigenous Engagement), and by extension, the President's Office. This is not related to a specific numbered action, but was an over-arching key recommendation in the strategy (President's Office and Associate Vice-President (Indigenous Engagement));
- Delivering workshops on the complexities of Indigenous identity to help address actions 1 and 22 (Associate Vice-President (Indigenous Engagement));
- Continuing to develop an Indigenous identity policy, including recommendations for process implementation to help address action 1 (Associate Vice-President (Indigenous Engagement));
- Continuing work on Indigenous identity fraud management to help address action 1 (Human Resources);
- Hiring an Indigenous Procurement Lead to help address actions 25, 26, and 33 (Supply Management Services);
- Hiring two Indigenous Research Engagement Managers to help address action 22 (Office of the Vice-President (Research));
- Ensuring that the Métis and Treaty 6 flags are displayed at Convocation to help address action 9 (University Secretariat and Registrar's Office);
- Continuing work on Jay Treaty initiative to enhance Indigenous student mobility to help address action 3 (President's Office and Associate Vice-President (Indigenous Engagement)); and
- Ensuring that Indigenous culture and aesthetics figure prominently in new and renovated spaces on campus to help address actions 10 and 13 (Facilities Management).

MEASURE: Begin implementing these initiatives wherever possible: This measure is well under way, with some short-term initiatives complete and others in process.

Progress on the identified initiatives was as follows:

- Creating an Indigenous Advisory Circle: A renewed Indigenous Advisory Circle (IAC) was finalized in the Winter 2024 term to advise the Associate Vice-President (Indigenous Engagement) – and by extension, the President's Office – as the University works to bring the Indigenous Engagement Strategic Plan to life. The IAC held its first meeting in mid-February and is currently focusing on two priority tasks – creating Terms of Reference, and providing guidance on the process for limiting Indigenous identity fraud;

- Delivering workshops on the complexities of Indigenous identity: The Associate Vice-President (Indigenous Engagement) delivered an educational session on “The Complexities of Indigenous Identities” to the Senior Leadership Team, with a follow-up session planned for the coming year. Other sessions will be held with Human Resources and other faculty and staff groups in the fall;
- Continuing to develop an Indigenous identity policy: This was a major focus throughout the year in order to help limit Indigenous identity fraud – something that is a point of concern at all Canadian Universities. To assist in this regard, the Associate Vice-President (Indigenous Engagement) sought out the expertise of Dr. Shauneen Pete, who is currently the Chair of the Emerging Indigenous Scholars Circle at Royal Roads University. Dr. Pete previously worked at both the University of Regina and First Nations University of Canada, and is therefore very familiar with local campus and community culture.

Based on extensive research, Dr. Pete provided the University with recommendations for a number of next steps, which included having executive and senior leadership teams engage in workshops on the complexities of Indigenous identity, and holding focused consultations with Indigenous community members, including the IAC. To these ends, the Associate Vice-President (Indigenous Engagement) completed numerous individual consultations with First Nations and Métis faculty and staff, and also consulted with external First Nations and Métis leaders, organizations, and community members to gather knowledge that would inform the University’s forthcoming policy.

A draft process to support the University in eliminating Indigenous identity fraud will be sent to the IAC for review and input later in July. Their recommendations will be taken into consideration and the process will then be reviewed by key executive members, with implementation planned to begin in the Fall.

Next steps with the implementation of the identity process will be to work with Human Resources, hiring committees, and programs with equity seats targeted for First Nations to ensure that the appropriate identity verification process is incorporated in hiring practices. In addition, the process will be applied to all scholarships, awards, and grants offered by the University that are targeted for Indigenous students.

- Continuing work on Indigenous identity fraud management: While broader consultations occurred regarding the development of an overarching Indigenous identity policy, Human Resources had an interim process in place whereby particular attention was paid to the hiring of any Indigenous staff or faculty to ensure that identities were supported by more than just self-identification. For the two or three instances where a hiring manager was uncertain, information was sent to the Associate Vice-President (Indigenous Engagement) for review and a decision was made. In all instances, the University is confident that the hires were indeed Indigenous employees;
- Hiring an Indigenous Procurement Lead: The hiring of a successful candidate in Supply Management Services was announced in February. Since then, the Indigenous Procurement Lead has worked to increase Indigenous supplier participation in the University's procurement processes;

- Hiring two Indigenous Research Engagement Managers: As noted under Objective 6, two Research Engagement Managers were hired to develop and implement strategies that enhance research opportunities within Indigenous communities and ensure equity in access to resources;
- Ensuring that the Métis and Treaty 6 flags are displayed at Convocation: This was done for the Fall 2023 and Spring 2024 Convocations;
- Continuing work on Jay Treaty initiative to enhance Indigenous student mobility: Discussions continued with institutions in Montana and North Dakota, but formal agreements have not yet been signed; and
- Ensuring that Indigenous culture and aesthetics figure prominently in new and renovated spaces: One of the most visible campus renovations for the coming year is the Ad-Hum “Pit” student space. As final plans were developed, Facilities Management consulted with the Associate Vice-President (Indigenous Engagement) and other members of the University’s Indigenous community to ensure that the design is culturally appropriate and inclusive.

A significant development that was not originally planned was the repatriation of cultural artifacts from the University’s art collection to the Dzawada'enuxw First Nation in British Columbia. This joint initiative of the University and the MacKenzie Art Gallery was originally scheduled to take place in early July, but has been postponed. This forthcoming repatriation is another means of demonstrating the University’s commitment to Reconciliation and meaningful relationship-building with Indigenous communities.

MEASURE: Develop a timeline and preliminary implementation plan for longer-term initiatives that cannot yet be undertaken: This measure is partially under way, with plans in place for some but not all medium-to-long term actions arising from the Indigenous Engagement Strategic Plan. Progress may be delayed somewhat over the next couple of months while the Associate Vice-President (Indigenous Engagement) is on leave to complete her doctoral dissertation.

Presenting throughout the year to Faculty Councils, departments, and leadership teams afforded the Associate Vice-President (Indigenous Engagement) the opportunity for robust discussions about how to address some of the longer-term recommendations and actions. Ultimately, these discussions will help produce a preliminary implementation plan with resource requirements for longer-term initiatives not yet undertaken.

Although a comprehensive implementation plan has not yet been developed, several specific actions have been identified and work has already begun upon them. For example:

- The University is undertaking discussions with the Métis Nation of Saskatchewan and the two organizations are progressing towards signing a Memorandum of Understanding. This MOU will recognize and support Métis Nation of Saskatchewan sovereignty over Métis citizenship, in particular as it relates to federal funding that is provided to the Metis Nation of Saskatchewan for its citizens;

- The Associate Vice-President (Indigenous Engagement) worked with University Advancement to create an Indigenous Development Document that incorporates Indigenous fundraising opportunities. Over the long term, this could help address several of the actions from the Indigenous Engagement Strategic Plan, and preliminary discussions with several prospective donors are showing promise;
- A long-term plan to hire more Indigenous faculty and staff is in development and is expected to be launched by Spring 2025;
- Following on the successful 2023-2024 Indigenous Speaker Series, the next iteration for 2024-2025 is in development. Thematically, the four events planned for Yorkton, Moose Jaw, Swift Current, and Regina will demonstrate support for and commitment to Reconciliation by providing education on Treaty 4 in the context of the 150th anniversary of the Treaty signing;
- The proposal submitted by the University and First Nations University of Canada to co-host the 2025 National “Building Reconciliation Forum” was accepted. The forum will be an important means of sharing and learning best practices in Reconciliation over the long term because it will bring administrative and academic leadership from universities across Canada, as well as many local Indigenous people, to the University of Regina and First Nations University of Canada. A committee is being formed to oversee the planning for the coming year;
- The Office of Indigenous Engagement will be hiring a new permanent position – a Cultural Protocol Liaison who will among other responsibilities support the University community in working with Indigenous Elders and Knowledge Keepers; and
- One-time funding has been earmarked to support hiring an Education and Reconciliation Coordinator who will be responsible for providing workshops to help the University community advance their knowledge and understanding of subjects such as: the United Nations Declaration on the Rights of Indigenous Peoples; Missing and Murdered Indigenous Women, Girls, and 2SLGBTQI+ People; and the Treaties.

For the period from July 1, 2022 – June 30, 2023

This end-of-year report includes:

- Section 1: A dashboard “heat map” chart so that at a glance the Board can quickly gauge progress made toward each objective and its multiple attendant measures; and
- Section 2: A brief narrative of progress made over the course of the year toward the objectives and measures.

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

Strategic Plan Connection	President's Objective	Measurable	Status (colour-coded through the year per legend below)
Financial sustainability – no specific Strategic Plan thematic connection	Strengthen the long-term stability and sustainability of the University's finances	Develop an operating budget for 2023-2024 that prepares for a balanced budget in 2024-2025	BLUE
		Develop a comprehensive budget plan for ancillary operations	GREEN
		Ensure that MOU-funded projects meet targets through appropriate administration	GREEN
		Make substantial progress toward ratifying the four outstanding Collective Agreements	GREEN
		Return enrolment to pre-pandemic levels	GREEN
		Establish clear priorities for both annual fundraising and a comprehensive campaign	BLUE
Discovery	Enhance the overall student experience of teaching, learning, and research	Produce an institution-wide academic plan	BLUE
		Implement key aspects of the five-year institutional research action plan	GREEN
		Consider and begin implementing key recommendations from the Task Force on the Future of Technology Infrastructure	BLUE
		Develop credit and non-credit microcredential revenue-sharing and University-wide coordination models	BLUE

		Establish a centralized microcredential hub	BLUE
		Submit three new dual credit courses to Ministry	BLUE
		Offer dual credit courses in Regina public high schools	BLUE
		Identify accelerated courses for Winter 2023	BLUE
		Finalize three joint program or articulation agreements	BLUE
		Complete preparations to launch full-year registration in Fall 2024	GREEN
		Improve transfer student yield rates by 5%	GREEN
		Establish a Centre for Experiential and Service Learning	BLUE
		Render architectural plans for CTL	BLUE
		Offer UR ² Fellows program to 20-25 instructors	BLUE
		Create programming for instructors to integrate Indigenous ways of knowing into curriculum and teaching	BLUE
Truth and Reconciliation	Advance Truth and Reconciliation, Indigenization, and decolonization	Complete and formally adopt a five-year Indigenous Strategic Plan	GREEN
		Establish and implement an Indigenous procurement policy	GREEN
		Establish an MOU and new academic agreement with FNUniv	GREEN
		Expand programming and access for Indigenous students through new community-based program agreements	BLUE
		Establish clear processes for engaging in research with Indigenous peoples	GREEN
Well-being and Belonging	Enhance faculty, staff, and student engagement with the University, particularly among groups that have traditionally been marginalized or underserved	Finalize EDI action plan and implement key aspects	GREEN
		Enhance mental health literacy services and training for students	GREEN
		Enhance mental health literacy services and training for faculty and staff	GREEN
		Implement an effective employee remote and flexible work program	BLUE
		Adopt specific responses to address improvements identified in Employee Engagement Survey	BLUE
Environment and Climate Action	Enhance the University's efforts	Fully establish Sustainability Office and Energy Manager position	GREEN

	toward environmental sustainability and climate action	Finalize and share the Sustainability Action Plan and address priority recommendations	GREEN
		Build capacity and partnerships in CCUS and energy alternatives	GREEN
Impact and Identity	Enhance the University's reputation by actively promoting the institution's identity and societal impact	Increase Tri-Agency and CFI research funding by 5 percent over the five-year average	BLUE
		Ensure an effective and wide-reaching launch of an institutional identity	GREEN
		Ensure that all Faculties and units have the appropriate training and tools to continue the website transition	BLUE
		Plan and hold 5 "UR Days" in Saskatchewan communities	BLUE

Progress Status	
BLUE	Complete
GREEN	Well Under Way
YELLOW	Partially Under Way
RED	Little or No Progress to Date

SECTION 2: PROGRESS TOWARD OBJECTIVES AND MEASURES

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

Given that the COVID-19 pandemic had a negative impact on the University's finances at a time when operating funding from the Government will remain at the current level for the foreseeable future, this objective was important to ensure the University's long-term fiscal sustainability. Overall for the year, I would describe this objective as nearing completion, with some measures complete and the remaining ones well under way. Progress on each individual measure during the year was as follows:

Develop an operating budget for 2023-2024 that supports the commitments in the Operations Forecast leading toward a balanced budget in 2024-2025: This measure is complete.

With the Operations Forecast delivered to government in July 2022, work on the 2023-2024 budget began in the summer and continued with the Senior Leadership Team throughout the Fall and Winter

terms. Similar to the previous year, it was envisioned that even with significant required base budget reductions, a structural deficit would nonetheless exist. The goal remained to balance the 2023-2024 budget with one-time funding, and balance the budget fully by 2024-2025.

In mid-March, a Town Hall was held to update the University community on the budget process and situation (including positive news arising from Winter term enrolments), and solicit additional feedback. Budget managers were informed about the amount of their carry-forward that would need to be returned to cover the tuition shortfall for the current fiscal year, as well as the anticipated structural deficit for the 2023-24 budget. In consultation with the Council Committee on Budget and others, the budget team made decisions regarding reinvestments, and finalized the Comprehensive Budget Plan which was approved by the Board at its April meeting.

The approved Comprehensive Budget Plan (in which the originally projected Operating Fund deficit of \$3.5 million for 2022-2023 decreased to \$2.5 million) was announced to the University community on April 28, and a Town Hall was held on May 2 to discuss any questions arising from it.

Looking to the future, included in the Board material is the Operations Forecast for 2024-2025 through 2026-2027. This Operations Forecast projects that the University will balance the 2024-2025 budget as planned.

Develop an ancillary budget that returns the ancillary budget plan to pre-COVID targets:

This measure is well under way but not yet complete.

During the year, ancillary operations continued their recovery, with improvements made in the provision of Food Services, and revenues in the Campus Store, Parking Services, and Printing Services returning to near-normal operations. That said, revenues in Campus Housing and Food Services continued to be challenged, mainly due to lower-than-anticipated occupancy in the dormitories despite the implementation for the year of the “Really Big Deal” housing incentive program (which is being evaluated and adjusted as necessary for the coming year).

To help address this issue, the University continued considering different housing-related initiatives, including converting a wing of one of the dormitories to house Nursing as well as space for health services programming required by Saskatchewan Polytechnic – something that would make effective use of the space while reducing the number of dormitory spaces on campus which are more difficult to rent out and have the lowest occupancy.

Overall ancillary operations missed projections for the year by approximately \$400,000. The 2023-2024 ancillary budget was approved with the Comprehensive Budget Plan, and although it does not yet return to pre-COVID targets, it shows an improvement of \$1.5 million over the previous year's budget.

Ensure that, through effective administration, the projects funded through the Government of Saskatchewan's one-time MOU funding meet their first-year targets for revenue generation, finding efficiencies, and overall outcomes: This measure is well under way.

Throughout the year, the Vice-Presidents monitored progress on the various MOU-funded projects, and per the agreement, provided comprehensive reports to the provincial government at the end of January and the end of June. The January report was provided to the Board of Governors as an Information Item for its March meeting.

In advance of the June report to government, the Provost and Vice-President (Academic) followed up with all project leads to confirm project status and spending plans going forward. Project leads then provided updates – including revenue and efficiency metrics – and indicated if the funding requested would still allow each initiative to be completed as originally envisioned. Two projects were discontinued, with their funding then reallocated to the pool for redistribution via a final call for proposals in May, when six new projects were approved. The June report has been provided as an Information Item for the July meeting.

To date, of the 35 existing approved projects, six are complete, 23 are in various stages of completion, and six are newly under way. Most of the projects are longer-term ones whose revenues or efficiencies are expected to be realized over time and cannot yet be accurately measured. That said, the majority of the projects are on track for completion within their stated timelines, meaning that progress toward the measure, while not complete, is well under way.

Make substantial progress toward ratifying the University's four outstanding Collective Agreements: This measure is well under way, with three of the four agreements ratified and bargaining underway for the remaining one.

A four-year CUPE 2419 agreement was ratified in September, with a completed four-year CUPE 5791 agreement following shortly thereafter. Collective bargaining related to the URFA APT contract took place throughout the fall, and a five-year agreement was ratified in late December.

With the URFA APT contract settled, work began related to the only outstanding agreement, the URFA Academic contract. The bargaining teams were established in the Winter term, and Academic Protocol agreements developed. Bargaining proposals have now been prepared, and are ready for exchange.

Return both domestic and international enrolment to pre-pandemic levels, which will require a significant increase of first-year and other incoming students, as well as ongoing retention efforts: This measure is well under way. Overall, enrolment remains approximately five percent below pre-pandemic levels (14,984 students in Winter 2023 compared to 15,832 in Winter 2020), but domestic enrolment numbers are beginning to rebound, and international enrolment numbers are nearing pre-pandemic levels.

During the pandemic, many students paused their university education or took fewer courses, low unemployment and higher-wage jobs dampened domestic recruitment, and Visa delays compounded by travel restrictions negatively affected international recruitment and enrolment. That “bubble” of lower enrolment is still working through degree programs and contributing to lower enrolment numbers than in the past, but the University is gradually overcoming the pandemic-related enrolment challenge that the institution has faced over the past couple of years – a challenge that can be surmounted only over the long term.

The Spring/Summer 2022 term (the first term of the 2022-2023 academic year) saw a continued and substantial enrolment decline – 7.6 percent lower than the previous year. This was a challenging start to 2022-2023, but over the year, and through considerable effort, things began to turn around.

As the Fall 2022 term began, combined undergraduate and graduate domestic enrolments were down 4.8 percent compared to 2021, and 6.3% compared to 2020. On the international side, by contrast,

combined undergraduate and graduate enrolments for Fall 2022 were up 10.9 percent compared to 2021, and 3.0 percent compared to 2020. At that time, international graduate enrolments were already above 2019 pre-pandemic levels, and international undergraduate enrolments were only slightly short of pre-pandemic levels. By the fourth week of classes, overall enrolment for Fall 2022 was down 2.3 percent compared to the previous year – less of a decline than previously anticipated, and something that boded well for the following term.

Winter 2023 saw the first year-over-year enrolment increase since the beginning of the pandemic. By the end of the fourth week of classes, overall enrolment was up 1.5 percent compared to Winter 2022, and the number of credit hours being taught was up 3.0 percent. Graduate enrolments were up 10.3 percent year-over-year. There was in fact a record number of new international enrolments, which lifted international undergraduate enrolments by 17.6 percent over the previous year and helped fuel the overall enrolment increase for the term. Domestic undergraduate enrolment remained the primary area of decline – down 3.0 percent from the same time last year.

For the Spring/Summer 2023 term, as of June 20 overall enrolments (which are preliminary at this point) were 7.5 percent higher than last year, with a 10.2 percent increase in credit hours taught. This is a strong signal that the University is gradually surmounting its enrolment challenge. It is especially notable that the current Spring/Summer intake of first-term international undergraduate students (595 students) is the largest in the history of the University, and represents 233 more students than in 2019, the last year before the pandemic.

This trend of increasing enrolments continues for the forthcoming Fall 2023 term. As of the end of June, enrolment for Fall 2023 was up 5.3 percent compared to the same time last year – a further (albeit preliminary) indication that progress is being made to recruit and retain students as the pandemic abates. Final Fall 2023 enrolment numbers will not be known until September/October, but so far, the signs are positive and healthy enrolments for the term should carry over into Winter 2024. Over the course of the coming year the University expects to make up for all losses of international students that took place during the pandemic.

This progress is not simply due to the abatement of the pandemic, however; it is the result of a monumental effort across the University to recruit, register, and retain domestic and international students. It is impossible in this space to detail all of the efforts that have taken place over the past year in this regard, but some notable examples are:

- The return of a full slate of in-person orientation and Welcome Week activities;
- Holding both in-person and virtual open houses for prospective students;
- Holding the first-ever “Choose UR Own Adventure” Winter open house for Regina and area high school students;
- Enhancing provincial recruitment events such as “UR Days” and the “Winter Snowcase” (noted later in the report) that have generated considerable interest among Saskatchewan high school students and broadened the enrolment “funnel” for coming years;
- Paying recruitment visits to every high school in the province as well as select schools in Manitoba, Alberta, North Dakota, and Montana;
- Hiring a Prince Albert-based recruiter to enhance recruitment activities in the northern part of the province;

- Creating a half-time position for an Enrolment Services social media specialist to help engage with prospective students;
- Implementing the “UR Priority” specialized on-campus housing experience for approximately 500 first-year students;
- Enhancing international recruitment in several South American and Caribbean countries;
- Diversifying international recruitment and academic partnership activities in the Middle Eastern, African, and South and East Asian regions - activities which included my mission to India as well as the Provost’s mission to Vietnam and the Philippines;
- Conducting a number of specialized international retention activities, including formalized peer-to-peer support and advising, and promoting and supporting student cultural events to engage students with their cultural communities, encourage cross-cultural involvement, and foster a sense of belonging on campus and in the wider community; and
- Providing comprehensive academic advising to thousands of students via email, group sessions, and individual appointments.

Establish clear priorities for both annual fundraising and a future comprehensive campaign centred on clear strengths of the University: This measure is complete.

In summer and early fall, University Advancement & Communications (UAC) worked with faculties and administrative units to identify potential fundraising priorities ranging from capital projects to scholarships, student programming, and investment in research capacity. With this initial information-gathering process complete, later in the Fall term UAC then worked with the University Executive Team to distill those priorities into meaningful themes that would resonate both internally and externally. The initial themes were related to health, student excellence, and teaching innovation.

Early in the Winter term, UAC and the University Executive Team then undertook more in-depth planning sessions focused on identifying areas that support the University’s new identity, build on existing strengths, and support local and provincial strategies such as the Saskatchewan Growth Plan and the City of Regina’s Energy and Sustainability Framework. These sessions also included exploration of an additional fundraising theme – energy transition and sustainability.

By the end of April, the process was complete, and the University will move forward in 2023-2024 with four consistent focus areas for advancement, including reputation building and fundraising. These areas of focus are:

- Student Experience, where the University will focus on enhancing student spaces, and investing in teaching infrastructure and innovation as well as student supports in the areas of wellness and financial aid;
- Truth and Reconciliation, where areas of focus will be research capacity, student supports, and continuing the University’s role as a national leader in this regard;
- Health, where the focus will be on strengthening research in the areas of mental health, trauma, and aging, as well as growing the Nursing program; and
- Leading the West, which will focus on areas of research where the University has the capacity to lead, such as energy transition, data analytics, and entrepreneurship.

These focus areas align with the University’s Strategic Plan and institutional identity, and also leverage key areas of strength at the University while supporting the growth plans of both the City of Regina and

Government of Saskatchewan. These areas will become the annual fundraising priorities for the next three to five years, with the potential to develop into a comprehensive campaign in the future.

Built on the work completed in 2022-2023, UAC has developed a strategy to now test these themes externally and develop a Case for Support by the end of September 2023.

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

This objective was a priority for the year because of its impact on attracting, retaining, and graduating students who are engaged with their studies and career-ready at graduation. With most of the identified measures complete and the remainder well under way, I would describe this objective as nearing completion as envisioned for the year. Progress on each individual measure during the year was as follows:

Produce an institution-wide academic plan that will include specific recommendations, targets, and means of assessment to enhance teaching excellence, program development, and supportive technologies: This measure is complete, with the final version of the Academic Plan presented to Senate for information in June.

Work began in late August when the Provost consulted with a group of six Deans who supported the intent to engage in two major activities related to the Plan: 1. Re-envisioning and re-invigorating academic programming, and 2. Prioritizing and mobilizing recommendations from completed and ongoing work regarding the student experience, success, and supports.

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

During the Fall term, Dr. Jim Farney, Director of the Johnson Shoyama Graduate School of Public Policy's Regina campus, was appointed the Plan's academic lead. Dr. Farney developed a planning framework that included regular meetings with the Provost and collegial consultation with the Council Committee on Academic Mission through that body's regular meetings.

Under Dr. Farney's leadership, Deans' Council engaged in academic planning exercises in late December and again in mid-January. After a series of campus consultations, an initial draft of the Plan was completed and presented to the Council Committee on Academic Mission, Deans' Council, and then Executive of Council for its input in February. Based on that input, Dr. Farney returned the revised plan to Deans' Council in March, after which it proceeded to the full meeting of University Council on April 12 for further discussion and endorsement in principle. The plan was then returned to Executive of Council for final endorsement in May, before being presented to Senate in June for that body's information.

Implementation of key aspects of the plan will be underway by Fall.

Implement key aspects of the five-year institutional Research Action Plan, focusing on initiatives designed to increase external funding, enhance the dissemination of scholarship, advance areas identified as current and emerging research strengths, and better support student research: This measure is well under way.

With the Research Action Plan (which may be viewed [here](#)) completed and launched, throughout the year a great deal of work took place to prioritize and move forward key actions in each of the five identified areas of focus.

Those activities included but were not limited to:

Area of Focus I (support research centres) as well as Area of Focus II (Health and Wellness and Climate and the Environment):

- The Canadian Institute for Public Safety Research and Treatment held a multi-party parliamentary breakfast in Ottawa as well as two days of meetings with Members of Parliament whose portfolios involve mental health and/or public safety. In part due to these meetings, early in the new year Public Safety Canada informed the University that contribution agreement for CIPSRT will be amended to include two additional years of funding (to March 31, 2025) at the current level. The 2023 Federal Budget also proposes to provide \$16.7 million over five years to Public Safety Canada, starting in 2023-24, to continue supporting CIPSRT;
- Early in the new year, the Child Trauma Research Centre (CTRC) made a presentation to the Minister of Advanced Education which was well-received. CTRC has also been invited to give a presentation to the Board of the Jim Pattison Children's Hospital Foundation;
- The Clean Energy Technologies Research Institute's (CETRI) carbon capture project proposal to Natural Resources Canada's Energy Innovation Program was selected to advance to the full proposal stage. The full project proposal has been submitted, and CETRI is currently awaiting notification of the competition results;
- As reported for Objective 5 below, delegations including the Consul General of South Korea and executives from the Abu Dhabi National Oil Company (ADNOC) were hosted on campus in May for carbon capture and hydrogen discussions followed by a tour of the CETRI facilities; and
- Also as noted in more detail under Objective 5, the University has been pursuing several other CCUS and alternative fuel partnership and project opportunities.

Area of Focus III (robust innovation and entrepreneurship framework):

- The Commercialization Officer position was filled, and is facilitating the University's efforts to commercialize research to serve both industry and community needs. In partnership with FGSR and with the cooperation of Cultivator (Regina-based innovation hub founded by Conexus Credit Union) and Startup TNT (a start-up investment catalyst community), one of the Commercialization Officer's projects is to develop a University of Regina-owned entrepreneurial boot camp event targeted for November 2023. The goal is to bring the innovation community to the University while providing exposure for faculty and students' work. Both Cultivator and Startup TNT have expressed interest in helping facilitate workshops within the boot camp using their pre-existing programming; and
- Cohort two of the Cultivator AgTech Accelerator kicked off in March, with all 16 companies coming to Regina for orientation and events. The University's Commercialization Officer attended the formal opening to network with participants and affirm the University's ability and willingness to provide expertise and student placements. Two professors also participated in a

mentorship session, providing their expertise to companies that work within their fields of study.

Area of Focus IV (graduate studies):

- The Graduate Advanced Training and Entrepreneurship (GATE) Centre, which was approved last spring, rolled out several initiatives focused on supporting student entrepreneurship, social innovation, and community engagement. For example, in partnership with Foresight Canada, GATE launched a Kickstart Program open to graduate and undergraduate students from all disciplines. From the applications, six successful student groups were chosen to be mentored over a 12-week period that concluded with a pitch session in April. In addition, in collaboration with the Community Engagement and Research Centre at the Faculty of Arts as well as the Non-Profit and Voluntary Sector Studies Network at Luther College, GATE hosted an inaugural Social Innovation Summit featuring presentations from graduate students who closely collaborated with more than 20 non-profits and social organizations to align their work to address community needs;
- The Faculty of Graduate Studies and Research (FGSR) hosted a “Tech Start-Up” workshop for students interested in developing their ideas into a company, and hosted a “Digital Futures Reverse Career Fair” – the first of its kind in the province – to help students meet employers from Saskatchewan’s tech sector; and
- FGSR held the Three-Minute Thesis finals at Darke Hall. The event was very well attended by members of both the University and wider communities.

Area of Focus V (partnerships with communities):

- To further the signed Memorandum of Understanding with the City of Regina, in November a morning-long event took place with seven University of Regina faculty members and researchers presenting to City Administration about areas of common interest and mutual collaboration. The City presented a list of research project ideas, which the Vice-President (Research) has prioritized for further exploration. Follow-up meetings have been held with City of Regina project leads representing three projects. The goal is to kick off the first projects in summer/fall 2023, and a second round of University of Regina researcher presentations to City Administration is planned for November 2023.
- A number of partnerships with other organizations are in preliminary discussions.

Consider and begin implementing key recommendations from the “Task Force on the Future of Technology Infrastructure”: This measure is complete.

The Task Force recommendation related to best practices in teaching and learning was superseded by the development of the Academic Plan, and the one related to identifying gaps in academic technology must by necessity be addressed after the reviews of classroom technologies and Learning Management Systems are complete. Therefore, beginning implementation of four of the original six Task Force recommendations was the priority for the year. To that end:

1. Review the University’s Learning Management System (Moodle-based UR Courses):
A Working Group for the Learning Management System (LMS) Review was formed in early September, and met weekly throughout the Fall term. The Working Group developed terms of reference, held a series of consultation meetings with faculty, students, and other stakeholders, and solicited input via email.

Once the consultations were complete, members of the Working Group met with University of Saskatchewan staff who played important roles in that institution's transition to a new LMS. Vendor demonstrations of three potential new LMS systems took place in March, and surveys were then issued to the University community to get feedback on the existing and potential new LMS systems.

Analysis of the feedback and assessment of the four LMS is now complete. The members of the working group have agreed that if the group decides to recommend keeping Moodle as the University's LMS, it is necessary to include in the recommendation suggestions on what changes are required to improve faculty and student experiences based on the results of faculty and student input. To this end, the Working Group decided to have further deliberations considering the University-wide impact of their recommendations. A final recommendation on the appropriate LMS is expected in August.

2. Create technology-enhanced engaging classrooms:

With the support of the Governance Committee for Academic Technologies (GCAT), the Associate Vice-President (Academic) and the Associate Vice-President (Information Services) took the lead on this recommendation. In the Fall term, they consulted with all Faculty Councils, after which each Faculty determined through appropriate collegial processes their Faculty-specific and more common needs and submitted reports in February.

Based on the results of these consultations and input, further consultations took place with the Academic Leadership Group and the Associate Deans (Academic). A classroom technologies plan was then drafted and submitted to GCAT in June for its consideration.

3. Review the Distance and Distributed Learning (DDL) funding model for the development and delivery of online and blended courses:

Following discussions in September with the DDL Committee regarding the composition of a Working Group for the review, as well as consultations with other stakeholders, the Associate Vice-President (Academic) drafted the terms of reference of the DDL review Working Group. The group was formed and began work early in the Spring term.

After analyzing existing data, the Working Group completed consultations with faculty members, department heads, the Associate Deans (Academic), Deans' Council, and the Council Committee on Academic Mission. It is expected to make its recommendations in August.

4. Adopt a cloud-based collaboration and file-sharing platform:

Under the leadership of the Associate Vice-President (Information Services), a Collaboration Platform Advisory Group was created in March. The Advisory Group administered a campus-wide survey to gather input regarding two major collaboration platforms: Microsoft 365 and Google Workspace. Based on the survey results and other relevant input, and following a careful assessment of the features of these two platforms, the Advisory Group arrived at a recommendation, which was presented to GCAT in June for consideration.

Develop revenue-sharing and University-level coordination models for both non-credit and credit microcredentials: This measure is complete.

The Microcredentials Advisory Group (composed of the Associate Vice-President (Academic), Dean of the Centre for Continuing Education, and Dean of the Faculty of Graduate Studies and Research) advise and supports academic and administrative units with regard to the development and offering of both for-credit and non-credit microcredentials.

During the year, the Microcredentials Advisory Group (composed of the Associate Vice-President (Academic), Dean of the Centre for Continuing Education, and Dean of the Faculty of Graduate Studies and Research) ensured that the Centre for Continuing Education's (CCE) non-credit revenue-generating microcredential guide and templates were developed and made available on UR Source for prospective program discussions with other academic units across the University.

After consultations and careful consideration, the Advisory Group determined that a similar type of revenue sharing is not appropriate for for-credit microcredentials, since courses in such a microcredential are normally part of another credential (certificate, diploma, or degree); thus, students in such courses would not all be microcredential students. Tuition fees are collected by the central budget, so it was instead agreed that academic units would be best incentivized to develop credit microcredentials through front-end support. At this time, there are no further discussions on front-end funding support because of the current budget challenges. However, the Microcredential Advisory Group continues to provide advice to academic units that wish to develop microcredentials.

Establish a centralized website information hub for all microcredentials offered at the University: [This measure is complete.](#)

For September 2022, CCE created a temporary microcredential landing page [here](#). By November, a more refined one that better showcases the University's non-credit microcredential offerings was launched [here](#) on the CCE website.

During the Winter term, an internal microcredential hub for the University community was created in UR Source. CCE continues its work with University Advancement and communications to feature microcredentials to best effect on the University's main website, and the Microcredential Working Group will continue updating and refining the hub throughout the summer.

Submit three new dual credit courses to the Ministry of Advanced Education by Fall 2022: [This measure is complete.](#)

Over past year, four new dual credit courses were approved by the Ministry: CHEM 100, CHIMIE 100, BUS 100, and FR 100. This brings the total number of available Ministry-approved dual credit courses to nine:

- ART 220/ART 30L
- ENGL 100/ENGL B30
- MATH 110/CALC 30
- INDG 100/NATIVE STUDIES 30
- CREE 100/CREE 30
- CHEM 100/CHEM 30
- CHIMIE 100/CHIMIE 30
- BUS 100/ENTREPRENEURSHIP 30

- FRENCH 100/FRENCH 30

No new courses are currently under consideration by the Ministry while the University focuses on the logistics of a dual credit bursary pilot project. That said, there have been discussions with some Faculties/departments about possible new course development to purposely coordinate with the 30-level curriculum for the purpose of dual credit. The University is also working with the Ministry to consider ways to standardize grade conversions for dual credit, and to build in a mechanism to track the number of students who request the dual credit from their schools.

After finalization of the MOU with the Regina Public School Division, offer dual credit courses in Regina high schools during the Fall 2022 and Winter 2023 terms: This measure is complete.

The MOU between the University of Regina, FNUiv, and the Regina Public School Division concerning collaboration to offer dual credit courses was signed in September 2022.

Subsequently, two dual credit courses were offered for the Winter term in the Campus Regina Public/Regina Public Schools under the MOU. These courses, INDG 100 and CREE 100, are an important component of the Campus Regina Public (CRP)'s "Land-Based Education" program.

Going forward, it is of note that for Fall 2023, three dual credit courses had been scheduled: BUS 100, ENGL 100, and CREE 100. To make these courses available to eligible high students across the province, BUS 100 will be offered as a hybrid course (concurrent in-person and remote sections). ENGL 100 will be a remote course (real-time Zoom delivery). CRP/Regina Public Schools requested that CREE 100 be offered as an asynchronous online course, which would be part of their Land-Based Education program. Under the MOU with Regina Public Schools, 20 seats in each course were reserved for Regina Public Schools high school students.

The 40 seats in ENGL 100 were quickly filled; there is currently a waiting list and consideration is being given to opening a second course. Registration in BUS 100 is healthy. Unfortunately, CREE 100 was cancelled because of low enrolment through CRP.

Three dual credit courses are tentatively being planned for Winter 2024: Indigenous Studies 100 (in collaboration with the CRP and FNUiv); French 100 (sponsored by La Cité); and English 100.

The University has decided to expand the tuition-free dual credit course program to all other interested high schools in the province starting in Fall 2023 and Winter 2024 as a pilot, and conversations about dual credit opportunities have been held with the Prairie Valley, Prairie South, and Regina Catholic School Divisions, as well as Le Conseil des écoles fransaskoises.

Identify further introductory-level University courses to be offered as part of the high school accelerated program in Winter 2023: This measure is complete.

From February-May 2023, through CCE the Winter High School Accelerated (HSXL) Program offered the following classes:

- INDG 100;
- CREE 100;
- ENGL 100 (three sections); and

- ANTH 100.

HSXL courses have traditionally been offered only during the Winter Term, but a long-term strategy is being developed to offer courses in both the Fall and Winter for the future.

It is also of note that a new online application has been created specifically for HSXL. To help promote it, CCE has engaged in diverse marketing and communications efforts on social media, traditional media, in events, and in conversations with school divisions, schools, guidance counsellors, teachers, parents, and students.

Through the work of the Academic Program and Articulation Agreements Officer, finalize three joint program or articulation agreements during the year: This measure is complete.

After beginning work in the Office of the Associate Vice-President (Academic) in June 2022, the Academic Program and Articulation Officer worked throughout the year with Faculties, the Registrar's Office, and Enrolment Services to identify new opportunities for academic program or articulation agreements with other Canadian post-secondary institutions. The initial focus was on Saskatchewan, Manitoba, and Alberta, as well as promoting existing agreements for the purpose of recruiting transfer students.

Through these efforts and those of many others, over the course of the year the University signed several program and articulation agreements. They included:

- A block transfer credit agreement between Faculty of Business Administration and North West College that will allow North West College students who have completed or will complete a Certificate or Diploma in Business Administration to transfer up to 30 or 60 credit hours respectively towards a Bachelor of Business Administration at the University of Regina;
- A block transfer credit agreement with Saskatchewan Polytechnic. Under this agreement, students who have completed or will complete Saskatchewan Polytechnic's educational assistant certificate can ladder into the University's Bachelor of Education program;
- A Memorandum of Understanding with Southeast College that includes exploring opportunities for community-based academic programming. This has the potential to lead to a number of new agreements;
- A Memorandum of Understanding with North West College to explore opportunities for providing academic programming, career training, and continuing education;
- An academic program agreement with North West College to deliver a four-year Bachelor of Social Work program at North West's Meadow Lake and/or North Battleford campuses;
- A Memorandum of Agreement with Northlands College to expand post-secondary educational opportunities in Northern Saskatchewan;
- A renewal of the agreement between the University and Saskatchewan Polytechnic through which the two institutions will continue jointly offering the SCBScN program;
- A Memorandum of Understanding with Collège Mathieu to work cooperatively to enhance and expand the range of French education in the province; and
- An agreement with the Fort Erie Native Friendship Centre to deliver a two-year Certificate of Mohawk I program to learners at the Fort Erie Native Friendship Centre;

Looking to the future, two new transfer credit agreements have been drafted for consideration – one with Saskatchewan Polytechnic related to Early Childhood Education, and the other with the Northern Alberta Institute of Technology related to Human Kinetics. An expiring transfer credit agreement with Saskatchewan Polytechnic related to Therapeutic Recreation has also been reviewed and revised for consideration. The Faculty of Education and the Gabriel Dumont Institute are renewing their agreement to continue to offer the Indigenous Community-Based Master of Education program to a new cohort of students in the Prince Albert region. In addition, expiring or expired Bachelor of Education and Bachelor of Social Work agreements with Yukon University have been revised and are ready for the two Universities' signatures.

Complete all preparations so the University can launch full-year registration in Fall 2024 to better serve students: This objective is well under way.

By September, the Registrar's Office completed a review of all regulations and policies that need to be changed in the calendar to support full-year registration, and is currently on track to have all necessary adjustments made in time for full-year registration to begin with the Fall 2024 term.

The Registrar's Office is currently working on a strategy with Enrolment Services whereby newly admitted and conditionally admitted students will be able to register sooner in the process, and is finalizing policy with Financial Services related to students who have outstanding balances between the Fall and Winter terms.

As planned, registration for both Fall 2024 and Winter 2025 will open simultaneously in March, 2024. In future years, students will be able to register in their Spring/Summer, Fall, and Winter terms at the same time.

Through a variety of initiatives, improve yield rates on student transfers from other institutions by 5%: This measure is well under way.

For the Fall term, yield rates on transfers from other institutions initially were up slightly from the previous year, and were above the five-year average. By the end of term, however, they were flat compared to last year.

Yield rates remained flat throughout the Winter term, meaning that the yield rate for the entire year remained unchanged.

This may be seen in the table below, which presents two yield rates. Yield 1 refers to the conversion rate of students from application to becoming a fully registered student, and Yield 2 refers to the conversion rate of students from accepting an offer of admission to a becoming fully registered student. There is no change in this yield from the previous year.

Academic Year	Applied	Offered	Accepted	Registered	Yield 1	Yield 2
2018-2019	2154	1264	1164	496	23%	43%
2019-2020	2112	1064	979	512	24%	52%
2020-2021	2177	992	888	437	20%	49%
2021-2022	2155	1101	1045	438	20%	42%
2022-2023	2172	1398	1047	439	20%	42%

5 year average					22%	47%
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As can be seen, the yield rates of registered students are flat in both categories from the 2021-22 academic year. This is mainly attributable to stability in the number of post-secondary applicants.

Although the yield rate has not increased as hoped, it is not for lack of effort. Initiatives undertaken during the year to increase yields include:

- Targeted communications with students who have not submitted the required documents to evaluate their application for admission, and with students who have accepted their offer, but have not yet proceeded to the registered student phase;
- Hiring an additional Transfer Credit Advisor with a focus on international credential assessment;
- Arranging training on international credential assessment for key staff members in the transfer credit services unit, UR International, Enrolment Services, and FGSR; and
- A forthcoming survey of students throughout the funnel to determine what is preventing them from moving from one stage of the funnel to another.

While there was no change in the yield rate of “offered to registered” students compared to 2021-22, the University has seen an increase of 34 transfer student enrolments (an increase of 5.4%) over the 2021-2022 year.

Establish a Centre for Experiential and Service Learning to operate a comprehensive service learning program and officially record students’ co-curricular activities: This measure is complete.

Renovations to Riddell 163 were completed in summer 2022 so the Centre for Experiential and Service Learning (CESL) could begin operations there for the Fall term. The official grand opening took place in November, and was made possible by a great deal of work throughout the year, including:

- Hiring two academic leads on a half-time basis to lead the CESL in promoting the creation of experiential learning opportunities by instructors and other stakeholders throughout all academic units on campus;
- Hiring student staff to work for CESL and in the student-run volunteer centre;
- Developing requirements for eight CESL badges and designations that do not overlap or conflict with existing programming and/or microcredentials at the University. Students can now begin completing and being awarded badges for the following areas: Career Basics; Career Readiness; Campus Employment; Cultural Awareness; Community Service; Leadership; Mentorship; and Student Engagement;
- Collaborating with the Centre for Teaching and Learning to promote experiential learning throughout various curricula;
- Working with community-based organizations to develop student placements for the year;
- Developing an experiential learning performance measurement framework;
- Developing a data collection process to capture existing experiential learning activities taking place within classrooms; and
- Selecting a software platform for students to access experiential learning opportunities and for instructors and the institution to track student activities. Branded as UR Path (University of Regina Personal Achievement Tracking Hub), the platform is being implemented for a campus-wide launch targeted for August 2023.

In only its first year of operation, CESL has already begun to have a positive impact for students. The student-run Volunteer Centre currently has 23 current community-based partners and is in the process of on-boarding 20 additional ones, for example. 422 students served in volunteer roles (including as Ambassadors) in the past year. In the Fall and Winter terms, 75 students (beyond the Ambassador training) completed volunteer training. An additional 171 students expressed an interest in receiving training for off-campus volunteer opportunities, and will be invited to attend training in Fall 2023.

The Ambassador Program has grown from 334 students at this time last year to nearly 900 participants, half of whom are trained and able to volunteer at campus events. Training and onboarding for all Ambassadors will continue throughout the summer with a focus on being fully prepared for Orientation/Residence Move-In/Welcome Week activities.

More than 200 courses will be designated with an experiential learning (EL) or service learning (SL) tag assigned in the Course Catalogue for the Fall 2023 term. In addition, numerous and varied service units on campus have expressed a desire to partner with CESL to promote their services and opportunities for students. In many cases these opportunities for skill development will dovetail into CESL Badges.

CESL is quickly becoming the central liaison between internal service units/community-based organizations and instructors on experiential and service learning opportunities. For example, in the Fall 2023 term a partnership between the History Department and The Royal United Services Institute (RUSI) will have students working on commemorative plaques with content conveying back stories of Saskatchewan veterans. Another Fall 2023 example is where students enrolled in a Faculty of Business Administration entrepreneurship course will conduct a feasibility study on opening a coffee shop in the Dr. John Archer Library.

Render the final architectural plans for the Centre for Teaching and Learning's new location: This measure is complete.

The Facilities Management project manager responsible for overseeing the design and construction of the new Centre for Teaching and Learning (CTL) space submitted an architectural plan for review, and it was approved by the Associate Vice-President (Academic) and the CTL Director in early November. For budgetary reasons, however, construction of the space remained on hold and the CTL remained in its current space in the University Library.

As an alternative, in May the Space Allocation Committee approved the use of a section of the current Journalism School area (on the main floor of the Administration-Humanities Building) for CTL. This space will require only minor renovation before CTL can move in, which is anticipated to take place for the Fall term.

Through the Centre for Teaching and Learning, offer the new UR² Fellows program to 20-25 instructors to enhance the quality of teaching in introductory course and thus improve first-year student experience and success: This measure is complete.

Following program development and recruitment through the CTL, the UR² Fellows Program began in late August and continued throughout the Fall and Winter terms with 24 participants. This first cohort will begin applying the best practices they have learned through the program to their teaching for the 2023-24 academic year, and will continue to participate in peer-based teaching triangles.

The UR² Fellows Program (which can be revised as needed over time) will now continue for two more years with a new cohort. CTL is currently recruiting that cohort to begin the program in late August.

Through the work of the Centre for Teaching and Learning's newly hired Indigenous Education Developer, create programming to help instructors incorporate Indigenous ways of knowing into their curriculum and teaching: This measure is complete.

Upon beginning work in the CTL in August, the Educational Developer (Indigenous) spent the year providing support for faculty members wishing to integrate Indigenous ways of knowing into their teaching. This work included:

- Research and reporting on the current types and numbers of Indigenization and Indigenous pedagogy initiatives across the University;
- Researching Indigenization initiatives at post-secondary institutions across North America;
- Developing an institutional needs assessment to inform future Indigenization initiatives at the University;
- Designing and delivering workshops on Indigenization and Indigenous pedagogies for academic units and the Federated Colleges. These included sessions on Indigenous Storywork, Indigenization, Land-Based Learning, Indigenous Pedagogies, and Indigenous Research Methodologies;
- Delivering a module on Indigenizing Curriculum for the Graduate Teaching Enhancement Certificate program;
- Consulting with academic departments as well as individual instructors;
- Strengthening ties with individuals at First Nations University of Canada and the CTL;
- Developing media (podcasts, print resources) to support Indigenization; and
- Providing other educational development supports with CTL staff.

This newly developed program of workshops, presentations, and consultations can be expanded on and revised as needed, and the Educational Developer (Indigenous) will continue to deliver the program in the 2023-2024 academic year.

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

This was a priority throughout the year so the University could, among other things: strengthen relevant supports for Indigenous students, faculty and staff; provide opportunities for all learners to engage with Indigenous ways of knowing; enhance relationships with Indigenous communities, educational institutions, and businesses; and enhance Indigenous engagement in the research enterprise. Overall, based on the progress made toward the group of measures identified for the year, I consider this objective to be well under way. Progress on each individual measure during the year was as follows:

Complete and formally adopt a five-year Indigenous Strategic Plan that will include teaching, curricular development, research, policies, hiring, identity, decolonization, and Indigenization: This measure is well under way and will be completed in the Fall term under the leadership of the Office of Indigenous Engagement.

In Fall 2022, a Project Advisory Committee was formed to guide the Indigenous Engagement Strategic Plan's development, and a consultant was engaged to help with the process, which included a comprehensive series of consultations. An initial engagement survey was distributed to students, faculty, and staff late in the Fall term. More than 300 Indigenous and non-Indigenous students were among those who responded, indicating a great deal of personal interest and investment in the Plan.

Early in the new year, information-gathering sessions took place with members of the campus and wider communities, including an open house as well as a series of smaller-scale focus groups and individual meetings. Sessions were also held with several faculties and departments who requested their own group consultations.

Consultations and a draft Plan were completed in May. Tentatively titled *Tapwewin Kwayaskwastâsowin: Truth and Setting Things Right*, the Plan outlines 35 Actions that fall under four separate themes: student success; spaces and places; teaching and learning; and community building.

The plan has been reviewed by the University Executive Team and Executive of Council, and will be presented to the Board at the July meeting.

The final version of the plan is expected to be launched in the Fall term after which it will guide many aspects of the University's progress along the path of Truth and Reconciliation.

Establish and implement an Indigenous procurement policy that includes targets and timelines: This measure is well under way.

Throughout the year the University worked with the University of Saskatchewan and Saskatchewan Polytechnic to develop an Indigenous procurement framework. Ultimately, the University of Saskatchewan opted not to participate in the partnership, so the University of Regina and Saskatchewan Polytechnic are proceeding together.

To that end, the human resources processes to classify and create a new Indigenous Procurement Lead position (co-funded by the University and Saskatchewan Polytechnic) were completed in March, after which the position was posted. The successful candidate, who brings a great deal of institutional knowledge to Supply Management Services (SMS), began work in June and going forward will manage the University's growing relationship with Indigenous suppliers. This will include leading the institution's continuing participation in events such as the provincial Indigenous Business Gathering, a networking venue where Indigenous and non-Indigenous companies, municipalities, and Crown corporations can meet to discuss supply chain, procurement and partnership opportunities.

Currently, SMS is on track to have the University's procurement policy updated by September to include a detailed Indigenous supplier component, and targets will be part of the Performance Management Framework. It is of note that RFPs issued by the University now require the originators to seek out an Indigenous business to bid on contracts, and a process is in place for Indigenous suppliers to be included in the Indigenous supplier directory through completion of an online form.

Establish an MOU and new academic agreement with First Nations University of Canada that reflect a strong partnership and commitment to meaningfully support the institution in achieving its goals: This measure is well under way, with the Memorandum of Understanding now signed, and the academic relationship agreement nearing completion.

After undergoing a series internal reviews, including by the Senior Leadership Team and Executive of Council, the Memorandum of Understanding with First Nations University of Canada was signed with FNUUniv President Ottmann at FNUUniv on June 20. Produced collaboratively by the Associate Vice-President (Indigenous Engagement) and her colleagues at FNUUniv, the MOU is designed to further strengthen the relationship between the University of Regina and FNUUniv, and is based in principles of Reconciliation, the United Nations Declaration on the Rights of Indigenous Peoples, and decolonization.

The academic relationship agreement with FNUUniv was begun in the fall under the leadership of the Associate Vice-President (Academic), and is nearing completion. A first draft of the document, which takes into account the unique features of FNUUniv's academic programming and relationship with the University, was completed in March and underwent all necessary internal approvals at the University. It was also endorsed by FNUUniv's Vice-President (Academic) and Associate Deans. It is now with President Ottmann for final consideration, after which a signing ceremony will be held.

Expand programming and remote access for Indigenous students through new community-based program agreements delivered in partnership with First Nations University of Canada, the Gabriel Dumont Institute, and the Regional Colleges: This measure is complete.

A number of agreements are at various stages of exploration and/or completion. For example:

- The Faculties of Arts and Science have been working during the year with the Meadow Lake Tribal Council to explore a possible Arts and Science program for Birch Narrows, which could take the form of a suite of courses that either would ladder into existing programming or form the basis of an Arts and Science certificate or diploma. That project is on hold for the time being for budgetary reasons, but may be revisited in future;
- As noted in the Academic Program and Articulation Agreements section above, the Faculty of Education and GDI are renewing their agreement to continue to offer the Indigenous Community-Based Master of Education program to a new cohort of students in the Prince Albert region;
- Also noted earlier, the Faculties of Education and Social Work are renewing their agreements with Yukon University, the University signed an academic program agreement with North West College to deliver a four-year Bachelor of Social Work program at the College's Meadow Lake and/or North Battleford campuses, and the University and FNUUniv will deliver a two-year Certificate of Mohawk I program to learners at the Fort Erie Native Friendship Centre;
- In collaboration with the Gabriel Dumont Institute, the Associate Vice-President (Academic) and the Associate Vice-President (Research) worked together to create a Métis Research Fund for Métis graduate students to support community-focused research. This new fund is in addition to the Métis Research Fund for Métis faculty members at the University (including the federated colleges) and GDI that was created in 2020.
- In early February, I and representatives from Northlands College travelled with the Deans of Nursing and Social Work to four northern Saskatchewan communities to explore the possibility of providing university programming that would serve students in their home communities. Arising in part from these discussion, in June the University signed a Memorandum of Agreement to collaborate with Northlands College to deliver University programming in northern Saskatchewan communities;

- In collaboration with Gabriel Dumont Institute (GDI), a part-time U of R/GDI Affiliation Coordinator has been hired to fill the vacant position. Working with the AVP (Academic) and the GDI Executive team, the new Coordinator will identify opportunities for joint academic programming and help enhance student experiences in current GDI-University of Regina community-based programs; and
- The University continues to work with GDI to offer HSXL courses in the Prince Albert region, and has begun work on a tripartite agreement with GDI and the Saskatchewan Rivers School Division to further formalize the HSXL offerings in the region.

Although this measure is considered complete, work will continue to expand programming for Indigenous students wherever possible.

Establish clear processes and protocols for engaging in research with Indigenous peoples, and create an Indigenous Research Officer position to help ensure proper respect for and ownership of Indigenous knowledge and experiences: This measure is well under way.

An Indigenous Research and Relations Co-ordinator term position was created within the Office of Indigenous Engagement in Fall 2022, but recruitment of a suitable candidate proved challenging and the search was temporarily put on hold. Work has now begun with Human Resources to reconfigure the position as a Research Engagement Manager, with the goal of filling the position in Fall 2023. Reporting to the Vice-President (Research) and working closely with the Office of Indigenous Engagement, this position will play a key role in advancing research engagement with Indigenous communities and other equity-deserving groups.

In the meantime, the Vice-President (Research) and the Associate Vice-President (Indigenous Engagement) consulted regularly to explore potential research grants and funding opportunities to strengthen the University's capacity in the area of Indigenous research. To that end, they have been planning several initiatives. For example:

- They met with Mitacs to discuss Indigenous opportunities through the Mitacs Indigenous Pathways program, which supports Indigenous businesses and interns. An immediate action from this meeting is the co-hosting of an Indigenous Entrepreneurship Summit to take place in early fall 2023.; and
- Together with the Dean of Science they met with representatives from the University of Manitoba to discuss the long-term development of a bi-annual Indigenous Science Conference. The inaugural conference was held at the University of Manitoba in 2022 (<https://event.fourwaves.com/turtleisland2022/pages>) and the University of Regina will host the second conference in June 2024.

In Fall 2022, an Indigenous Co-Chair position was created within the Research Ethics Board, but the faculty member who originally had been appointed was unable to take up the position. In the Winter term, an Indigenous faculty member from First Nations University of Canada joined the Research Ethics Board in the role of Co-Chair to help ensure that Indigenous perspectives and protocols are considered wherever necessary. To that end, in mid-February the Co-Chair held an initial workshop to discuss the unique components of engaging Indigenous communities, organizations, and individuals in University research.

It is also of note that going forward, the Vice-President (Research) will allocate 15 percent of discretionary monies in his area annually to an Indigenous research community engagement fund.

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

This objective was identified as a priority in order to effect positive change in the way students, faculty, and staff view, relate to, and engage with the University. Based on the progress made toward the attendant measures, overall I consider this objective to be well under way. Progress on each individual measure during the year was as follows:

Finalize an Equity, Diversity, and Inclusion action plan and implement key aspects focusing on senior leadership commitment, policy review, demographic and cultural climate, teaching and learning, and community engagement: This measure is well under way.

Through the leadership of the Senior Advisor (Equity, Diversity, Inclusion and Anti-Oppression), the Equity, Diversity, Inclusion and Anti-Oppression (EDI-AO) strategy and action plan were completed in September.

The EDI-AO Committee then prioritized some key actions for initial attention – largely focused on policy review, cultural climate, and community engagement. For example, a working group was formed to review the Employment Equity and Diversity Policy. Ultimately, it was determined that as the policy owner, Human Resources, was best-placed to update and implement the policy, an updated version of which is now before the Board for its consideration. A working group was also created to review the Accommodation Policy – a process that includes a comparative analysis of the accommodation policies of eight other institutions to discern best practices. Recommendations for policy updates are forthcoming.

Other activities led by the Senior Advisor (EDI-AO) included the creation of an EDI-AO Confidential Incident Line, as well as the establishment with the University of Saskatchewan of a co-led Canadian Black Scientist Network (CBSN) Saskatchewan node arising from the University's participation in the Scarborough Charter. In addition, the President's Office sponsored a workshop series that allowed faculty, staff and students of the University to engage with communities and campuses across the country. The Senior Advisor (EDI-AO) delivered four EDI-related presentations in this series, moderated a panel at the Inspiring Leadership Forum, and hosted a Black History Month event.

Recognizing that other actions from the plan will be achieved through the Faculties and other units, the Senior Advisor (EDI-AO) visited Faculty Councils and several other areas to discuss the action plan and its implementation for the future. Through the Faculty of Arts, the History Department, and the Centre for Continuing Education, the EDI-AO office also provided a work term for a student from May through June. For six weeks the student focused on developing and delivering key outcomes specific to Pride Month, including Pride-related communications and participation in the Queen City Pride Parade.

The Senior Advisor (EDI-AO) vacated the position on June 30. Going forward, the position will be re-configured in Human Resources to oversee and implement further initiatives arising from the EDI-AO action plan.

Enhance mental health literacy services and training for students by offering *Inquiring Mind* sessions once per term, and *From Surviving to Thriving* and student resiliency program sessions once per month: This measure is well under way.

The University was not able to offer *Inquiring Mind* and *From Surviving to Thriving* student health and wellness sessions as originally planned during the year. The retirement of the trained *Inquiring Mind* facilitator, coupled with a lack of “Train the Trainer” certification courses offered by *Inquiring Mind*, meant that the service could not be provided to students. Student demand for the three-hour *From Surviving to Thriving* was lower than expected, and the program was delivered only once during the year, to the Psychology Students’ Association. It remains available to interested student groups of 10 or more on request, however.

Recognizing the reduced capacity and demand to deliver those two specific programs, during the year Student Mental Health expanded its planned student resiliency programming by partnering with the Student Success Centre to deliver a series of specialized sessions under the banner of *URWell*. These 45-minute *URWell* sessions, which deal with topics such as stress management, self-care, and exam stress strategies, were offered eight times during the Fall term and 18 times in the Winter term – far exceeding the initial plan of once per term. A total of 24 *URWell* sessions have already been scheduled for Fall 2023.

Also during the year, a wide variety of other student mental health services and supports were co-ordinated through the Student Wellness Centre. These included:

- Student Mental Health’s “Stepped-Care” approach to student mental health, which supports students with a variety of service options to address mental health needs;
- Embedding clinicians within the UR Priority Housing program and the ta-tawâw Student Centre to allow for enhanced coordination, effective communication, and streamlined access to mental health services for students utilizing these resources;
- Hiring a Student Support Coordinator, which allows the Student Wellness Centre to offer more availability to students who require mental health support, and also aid in the development and delivery of additional mental health literacy initiatives on campus;
- Providing same-day access to Time Limited Consults (TLCs) for students facing emergent mental health concerns. This rapid-response system ensures that students in distress receive timely assistance from trained professionals, helping to prevent further escalation of their issues;
- Offering live “Stress Less Stress Better” sessions on request for interested student groups; and
- Maintaining a presence at various campus events such as orientation.

Enhance mental health literacy services and training for faculty and staff during the year by offering 10 Employee Family Assistance Sessions, 2 *Working Mind* workshops, 4 *SafeTalk* workshops, and 4 *Building Resilience in the Workplace* workshops: This measure is well under way.

The Employee Family Assistance Program (EFAP) was successfully renewed for three years with Homewood Health, which allowed EFAP mental health-related programming to continue throughout the year. Nine of the projected 10 EFAP sessions took place on topics such time management, work life and harmony, building working relationships, and social media and mental health. All sessions ran at 100 percent capacity or above, with 98 percent of participants saying they would recommend them to

colleagues. The *Building Resilience in the Workplace* workshops were part of these offerings. To date, nine EFAP mental wellness sessions are already scheduled for 2023-2024.

No *SafeTalk* or *Working Mind* workshops could be offered as planned during 2022-2023 due to a lack of capacity and trainers. However, many other mental health services were available for faculty and staff, including:

- “Mindful Monday” and “Wellness Wednesday” programming;
- Outside services such as St. John Ambulance therapy dogs and the Schizophrenia Society of Saskatchewan’s stigma-reducing programs; and
- Resources through the Mental Health Hub, including the creation of user guides on topics such as supporting employee mental health, how to help your team, and how to ask for help.

Implement an effective employee remote work program and principles governing flexible work hours:
This measure is complete.

The one-year pilot Alternate Work Arrangements program (consisting of both flexible and remote work arrangements) was implemented in May 2022, and in August a survey was given to the appropriate employees to gauge their initial feedback. Results were shared with the Advisory Committee for consideration in September, at which time the Committee recommended that the pilot program continue to its planned completion date at the end of April 2023.

The full review of the pilot program’s progress took place in March, and the resulting recommendation was that, based on success to date, the program be made permanent. Guidelines for implementation were established in April, incorporating results of a national environmental scan. The guidelines now include probationary employees.

The guidelines and other program information were communicated to all employees in April, and the program is now a permanent means of providing workplace flexibility for employees.

Adopt specific responses to address improvements identified in the March 2022 Employee Engagement Survey: This measure is complete.

Individual unit results from the Employee Engagement Survey were provided to Deans and directors in June 2022, and throughout the summer representatives from Human Resources met with individual units to offer support in developing their action plans.

Each unit developed its action plan for submission to the appropriate Vice-President for review by the end of September. The units themselves were then responsible for implementing their individual plans. Initiatives undertaken in different areas included:

- Promoting and implementing the Alternative Work Arrangements program;
- Incorporating hybrid meeting formats to allow for greater and more flexible participation in meetings;
- Developing more robust internal communication processes in Faculties and units; and
- Conducting facilitated discussions within Faculties and units about employee engagement.

To provide additional information to units as they implemented aspects of their plans, and to gauge early progress, Human Resources administered an initial “pulse survey” in mid-October. The results were positive. In response to the statement “The University of Regina promotes an environment that enhances my overall wellness (e.g. physical, mental, and social well-being),” 48.3 percent of the 739 respondents agreed or strongly agreed with the statement. This provided baseline information for comparison with subsequent surveys.

Human Resources administered a second pulse survey in April. The results, which were shared with units in June, showed improvement over the first survey. The response rate was higher (38.6 percent compared to 32.9 percent), and 49.4 percent of respondents agreed or strongly agreed with the statement (compared to 48.3 percent).

Leading up to the next large-scale Employee Engagement Survey in March 2024, units will continue implementing their plans and can draw on Human Resources for assistance as necessary.

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

This objective was identified as a priority because it is both a moral and an operational imperative for the University to make meaningful progress toward environmental sustainability and climate action. Overall, based on progress toward the identified measures I consider this objective to be well under way. Progress on each individual measure during the year was as follows:

Fully establish a Sustainability Office and an Energy Manager position, both of which have clear goals and performance metrics: This measure is well under way.

Work took place throughout the Fall on the position description and job evaluation questionnaire for the position of the Director of the Sustainability Office. The position classification was finalized in the new year, and the position was posted in March. The position description was subsequently adjusted to include a more inclusive target of individuals with expertise in sustainability, and the position was re-posted in May.

Following the interview process in June, the successful candidate began work on July 2. That person will now recruit the Coordinator position and Co-op student placements that will together constitute the Office.

The Energy Manager position in Facilities Management (which was approved for a three-year term in March 2022 as part of the Government of Saskatchewan’s multi-year funding initiative) was filled in August. The incumbent is responsible for the analysis of the complex campus utilities systems and identifying projects that will achieve energy savings while minimizing future capital renewal expenses, reducing operating costs, and enhancing required service capabilities. The Energy Manager is also closely involved with the large-scale solar photovoltaic initiative and the carbon pathways reduction study.

To date, the Energy Manager has completed the Certified Energy Manager and Certified Educational Facilities Professional courses and exams and undertaken additional training through online webinars. He has networked with suppliers and energy- and facilities-related groups such as CAUBO, IDEA,

ASHRAE, AEE, APPA, and a SaskEnergy Taskforce. He has thus far identified \$880,000 of energy-related projects to be done in-house (including priorities, cost, and payback) and is investigating funding opportunities to assist with implementation.

Other ongoing activities include:

- Analysis of lighting upgrades, fume hoods, and computer usage throughout campus;
- In-house infrared analysis on buildings using a thermographic camera;
- Development and analysis of EMiS (Energy Monitoring Information System) through heat maps, trends and graphs;
- Analysis of potential energy saving products such as EndoTherm, solar window film and shading, HVLS fans, heat pipes, and heat pumps;
- Chairing an Energy Team to look for additional energy saving opportunities throughout the Facilities Management portfolio; and
- Completing year-end utility and carbon emission reporting.

Finalize and share the University's Sustainability Action Plan, and where possible, address priority recommendations: This measure is well under way.

In summer 2022, the draft Sustainability Action Plan was reviewed by the Office of Indigenous Engagement, and recommendations were incorporated into the next draft, which proceeded to the President's Advisory Committee on Sustainability in September. Later in the fall, the document was reviewed by and received the endorsement of the University Executive Team, Deans' Council, the Senior Leadership team, and Executive of Council.

After final edits were incorporated, the document underwent design updates and was posted on the University website at: <https://www.uregina.ca/president/campus-sustainability/2022-27-sustainability-action-plan/index.html>.

With the plan now completed and launched, and with the Director of the Sustainability Office now in place (which is the first recommendation of the plan), the University is well-positioned to begin addressing the plan's priority short-term and longer-term recommendations.

Build capacity and industry research partnerships in carbon capture, storage, and utilization, low-carbon hydrogen, and energy alternatives such as small modular reactors, geothermal, batteries, and energy storage: This measure is well under way.

A wide variety of activity took place in this area during the year. It included:

- Continuing participation in the Small Modular Reactor (SMR) Education Leadership Group along with representatives from several of Saskatchewan's post-secondary institutions. The group has been convened by the Crown Investments Corporation and the Ministry of Advanced Education, and its purpose is to explore opportunities for collaboration in developing SMR education, training, and research and development programming;
- Attendance by representatives from the Office of the Vice-President (Research) and the Faculty of Engineering and Applied Science at the Fall 2022 ADIPEC conference in Abu Dhabi as part of a delegation with the Ministry of Trade and Export Development. At that time, a meeting was held

with representatives from Khalifa University's Research and Innovation Centre on CO₂ and Hydrogen to discuss the development of a Memorandum of Understanding covering research collaborations, student and faculty exchanges, and sharing of facilities;

- The November signing of a Memorandum of Understanding with the Colorado School of Mines. The MOU covers opportunities for collaboration including student and faculty experiences, research priorities, philanthropic arrangements and joint funding arrangements. Among the research priorities identified are nuclear science and engineering, CCUS, and hydrogen and alternative fuel technologies;
- A follow-up May visit to the University by representatives from the Colorado School of Mines. Meetings were held with numerous groups and organizations including: Deans, Associate Deans (Research and Graduate) of the Faculties of Science, Engineering and Applied Science, and Graduate Studies and Research; the Minister of Advanced Education; the Canadian Nuclear Association; the Saskatchewan Mining Association; SaskPower; the Saskatchewan Research Council; the Fedoruk Centre; the International Minerals Innovation Institute; and College of Engineering at the University of Saskatchewan;
- As noted under Objective 2, the Clean Energy Technologies Research Institute's (CETRI) submission of a carbon capture project proposal to Natural Resources Canada's Energy Innovation Program. CETRI is currently awaiting notification of the full-proposal competition results; and
- Also as noted under Objective 2, preliminary carbon capture and hydrogen-related discussions (also involving the Ministry of Trade and Export Development and the Petroleum Technologies Research Centre) took place with Consul General of South Korea and executives from the Abu Dhabi National Oil Company.

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

This objective was selected as a priority because enhancing the institution's reputation and reach is important for generating public support and instilling institutional pride within the University and wider communities. Overall, this objective is well under way based on the identified measures. Progress on each individual measure during the year was as follows:

Increase Tri-Agency and Canada Foundation for Innovation research funding by 5 percent compared to the five-year average: This measure is complete, and has in fact been substantially exceeded.

Over the course of the year, Tri-Agency and Canada Foundation for Innovation (CFI) research funding totalled \$11.5 million, which exceeded the five-year average of \$8.3 million by approximately 38%.

Over the year, research funding was up compared to 2021-22 for each of the Tri-Agencies, as well as for CFI. The most significant increases were seen in NSERC, CIHR and CFI, but it is of note that SSHRC research funding was also significantly above the five-year average.

One thing contributing to this increase (and which should help position researchers well for future funding competitions) is that the University once again operated its Tri-Agency cohort programs, which included grant-writing workshops and mentorship from senior researchers who have been successful in their own funding applications. The cohort programs, which are organized by grants facilitators in the Research Office, were well-subscribed, with 7 of 8 new hires participating. In addition, the University

continued its initiative through which successful Tri-Agency applicants are eligible for up to \$10,000 of internal funding to further their research.

It is of particular note that early-career researchers were among the successful Tri-Agency-funded researchers – including two of the three faculty members who were successful in obtaining CIHR Project Grants.

Launch an institutional identity campaign between July and September using radio, print, social, and digital media, and continue as necessary in following months: This measure is well under way, with Phase 1 of the campaign essentially complete, and preparations being made for Phase 2.

Phase 1 included launching and ensuring sustained market presence of the new institutional identity which is framed around the tagline “Go Far, Together,” and its three identity pillars: experiential learning opportunities; commitment to Reconciliation; and health and wellbeing. UAC launched the identity in September to coincide with the early stages of the Fall 2022 term.

Activities in subsequent months to sustain market presence included:

- Traditional and social media promotion of the identity and new tagline;
- Storytelling via video, the University website, and print advertising;
- Promoting initiatives that align with the pillars of the institutional identity, including the launches of the Centre for Experiential and Service Learning and the Brad Hornung Accommodations Test Centre, Engineering Project Day, the Neekaneewak Leadership Awards, and the *Kwayskahstahsôwin: Setting Things Right* speaker series, to name but a few of the many examples;
- Advertising provincially on radio, digital sites, and billboards;
- Launching the [“Go far, together” podcast series](#), which is focused on research;
- Creating opportunities for students to interact with the institutional identity (e.g.: creating branded murals or “selfie walls” on campus);
- Developing a presence on TikTok to better build brand awareness and create general interest among current and prospective students;
- Updating the University’s visual identity guide, including the territorial acknowledgement; and
- Making “Go Far, Together” the theme of the forthcoming 2024 *Inspiring Leadership Forum*.

With Phase 1 of the Identity launch nearing completion, UAC is planning for Phase 2, which will involve:

- The development and implementation of more fulsome communications plans for each of the three pillars;
- A sustained marketing campaign to strengthen the “Go Far, Together” brand;
- The second stage in the campus mural project (including the removal of dated outdoor banners); and
- The development of an Inclusive Language Guide for all faculty and staff to reference for their internal and external communications.

To maintain momentum, a high-priority, supplementary budget request was approved to support and sustain the continued promotion of the “Go Far, Together” campaign in the southern Saskatchewan marketplace through radio, billboard, and digital campaigns over the coming year.

Ensure that all Faculties and units have the appropriate training and tools to continue the transition of their individual web pages to the mobile-friendly web template: This measure is complete.

Over the course of the year, UAC completed the initial phase of training to ensure that all Faculties and units have the appropriate tools to continue the transition of their individual web pages to the mobile-friendly web template. With initial training complete by the end of April, further sessions have been scheduled over the summer months to maintain momentum for the project with Faculties and units that are still in transition, and to provide refreshers for those already working with the newly-transitioned pages.

UAC's web team also continues to develop its advanced training website, which is now available for all Faculties and units. The advanced training website includes technical direction, as well as information on how to specifically write content for search engine optimization and align site content and visuals to the institution's new identity. This training site will be continually managed and maintained by the UAC web team to ensure that all Faculties and units have the most up-to-date resources, tools and support available to them going forward.

Plan and hold "UR Days" in five Saskatchewan communities in Fall 2022: This measure is complete.

Although four UR Days events were planned for Fall 2022 rather than the five that were originally contemplated, another was added for Winter 2023, bringing the total for the year to five.

Dates and locations were as follows:

- October 17 – Moose Jaw
- October 27 – Estevan
- November 17 – North Battleford
- November 28 – Regina
- February 15 – Melfort

Each event featured classroom visits and guest lectures, meetings with teachers, principals, and guidance counsellors, and a recruitment fair for prospective students.

Additionally, a smaller "mini-UR Days" event was held in Meadow Lake in conjunction with the North Battleford UR Days, making the most efficient use of travel to that area of the province. The University also held December 3 "Winter Snowcase" at the Cornwall Centre in Regina to enhance relationships with the wider community and engage prospective students of all ages, as well as their families. The day featured family-friendly workshops and presentations by students, faculty, staff, and alumni, as well as Faculty and unit display booths, contests, and the opportunity for admission on the spot. During the year I also joined the recruitment team at high schools in several communities, including Esterhazy, Indian Head, and Humboldt. Together, these events provided the opportunity to engage with thousands of prospective students.

To build on this activity, for the 2023-2024 academic year UR Days events are being planned in Melville, Swift Current, and Regina, with "mini-UR Days" events to be held in Kindersley, Yorkton, and Lumsden. I have already sent out initial invitations for these events.

For the period from September 1, 2021 – April 14, 2022*

This end-of-year report contains two sections:

- Section 1: An “At a Glance Dashboard Heat Map” that gives a visual representation of the status of each Board-approved objective and attendant measures; and
- Section 2: An overview of progress made toward each specific objective and its measures.

Section 1: “At a Glance” Dashboard Heat Map: Progress toward Annual Objectives

Strategic Plan Connection	President's Objective	Measurable	Status
General operations – no specific thematic focus	Bring activity to near-pre-pandemic levels	Return to a majority of in-person coursework	BLUE
		Resume public events	BLUE
		Make a full return to research	BLUE
		Refine international and domestic recruitment	GREEN
		10% international enrolment increase	BLUE
		Consider and approve MOU proposals as appropriate	BLUE
		Launch comprehensive fundraising campaign	YELLOW
Truth and Reconciliation	Advance Truth, Reconciliation, and Decolonization	Develop an Indigenization/decolonization inventory	BLUE
		Develop Indigenous Strategic Plan	YELLOW
Impact and Identity	Implement consultation process related to institutional identity	Discuss at Board, SLT, and UET retreats	BLUE
		Discuss with internal/external stakeholders	BLUE
		Launch Phase 1 of website redesign	BLUE
		Implement enhanced web analytics	BLUE
		Explore ways to improve in national rankings	GREEN
Environment and Climate Action	Advance sustainability and climate action	Launch Sustainability Action Plan	GREEN
		Create Office of Sustainability	YELLOW
		Participate in Times Higher Education rankings	BLUE

* The President's annual report to the Board in the first year of his term covered a shorter period of time than in subsequent years for two reasons: 1. Because his official start date was July 1, 2021, his Board-approved objectives were set in September of that year, and 2. In prior years, the annual reporting period ended in April. The end date was adjusted to June 30 of each year beginning in 2022-2023.

Discovery	Create and grow research innovation ecosystem	Create Commercialization Unit	GREEN
		Create Graduate Advanced Training and Entrepreneurship Centre	GREEN
		Partner with provincial incubators to involve graduate students	GREEN
		Develop research programming for graduate students	GREEN
Well-being and Belonging	Advance Equity, Diversity and Inclusion	Create an EDI and anti-racism committee	BLUE
		Partner with URSU to co-fund a BIPOC advocacy position	GREEN

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

Section 2: Overview of Progress toward Objectives

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

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

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

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

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

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

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

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

Ultimately, the start of in-person coursework was further delayed until February 7, with instructors and Deans having the opportunity to determine collegially by January 24 how they would proceed with individual courses. On February 7, more than 400 classes, labs, and other in-person teaching and learning formats resumed for about 5,000 students, bringing an average of 1,800 students to campus each day. Effective March 1, all previously planned in-person coursework (70 percent of courses, as noted above) resumed to provide as much of the in-person experience as possible for the approximately 10,000 students who had signed up for it – effectively bringing in-person teaching and learning back to pre-pandemic levels.

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

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

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

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

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

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

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

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

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

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

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

- UR International diversified efforts to recruit students from different regions, including Student Direct Stream countries, engaged with consular officials from a number of countries, and explored or finalized partnerships with institutions in countries such as Japan, Mongolia, Vietnam, and the Philippines, from which the University has not traditionally attracted a large number of students;
- In the Fall and Winter terms, UR International developed and delivered two short-term customized virtual English-language programs for partner institutions in Mexico and China. In addition, 65 students from Mexico will be on campus for a three-week English enhancement program this summer (which is expected to take place in future years), and 120 students from Saskatchewan and Asia-Pacific countries (100 in-person and 20 virtual) will participate in “Discovery Camp Saskatchewan” programming related to sustainable development;
- Over the past year, UR International has facilitated the signing of 68 international agreements (47 renewals and 21 new partnerships), including Memoranda of Understanding, student exchange agreements, and articulation program agreements;
- A measure was passed to reduce on-site residency requirements to a minimum of 25%, which will provide more possibilities for remote delivery of coursework to those beyond the University’s immediate geographic area, and even outside the country;

- Flexibility was introduced in the application process for international students who were unable to obtain visas due to COVID, or who had to register on a provisional basis with unofficial transcripts;
- UR International launched the Global Skills Opportunity Program, a \$1 million scholarship program jointly funded by the University and the Government of Canada to provide domestic students with study abroad experience. The program focuses on Indigenous students, as well as students with disabilities or from low-income backgrounds;
- Work continued on the new Student Relations Management (SRM) System, which will make the application and enrolment process more efficient for all students while providing them with targeted, relevant information. To date, all units on campus have mapped current individual recruitment and admission processes, and developed new common ones. Testing is currently under way to ensure the proposed processes will work well in a new SRM system. To support the project, a Business Analyst has been hired on a two-year term in the Registrar's Office, and Information Services is recruiting a consultant (slated to be in place by the end of April) to act as the formal Project Manager. The RFP process for the SRM system is expected to begin in June;
- A subcommittee of the High School to University Transition Committee is finalizing a multi-year plan to bring a cohort of Indigenous high school students to the University campus each year to participate in a series of events designed to encourage and facilitate their transition to university;
- The University is finalizing an MOU with National Advanced Placement & Prior Learning (NAPPL) that will allow us to assess and provide transfer credit for military service. The next step is to develop individual MOUs with local military formations to provide credit to prospective students;
- Enrolment Services used a hybrid recruitment model that combined virtual events with in-person career fairs and high school visits;
- The University is working with the provincial Ministry of Education as well as Regional Colleges, District Curriculum Managers, and individual high schools to enhance dual credit options. This would see a select number of introductory University of Regina courses offered that count toward both a high school diploma and university credit – something that is important for both recruitment and retention;
- To date, an application for a dual credit Chemistry 100/Chemistry 30 course has been submitted to the Ministry of Advanced Education for approval, a Business 100/Entrepreneurship 30 course is nearly ready for submission, and a dual credit French course is in discussion. A dual credit MOU with the Regina Public School Division is in the final stages of development pending consideration of a bursary program for participating students, and a draft proposal for a dual credit University Readiness course has received enthusiastic support from Saskatchewan high school representatives. In addition, the Associate Vice-President (Academic) is establishing a working group to develop a strategy to promote dual credit courses to high school students;
- The Faculties of Nursing and Business Administration are in early-stage discussions to expand remote delivery of coursework through some of the Regional Colleges;
- In January, the Centre for Continuing Education launched the fourth of its professional microcredentials – a significant response to professional development needs identified by Saskatchewan employers; and
- I joined recruiters in high schools across the province to promote the University to prospective students – something that the President has not done for several years.

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

- The Provost, Deans, and Registrar undertook a detailed assessment of necessary steps to implement full-year registration for Fall 2024. This form of registration, which has a positive impact on student planning, retention, and time to graduation, is now moving through the approval process;
- Housing Services is providing financial incentives to live in residence, and exploring ways to improve food choices for the University's increasingly diverse student body. The unit also submitted a proposal to the Faculty of Graduate Studies and Research (FGSR) for creating dedicated housing and study space for graduate students in Paskwāw Tower;
- After several years in development, the Accommodations Test Centre opened in January to better serve students who require examination alternatives due to a disability;
- The new Centre for Experiential and Service Learning (CESL) has been announced, is in development, and will begin operations in Fall 2022. The CESL will manage programming such as service learning, volunteer work, and internships that will be interwoven in all parts of the institution. The CESL will also lead on creating a Co-Curricular Record, which is an official university attestation of experiential-based education and volunteer activity;
- The Centre for Teaching and Learning (CTL) launched a first-year instructor cohort pilot program. The program is designed to improve teaching of first-year courses by providing professional development and best-practice opportunities for a cohort of faculty members and sessional lecturers. The CTL has also partnered with FGSR to offer a Teaching Enhancement Certificate for graduate students;
- Recognizing that excellent graduate supervision is critical to graduate student success, FGSR partnered with the Centre for Teaching and Learning (CTL) to participate in the Quality Graduate Supervision (QGS) MOOC at the University of Calgary;
- FGSR launched the #URGradExperience to provide a unique and enriching experience for all graduate students and post-doctoral fellows. The #URGradExperience fosters the acquisition of disciplinary expertise and professional excellence through an array of inclusive programming, professional skill development, experiential opportunities, and global engagement;
- FGSR conducted a review of graduate admission policies and processes to identify and address concerns and barriers facing applicants and staff alike. As a result, online application and support documents have been updated, training guides and protocols have been streamlined for processes such as transcript verification and GPA calculations, automated document upload processes have been refined, language in the graduate calendar has been made more inclusive, and communications with line Faculties have been regularized to ensure they are aware of any updates; and
- FGSR enhanced graduate student funding in a number of ways. Funding was doubled for the \$5,000 FGSR Indigenous Scholarships so 20 may now be awarded each year. Ten \$10,000 UR Excellence Scholarships were created for the top student coming into FGSR out of each undergraduate Faculty. And the UR Scholars Entrance Award now covers full tuition for two Master's and two doctoral students annually (renewable for two or three years, respectively) who show exceptional scholarly promise.

It is also of note that a key focus for use of the one-time provincial MOU funding is enhancing recruitment, retention, and different aspects of the student experience to help maintain and grow

enrolments for the future. Many of the approved initiatives are related to this, and are in differing stages of development. They include:

- The creation of two Global Student Recruiter positions;
- The extension of the UR International Welcome Solidarity Award for international students who began their studies in Winter 2022;
- The creation of an Agent Commission Incentive program for recruitment agents working in identified international markets including Student Direct Stream countries;
- Hiring two Regional Recruitment Officers – one based out of Prince Albert to serve the northern part of the province (where we have long known that our presence and recruitment are not as strong as they should be), and one based out of Regina to serve the southern region. Both will provide additional opportunities to recruit Indigenous students;
- Developing a UR Priority First-Year Housing Program to enhance the experience of students staying in residence during their inaugural year at the University. Beginning in Fall 2022, this program will be available to all first-year and new-to-campus students. Kīšik Towers will be the designated residence for 600 first-year students, who will have ready on-site access to a variety of academic and social programs. As part of the initiative, a VIP program will provide these students with discounts and specials both on campus and from local businesses;
- Developing a Transfer Pathways Action Plan to streamline processes and remove barriers for students wishing to transfer to the University – something that is important because the current conversion rate of transfer students who have been offered admission is approximately 40 percent. To date, the Job Evaluation Questionnaire (JEQ) is being developed for a Transfer Credit Advisor to convert applicants to registered students and develop a transfer student recruitment strategy. All Faculties and Federated Colleges are in support of the centralized transfer credit project, and with improved application of grading and residence regulations, newly admitted students now receive a transfer credit assessment within two weeks. The overall goal in the first year is to increase the conversion to 50 percent, which would result in an additional 60 to 70 students at the University;
- Hiring an Articulation Officer to work with new institutional partners to facilitate student transfers to the University through articulated agreements;
- Developing a first-year/course instructor program to enhance instruction in “gateway” first-year courses;
- Hiring an Indigenous Educational Developer in the Centre for Teaching and Learning to provide teaching and learning supports for Indigenous learners;
- Purchasing and implementing a new non-credit registration system in the Centre for Continuing Education to simplify registration for students and make it easier for them to move between non-credit and credit offerings;
- Redeveloping the Master of Social Work into a flexible delivery modality to better serve students from rural, northern, and out-of-province communities; and
- Developing a Master of Teaching, Learning, and Leadership degree in the Faculty of Education.

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

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

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

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

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

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

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

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

Overarching principles

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

Rating criteria

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

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

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

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

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

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

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

To that end, additional consultations took place both internally and externally to ensure that the campaign has a more comprehensive vision that will garner internal, public, and private support. Since November, consultations have explored: the strengths and potential areas of growth for the University; the ways in which these areas also can support the long-term strategies of the City of Regina and the

Province of Saskatchewan; the potential for key donor support and engagement; and the ability to attract infrastructure funding either to repurpose existing space or construct a purpose-built facility.

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

Once the priorities are finalized and campaign counsel is re-engaged – expected to be in late summer or early fall – the planning and implementation of the “silent phase” of the campaign will begin. This will build upon a year in which, despite the pandemic, total fundraising has increased by 76 percent compared to the same time last year.

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

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

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

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

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

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

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

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

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

These activities included:

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

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

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

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

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

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

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

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

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

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

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

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

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

Phase 2 of the re-design is now under way. This is an iterative process by which all remaining pages of the website, including landing pages for all Faculties and academic departments, will be redone. Phase 2 will also see the implementation of Funnelback, a website search enhancement tool tailor-made for

higher education that enhances search features like filters, autosuggest, autocorrect, and custom result layouts to help prospective students discover program options.

It is estimated that the entire website will be refreshed over the next year, with University Advancement & Communications ensuring that all units and faculties receive the appropriate training, guidance, and tools needed to transition their pages to the newly designed web-friendly templates by April 2023. This is a significant achievement when one considers that the website, which was one of the first created in the province approximately three decades ago, is also one of the largest and most complex.

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

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

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

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

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

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

As noted earlier in the report, I have travelled to various communities and high schools across the province to raise awareness of the University and build its reputation as responsive, client-centred, and providing appealing and exceptional programming that responds to community needs. This has resulted

in several commitments to expand dual credit options for high school students to give them advanced credit at the University, and planning is under way to expand research partnerships, enhance remote programming (including micro-credentials), and develop new articulation pathways involving the Regional Colleges.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Two proposals for provincial MOU funding were approved and are now in the early stages. The first is hiring an Energy Manager for a three-year term to analyze the University's utility systems and identify projects that will save energy and operating costs. Once the position is filled later this spring, the candidate will begin work on a Carbon Reduction Technical Pathways Study that will review current and planned infrastructure, and define a guiding path to reach campus carbon neutrality by 2040 using a combination of efficiencies, offsets, and alternative energy supply.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Entrepreneurship and Leadership, Enhanced Teaching and Mentorship, and Wellness and EDI competencies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ultimately, those discussions expanded beyond the original idea of co-funding an advocacy position, and focused on co-funding a variety of anti-racism initiatives to be administered by URSU for all students. As

a result, the University has proposed a one-year pilot project whereby URSU would receive funding and advisory support for joint EDI-related initiatives, and the University would provide EDI-related training for students on request.

Other EDI-related activities:

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

- Joining other post-secondary presidents across Canada in signing the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education*. By endorsing the Charter, the University has committed to redressing wherever possible the historical and current barriers to BIPOC inclusion and representation at our institution, and more generally, in Canada's post-secondary sector;
- Participating in a ceremony to raise the Pride Progress Flag on campus;
- Meeting with a variety of student groups, and hosting focus group sessions for Indigenous and BIPOC students, as well as those with disabilities;
- Participating in Black History Month and Transgender Day of Visibility events;
- In partnership with Lulu's Lodge, committing to create an endowed bursary for transgender students who have experienced homelessness; and
- Committing to work with URQI to support their programming in coming years.

Education

- Ph.D., History, York University 1992
- M.A., History, Carleton University 1987
- B.A., History, York University 1986

Employment History

- President and Vice-Chancellor, University of Regina, July 2021-present
- Vice-President, Grenfell Campus, Memorial University of Newfoundland, November 2017-June 2021
- Dean, Faculty of Arts, Mount Royal University, July 2012 – September 2017
- Member of the School of Graduate Studies, University of Lethbridge, 2014 - 2017
- Adjunct Professor, Military and Strategic Studies, University of Calgary, 2013 - 2017
- Chair, Department of History, University of Ottawa, July 2008-July 2012
- Manager, Experiential Learning Service, University of Ottawa, 2004-10
- Full Professor, University of Ottawa, May 2004-July 2012
- Associate Professor, University of Ottawa, July 1999-May 2004
- Assistant Professor, University of Ottawa, July 1995-July 1999
- SSHRC Postdoctoral Fellow, University of Alberta, 1994-1995
- Killam Postdoctoral Fellow, University of Alberta, 1992-1994

Honours

- King Charles III Coronation Medal for “significant contribution to Canada or to a particular province, territory, region or community of Canada,” 2025
- Queen Elizabeth II Platinum Jubilee Medal, “for contributions to Canada or Saskatchewan,” 2024
- Amie des Fransaskois. Presented at the Fransaskois gala, November 2022, in “tribute to those who support Francophone culture and the French language and promote the achievements of the Fransaskois community”
- Recipient, Government of Ontario June Callwood Award for Outstanding Service in Volunteerism (for starting and managing the University of Ottawa’s Experiential Learning Service), 2010
- University nominee for 3M National Teaching Fellowship, 2007 and 2008
- Recipient, Government of Ontario Leadership in Teaching Prize, 2007
- Short-listed for the Raymond Klibansky Prize for the best book in the humanities from the Humanities and Social Sciences Federation of Canada for *Saints, Sinners and Soldiers: Canada’s Second World War*, 2005
- Recipient, University of Ottawa Excellence in Education Prize, 2004
- Short-listed for the Harold Adams Innis Prize for the best book in the Social Sciences from the Humanities and Social Sciences Federation of Canada for *Propaganda and Censorship in Canada’s Great War*, 1997
- Short-listed for the CP Stacey Prize in Military History for *Propaganda and Censorship during Canada’s Great War*, 1997
- Recipient, Best Scholarly Work, Writer’s Guild of Alberta, for *Propaganda and Censorship during Canada’s Great War*, 1997

Highlights: President and Vice Chancellor, University of Regina (\$270 million budget, 2800 employees)

- Implemented the 2021-22 University budget during financial constraints caused in part by the pandemic-related enrolment decline and the University's largest-ever budget deficit. These challenges were compounded by major unexpected costs such as foundational repairs to College West and addressing safety-related issues in laboratories
- Successful return to in-person activities by March 2022, and introduction of "remote work" policy
- Successful conclusion of four collective agreements
- Numerous articulation agreements with domestic and international institutions; significant increase in dual credit options for high school students; introduction of dual credit rebate incentives for students to attend the University of Regina; transfer credit action plan that and articulation officer position (that has increased success in both these areas); establishment of the "Really Big Deal" freezing housing and tuition for those who live on campus; Priority First-Year Housing Program to enhance the experience of students staying in residence during their inaugural year at the University
- Establishment and substantial donations received for the new Chancellor's Community that, over four years, will grow to 56 undergraduate and eight graduate students with exceptional academic and community service records
- Introduced the International Scholars of Distinction, providing up to 150 awards annually of free accommodations and a meal plan, for up to four years, for outstanding international undergraduate applicants, typically with incoming averages of 90 percent or higher
- Introduced Project Resilience, providing up to five bursaries per annum, worth \$5,000 each, for international students who come from war-torn countries or who, in their homeland, face hardship/persecution
- Introduction of UR Days recruitment initiative, bringing mini-fairs to high schools across Saskatchewan. Over four years, I participated in approximately 15 of these events.
- Completing arrangements to create a not-for-profit organization to operate Darke Hall
- Completed and launched the Sustainability Action Plan
- Created an Office of Sustainability and an Energy Manager position, both with clear goals and performance metrics
- Establishment of the Graduate Advanced Training and Entrepreneurship (GATE) Centre that partners with external organizations to bring real-world professional expertise and training to students to build bridges between the University and the entrepreneurial ecosystem in Saskatchewan
- Completed an Indigenous Procurement framework
- Completed Indigenous Identity policy
- Completed the University's first five-year Indigenous Engagement Action Plan. Titled *Tapwewin Kwayaskwastâsowin: Truth and Setting Things Right*, it specifies 35 Actions that fall under four separate themes: student success; spaces and places; teaching and learning; and community building
- In process of completing an identity agreement with the Métis Nation of Saskatchewan
- Hired an Indigenous lead to pursue a benchmark of achieving 10 percent of non-fixed university procurement from First Nations suppliers
- Signed the Scarborough Charter to Combat Anti-Black Racism and to achieve Black Inclusion in Canadian Higher Education
- Developed a University-wide Safety Charter now signed by all senior leaders
- Introduced Information Security Awareness Program that, as of April 2025, some two-thirds of employees have completed
- Development of Learning Management System strategic plan
- Created position of EDI Advisor in Human Resources

- Implemented an Equity, Diversity, and Inclusion Action Plan focusing on senior leadership commitment, policy review, demographic and cultural climate, teaching and learning, and community engagement
- Hired an Indigenous Research Officer to ensure a proper, respectful, collaborative, and culturally responsive approaches by scholars when working with Indigenous communities by drawing from “OCAP: First Nations Principles of Ownership, Control, Access and Possession”
- Hired a term Indigenous Education Developer to undertake measures that included: research and reporting on the current types and numbers of Indigenous pedagogical initiatives at the University of Regina; researching Indigenization initiatives at post-secondary institutions across North America; and developing an institutional needs assessment to inform future Indigenization initiatives
- Establishment of Government Relations portfolio and Coordinator, and government relations strategic priorities
- Passed through Executive of Council and Academic Council a comprehensive Strategic Enrolment Plan to improve yield, student satisfaction, academic programming, retention, time to graduation and graduation rates, and enhanced involvement as alumni
- Reached a new fee sharing and governance agreement with the University of Regina Alumni Association, and developed a strategic plan that sets out steps and benchmarks to enhance alumni engagement
- New Academic and Administrative partnership agreement with First Nations University of Canada
- New fee sharing agreements with Luther and Campion College
- Created the position of Director of Research Partnerships and Commercialization and a Technology Transfer Office
- \$16.5 million federal government funding for the Canadian Institute of Public Safety Research and Treatment
- New partnership agreement with the Regina Rams Football Club
- Established the U-Prairie Challenge, an annual points-based competition with the University of Saskatchewan in all sports the two institutions offer in common
- Established full-year registration that provides students with more predictability in course planning, including to better balance their academic life with off-campus activities and commitments
- Established a bi-annual Employee Engagement Survey and more frequent pulse surveys on specific areas, as well as an action plan from each area rated to improve their results
- Established a Student Relationship Management System to speed the registration process, to provide students with more information, and to increase yield rates
- Shifted the university computing system to Microsoft 365, bringing, among other benefits, enhanced services for students, better protection against cyber attacks and improved workflows and efficiencies.
- Establishment of Community Foundation Group to manage and fund operations of Darke Hall
- Establishment of a new, rebranded, institutional marketing campaign with three defined pillars (Health and Wellness, Career Readiness/Experiential learning, and Partners in Truth and Reconciliation) and “Go Far Together” tagline
- Numerous events and commemorative initiatives to mark the University of Regina’s 50th anniversary. As of 14 March 2025, the University hosted seventy 50th anniversary events with 14,000 attendees.
- Totally revamped the University website grounded in a uniform “look and feel,” replacing what had been an inconsistent appearance, and that now focuses on institutional pillars, is more intuitive in its navigation, and readily provides information on university services such as to support mental health as well as all microcredentials the University offers
- Establishment of Centre for Experiential Learning Centre that centralizes activities relating to Service Learning, Co-op, internships, work placements, the University ambassador program, and volunteerism, and that offers free digital badges in several areas (Campus Employment; Career Basics; Career Readiness; Community Service; Cultural Awareness; Student Engagement; Leadership; and Mentorship) to students who incorporate into their education specified requirements
- Relocation and expansion of the Centre for Teaching and Learning

- All-time record domestic and international enrolment, 2023-4
- Expansion of articulation agreements with colleges and universities worldwide, also facilitated by the creation of an Academic Program and Articulation Agreements Officer
- Renovation of Ad-Hum Pit and upper floor railings to make it accessible for the physically challenged, to bring the space into accordance with provincial building safety-code requirements, and to make it far more student-centric and a more welcoming gathering space
- Establishment of a new local-vendor based food service model, with revamped food court, and a highly successful Regina-owned Starbucks outlet
- Expansion of physical space and health support in the Student Wellness Centre, including a Parent Room, gender neutral accessible washroom, and student lounge
- Opening of the Brad Hornung Accommodations Test Centre
- Expansion of Police College in College West
- Completion and Council approval of a three-year Academic Plan
- Elimination of International Fee Differential for PhD students
- New incentives for faculty tri-agency award recipients
- Record external research funding, exceeding \$50 million
- \$16.5 million received for the Canadian Institute of Public Safety and Research
- Awarded the 2025 Vanier Cup – only second time in the prairies in over 50 years
- Awarded to host the 2028 Canada Francophone Youth Games
- Hosting the 2025 National Building Reconciliation Forum in partnership with First Nations University of Canada
- Partnership with North Central Family Centre to establish a University of Regina physical presence at the Orange Buffalo Lodge
- Received \$4 million from SaskPower and \$2 million from Prairies Can to establish a nuclear test loop at Innovation Place
- Establishment of the Global Institute of Energy, Minerals and Society (GIEMS) as a non-profit organization in partnership with the University of Saskatchewan and Saskatchewan Polytechnic, with an executive director hired to manage operations
- Memorandum of Understanding with Canadian Nuclear Laboratories and Atomic Energy Canada Limited to foster student training and research collaboration, as well as an MOU with the Southeast College and the Southeast Tech Hub to support the establishment and development of the Innovation Centre of Energy Development in Estevan
- Through consultation with University leadership, set principles and a point system for capital builds and university-wide, holistic, budgeting
- Executive sponsor of the University's Accessibility Plan Committee
- Recruitment missions to India, Pakistan, Bangladesh, China, Japan, and United Arab Emirates. From 16 February 2023 to 22 February 2025, I represented the University of Regina overseas at 20 high schools, 14 universities, 5 events, and at embassies. This has resulted in new block transfer, MOU and research agreements, both with universities and high schools, as well as increased enrolment from these institutions
- In Ottawa, I visited with some 10 Ambassadors and High Commissioners, as well as with numerous Canadian government ministers and senior bureaucrats, including to obtain additional university funding
- Direct recruitment visits to more than 30 high schools in Saskatchewan and Alberta
- Spoke at alumni events in Toronto, Calgary, Vancouver, and Ottawa
- Participated in numerous events in support of fundraising, that, over four years, raised some \$35 million
- Successful bid in coordination with the Assemblée communautaire francosaskoise to host the 2028 Canadian Francophone Youth games, that will involve some 1,300 participants

- Numerous guest lectures in University classes on leadership, Canadian history, and the importance of university athletics

Highlights: Vice-President, Grenfell Campus, Memorial University of Newfoundland and Labrador

(\$33 million budget; 350 employees)

- \$25 million secured in federal and provincial funding in partnership with the Corner Brook Municipal Government to construct a Regional Recreation and Aquatic Centre on Campus
- \$8.7 million secured in federal, provincial, and municipal funding to establish a downtown Innovation and Training Centre in partnership with the College of the North Atlantic and Corner Brook Pulp and Paper Limited
- Partnered with the Labrador Campus of Memorial University, the College of the North Atlantic and several private sector interests and provincial farm organizations to pursue development of a regional agricultural hub
- New five-year Strategic Plan passed – *Committed to Communities*
- New Indigenous Resource Centre established
- Significantly expanded gender-neutral facilities
- Committee to promote EDI
- Secured \$150,000 donation to establish an Indigenous Business Mentorship Program. Other donations, both cash and material, totaling \$400,000
- New Graduate degrees established: Master's in Fine Arts (Visual Arts); Master's in Management (online), PhD in Transdisciplinary Sustainability. Now in final stages of approval are an M.Sc. in Applied Geomatics (in collaboration with the College of North Atlantic) and a PhD in Boreal Ecosystems and Agricultural Sciences
- Reorganized effectively to deal with a 6% cut in operating expenses over the past two years
- New undergraduate degree articulation agreements with College of North Atlantic and Holland College
- MOU with Department of National Defence to transition reservists into degree programs
- Newspaper and video series "Grenfell Matters" involving 30 professors and staff
- Established new Cross-Campus Council
- Established Grenfell Campus Community Advisory Board
- Moved substantially to closer consolidation with the Western Regional School of Nursing – a challenge since the 1997 consortium agreement
- Research funding has grown some 60% – to approximately \$6 million annually
- Increased enrolment despite a decreasing regional population, and before arriving, in new admissions
- Presented more than 20 times to high school career classes on post-secondary education, as well as at recruiting talks across the province
- Established annual employee engagement survey
- Continued to teach, publish, present research, and participate in graduate supervision

Highlights: Dean of Arts, Mount Royal University

(\$24 million budget; 130 FT employees)

- Co-Chair of GFC Academic Plan Steering Committee, 2016-17. Plan passed in May 2017 with 95% support
- Established professional development funds for contract professors and administrative staff, each valued at \$10,000 annually, 2016
- Worked with Iniskim Centre to outreach and set groundwork for articulation agreements with Indigenous postsecondary institutions, namely Old Sun Community College and Red Crow Community College

- Through formal ceremony, renamed the Humanities and English Resource Room as Makoi Yohsokoyi (Kainai translation) The Wolf Trail - Milky Way to commemorate First Peoples, 2016
- Established with the Office of Research, Scholarship and Community Engagement a pilot project whereby course releases provided by the Faculty of Arts for colleagues who receive external funding (as specified in the Faculty of Arts Strategic Plan) are matched, 2016
- As a budget-saving measure, successfully amalgamated the Departments of English and Languages and Cultures (to form the Department of English, Languages, and Cultures) as well as Policy Studies and Justice Studies (to form the Department of Economics, Justice, and Policy Studies), 2015
- Helped establish Arts Career Day, with the 2016 edition attracting 20 employers, 2015-present
- Established a partnership with the Alberta Student Leadership Forum to have Mount Royal highlighted in this annual gathering that brings together some 1,000 top grade 11 students and guidance counsellors from across the province, 2015
- Collaborated with the MRU Cougars (athletic teams) to create Arts-sponsored events, such as to raise money for United Way, 2014-2017
- Effective collaboration with the University of Calgary on conference planning for the 2016 Congress of the Humanities and Social Sciences (that brought a “Big Thinking” lecture to MRU) and to establish a joint major and chair in Women and Gender Studies, 2014-2017
- Expanded embedded student advisors through budget reallocation, 2014-2017
- Started the Undergraduate Student Assistance Fund, valued at \$10,000 per annum, 2014-2017
- Developed an MRU Arts series with the University of Calgary Press that publishes one book annually, 2014-2017
- CAQC self-studies completed and very positive external reports for Spanish, Anthropology, English, Policy Studies and Sociology, 2014-6
- Helped attract to the Faculty of Arts the Calgary Consortium for Global Community and Calgary Peace Prize, with \$50,000 funding (peace prize recipients have included Romeo Dallaire and in 2016 the Commissioners of Calgary’s Truth and Reconciliation Commission), 2014-7
- Twice member of the Board of Governors’ negotiating team for collective bargaining, 2014-6
- Chair, University committee that successfully established over 100 discipline-level Bona Fide Educational Requirements, 2014-5
- Moved to the final stage, new degree proposals in Philosophy and Business-Economics for the Ministry of Advanced Education and the Campus Alberta Quality Council. LOIs completed for new majors in Religious Studies and Environmental Humanities, 2014- 2017
- Three times nominated for Distinguished Administrator/Manager Award (declined nominations), 2014-6.
- Developed with Enrolment Services an agreement with the École Lycée Pasteur to provide advanced standing to its High School graduates, 2014
- Established a new five-year Faculty of Arts Strategic Plan, 2013
- Created a Faculty of Arts Research Committee, 2013
- Through budget efficiencies, established an Arts Innovation Fund valued at \$100,000 to support professorial initiatives, 2013
- Established an annual Faculty of Arts Workplace Engagement Survey – the only one in Academic Affairs, 2013-2017
- Created a Faculty of Arts Strategic Advisory Board (representatives from Business, Public Sector, Fine Arts, Museums, and First Nations, plus MRU professors and students), 2013- 2017
- Funded new student run journals in Psychology, Anthropology, and History, 2013-2017
- Worked with the Director of the Iniskim Centre to establish outreach programs to schools with a high proportion of Indigenous students and to Indigenous and Metis organizations as well as to bring Indigenous speakers to campus (such as Wab Kinew in 2015 and Candy Palmater in 2016), 2013-2017
- Historical consultant for the Canadian War Museum Exhibit, Canada and the First World War, 2013

- Successfully fundraised from the Trico Foundation and individuals to support student internships and scholarships – 2013-2017
- Established new Faculty of Arts annual awards for Outstanding Scholarship, Teaching, Service and Teamwork, 2013
- Worked with the Alumni Office to establish subscription lists for Arts graduates, web profiles, and more social events including for senior students to spark future involvement as MRU Alumni. Collaborated with students, professors, and the Alumni Office to strengthen existing and to establish new alumni chapters. 2013-2017
- Expanded degree majors in Arts from 7 to 9, 2013-5
- Collaborated with Calgary High Schools and the AVP Teaching and Learning to establish dual credit pathways for students in English, and initiated planning for Spanish, 2013- 2017
- Established an annual Arts Distinguished Speaker Series, 2013
- Spearheaded successful internal applications to fund a Psychology Innovation Centre (total cost \$1,000,000), 2013-5
- Worked with the Calgary Board of Education and the Calgary Catholic Board of Education to organize the Who's Frank anti-bullying initiative. 2017 brought the 4th iteration of this event. Previous editions had attendance as high as 1600. The event has received full page coverage in the Calgary Sun and Calgary Herald and extensive coverage on local TV and radio. 2013-2017
- Obtained provincial approval to transform the three-year applied degree in Interior Design to a four-year baccalaureate. Autumn 2015 implementation with \$1.2 million in government funding for facility upgrades and \$340,000 added to ongoing base funding for new hires and administrative/technical support. The new degree included a unique Bridging Program with three Alberta colleges to provide advanced standing, 2013-5
- Revamped enrollment distribution – via caps - to improve sustainability of majors, 2013- 2017
- Revamped the Faculty of Arts website (vastly increasing its content, including multimedia), established a very successful Arts Twitter feed, produced comprehensive new Faculty brochures, and collaborated with Enrollment Services and Marketing and Communications to advertise Arts far more extensively, including nationally, 2012-2017
- Established a Dean's Student Advisory Committee (comprised of leaders of Faculty of Arts student clubs), 2012-2017
- Established an annual Arts Citizenship Cup Award to recognize outstanding contributions through voluntarism, 2012-2017 (in 2016, the Mount Royal Foundation earmarked additional money for the award)
- Led in attracting several major figures to speak at Mount Royal (e.g. SSHRC President Chad Gaffield, Mark Kingwell, Wab Kinew, Romeo Dallaire, Allan Rock, Jack Granatstein)
- Chaired a University Service Learning Task Force that resulted in a new service learning program and recognition of service learning on a student's academic transcript, 2012-3
- Interviewed by numerous media both in Canada and abroad including CBC (TV and radio), CTV, *Calgary Herald*, *Ottawa Citizen*
- Reviewed numerous manuscripts for publishers (McGill Queen's University Press, University of Toronto Press, University of Calgary Press, University of Alberta Press, University of Ottawa Press, Harcourt Brace, Nelson, Champlain Society), for scholarly journals (*Canadian Historical Review*, *Journal of the Canadian Historical Association*, *Ontario History*, *International Journal*, *Revue d'histoire de l'Amerique Française*, *American Journalism*, *Reflét*, *American Review of Canadian Studies*, *University of Toronto Quarterly*, *Canadian Journal of History*, *Labour/Le Travail*, *Canadian Journal of Higher Education*, *Advances in Service Learning*), and for the Aid to Scholarly Publishing program.
- Adjudicated several SSHRC grants
- Served as an adjudicator for the Canada Research Chair – Tier 1 – program
- Acted as an external adjudicator for several applications for tenure and/or promotion

Committee Work: Mount Royal University

- Member, Selection Committee, VP Administration, 2017
- Member, Institutional Risk Management Committee, 2017
- Co-lead, MRU bid for Congress 2021, 2017
- Selection Committee, Indigenous Studies position, 2017
- Co-Chair, GFC Academic Plan Steering Committee, 2016-2017
- Member, GFC Research and Scholarship Standing Committee, 2016-2017
- Member, Selection Committee, Director of the Conservatory, 2016
- Member, Research Strategic Plan Subcommittee, 2016-2017
- Member, Hiring Committee, Canada Research Chair, 2016
- Chair, GNED Review Committee, Faculty of Arts, 2016
- Co-Chair, University United Way campaign, 2015-2017
- Member, University Steering Committee on Academic Standards, 2015-2017

Highlights: Administrative and Professional Work, University of Ottawa (30 FT professors; 4 admin staff)

- Co-Chair, Faculty of Arts Strategic Plan, Undergraduate Programs, 2011
- Senior Academic Advisor, *Au Service du Monde/In Service of Others*, 2010-12
- Mentor for 1st Year Students, Faculty of Arts, 2011-12
- Board of Directors, University Representative, CANHAVE Children's Centre, 2010-12
- Member, Operation Homeless Connect Planning Team, 2010
- Member, University Strategic Plan (Vision 2020) *Table: Au Service du Monde/In Service of Others*, 2010
- Planning Committee, Arts Heritage Building Project, 2009-12
- Dean's Ad Hoc Workload Committee, 2009-10
- Teaching Peer Reviewer, Faculty of Engineering, 2009; Faculty of Arts, 2010; Telfer School of Management, 2011; Faculty of Education, 2011.
- Member, Conference Organizing Committee, "Wartime Shakespeare," University of Ottawa, 2009
- Department Representative, University of Ottawa Day, 2008-11
- English language editor, *Journal of the Canadian Historical Association*, 2008-11
- Lecturer, Discovery University/Youth Futures, 2008-12
- Chair, Department of History, 2008-12
- Chair, Finance Committee, Department of History, 2008-12
- Chair, Department of History Teaching and Personnel Committee, 2008-12
- Chair, Department of History Executive Committee, 2008-12
- Member, Publications Committee, International Research Association for Service- Learning and Community Engagement, 2008-10
- Member, Conference Planning Committee, International Research Association for Service-Learning and Community Engagement, 2006-9
- University co-Chair, United Way campaign, 2007-11
- Member, Vice-Rector's Fund for the Development of New Initiatives on the Quality of Learning and the Student Experience, 2007-9
- Member, Vice-Dean, Arts, Committee on NSSE, 2007
- Chair, Student Academic Success Services Subcommittee on Enhancing Student Engagement, 2007
- Member, Hiring Committee, Master's program in International Development and Globalization, 2007

- Chair, Provincial Selection Committee, Ontario Graduate Scholarship Program, 2006-7, 2012-3
- Search Committee, Director, Centre for University Teaching, 2006
- Member, Executive Committee, Student Academic Success Services, 2006-11
- Centre for University Teaching, Member of pilot group on University e-portfolio, 2006
- Senior Research Fellow, Centre for Research on Community Services, 2006-2012
- Member, Student Academic Success Services Passport Project for Students at Risk, 2006-7
- Faculty Advisor, Ottawa Circle K Club (university branch of Kiwanis International), 2006- 12
- Four workshops for Teaching and Learning Support Services on Community Service Learning and Time Management for new faculty, 2006-8
- Member, Search Committee, Post-Confederation Canadian History, 2006
- Chair, Senate Sub-Committee on the Recognition of Teaching Excellence, 2005-9
- Participant, Student Academic Success Services orientation sessions for 1st year students, 2005-7
- Member, BA Committee, Department of History, 2005-8
- Guest Curator and Historical Consultant for Canadian War Museum Exhibit, *Weapons of Mass Dissemination*, 2005
- Provincial Selection Committee, Ontario Graduate Scholarship Program, 2004-11
- Member, Centre for University Teaching Steering Committee on Undergraduate Education, 2004
- Member, Planning Committee, University of Ottawa/Guelph University Volunteer Exchange Project, 2004
- Member, Faculty of Education Selection Committee, Undergraduate and Graduate Directors of Teacher Training, 2004
- Member, University of Ottawa 2005-10 Strategic Plan Committee, 2004
- Participant, Mentorship Program for Faculty, Centre for University Teaching, 2004–9
- Manager Experiential Learning Service, 2004-10
- Chair, History Department Graduate Studies Committee, 2003-5
- Member, Humanities Commission, Faculty of Graduate and Postdoctoral Studies, 2003- 2005
- Member, Executive Committee, History Department, 2003-2005
- Member, Vice-Rector, Research, Committee on International and Local Community Relations, 2002
- History Department Representative, Faculty of Arts Council, 2001-2003
- Member, Search Committee, Canadian History position, 2001
- President, Ottawa Historical Association, 2000-1
- Selection Committee, Canadian Historical Association annual conference, University of Alberta, 2000
- Chair, Jacob Freedman Memorial Scholarship Selection Committee, University of Ottawa, 2000-10
- Editorial Board, *Journal of the Canadian Historical Association*, 1999
- Chair, Selection Committee, Department of History, Bullen Prize, 1999
- Team Leader, United Way Campaign, University of Ottawa, 1998-2006
- Member, Executive, Ottawa Historical Association, 1998-2006
- Book Review Editor, *Histoire sociale / Social History*, 1998-2004
- Moderator, English Debating Society, University of Ottawa, 1998-2000
- Mentor, Sheltered Program for Undergraduate Students, Centre for University Teaching, 1998-2004
- Member, Department of History Graduate Studies Committee, 1998-2002
- Member, Department of History Financial Aid Sub-Committee, 1998-2000, 2002-3
- Member, Department of History B.A. Committee, 1995-1998
- University Ambassador to visiting parents and/or History Department representative, University of Ottawa Orientation, 1995-2011

Publications: Authored Books

- With Raymond Blake, *Canada in 15 Moments: Making and Remaking a Nation* (London, Bloomsbury Publishing, forthcoming, 2026), 283 pp manuscript
- With Pat Rediger, *Not by Accident but by Design: The History of Grenfell Campus* (Corner Brook: Horseshoe Press, forthcoming 2025), 125 pp manuscript
- With David Bercuson, *Treasuring the Tradition: The Story of the Military Museums* (Calgary: University of Calgary Press, 2020), 138 pp
- With Andrew Iarocci, *A Nation in Conflict: Canada and the Two World Wars* (Toronto: University of Toronto Press, 2016), 254 pp
- With Raymond B. Blake, Barbara Messamore and Norman Knowles, *Canada: Narrating a Nation, Vol. 1: Pre-Confederation* (Toronto: McGraw-Hill Ryerson, 2010), 485 pp.
- With Raymond B. Blake, Barbara Messamore and Norman Knowles, *Canada: Narrating a Nation, Vol. 2: Post-Confederation* (Toronto: McGraw-Hill Ryerson, 2010). 480 pp. Extensively revised/restructured and republished with same author team as *Conflict and Compromise in Pre-Confederation History* (Toronto: University of Toronto Press, 2017), 336 pp and *Conflict and Compromise in Post Canadian History* (Toronto: University of Toronto Press, April 2017), 336 pp
- *Saints, Sinners and Soldiers: Canada's Second World War* (Vancouver: University of British Columbia Press, 2004), 389 pp. Translated as *Saints, Salauds, et Soldats: Le Canada et le Deuxième Guerre mondiale* (Montréal: Athéna, 2009), 422 pp.
- *Propaganda and Censorship during Canada's Great War* (Edmonton: University of Alberta Press, 1996), 333 pp.

Publications: Edited Books

- With Adriana Davies, *The Frontier of Patriotism: Alberta and the Great War* (Calgary: University of Calgary Press, 2016), 564 pp.
- With Jarett Henderson, *Canada in the Great War: special edition of the refereed journal, Histoire sociale/Social History* (Ottawa: Histoire sociale/Social History, 2014), 170 pp.
- With Barbara Holland and Barbara Moely, *Advances in Service Learning: Research for What?* (Charlotte: Information Age Publishing, 2010), 250 pp.
- With Serge Durflinger, *War and Canadian Society: From Confederation to Peacekeeping* (Toronto: Thomson-Nelson, 2007). 412 pp
- With Raymond B. Blake, *Social Fabric or Patchwork Quilt?: The Development of Social Welfare in Canada* (Peterborough: Broadview Press, 2007) 538 pp.
- With Sylvie Perrier, *Bâtir de nouveaux ponts : sources, méthodes et interdisciplinarité / Building New Bridges: Sources, Methods, and Interdisciplinarity* (Ottawa: University of Ottawa Press, 2006), 277 pp.
- With Nicole St-Onge, *Construire une capitale - Ottawa - Making a Capital* (Ottawa: University of Ottawa Press, 2001), 502 pp.
- With Michael Behiels, *Canada at the Crossroads* (Toronto: Irwin Publishing, 1999), 120 pp.
- With Suzanne Morton, *Material Memory: Documents in Post-Confederation Canadian History* (Toronto: Addison-Wesley, 1998), 392 pp.
- *Age of Contention: Readings in Canadian Social History, 1900-1945* (Toronto: Harcourt Brace, Canada, 1996), 393 pp.
- With Raymond B. Blake, *Social Welfare in Canada: Historical Readings* (Toronto: Copp Clark Pitman, 1995), 396 pp.

Publications: Refereed Articles

- "Canada's Homefront in the Second World War: A Brief Overview," forthcoming in a collection edited by Amy Shaw and Graham Broad on *Canada in the Second World War*, McGill-Queen's University Press, 5000 words, 2026.
- "A Tentative Transformation: The Federal Government in the First World War," Tim Cook and J.L. Granatstein, eds., *Canada 1919: A Nation Shaped by War* (Vancouver: UBC Press, 2020).
- "Unlocking Troublous Times: The Goldbergs Fight the Second World War," *Canada's History Magazine* (Feb-March 2018) 5000 words.
- "From Local to National: Pictorial Propaganda in Alberta during the First World War," in Adriana Davies and Jeff Keshen, eds., *The Frontier of Patriotism: Alberta and the Great War* (Calgary: University of Calgary Press, 2016), 297-306.
- "Voices of War: The Press and the Personal," in Adriana Davies and Jeff Keshen, eds., *The Frontier of Patriotism: Alberta and the Great War* (Calgary: University of Calgary Press, 2016), 287-96.
- "War on Truth," *Canada's National History Magazine*, (August-September, 2015), 52-58.
- With Anne Millar, "Rallying Young Canada to the Cause: Anglo Schoolchildren in Montreal and Toronto during the Two World Wars," *History of Intellectual Culture*, 9, 1 (2012), 34 pp.
- With Caroline D'Amours, "The Wartime Campaign Against Venereal Disease in Quebec", in Jean-Philippe Warren, ed., *Histoire(s) de la sexualité au Québec* (Montreal: VLB, 2012), 101-121.
- "Words as Weapons: Ottawa Newspapers Fight the First World War," in Jeff Keshen and Serge Durflinger, eds., *War and Canadian Society: From Confederation to Peacekeeping* (Toronto: Thomson-Nelson, 2007), 78-92.
- "A New Beginning: Canada's Veteran's Charter," in Raymond B. Blake and Jeff Keshen, eds., *Social Fabric or Patchwork Quilt?: The Development of Social Welfare in Canada* (Peterborough: Broadview Press, 2006), 177-202.
- "The People's War: Ottawa, 1914-1918," in Jeff Keshen and Sylvie Perrier, eds., *Bâtir de nouveaux ponts: sources, méthodes et interdisciplinarité / Building New Bridges: Sources, Methods, and Interdisciplinarity* (Ottawa: University of Ottawa Press, 2005), 171-183.
- "John Castell Hopkins" and "Ernest J. Chambers," in George W. Brown, David M. Hayne, Frances G. Halpenny, and Ramsay Cook, eds., *Dictionary of Canadian Biography*, XV (1921-30), (Toronto: University of Toronto Press, 2006), 202-3, 488-9.
- "Print in Canada's Great War," in Patricia Fleming, et al., eds., *History of the Book in Canada*, II, 5.5 (Toronto: University of Toronto Press, 2006), 352-54, 545.
- "The Great War Soldier as 'Nation Builder' in Australia and Canada" in Linda Cardinal and David Headon, eds., *Shaping Nations: Constitutionalism and Society in Australia and Canada* (Ottawa: University of Ottawa Press, 2002), 195-221. Reprinted in Briton Busch, ed., *Canada and the Great War: Western Front Association Papers* (Montreal: McGill-Queen's University Press, 2003), 3-26.
- "Censorship and Propaganda in Canada's Two World Wars," in Bob Hesketh, et al., eds., *Canadian History in Multimedia: 1867 to the Present* (Toronto: Chinook Multimedia, 2001).
- "World War Two and the Making of Modern Ottawa," in Jeff Keshen and Nicole St-Onge, eds., *Construire une capitale - Ottawa - Making a Capital* (Ottawa: University of Ottawa Press, 2001), 383-410.
- Co-authored with Michael Behiels, "Quebec's Election and the Conundrum of National Unity," in Michael Behiels and Jeff Keshen, eds., *Canada at the Crossroads* (Toronto: Irwin Publishing, 1999), 5-12.
- Co-authored with Michael Behiels, "Review Essay: Canadian Federalism Under Siege," in Michael Behiels and Jeff Keshen, eds., *Canada at the Crossroads* (Toronto: Irwin Publishing, 1999), 110-20.
- "Getting it Right the Second Time Around: The Reintegration of Canadian Veterans from World War II,"

in Peter Neary and J.L. Granatstein, eds., *The Veterans' Charter and Post- War Canada* (Montreal: McGill-Queen's University Press, 1998), 32-53.

- "Wartime Jitters over Juveniles, 1939-1945: The Delinquency Problem in Canada and its Consequences," in Jeff Keshen, ed., *Age of Contention: Readings in Canadian Social History, 1900-1945* (Toronto: Harcourt Brace, 1996), 364-86.
- "Morale and Morality on the Alberta Homefront, 1939-1945," in Maurice Doll, ed., *For King and Country: Alberta in the Second World War* (Edmonton: Provincial Museum of Alberta, 1995), 167-83.
- Co-authored with David Mills, "The World War Two Letters of Canadian Servicemen," in Detlef Vogel and Wolfram Wette, eds., *Different Helmets - Different People? The World War Two Experiences of Ordinary People in Democratic and Dictatorial Countries* (Essen: Klartex, 1995), 152-77.
- "One For All or All For One: Black Marketing in Canada, 1939-1947," in J.L. Granatstein and Peter Neary, eds., *The Good Fight: Canadians in the Second World War* (Toronto: Copp Clark Longman, 1995), pp. 263-91. -- Adapted version of the *Journal of Canadian Studies*' article.
- "One Family's War: World War II as Seen by the Craig Family," *Canadian Military History*, 7, 3 (1998), 61-77.
- "Revisiting Canada's Civilian Women during World War II," *Histoire sociale/Sociale History*, 60, 30 (1997), 239-67. Reprinted in Veronica Strong-Boag, Mona Gleason and Adele Perry, eds., *Rethinking Canada: The Promise of Women's History* (Toronto: Oxford University Press, 2002), 249-67.
- "One For All or All For One: Government Regulation, Black Marketing and the Limits of Canadian Patriotism, 1939-1947," *Journal of Canadian Studies*, 29, 4 (1994-95), 111-43.
- With Paul Voisey, "Paying the Piper: The Scholarly Housing Boom," *Acadiensis*, 24, 4 (1994), 82-90.
- "The New Campaigns of Canada's Military Historians," *American Review of Canadian Studies*, 23, 3 (1993), 325-38.
- "All the News that was Fit to Print: Ernest J. Chambers and Canadian Censorship, 1914- 1919," *Canadian Historical Review*, 97, 3 (1992), 315-43.
- "Cloak and Dagger: Canada West's Secret Police, 1864-1867," *Ontario History*, 79, 4 (1987), 353-82.

Publications: Non-Refereed Articles & Book Reviews

- Jody Perrun, "The Patriotic Consensus: Unity, Morale, and the Second World War in Winnipeg," *Labour/Le Travail*, 76, (2015), 233-35.
- Ian Mosby, "Food Will Win the War: The Politics, Culture, and Science of Food on Canada's Home Front," *Canadian Journal of History / Annales canadiennes d'histoire*, 50, 1 (2015), 277-79.
- Graham Broad, "A Small Price to Pay: Consumer Culture on the Canadian Home Front, 1939-45," *Canadian Historical Review*, 95, 2 (2014), 295-97.
- "Universities and the Military," *The Dorchester Review*, 3, 2 (2013), 86-90.
- Steven High, ed. "Occupied St. John's: A Social History of a City at War," *Canadian Historical Review*, 93, (2012), 150-51.
- Nathan Greenfield, "Baptism of Fire: The Second Battle of Ypres and the Forging of Canada," *Canadian Historical Review*, 89, 3 (2008), 423-24.
- Robert Rutherford, "'Hometown Horizons': Local Responses to Canada's Great War," *Canadian Historical Review*, 86, 4 (2006), 707-9.
- "Experiential Education: Engaging Our Students," *Teaching Options/ Pédagogiques*, April 2007. 1000 words.
- "Real-Life Education: Community-Services Learning," *Teaching Options/Pédagogiques*, October 2004, 1000 words.
- Robert Calder, "A Richer Dust: Family, Memory and the Second World War," *International Journal*, Autumn 2004, 996-98.

- Gerda Lambton, "Moon in Winter: A Toronto Wartime Journal," *Histoire sociale / Social History*, 37, 74 (2004), 296-97.
- Pierre Vennant, «Les Poilus quebécois de 1914-1918. Histoires des militaires canadiens- français de la Première Guerre Mondiale," *Revue d'histoire de l'Amérique Française*, 54, 4 (2001), 602-3.
- Peter Young and Peter Jesser, "The Media and the Military: From Crimea to Desert Strike," *American Journalism* (Spring 2000), 107-9.
- "Claude Beaugregard, 'Guerre et censure au Canada, 1939-1945,'" *Canadian Historical Review*, 81, 3 (2000), 500-2.
- Daniel Robinson, "The Measure of Democracy: Polling, Market Research, and Public Life, 1930-1945," *Canadian Historical Review*, 82, 2 (2001), 203-4.
- Klaus Peterson and Allan C. Hutchinson, "Interpreting Censorship in Canada," *University of Toronto Quarterly*, 70, 1 (Winter 2000-2001), 292-93.
- Minko Sotiron, "From Politics to Profit: The Commercialization of Canadian Daily Newspapers, 1890-1920," *Histoire sociale / Social History*, 32, 63 (1999), 125-26.
- Jonathan Vance, "Death So Noble: Meaning, Memory and the First World War," *Canadian Historical Review*, 80, 1 (1999), 150-51.
- Roy Douglas, "The Great War, 1914-1918: The Cartoonists' Vision," *Histoire sociale / Social History*, 30, 60 (1997), 470-71.
- John F. Hutchinson, "Champions of Charity: War and the Rise of the Red Cross," *Histoire sociale / Social History*, 30, 59 (1997), 185-86.
- Bernard D. Fardy, "John Cabot: The Discovery of Newfoundland," *Newfoundland Quarterly*, 90, 4 (1995-96), 41-2.
- John Cardoulis, "The Friendly Invasion: The Personal Touch," *Newfoundland Quarterly*, 88, 4 (1994), 60.
- Sandra Gwyn, "Tapestry of War: A Private View of Canadians in the Great War," *American Review of Canadian Studies*, 23, 4 (1993), 620-22.
- John N. Cardoulis, "A Friendly Invasion: The American Military in Newfoundland, 1940-1990," *Newfoundland Quarterly*, 87, 4 (1992-3), 45-6.
- David Frank and P.A. Buckner, eds, "Atlantic Canada after Confederation: The Acadiensis Reader, Vol. II," *Newfoundland Quarterly*, 86, 4 (1991), 43.
- Donald Smith, "From the Land of Shadow," *Ontario History*, 82, 4 (1990), 326-27.
- J.R. Miller, "Sweet Promises: A Reader in Indian-White Relations in Canada," *Ontario History*, 83, 4 (1990), 324-25.
- William Kaplan, "State and Salvation: The Jehovah Witnesses in Canada," *American Review of Canadian Studies*, 21, 3 (1990): 250-51.
- Roger Hall et al., "Patterns of the Past," *Ontario History*, 82, 1 (1990), 82-85.

Conference Papers/Invited Talks

- * "Canada's Homefront in the Second World War: A Brief Overview," Second World War Volume Workshop," King's College, Western University, March 23, 2025
- * Canadian Children in the Second World War," Royal United Services Institute, Regina, September 26, 2024
- * "Symposium on Experiential and Service Learning at the University of Regina." Delivered at (a) International University of Business Agriculture and Technology, Dhaka, 1 October 2023; (b) COMSATS University, Islamabad, 18 Feb 2025; (c) National University of Sciences and Technology, 18 Feb 2025; (d) Lahore Chamber of Commerce & Industry, 15 Feb 2025.
- * "A Tentative Transformation: The Federal Government in the First World War," Canada 1919: A

Country Shaped by War. Canadian War Museum, January 19, 2019.

*Also presented at the WWI00 Conference, Memorial University, 22 June 2019

- * "Montreal brothers in the Second World War," Royal Military College of Canada, April 6, 2017
- * "Robert Borden and the Conscription Crisis of 1917," Wilson Institute for Canadian History, McMaster University, April 7, 2017.
- * "Arts and the Community," Rotary Club of Calgary South, October 23, 2016.
- * "Unlocking Troublous Times: The Goldbergs Fight the Second World War," Department of Humanities Brown Bag Series, MRU, September 30, 2016.
- * "Museums and the Academy – Building Stronger Synergies," Annual Conference of Military Museums of Canada, Calgary, June 21, 2016.
- * "Morality in World War II Canada," Calgary Public Library, March 28, 2016.
- * "Women in World War II Canada," Calgary Public Library, April 11, 2016.
- * "Wartime Censorship in Canada," Contemporary Policy on War and Peace Conference, sponsored by the Group of 78, Canadian War Museum, Ottawa, September 23, 2014.
- * "Civil Liberties in Canada during the First World War," Canada, the Great War, and the Internment of Enemy Aliens Conference, 1914-20, sponsored by the University of Alberta's Wirth Institute for Austrian and Central European Studies, Cave and Basin National Historical Site, Banff, Alberta, October 17, 2014.
- * "Voices of War: The Press and the Personal," Remembrance Day symposium of the Calgary Public Library, November 9, 2014. Also presented at the *Provincial Archives of Alberta, November 26, 2014.
- * "New Trends in Teaching Military History," Annual Conference of the Canadian Historical Association, University of Victoria, May 25, 2013.
- * "Moral Qualms in Canada during the Two World Wars," Calgary Life-Long Learners' Association, December 18, 2012.
- * "Research, Education and Service to the Community." Big Ideas Panel sponsored by the Canada Foundation for Innovation. Congress of the Humanities and Social Sciences, June 2, 2012.
- "Ontario and Quebec Schools in the First and Second World Wars: A Comparative Analysis," Annual Conference of the Society for the History of Children and Youth, Columbia University, New York, June 22, 2011.
- * "Canadian Women in the Second World War," Ontario Women's History Society, Royal Military College, April 2, 2011.
- * "Canadian Perspectives on the Origins of WWII," The Canadian Homefront and WWII symposium, University of Ottawa, September 24, 2009.
- * "Promising Practices: What we are Learning about Community Service Learning in Canada," National Tele-Learning Series sponsored by Canadian Alliance of Community Service Learning and the J.W. McConnell Foundation, University of Ottawa, April 28, 2009.
- * "The Politics of Military History," L.W. Thomas Memorial Lecture, University of Alberta, March 27, 2007. * Also presented at the Institute of Canadian Studies, University of Ottawa, April 7, 2009.
- * "Text and Experience," University of Alberta, Department of History symposium, March 28, 2007.
- "Taking Responsibility for the Whirlwind We Have Sown: Maintaining Morality among Girls and Women during Canada's Second World War," Canadian Historical Association, York University, Toronto, May 29, 2006.
- * "The Commonwealth in Combat: Canada and Australia in the Second World War." Paper Sponsored by the Canadian High Commission, Australia, and Department of Foreign Affairs and International Trade. Canberra Australia, November 8, 2006.
- * "World War II and the Making of Modern Canada," JMS Careless History Club. University of Western Ontario, January 23, 2006.

- **"Service Learning: Philosophy, Pedagogy, and Practice."* Canadian Association of Career Educators and Employers Conference, Ottawa, June 9, 2005.
- **"Implementation, Administration, Evaluation and Fundraising with Service Learning."* Forum on Community Service-Learning, Mount Allison University, Sackville, New Brunswick, May 4, 2005.
- **"Service Learning: The University of Ottawa Model."* International Rotarians, Ottawa Branch, National Press Club, Ottawa, January 24, 2005; * *Colloquium of the Centre for University Teaching*, University of Ottawa, December 3, 2004.
- **"Weapons of Mass Dissemination."* Canadian War Museum Lecture Series, November 24, 2005.
- **"Modalities in Creating a Service Learning Program at Canadian Universities."* Canadian Alliance of Community Service Learning, Ottawa, June 14, 2004.
- **"The Two World Wars as Defining Moments in Canadian History."* Constructing National Identities in Canada and the United-States Conference, Ellis Island Immigration Museum, NY, September 10, 2004.
- **"Utilizing Newspapers to Describe a Community at War: Ottawa, 1914-1918."* Building New Bridges: Sources, Methods, and Interdisciplinarity Conference, University of Ottawa, May 9, 2004.
- **"Maintaining the Romantic Image: Canadian Photographic and Film Censorship during the Great War."* 11th Annual National Seminar, United States Branch, Western Front Association, Ottawa, September 22, 2001.
- **"The Historian and the Archives."* National Archives of Canada, September 4, 2001.
- **"Patriotism and Plunder in World War II Canada."* Ottawa Historical Association, November 23, 2000.
- **"Morality and the Canadian Home Front during World War II."* Canada and War from 1000 to 2000 Conference, University of Ottawa, May 7, 2000.
- **"World War Two and the Making of Modern Ottawa."* * War Museum Lecture Series, National War Museum, October 18, 1999; * National Capital Commission Sunday Afternoon Heritage Series Commemorating the 100th Anniversary of the NCC, October 14, 1999; * Rideau Club, Ottawa, November 1, 1999; * Nationalism, Citizenship, and National Identity Conference, Mount Allison University, Sackville, N.B., November 12, 1999; *Engineers' Wives Club of Ottawa, November 28, 2000.
- **"The Responsibilities and Rights of Canadian Citizenship."* Adventures in Citizenship forum sponsored by the Institute of Canadian Studies and the International Rotarians, University of Ottawa, May 4, 1999.
- **"War as a Determinant of Canadian National Identity."* International Council for Canadian Studies, University of Ottawa, August 24, 1998 and August 23, 1999.
- **"Protecting Innocence: The War Years as Seen by the Craig Children."* Child Welfare and Social Action Conference, University of Liverpool, Great Britain, July 7, 1998.
- **"Revisiting Canadian Women during World War II."* Popular Culture Association Conference, San Antonio, Texas, March 27, 1997.
- **"Two Steps Forward and One Step Back': Canada's Civilian Women during the Second World War."* Ottawa Historical Association, November 13, 1996.
- **"Getting it Right the Second Time Around: The Reintegration of Canadian Veterans from World War II."* University of Western Ontario's international conference commemorating the 50th anniversary of V.E. Day. London, Ontario. October 6, 1995; * *From Wartime to Cold War Conference*, University of Ottawa, November 6, 1995.
- **"Wartime Jitters over Juveniles, 1939-1945: The Delinquency Problem in Canada and its Consequences."* Siena College World War II Conference. Loudonville, New York, June 1, 1995.
- **"Aspects of Information Management in Canada during the Great War."* Canadian Historical Association Annual Conference. Charlottetown, Prince Edward Island, May 31, 1992.
- **"The Maintenance of Morale: Canada's Civilian and Military Newspapers in the Great War."* Annual conference of the Wilfrid Laurier University Centre for Military, Strategic and Disarmament Studies, Waterloo, Ontario, December 9, 1991.

* Invited Talk

Conferences Organized

- Imagining Canada's Future, Mount Royal University, 2012.
- International Research Conference on Service-Learning and Community Engagement, Ottawa, 2009.
- Bringing Classrooms into the Community, University of Ottawa, 2006.
- Bâtir de nouveaux ponts : sources, méthodes et interdisciplinarité / Building New Bridges: Sources, Methods, and Interdisciplinarity, University of Ottawa, 2004.
- Construire une capitale - Ottawa - Making a Capital, University of Ottawa, 2001.
- Canadian Historical Association, annual conference, University of Ottawa, 1998.
- Canada at the Crossroads, University of Ottawa, 1998.

Fundraising (where I played a significant role)

- Numerous efforts with University of Regina Development Office and Research Office that attracted some \$35 million over 4 years
- Corner Brook Research, Innovation and Training Centre - \$8.7 million – 2020
- Regional Recreation and Aquatic Centre - \$25 million – 2020
- In.Business Mentorship Program - \$150,000 – 2019
- Calgary Consortium for Global Community - \$50,000 – 2015
- Trico Foundation – Three-year program to support student internships in social innovation - \$15000 – 2013-5
- Private donations from three individuals - \$130,000 (approx.) - 2015-7

Funding Related to Scholarship

Year	Source	\$	Purpose
2016	American Embassy (Fulbright Visiting Scholars Program)	\$10,000	Conference
2013	Alberta Historical Resources Foundation*	\$25,000	Research and Publication
2012	SSHRC	\$5,000	Conference
2011	Immigration Canada	\$15,000	Research
2010	SSHRC**	\$100,000	Pedagogy
2009	SSHRC***	\$10,000	Conference
2006-2009	Gov't of Ontario	\$150,000	Operational
2006-2009	Bombardier Foundation	\$51,000	Operational
2006-2011	McConnell Foundation	\$966,000	Operational
2006	SSHRC	\$10,000	Conference
2000-2003	SSHRC	\$38,000	Research
1999	Royal Geographical Society	\$1800	Research
1999	Canadian Heritage	\$5000	Research
1999	Canadian Millennium Partnership Fund	\$4300	Research

*Co-Applicant – To produce book, *The Frontier of Patriotism: Alberta and the Great War* (joint

P.I. with Dr. Adriana Davies, O.C., University of Alberta, ret)

** Collaborator – Development of an interactive website on Canadians in the World Wars (P.I. - Prof. Jonathan Vance, Department of History, University of Western Ontario).

*** Collaborator – Wartime Shakespeare Conference (P.I. – Prof. Irena Makaryk, Department of English, University of Ottawa)

Internal Funding (uOttawa)

Date	Fund	Amount
2011	Fund for Interdisciplinary Initiatives to start a student Corporate Social Responsibility Pilot Project (Co-applicant)	\$ 9,000
2008	Vice-President, Academic, Fund (to improve student learning/experience) to support Community-Based Research program	\$24,116
2006	Fund for Interdisciplinary Initiatives Fund to support a Formative Evaluation of the Community Service Learning Pilot Project (Co-applicant)	\$10,000
2005	Centre for University Teaching to support Service Learning	\$10,000
2005	Publication Fund	\$ 3,000
2005	Centre for University Teaching to support Community-Based Research	\$10,000
2005	Vice-Rector, Academic, to start Service Learning Pilot Project	\$45,000
2004	Publication Fund	\$3,000
2003	University Research Fund	\$3,000
1998	University Research Fund	\$1000
1997	Arts Research Fund	\$5000
1996	Publication Fund	\$3300

Graduate Student Supervision

- Thesis supervision completed
 - 10 PhD
 - 35 MA theses and memoirs
- Thesis Juries
 - Member of 24 PhD (5 as an external) and 26 M.A. Thesis Juries
 - Reader/Marker for 26 M.A. Memoires
 - Supervisor of 5 B.A. (Hon) Memoires
- Directed Studies/PhD. Field Preparations Completed
 - PhD Students – 24
 - MA Students - 11

Having begun my career as a teacher and researcher, I try to continue that academic work wherever possible, as long as it does not detract from my administrative work on behalf of the University. I do this because I believe it is important for me to contribute to my discipline and academic community. To that end, during my time as President I have undertaken a wide variety of research, teaching, and supervisory endeavours.

Research publications:

- Since my arrival at the University of Regina, I have worked on a book manuscript that I began shortly before I left the Grenfell Campus of Memorial University. After completing the primary research, I worked with development editor Pat Rediger to draft the manuscript, which is a history of the first 50 years of the Grenfell Campus. The six-chapter manuscript (including photographs) is now complete, and has been sent for final proofreading and publication by the Grenfell Campus in time for their 50th anniversary celebration in October 2025.
- Dr. Raymond Blake of the Department of History and I submitted a proposal to Bloomsbury Press for a textbook entitled *A History of Canada in 15 Moments*. After we revised the proposal based on the initial reviewers' comments, the textbook was selected for publication. We engaged two student research assistants to perform supplemental research, worked with a development editor to put the manuscript into a final form for the publisher, and submitted the completed manuscript in early 2025. Having received the next round of feedback, we are currently completing final revisions, and the 15-chapter book is slated for publication later this year.
- I completed a 5000-word chapter entitled "Canada's Homefront in the Second World War: A Brief Overview" for a book being edited by Professor Amy Shaw of the University of Lethbridge and Professor Graham Broad of King's College, Western University. The book is to be published by McGill-Queen's University Press in 2026.

Teaching and presentations:

- I presented some of my research related to Canadian women and the Second World War as part of the "Research with Impact" series organized by University Advancement & Communications and the Lifelong Learning Centre.
- At the invitation of faculty members, over the past few years I have done guest lectures in several upper-level classes on a variety of topics:
 - The importance of athletics to universities – for a sports marketing class;
 - My approach to writing history – for a history class;
 - The economic and social impacts of the Second World War on the Canadian home front – for a history class;
 - Human rights and educational leadership – for an education class;
 - Effective leadership – for a business administration class; and
 - The history of Canada's same-sex marriage debate – for an education class.
- At the request of the Royal United Services Institute, I delivered a lecture on "Children in World War II Canada."
- I taught two high school classes on World War II history during a UR Days visit to Lloydminster.
- I presented on my forthcoming book chapter about "Canada's Home Front in the Second World War" for a SSHRC-organized workshop at the University of Western Ontario.

Graduate defences:

- I served as an internal examiner for a history student's graduate defence at the University of Regina, and as an external examiner for a student's defence at York University.
- I participated as a committee member for three other students' Master of Arts thesis defences at the University of Regina.

Other activities:

- In 2022-2023 I participated in the University of Regina Department of History's academic unit review.
- At the request of the University of Calgary Press, I completed a review of a more-than-400-page manuscript on the history of the King's Own Calgary Regiment.
- I agreed to be a research participant in a Faculty of Kinesiology and Health Studies doctoral student's research on the noon-hour floor hockey league in which I play.