



ACADEMIC PLAN: INTERIM REPORT
2023-2026



University
of Regina

Introduction & Reference Guide

The **Academic Plan: Interim Report** reflects the University of Regina’s vision articulated in the Academic Plan Framework—fostering a long-term educational relationship that begins with students’ initial inquiries, applications, and registrations; deepens as they engage in academic programs, experiential learning, student services, and campus life; culminates in the celebration of Convocation; and continues as they grow into alumni and lifelong learners. Covering the period from **Spring 2023 through Spring 2025**, this interim report highlights the meaningful progress made toward the goals set out in the original plan while also aligning closely with the University’s broader strategic direction. The University’s **2020–2025 Strategic Plan, All Our Relations**, sets forth a vision “to reflect the world in which we want to live – a world that values empowered citizens, generates high-impact scholarship, and embraces Canada’s diversity”, and the academic initiatives, student-centred enhancements, and collaborative efforts detailed in this report demonstrate how the Academic Plan contributes to advancing that institutional vision. Together, these efforts chart a cohesive path forward—celebrating progress achieved, acknowledging lessons learned, and identifying emerging priorities that will guide the next phase of our academic journey.

Strategic Commitments

1. Truth & Reconciliation and Indigenous Engagement
2. Equity, Diversity, and Inclusion (EDI)

Areas of Focus

- Recruitment and Retention
- Teaching and Learning
- Academic Programming
- Student Success and Experience

Progress Status

The Academic Plan assesses progress within each area of focus. Initiatives are categorized using the following status levels:

PROGRESS STATUS:

Complete

Well under way

Partially under way

Very little or no progress



ABBREVIATION LEGEND:

ARTS	Faculty of Arts
AVPA	Associate Vice-President (Academic)
BA&Sc	Bachelor of Arts and Science
BUS	Hill Levene School of Business
CCE	Centre for Continuing Education
CCAM	Council Committee on Academic Mission
C-SET	Centre for Socially Engaged Theatre
CTL	Centre for Teaching and Learning
ED	Faculty of Education
EDI	Equity, Diversity, and Inclusion
ENGG	Faculty of Engineering & Applied Science
ES	Enrolment Services
Exec Offices	Offices of the Executive Leadership (President, Provost & Vice-President (Academic), Vice-President (Research), Vice-President (Administration), Governance)
FGSR	Faculty of Graduate Studies & Research
FNUniv	First Nations University of Canada
JSGS	Johnson Shoyama Graduate School of Public Policy
KHS	Faculty of Kinesiology & Health Studies
La Cité	La Cité universitaire francophone
LIB	Dr. John Archer Library & Archives
LGO	Lieutenant Governor of Saskatchewan's Office
MAP	Faculty of Media, Art, and Performance
MHA	Master of Health Administration
MOU	Memorandum of Understanding
NUR	Faculty of Nursing
RO	Registrar's Office
SC	Faculty of Science
SEP	Strategic Enrolment Plan
SW	Faculty of Social Work
UA	University Advancement
UCM	University Communications & Marketing
URI	UR International

Strategic Commitments

The Academic Plan is framed by strategic commitments that the University has made to Truth and Reconciliation and Indigenous Engagement, as well as to Equity, Diversity, and Inclusion (EDI). As such, these thematic areas are not assigned a “progress status” (i.e. colour coded) given this commitment requires ongoing reflection and action. For specific objectives and actions related to these areas, please refer to the [Indigenous Engagement Strategic Plan](#) and the [EDI Strategic Plan](#).

While specific progress status was not assigned, outlined in the Academic Plan were recommended actions, and substantial work has taken place in support of them. The following examples highlight some—but not all—of the work underway in these areas.

Truth & Reconciliation and Indigenous Engagement

- **ED:** Introduced an Indigenous Education Doctorate Program and expanded various land-based learning experiences for students.
- **JSGS:** Negotiated a MOU with File Hills Qu’Appelle Tribal Council Health Authority for enrolment of a cohort of MHA students.
- **LIB:** Collaborated with provincial and national initiatives to decolonize subject headings used in the Quick Find system and replace outdated and offensive terms with more respectful and accurate ones.
- **SC:** Partnered with FNUniv to host the 2024 Turtle Island Indigenous Science Conference.

Equity, Diversity, and Inclusion

- **BUS:** Launched a master’s certificate in Equity, Diversity, and Inclusion, and Indigeneity.
- **CCE:** Partnered with the Rick Hansen Foundation to offer the Rick Hansen Foundation Accessibility Certification™ Fundamentals Training.
- **MAP:** C-SET is engaged in EDI research, including exploring issues of race relations and belonging, social justice and human rights, policing and racism, immigrant experiences, and policymaking.
- **SC:** Targeted all tenure track faculty searches in 2024-25 to candidates who self-identify as women.

Recruitment & Retention

Review marketing and communication structures and processes and how they can best serve recruitment and retention efforts

2023

2025

Partial progress has been made toward this recommended action, including enhancements to all faculty/unit websites, increased activity and consistency on social media, the introduction of dedicated staffing and resourcing, development of UR Courses faculty hubs, and the successful implementation of Zoom advising sessions. These efforts have contributed to better alignment with the ongoing institutional branding project and have supported more effective student outreach. However, a comprehensive structural review of the overall marketing and communications framework has not yet been undertaken. This remains an important next step to complete this recommended action.

HIGHLIGHTS:

- **ARTS and SW:** Aligned faculty logos with institutional branding to support long-term coherence and strategic marketing/recruitment alignment.
- **ED:** A fall 2024 “UR the difference” campaign had over 531,000 social media impressions.
- **LA CITÉ:** Increased website traffic (300%), social media traffic (30%), and reach (24%).

Review and develop a strategy for domestic and international scholarships

2023

2025

Faculties and units have undertaken internal reviews and made notable progress in developing strategies for both domestic and international scholarships—including the addition of several new scholarships. A campus-wide review and development of a unified scholarship strategy is underway, and this remains an important next step to complete this recommended action.

HIGHLIGHTS:

- **All Faculties and FGSR:** Implemented guaranteed minimum funding for PhD students.
- **AVPA, ES, UA, UCM, and URI:** Developed International Student of Distinction Scholarship and Chancellor’s Scholarships.
- **SC:** Created a new Indigenous Scholar Award.

Develop and implement an institution-wide Strategic Enrolment Plan, including initiatives related to retention; and review the plan in two years

2023

2025

Consultation and development of the institutional Strategic Enrolment Plan (SEP) is nearing completion. The plan is currently progressing through governance processes, with final approval anticipated in the near term.

HIGHLIGHTS:

- **AVPA:** Introduced UNIV 001 course on University Preparedness in fall 2025.
- **ED and NUR:** New articulation agreements, pathways, and laddering options have been implemented.

Teaching & Learning

Enhance resourcing, programming, and physical space for the Centre for Teaching and Learning (CTL)

2023

2025

In 2023, the CTL was successfully relocated to a new, purpose-designed space. Alongside this move, the CTL has received resourcing to expand its capacity and improve support for both faculty and students.

HIGHLIGHTS:

- **ARTS, AVPA, and CTL:** Developed new Graduate Teaching Enhancement Certificate and UR2 Fellows Program.
- **AVPA, CTL, and FGSR:** University teaching certificate program under development.
- **JSGS:** Introduced monthly “pedagogy coffee chats” with faculty.

Review and develop a strategy for Faculty-specific, University-wide, provincial, and national international teaching awards

2023

2025

A scaffolding strategy has been developed to support faculty in pursuing local, provincial, and national teaching awards. This structured approach is designed to identify, prepare, and promote nominees more effectively, enhancing recognition of teaching excellence across all levels.

HIGHLIGHTS:

- **AVPA and CTL:** Created two new institutional level Teaching Awards (the Award of Excellence in Experiential Learning and the Award of Excellence in Public Education and Outreach).
- **AVPA, CTL, and Exec Offices:** Proposed and spearheaded the creation of the Lieutenant Governor’s Post-Secondary Teaching Award in collaboration with the LGO.
- **BUS, ENGG, and SC:** Established annual Faculty Level Awards.
- **Exec Offices:** Annual President’s Celebration of Teaching, Research and Service Achievement Event established in 2023.

Recognize impactful graduate/honours supervision and offer venues for sharing innovation and best practices

2023

2025

The Graduate Supervision Taskforce completed its report and developed a set of actionable recommendations aimed at strengthening best practices in graduate supervision. FGSR, in partnership with faculties/units, is actively working on implementing these recommendations to enhance the quality and consistency of graduate supervision across the university.

HIGHLIGHTS:

- **ARTS:** Hosted a workshop for graduate program leaders in Arts, La Cité, FGSR and MAP based on Dr. Loleen Berdahl’s book, “For the Public Good.”
- **FGSR:** Established annual award for Outstanding Graduate Supervision.
- **FGSR:** Graduate Supervision Taskforce report with recommendations complete.

Faculties will work with the CTL to integrate technological innovation and sound pedagogy

2023

2025

Faculties are actively collaborating with the CTL to strengthen teaching practices through the integration of technological innovation and sound pedagogy. Faculty members are encouraged to access CTL resources, and information about CTL services are disseminated within the faculties/units.

HIGHLIGHTS:

- **ARTS:** Arts Dean's Executive and several departments worked with the CTL on curriculum mapping.
- **LIB:** Staff support the CTL by providing training on Generative AI and Open Educational Resources.
- **NUR:** Incorporated information about the CTL into their new faculty orientation.
- **SW:** Research on a sessional mentoring model completed by FSW faculty member in 2024.

Collegially review the place given to teaching in Faculties' respective criteria documents

2023

2025

To date, six faculties/academic units have initiated this review process, reflecting a growing commitment to validate the role of teaching within academic career progression and institutional culture.

HIGHLIGHTS:

- **BUS, ED, ENGG, JSGS, LIB, and NUR** have completed or initiated a review of their criteria documents with respect to teaching.



Academic Programming

Utilize the Strategic Enrolment Plan and academic data and analytics to make evidence informed program, delivery, modality, and operational decisions. Ensure data and analytics clearly reflect the experiences of equity-seeking communities on campus

2023

2025

Foundational work is underway to support evidence-informed decision-making related to program offerings, delivery methods, modality, and operations. The SEP, which will serve as a key guiding framework, is in the final stages of governance approval and endorsement. Once finalized, the SEP will more fully inform institutional planning and resource allocation.

HIGHLIGHTS:

- **BUS:** Undergraduate programming, enrolment, and registration data for the past five years was used to project enrolment going forward. Course sequencing and scheduling, including number of sections, up to 2026-27, has been informed by these numbers.
- **JSGS:** Conducted a program review in April 2025, which included admissions, and post-degree options.
- **NUR:** Incorporated virtual reality technology to support student success/retention.

Ensure that all programs have clear program maps that are available to students and advisors. These maps should articulate learning outcomes at the program-level

2023

2025

The CTL continues to offer guidance and support to faculties for curriculum mapping, with the goal of ensuring that all programs have clear, accessible program maps which articulate program-level learning outcomes for students and instructors. While several faculties and departments have actively engaged in this work with CTL support, uptake has been uneven across the institution. Continued efforts will be needed to increase participation and ensure institution-wide consistency.

HIGHLIGHTS:

- **BUS, ED, ENGG, JSGS, KHS, NUR, and SW** have actively engaged in curriculum mapping initiatives.

Review programming for sustainability and streamlining opportunities

2023

2025

Progress has been made in reviewing academic programming with a focus on sustainability and identifying opportunities for streamlining. Faculties and units are engaging in ongoing efforts to assess program relevance, resource alignment, and efficiency.

HIGHLIGHTS:

- **ARTS, CCE, MAP, and SC:** Collaborated to develop and implement the three-year (90 credit hour) [Bachelor of Arts & Science \(BA&Sc\) degree](#).
- **KHS:** Undergoing curriculum revisions with a commitment to increasing open electives to 30 credit hours across all programs and ensuring in-house capacity for program delivery.
- **LA CITÉ:** Bilingual three-year BA&Sc and a minor in translation being explored to diversify program offerings.

Develop guidelines for using academic analytics and data (e.g. course fill rates) to maximize course offerings and implement consistent and transparent multi-year course scheduling

2023

2025

Faculties and academic units are making progress in using academic data to inform their course offerings and scheduling decisions. However, the development of institution-wide guidelines remains an important next step to ensure consistency, transparency, and alignment across the university. This work will be further informed by the SEP.

HIGHLIGHTS:

- **CCE:** Staff in Flexible Learning provide insights and data to faculty partners connected to fill rates and waitlists for courses offered in partnership.
- **KHS:** Course scheduling is informed by enrolment data; students are provided with four-year plans for course offerings.

Identify graduate and undergraduate degrees, diplomas, certificates, and micro-credentials that can be completed entirely remotely and develop and promote them

2023

2025

Work is well underway to identify and develop graduate and undergraduate degrees, diplomas, certificates, and micro-credentials that can be completed entirely remotely. Faculties and academic units are actively engaged in creating and refining these offerings. CCE, UCM, and student recruitment teams are supporting these efforts through targeted promotion and outreach, helping to increase visibility and accessibility for prospective students.

HIGHLIGHTS:

- **ARTS, BUS, ED, JSGS, MAP, NUR, SC, and SW:** Currently offer programming which can be completed entirely or almost entirely remotely. Additional development is underway across faculties to expand these offerings.
- **MAP:** The MAP certificate program can be taken online and used to ladder into a MAP degree.

Prioritize support for students in their first day, week, month, semester, and year (e.g., build on existing pilot programs to ensure that gateway courses are taught and delivered to give students their best chance of success and retention)

2023

2025

Several initiatives are being implemented to enhance support for students throughout their first year. These efforts include peer mentorship programs, the development of themed course bundles to foster cohort experiences, and faculty-led activities aimed at improving student engagement, well-being, and retention. For example, new social events and orientation programming, such as discipline-specific networking opportunities, are being introduced to help students build early connections. UR International continues to play a key role in delivering holistic academic support by modernizing tutoring services, strengthening hiring practices, and tailoring communications to better reach and support a diverse student population.

HIGHLIGHTS:

- **AVPA:** Created UNIV 001: University Preparedness, a zero-credit, mandatory course for all new undergraduate students effective fall 2025.
- **FGSR:** Holds an orientation each term to let students know what supports are available to them and build a sense of community.
- **LIB:** The Personal Librarian Program provides individualized support for students by pairing every incoming student with a librarian designated as their “personal librarian.”

Student Success & Experience

Conduct an evidence-informed and data supported review of institutional advising processes and structures

2023

2025

Work is underway within individual faculties to assess and strengthen advising processes using data and evidence-based approaches. Dr. Harold Reimer is leading the forthcoming comprehensive institution-wide review of advising structures.

HIGHLIGHTS:

- **LA CITÉ:** Student advising is now centrally provided through the Student Success Centre and is available in French to all francophone students on campus.

Require institution-wide, aligned use of Degree Audit and train staff in best practices

2023

2025

All applicable faculties have achieved alignment in the institution-wide use of Degree Audit. Efforts to train staff in best practices are ongoing to ensure consistent and effective application across the university.

HIGHLIGHTS:

- **ARTS, BUS, ED, ENGG, FGSR, KHS, MAP, NUR, SC, and SW:** Have established the use of Degree Audit as a standard practice.

Enhance use of technology in student advising and student services

2023

2025

Faculties and academic units have actively embraced technology (e.g. online booking systems, virtual meeting platforms) to enhance advising and student services. Many have supported the implementation and use of Slate, integrating it into their advising processes to improve efficiency and student engagement. Continued efforts are underway to expand and optimize technological tools across units.

HIGHLIGHTS:

- **LIB:** Continually investing in technology to enhance student services. Examples include:
 - Access course materials via the updated online reading list system.
 - Find room to study using the Waitz real-time occupancy system.
 - Get help from anywhere with the improved website chat system.
 - Request items from over 1,000 libraries worldwide using the new interlibrary loan system.
 - Reserve collaborative study spaces using the online booking system.
- **CCE, FGSR, URI, and RO/ES:** Played a major role in the implementation of SLATE to enhance graduate student application experience. This will also help in providing useful guidance and advice to graduate students.

Conduct an evidence-informed review of academic support and transition programs

2023

2025

Work is underway within faculties to evaluate academic support and transition programs using evidence informed approaches. A comprehensive institution-wide review is planned to follow shortly, aiming to ensure consistent and effective support for student success across the university.

HIGHLIGHTS:

- **ARTS:** Revamped support systems for incoming students who do not fully qualify for admission (with GPAs of 60–69.99). Created and implemented an Arts Qualifying status, modelled after similar programs in Business and Science.
- **AVPA:** Together with a subcommittee of CCAM, the AVPA developed a policy framework for reviewing student academic enhancement programs (such as the Academic Recovery Program and transition programs). This framework was approved by CCAM in September 2023. It will soon be put into use.

The three Vice-Presidents will direct a review of food services, space usage, residence life, the presence of the broader community on campus, and other matters that might influence student well-being and belonging. The review process will include our federated partners and recognize that the U of R has multiple campuses

2023

2025

The Vice-Presidents have completed a broad institutional review focused on enhancing student well-being and belonging. As a result, a new model of food service provision has been implemented, with construction and development currently underway and expected to be completed soon. In addition, a space usage strategic plan is forthcoming, which will guide future decisions about campus development and utilization across all university locations.

HIGHLIGHTS:

- [Ad Hum Pit revitalization](#)
- New food services model with several new [food services providers](#): Starbucks (open at the Dr. John Archer Library), Trifon's Pizza, Da India Curry Xpress, and Liang's Kitchen (coming soon).



Looking Ahead

This interim report is an important milestone in demonstrating the meaningful progress made across the University between **Spring 2023 and Spring 2025**. It highlights and celebrates the significant work undertaken by faculties, units, and partners, showcasing the strong momentum and meaningful accomplishments across the institution. It also offers insight into areas where continued attention will help sustain and build on this success. By focusing exclusively on activities within this two-year window, the report provides a clear and accurate picture of our momentum and establishes a foundation for the final Academic Plan report, which will be completed by December 2026. Looking ahead, the conclusion of this plan will necessitate the development of a new Academic Plan—one that will be shaped by the forthcoming University Strategic Plan and guided by the leadership of the incoming Provost. Together, these steps will ensure continued alignment, renewed vision, and sustained commitment to academic excellence and student success.

