

DATE: 20 September 2013
TO: ALL MEMBERS OF COUNCIL
FROM: Annette Revet, Executive Director and University Secretary
RE: SPECIAL MEETING OF COUNCIL AGENDA

A Special meeting of Council will be held on Friday, September 27, 2013 from 2:00 - 3:30 p.m. in the Education Auditorium, ED 106, as follows:

1:30 p.m. Registration Opens (All Members and Guests will be required to sign in)
2:00 p.m. Call to Order

AGENDA

1. Approval of the Agenda
2. Comments of the Chair, Appendix I, Pages 2-14
3. Motion submitted by Petitioners, Appendix II, Pages 15-21
4. Adjournment

Letter to members of University Council

September 20, 2013

Colleagues,

As you are aware, a petition advocating for a non-confidence vote regarding my leadership of the University of Regina was distributed in August to members of University Council. I have always taken the concerns of our employees seriously, and that is most certainly the case with this petition. For that reason, I am providing additional information for your consideration prior to the September 27 meeting of Council.

This letter is not exhaustive, but is intended to address some of the key issues which have been raised by Council members in recent weeks. I am also providing it to members of the larger campus community for their information. We all play important roles in the University's shared academic mission, and in our work over the past several years have together been guided by the Strategic Plan, which was endorsed by campus in 2009.

Budget

Regarding the petition's call for budget transparency, I recognize that a great deal of budget-related information, while available on the University's website, is not necessarily easily found by those who wish to examine it.

I would like to draw your attention to the following financial documents, which receive approval at various levels both within and outside the University depending on the process by which each of them are developed within the framework of *The University of Regina Act* and other governing documents. As in past years, they continue to be available on the University website:

- The University's Annual Reports and Audited Financial Statements, which are produced each year in accordance with *The University of Regina Act*, may be found at: <http://www.uregina.ca/fs/statements/index.html>
- The University's Operations Forecasts, which are submitted to the Government of Saskatchewan each year to outline the University's budget priorities and help inform the Government's budget process, are located at: www.uregina.ca/orp/budget.shtml (heading "Operations Forecast")

The Operations Forecast for the 2014-2015 academic year is available there.

- The University's annual budgets dating back more than a decade – including the current 2013-2014 budget – may also be found at: www.uregina.ca/orp/budget.shtml (heading "Budget Plan")

The annual budget is developed through a consultative process whereby all Faculties and units present to the Budget Committee, which then evaluates all individual budget requests in light of overall institutional needs and priorities and makes its recommendations to me. Based on the information provided and per *The University of Regina Act*, as President I then present the budget to the Board of Governors for its careful consideration and ultimate approval. Budget oversight is the mandate of the Board of Governors.

- The minutes and associated documents of the Advisory Group on Planning, Evaluation, and Allocation (AGPEA) are located at:
<http://www.uregina.ca/president/committees/agpea.html>

AGPEA, which is an institutional planning committee, met 13 times during the 2012-2013 academic year, and is scheduled meet a total of 21 times in 2013-2014. AGPEA includes both elected and appointed members of University Council as well as an undergraduate student and a graduate student. It is important to note that AGPEA's requests for extensive budget and financial material and presentations have been accommodated.

I will continue to ensure that I keep the campus community informed when new financial documents such as the annual budget are developed and posted on the University's website.

In May 2013, the Board approved the University's 19th consecutive balanced budget – something which is a testament to all who manage the finances of our institution. In that context, however, I understand very well that the process of implementing a 3% cut to achieve that balanced budget for 2013-14 has been a difficult process for many on our campus. We have worked hard together in recent years to find efficiencies while still allowing for reinvestment in priority areas. The impact of the 2013-14 budget has been felt right across campus. In some cases, positions have been lost, including in my own office, which has been reduced by a Vice-President and an Associate Vice-President in the past year.

Growth and Its Implications

At the same time, the past five years have been a time of substantial growth at our University. I will not refer to the staffing levels from 2001-2012 inclusive as cited in the petition document because I began at the University only in the 2008-2009 academic year. I will, however, speak to some of the staffing changes that have taken place during my tenure.

The new Faculty of Nursing required the creation of positions both within the Faculty itself and in supporting Faculties (e.g., Arts, Science) and administrative units (e.g., student service areas). Funding for the positions created in support of the Faculty of Nursing has come through additional government grants and tuition revenues generated through Nursing enrolments. In addition, there have been enrolment increases in most Faculties over that time. All told, that growth has been reflected in the number of employees working on our campus in different academic and administrative areas.

The majority of new positions created since I began at the University of Regina are in the Administrative, Professional, and Technical (APT) employee group. I would like to address why that is the case. Of the 58 new APT positions created during my tenure, 26.5, or nearly half, are within academic units. Each of them is the result of a specific position request from Deans and Directors, who consult with their Faculty leadership teams during their own budgeting and planning processes.

Most of the 26.5 new APT positions in academic units are in areas that have seen particularly high enrolment increases in recent years, including Nursing, the Centre for Continuing Education, Business Administration, and Kinesiology and Health Studies. These positions directly support student success and retention by providing services such as academic advising and registration support. The work of these professionals is critical to the day-to-day operation of Faculties, and to the support of teaching and research.

Outside Faculties but still in student support units, another 12 APT positions have been created to further assist in recruiting, enrolling, supporting and retaining students. These positions are in student service areas such as the Aboriginal Student Centre, Admissions, the Student Accessibility Office, and the Career Centre. In addition, UR International has had an increase of 8 positions to help support the University's growing number of international students. The majority of these APT FTEs provide direct academic and student support under the areas overseen by the Provost and Vice-President (Academic).

The remaining APT positions in units such as Information Services, Financial Services and External Relations provide direct support to the academic units on campus. For example, to address increased challenges in ensuring the security of our growing Internet presence, we created a web security analyst position. Likewise, in Financial Services a financial analyst position was created specifically to meet increased Tri-Agency audit and reporting requirements to ensure that Tri-Agency grant funding continues to be available to University of Regina researchers.

To help put this growth in context, I encourage you to read my Opinion-Editorial article of March 21, 2013 in which I discussed the important role administrative units play in fulfilling the academic mission of a modern university. I have included this article, which was published by the *Saskatoon StarPhoenix*, as Attachment A.

Turning from APT and focusing on faculty members, instructors, lab instructors and librarians, since 2008-2009 there has been a net five-year increase of 22 academic positions across our campus. In the majority of cases, these positions have been added in Faculties where student demand has been on the rise as reflected in substantial increases in the number of credit hours taught. In Faculties where demand has not been as intensive, the number of positions has been reduced through attrition resulting from retirements and resignations.

At the risk of drawing attention to particular Faculties, I want to provide some examples that may be helpful. In the Faculty of Business Administration, for example, the average number of credit hours taught in 2008-2009 per full-time faculty member (i.e. professors or full-time instructors) was 611. By 2011-12, 5 academic FTEs had been added to the Faculty of Business

Administration, but the average number of credit hours taught per year by full-time faculty members had been reduced only to 595 – an indication of substantially increased student demand in that Faculty. This may be seen even more clearly in the Faculty of Kinesiology and Health Studies, where despite the addition of 4 academic FTEs, the number of credit hours taught per full-time faculty member over that time actually increased from 401 to 525.

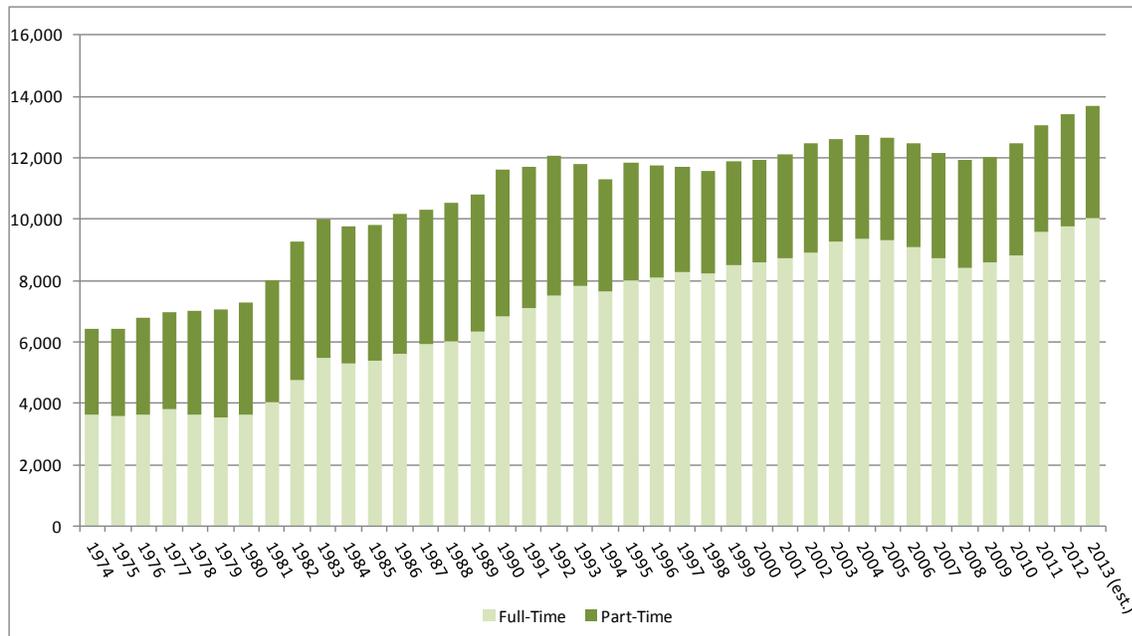
By comparison, in the Faculty of Arts for 2008-2009, the average number of credit hours taught per full-time faculty member was 336. By 2011-2012, that number had declined to 293, notwithstanding the fact that the number of academic FTEs in Arts had in fact been reduced by 1 over that time. This indicates that although the overall number of Arts credit hours being taught had grown somewhat over the period, the number of credit hours being taught by full-time faculty members had declined. Similarly, in the Faculty of Fine Arts, the number of academic FTEs was reduced by 3 over that time, but the average number of credit hours taught per full-time faculty member remained relatively unchanged, going from 210 to 219.

The Past Five Years

A discussion of credit hours and enrolment is an appropriate point at which to segue into a wider overview of the past five years at our University. Given that the 2013-2014 academic year marks the beginning of my second term as President and Vice-Chancellor, I believe it will be informative to review the progress we have made together since 2008-2009.

We have made tremendous progress in the number of students attending the University of Regina, particularly with respect to the diversity of our student population. Figure 1 demonstrates that after several years of declining enrolments in which student numbers dropped a total of 6.5% from Fall 2004 to Fall 2008, the University has experienced five consecutive years of increased enrolments.

Figure 1: Annual enrolment at the University of Regina, Fall terms (FactBook)



It is of note that enrolment records have been set for each of the past three years, coinciding in large part with the start of operations in the Faculty of Nursing – the first new faculty at the University of Regina in more than a decade.

Figures 2 and 3 show increases that have taken place in the number of international and self-declared Aboriginal students at our University – groups which contribute to the increasing diversity on our campus and in our province as a whole.

Figure 2: International students at the University of Regina, Fall terms

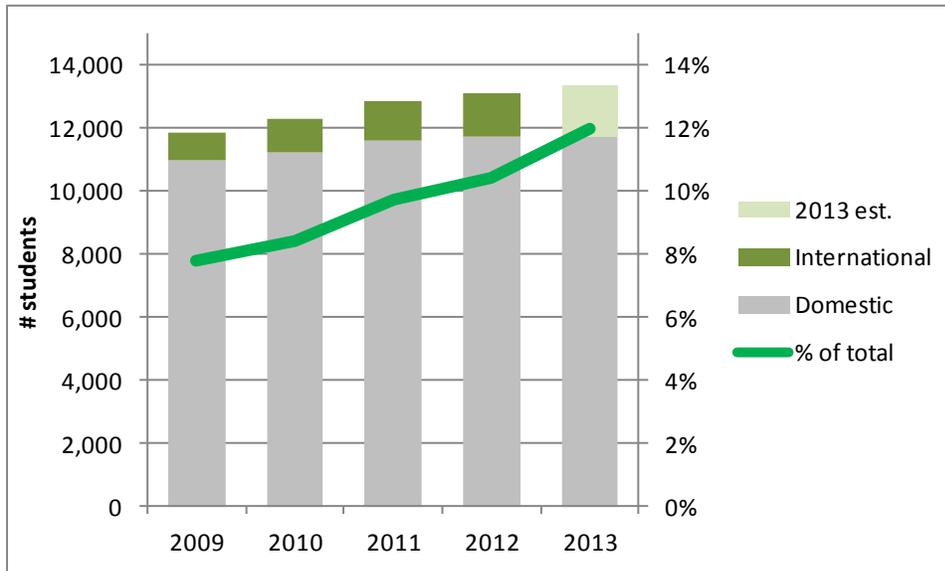
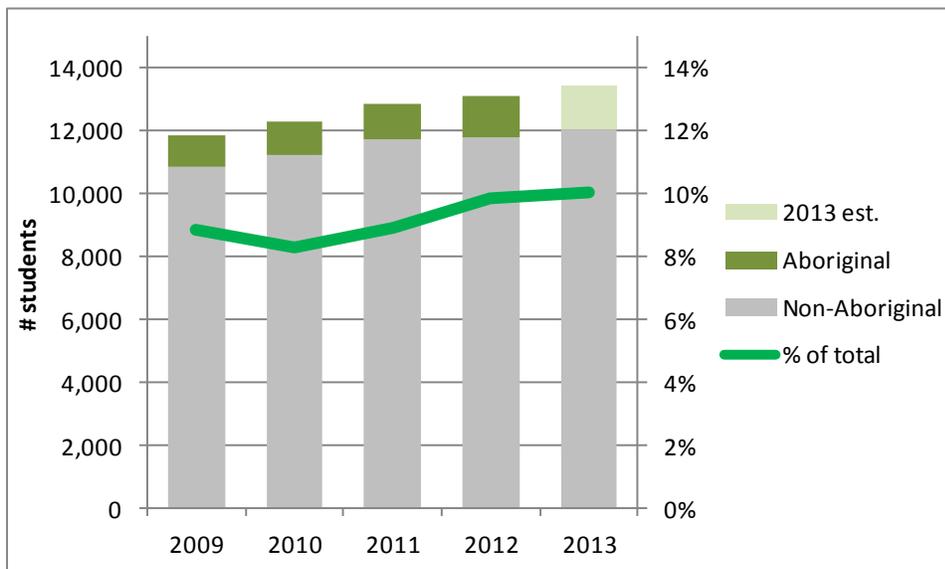


Figure 3: Self-declared Aboriginal students at the University of Regina, Fall terms

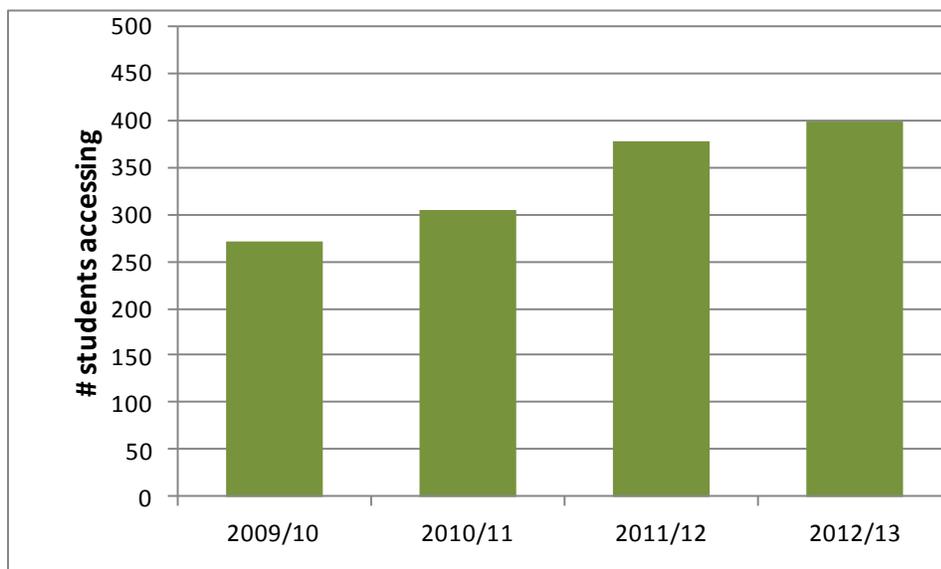


As an institution located on Treaty 4 land in the capital of our province, the University of Regina has perhaps a particular responsibility to ensure that post-secondary education is as accessible, relevant and inclusive as possible for Aboriginal students. As figure 3 indicates, self-declared Aboriginal students now make up approximately 10% of our student body. In 2012-13, the Aboriginal Student Centre was expanded to help support our growing number of Aboriginal students. At the same time, First Nations University of Canada experienced a year-over-year enrolment increase of 10%, a further indication that the institution has effective governance practices and strong leadership. Its funding crisis is in the past, and as FNUniv celebrated a recent milestone, Juliano Tupone, Acting President and Vice-President of Finance and Administration, said:

We have just celebrated the 10th anniversary of the name change of our institution and the opening of our Regina Campus. We honour the leadership that the Federation of Saskatchewan Indian Nations and the University of Regina took in 1976 to bring us into being. The First Nations University of Canada celebrates its 37th year of operation in a position to invest in future growth through hiring faculty, funding student scholarships, and developing information technology, benefitting all three campuses. We look forward to the next 37 years.

Diversity on the University of Regina campus has also been enhanced through the services we provide to make our campus as accessible as possible for students with disabilities. As Figure 4 shows, over the past three years, the number of students accessing those services has increased substantially, an indication that we are providing critical services to students who have historically been underserved in the post-secondary system – one of the objectives in our Strategic Plan.

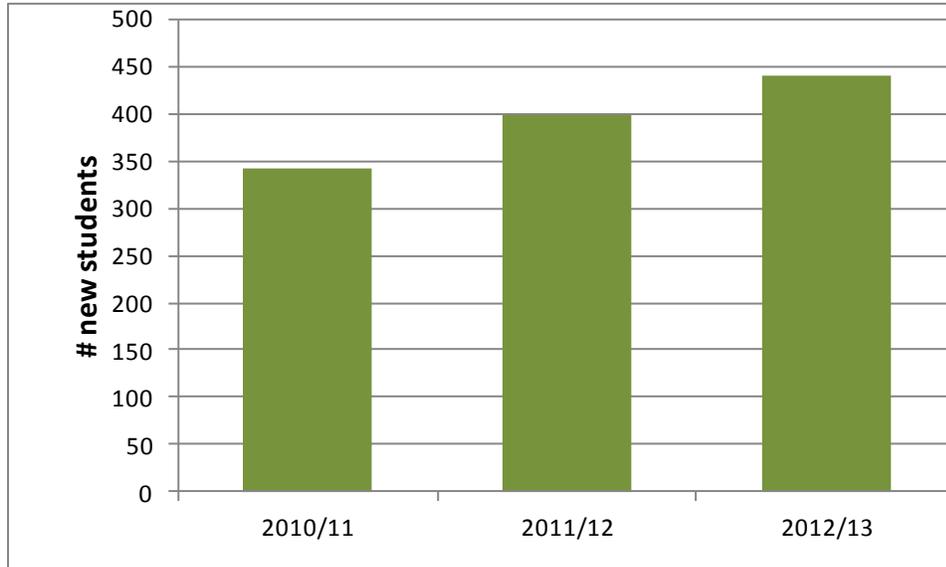
Figure 4: Number of students accessing services for those with disabilities



Another development in recent years has been the UR Guarantee program, which is now entering its fourth year of operation. Figure 5 demonstrates that each year, an increasing number of

students are entering the program, which is designed to keep them engaged in their studies and campus life while they develop additional skills that will help them launch their careers upon graduation.

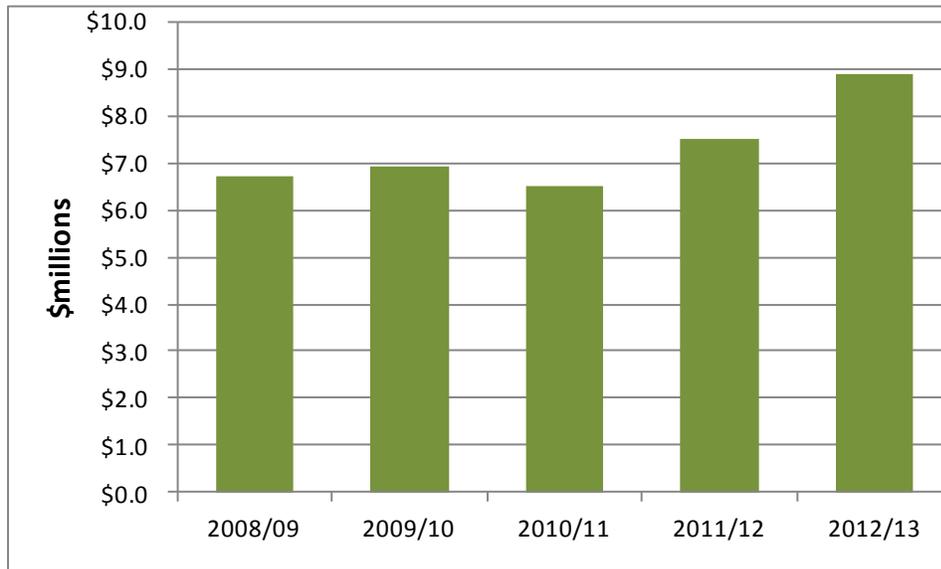
Figure 5: Number of new students in UR Guarantee Program



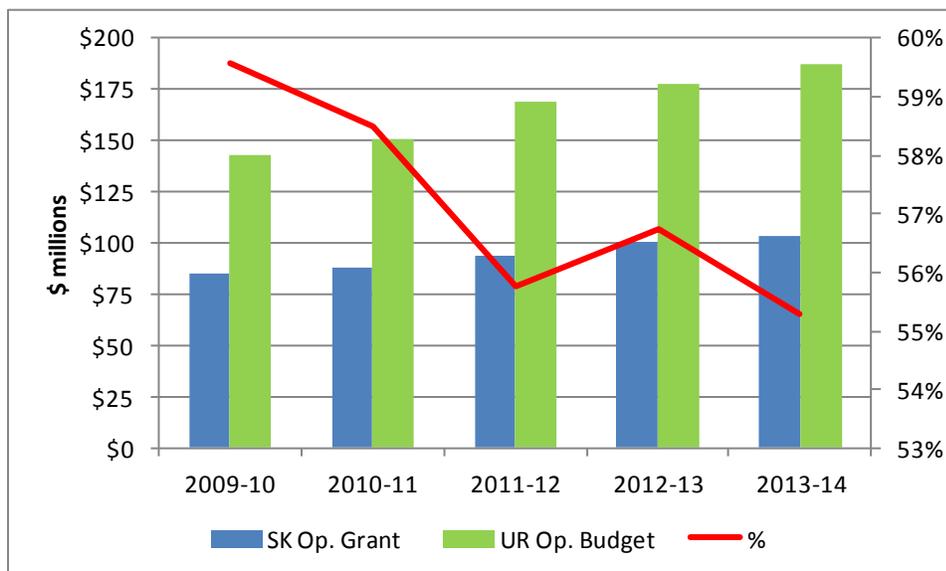
It is estimated that more than 1,300 students will be participating in the UR Guarantee program during the 2013-14 academic year – approximately 11% of the undergraduate student body. Given that UR Guarantee students have a higher than average first-to-second-year retention rate (close to 88% among UR Guarantee students compared to approximately 83% among non-UR Guarantee students), the program is fulfilling its objective of enhancing student success.

These initiatives have required investment to help ensure their success, and as mentioned earlier, there have been related staffing increases in UR International, the Aboriginal Student Centre, and student service areas.

Another key factor in student accessibility and retention is the University's increasing efforts, as called for in the Strategic Plan, to enhance student financial aid. Overall scholarship and bursary payments made to graduate and undergraduate students, including funding from SSHRC, NSERC and CIHR, have increased substantially over the past several years, as Figure 6 demonstrates. In the 2012-2013 academic year, scholarships and bursaries represented 6.8% of the University's operating expenditures. Over the course of the year, we disbursed almost \$9 million to our students through scholarships and bursaries at both the undergraduate and graduate levels.

Figure 6: Scholarships paid to undergraduate and graduate students

It is worthy of mention that the University has had success in these areas at a time when the proportion of our operating funding provided by the provincial government has decreased. In many ways, we have been fortunate in recent years that our level of operating funding from the provincial government has not been reduced, as has been the case in some other provinces. That being said, the percentage of the University of Regina's revenue derived from our government grant has declined over the past several years from approximately 59% to just over 55%, as Figure 7 demonstrates.

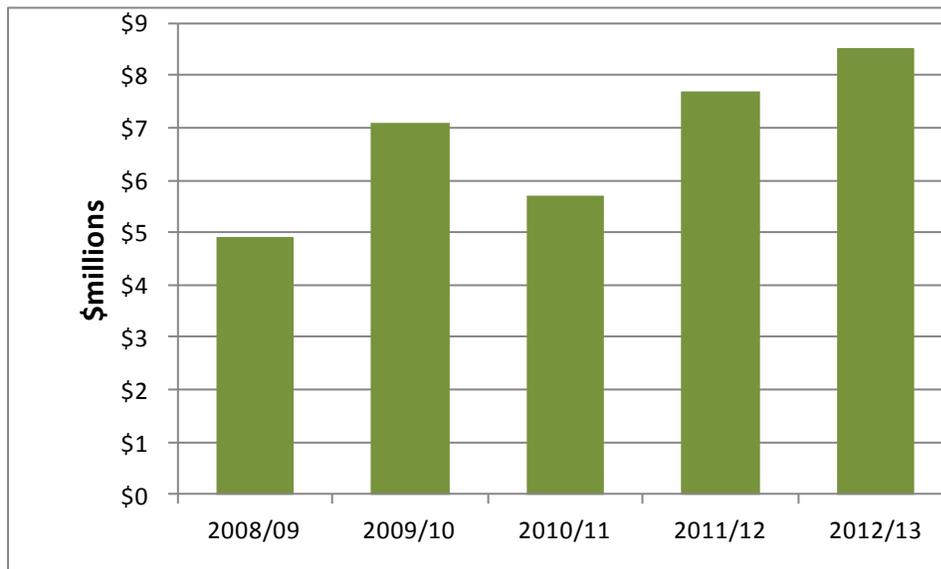
Figure 7: Provincial operating grant by amount and percentage

At the same time, expenses have increased in many areas, including the salary and benefit costs of our employees, which due to market demand have increased at a rate exceeding that of

inflation. This has necessitated measures such as cuts in some areas and tuition increases in order to balance our budget while maintaining and wherever possible enhancing the quality and scope of our academic programs.

A key objective arising from the Strategic Plan has been to increase the amount of community support for the University of Regina – something which is in many ways dependent on our collective reputation for providing quality and relevant education to our students, conducting world-class research, and serving the larger community. One measure of this, and an increasingly important means of funding scholarships and programs, is the level of donor support (Figure 8), which has risen substantially over the past five years.

Figure 8: Annual donor support



Challenges

Of course, the past few years have not been without their challenges, which have been well-documented publicly, particularly in recent months. These have unquestionably had a negative impact on the University of Regina's reputation among members of the public, government, donors and supporters, faculty and staff, and of course, students, prospective students, and their parents. For that reason, I need to speak about them and how they have been addressed by the University.

As noted in the petition document, earlier this year IPAC-CO₂ was headline news. Established with federal, provincial and private-sector funding that was committed in 2008, IPAC-CO₂ was created as a separate entity to assess the feasibility of and risk associated with the geologic storage of CO₂ internationally. In 2010, the University learned that certain individuals tasked with the administration of IPAC-CO₂ may not have strictly followed applicable policies in the management of IPAC-CO₂. As a result, a University review was immediately initiated. In addition, the IPAC-CO₂ Board, which consisted of representatives from the Government of

Saskatchewan, the University of Regina, and industry – arranged for a review of the organization’s processes. The University co-operated with the IPAC-CO2 Board throughout.

Both reviews concluded that the University had sound policies and processes in place, but that in some instances they had not been followed. The University immediately took steps to educate those involved in complex third-party research endeavours, and I sent a notice to campus to reinforce the importance of adhering to University policy.

I also need to address the petition’s accusation of mismanagement of funds contributed to the University by Wascana Energy. This is a very serious allegation. It has been widely disseminated. And it is false.

These donor funds were applied to a research-related deficit in the Faculty of Engineering and Applied Science. This deficit resulted from a decision by the Faculty to invest in research that had the potential to garner additional research support from private industry. This additional research support was not realized, and after careful consideration, the previously unutilized funds that had been contributed by Wascana Energy to support Engineering research were used to retire the deficit.

This use of the Wascana Energy funds was permitted under the terms of the original donation agreement, something which has been confirmed by the former President and CEO of Wascana Energy:

In 1997 Wascana Energy Inc. made a \$1 million gift to the University of Regina. As President and CEO of Wascana Energy at that time I am very knowledgeable of the donation and the terms of the gift. I have noticed the recent publicity relating to this gift and allegations that it may have been spent in a manner that was contrary to the terms. Those allegations are simply wrong! I have been contacted by the CBC and I informed them that, in my opinion, these funds could be used to cover “operating” expenses and that would not be a violation of the agreement.

- Frank Proto

Legal advice concurred that this use was consistent with the donation terms of reference.

It would have harmed the University’s academic mission – and specifically, our capacity to provide students in the Faculty of Engineering and Applied Science with the courses and labs their programs require – had the Faculty been required to cut programming or staff to address a deficit incurred in the pursuit of the Faculty’s research activities. For that reason, I stand by the decision to use funds earmarked to support research in the Faculty to prevent that from happening.

Going forward, the University remains committed to sound financial management, and we welcome recent and continuing reviews of our operations by the Provincial Auditor. In the Winter 2013 semester, for example, we invited the Provincial Auditor to review our research policies and processes and received a comprehensive report with 26 recommendations. As a result of that review, we have established a task force which over the next 18 months – and with

the assistance of external consultants who have recently completed their interviews with our faculty and staff – will determine how best to implement those recommendations.

In addition, we have asked the Provincial Auditor to review our procurement policies, and we will work diligently to implement any recommendations that come as a result of that process. I have also renewed my commitment to investigating and addressing any serious issues – financial or otherwise – that are brought to my attention, such as the issue of overtime payments in the Faculty of Education that has recently received media attention.

Conclusion

I am proud of how far the University of Regina has come over the past five years, and the entire University community deserves credit for the progress our institution has made. Like other post-secondary institutions across Canada, we will continue to face challenges in the months and years to come. It is important that we face them together as a community whose individual opinions may differ on some issues, but who remain of one mind regarding our collective commitment to the education we provide our students.

With your support – and taking into account your constructive criticism – I will do everything I can to promote our University in the public sphere, in government, with potential donors, and with students and their families. I will continue to advocate tirelessly on behalf of the University for adequate provincial funding. I will continue to ensure that based on your advice, I make the best and most responsible decisions possible to support our students and their programs.

And as always, I will support you as we work together to fulfill our shared academic mission and educate the next generation of leaders in our province.

Respectfully,

A handwritten signature in cursive script that reads "Vianne Timmons".

Dr. Vianne Timmons
President and Vice-Chancellor

Attachment A: Op-Ed published in *Saskatoon StarPhoenix* March 21, 2013

Recently, there has been a lot of attention paid across Canada to the increase in administrative spending at universities. Yes, there has been administrative growth at universities in recent years – but it has not taken place at the expense of our academic mission.

Canadian universities today are very different than they were even a decade ago. When I became a university professor, my colleagues and I were responsible for advising students who were applying to university, counselling students who were experiencing challenges in their personal lives, and providing additional support to those who were having academic difficulties. Thankfully, universities recognized the pressure this placed on faculty members, and hired staff to support our students and allow faculty to focus more of their time on research, teaching and public service.

In addition, the nature of our student populations began to change significantly. Over the past decade, Canadian universities have started serving many more international students. At the same time, we are sending more of our Canadian students abroad for international study opportunities, and are encouraging our faculty members to forge international research collaborations. As a result, we have invested in staff to support students and faculty in these areas.

There has also been an increase in the number of students with disabilities and students experiencing mental health challenges, and most universities have hired staff to provide support to these students and allow them to have educational opportunities they might not have had in the past. And as universities have worked to help close the education gap experienced by Aboriginal students who have historically not been well-served by our post-secondary education system, we have increased the number of Aboriginal students at our institutions, and created centres and programs to support them in their studies.

Faculty research is a critical part of every university's academic mission, and many institutions have increased their research portfolios in recent years – something which has necessitated the hiring of administrative staff to support faculty in applying, carrying out and accounting for their research. We have also increased the number of graduate students on our campuses, and these students require support in setting up and completing their research programs.

In recent years, the nature of teaching has changed for many of our faculty members, with the number of on-line and hybrid courses required by students increasing significantly. Developing and managing such on-line and distance learning courses to meet student demand can be challenging, so we have hired staff to support faculty members in their work. This area will only develop and grow in the years to come, and

universities will need to continue working with new technologies all the time to deliver their courses and programs.

To further support our academic mission, universities have needed to increase our fundraising efforts, and have worked hard to stay connected with our alumni. To be successful, these initiatives require an investment in staff. Additionally, we must support students in career development, service learning and volunteering in the community – areas where staff members provide much-needed support for faculty members.

Accountability has become increasingly important in our society, and universities have numerous stakeholders to whom they must report. This responsibility has been assumed primarily by administrative staff at a time when the nature of the workplace has changed. We now have employees such as health and safety officers, employee relations staff, procurement staff, recruitment experts, and internal auditors. We have many more policies and processes that we are required to put in place and enforce – and as a result, we have more staff in place to ensure our accountability.

All of these investments fall under the umbrella of administrative spending, and I believe they are well worth it. The nature of post secondary education has changed – and continues to change – and the majority of the increases in administrative spending have been allotted to student and faculty support. Having staff assume many of the administrative responsibilities that faculty used to fulfill is less expensive, and perhaps more importantly, allows our faculty to place more focus on their teaching and research. There are still administrative tasks that faculty members must assume, but their impact is lessened by the network of dedicated support that surrounds our faculty and helps them conduct the innovative teaching and research that makes a difference for our students and for our world.

Universities are constantly adapting to serve an ever-changing society. Over the past decade, we have increased administrative spending to develop supports for our students and faculty members in a complex educational environment that poses many demands and challenges. In difficult fiscal times, those administrative supports may be eroded. We must all take time to consider carefully the negative impact that would have on our ability to educate and provide the necessary academic supports for the next generation of leaders in Canada.

Dr. Vianne Timmons
President and Vice-Chancellor
University of Regina

SEP 03 2013

Att.: Executive Director, University Secretariat

Dear Ms. Revet:

In accordance with Section 4.5 of the University of Regina Rules and Regulations, we, the undersigned members of the University of Regina Council, call for a Special Meeting of Council, to be held within one month of the receipt of this petition, whose purpose shall be to debate the attached motion, to wit, that

The University of Regina Council resolves that the following question shall be put to the members of the University of Regina Council by a secret ballot to close ten days hence, and that all members of Council shall be informed of the result:

The University of Regina Council has lost confidence in the President and the Vice-President (Academic).

We remain,

Most cordially yours,



DR. SUSAN JOHNSTON
ARTS/ENGLISH

SJ/sj/encl.

cc. John Conway, Chair, Acc.

Motion: Be it resolved that the following question shall be put to the members of the University of Regina Council by a secret ballot to close ten days hence, and that all members of Council shall be informed of the result:

The University of Regina Council has lost confidence in the President and the Vice-President (Academic).

Rationale:

University Council has lost confidence in the President and the Vice-President (Academic) because they have **harmed the university's academic mission**, and pursued instead its diminishment relative to university administration; because, by refusing to produce a complete budget, the President and Vice-President (Academic) have **obstructed University Council's** efforts to safeguard the academic mission; and because, by presiding over the **mismanagement of public and private donors' funds**, they have done grave harm to the University's reputation.

1. Harm to the Academic Mission

This administration has increased the number of non-academic units and positions and decreased the number of academic positions in academic units¹ central to any good university's mission. From 2006-12, full-time equivalent non-academic positions in non-academic units increased as follows:²

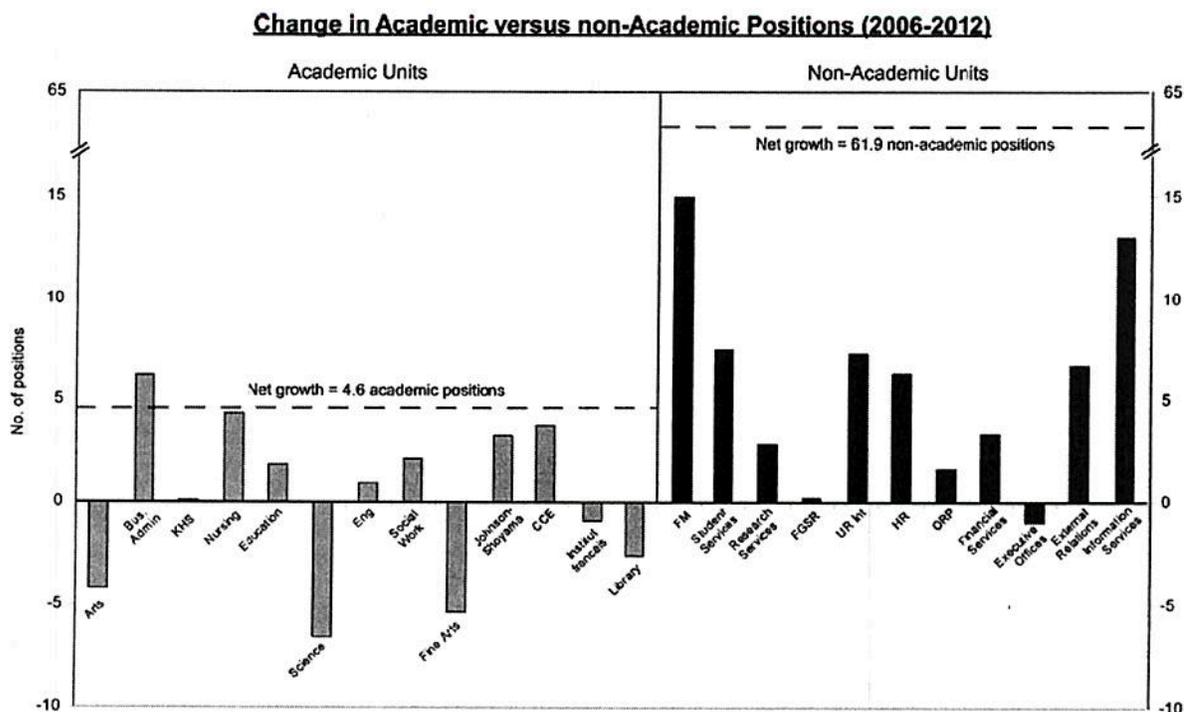
1. External Relations: +6.7 (31.5% increase)
2. Facilities Management: +15 (9% increase)
3. Human Resources: +6.3 (25% increase)
4. Information Services: +13 (23% increase)
5. UR International: +7.3 (107% increase)

Full-time equivalent academic positions in academic units decreased as follows:

6. Arts: -4.2 (3.4% decrease)
7. Fine Arts: -5.4 (14.6% decrease)
8. Library: -2.6 (15% decrease)
9. L'Institut français: -0.9 (41% decrease)
10. Science: -6.6 (7.5% decrease)

1 'Academic unit' is herein defined as a unit whose primary function is teaching and research, and which has at least one full-time equivalent academic position.

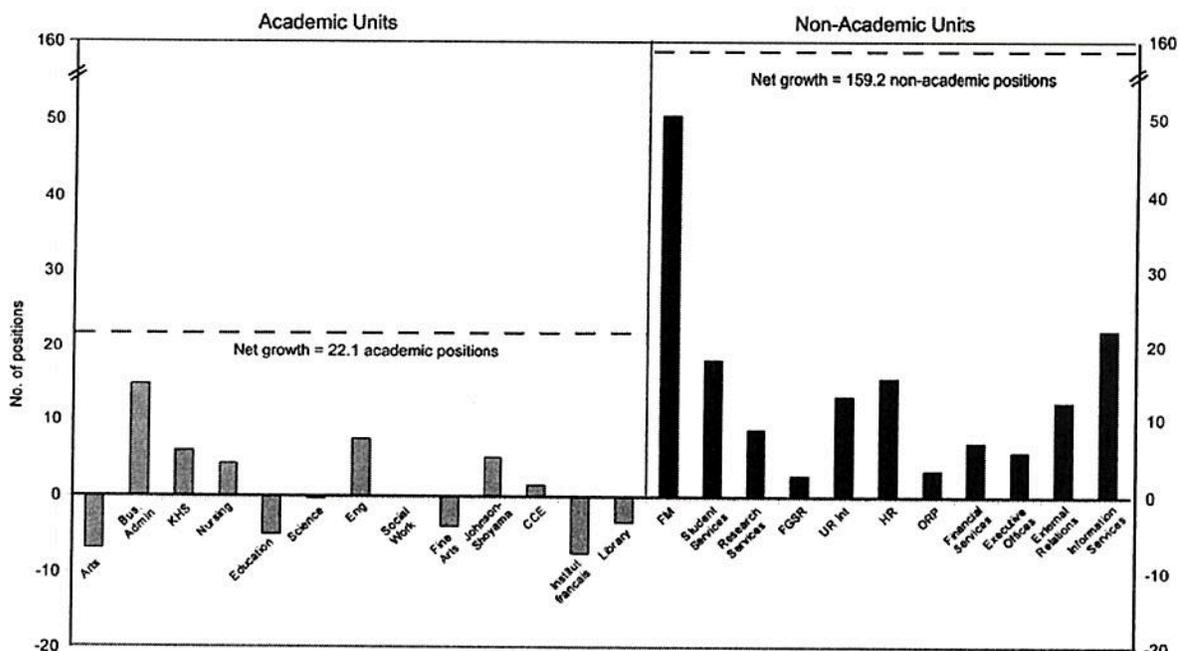
2 The source of this and subsequent data is "FTE Positions by Faculty/Admin Unit For the years 2001-02, 2006-07 and 2011-12".



This practice of increasing the number of administrative positions while decreasing the number of academic positions continues a trend that has been in place at the University of Regina since at least 2001. The extent of the damage caused from 2006-12 cannot be fully appreciated without that larger context. From 2001-02 to 2011-12, the above-mentioned units gained or lost positions as follows:

1. External Relations: +12.4 (80% increase)
2. Facilities Management: +50.6 (38% increase)
3. Human Resources: +15.6 (98% increase)
4. Information Services: +22.1 (46% increase)
5. UR International: +13.1 (1300% increase)
6. Arts: -14.9 (14% decrease)
7. Fine Arts: -3.9 (11% decrease)
8. Library: -3.3 (18% decrease)
9. L'Institut français: -7.4 (85% decrease)
10. Science: -0.3 (0.4% decrease)

Change in Academic versus non-Academic Positions (2001-2012)



Summary of 2006-12:

- The net increase in full-time equivalent academic positions in academic units was 4.6.³
- The net increase in academic positions university-wide was 5.4.
- The net increase of full-time equivalent non-academic positions in non-academic units was **61.9**
- The net increase in non-academic positions university-wide was **97.3**.
- The increase in academic positions accounts for 5.3% of the total growth in university positions for this period.
- The increase in non-academic positions accounts for **94.7%** of that growth.

Summary of 2001-12:

- The net increase in full-time equivalent academic positions university-wide was 22.1⁴
- The net increase in full-time equivalent non-academic positions university-wide was **221**.
- The increase in full-time equivalent academic positions accounts for 9% of the total growth in university positions for this period.
- The increase in non-academic positions accounts for **91%** of that growth.

³ (This number does not include the 0.8 FTE academic position in ORP.) The significance of this number is not that it is positive. Rather, its significance is how small it is, given that a new academic faculty was created and staffed during this period. Moreover, the category *academic* includes faculty, instructors and lab instructors.

⁴ 2.2 of this 22.1 were faculty.

- The increase in full-time equivalent *faculty* positions accounts for 0.9% of that growth.

The cumulative effects of this decades-long trend of increasing the number of non-academic positions and units while decreasing the number of academic positions include increased cost of the university, increased tuition fees, and diminished ability to carry out our university's academic mission. Reduced academic resources in core faculties of the university have diminished the research profile of the University, reduced the number and range of courses we offer, reduced the quality of our programs, and thereby reduced the quality of the education we provide. As the 2006-12 figures above attest, the President and the Vice-President (Academic) are responsible for a significant portion of these damages.

These cuts and consequent harms are in direct violation of the University's *Strategic Plan*, §A2: "Reaffirm our historic commitment to the liberal arts and sciences".

The President and the Vice-President (Academic) neither stopped this long-term trend nor reversed it. On the contrary, they endorsed and extended it. Their efforts to further extend it into the future include the imposition of the misguided and wasteful "Academic Program Review" (APR). Despite its name, the APR is no academic review. An *academic* review measures the quality of an academic unit's courses, programs and research. The APR was instead a mere accounting exercise which assessed units via the ratio of cost of delivery of their courses and programs to the tuition fees they generated. Its apparent aim was not to review, but to transform the academic complexion of the University.

Despite faculty's withering and repeated criticisms of the APR's objectives, criteria, data and processes, the Vice-President (Academic) nonetheless remained obdurate in its implementation. The harm to the academic mission that would be caused by its implementation was everywhere plain and nowhere acknowledged.

Recent budget decisions promise more of the same. The imposition of 3% across-the-board cuts falsely presumes that the *status quo* distribution of funds best serves the university's singular academic mission. It falsely presumes that academic shrinkage and administrative growth are warranted. And it falsely presumes that the greater harm these cuts will cause to already-imperiled academic units is justified. In these efforts, the President and the Vice-President (Academic) have revealed their disrespect for the University's academic mission.

2. Obstruction of Council

For several months now, Council members, facing debilitating cuts to academic units and programs, have made repeated requests for a full and detailed budget that would make clear the need for such cuts and their just distribution. Beginning with a letter of 27 November, 2012, bearing over 200 signatures, Council members have called upon the President to "return to the

long-standing practice of publishing an annual Budget Book, complete with all budget allocations”. This request was reiterated in a second letter, signed by Council members from every teaching faculty, dated January 3, 2013, and, when it was again rebuffed, became one of several motions presented to and passed by March 6th's historic meeting of University Council. Despite these reasonable demands for budgetary transparency in a public institution during times of alleged fiscal austerity, the President has refused to return to this practice, or to offer a timeline for doing so, or to explain these refusals.

By so denying Council's requests for full and detailed budget data, the President and Vice-President (Academic) both have withheld information that Council, in its estimation, has deemed necessary to the exercise of its judgment as to whether the academic mission of our university is being properly served. They have thereby obstructed Council in its duly enacted role as the “senior legislative body on academic matters” and thus frustrated the purposes of §§ 75-78 of the *University Act* and contravened the principles and practices of collegial governance. The President, then, though entrusted by law with “the general supervision and direction of [...] the business affairs of the university” (*University of Regina Act*, § 79(b)), refuses to produce a comprehensive budget for this institution, and cannot provide a compelling reason why she cannot do so, thereby violating the principles of transparency and accountability that ought properly to apply to our public institution.

3. Financial Mismanagement

These questions of transparency and the public trust have become ever more urgent in the wake of recent reports of fiscal mismanagement of funds and accounts entrusted to the supervision of the University administration. Perhaps most damagingly, this President and Vice-President (Academic) have seen fit to violate the terms of reference of a \$1,000,000 donation⁵, by taking funds given for the creation of a trust fund to support “a Research Chair with a focus on heavy oil recovery processes”⁶ and instead exhausting both principal and interest to cover overspending in the Faculty of Engineering. By first failing to act on the recommendations of the authors of an internal report (“Discovery Project”) on the pattern of over-spending in Engineering⁷, and then flouting their fiduciary roles with respect to donors' funds, the President and the Vice-President (Academic) have earned the University the charge of “creative accounting”⁸ and courted scandal with community stakeholders. By publicly describing this violation of trust as, in the Vice-

5 See “Wascana Energy Petroleum Research Chair at the University of Regina Terms of Reference”, Dec. 10, 1997.

6 Ibid.

7 CBC News May 1, 2013.

8 CTV Regina News, April 23, 2013.

President (Academic)'s words, "appropriate"⁹, and as "fully in accord with University practice"¹⁰, both the President and Vice-President (Academic) have sought to legitimize such dubious use of donors' monies and such "creative" readings of terms of reference. They have thereby seriously damaged the University's reputation in the local community and undermined the trust and, quite possibly, the generosity of past, present, and potential donors.

Furthermore, in the matter of the University's managerial role at IPAC, problems with spending and accountability have been the stuff of headlines since February, with serious consequences, again, for the University's standing in the community and in the eyes of funding agencies and research partners. Indeed, after news of misspent funds, conflicts of interest, improperly alienated assets and more, the result of the University's lack of oversight and transparency has been its being placed on a form of probation by providers of research monies. On 17 May, 2013, the federal government, a significant stakeholder in the University's management of IPAC, said its review of the problems at IPAC-CO2 "revealed 'serious concerns' that will mean tougher scrutiny for future University of Regina projects"¹¹: "Our review concluded there were serious concerns with the [U of R's] handling of this project,' a federal government spokesperson told CBC News in an email. 'In particular, lapses in transparency and competitiveness, that we were not made aware of until recently, were identified'"¹². In fact, the upshot of this opaque management of public funds has been a newly strained relationship with an important federal funding agency: "WD [Western Diversification] believes in respect for taxpayer dollars, and moving forward we will be applying a stricter level of scrutiny and monitoring to projects with the University of Regina to ensure value for money"¹³. Again, then, mismanagement enabled by a lack of transparency has tarnished the University's standing and reputation, and undermined the trust of past, present and future benefactors of the University.

4. Conclusion

A university houses and promotes the ideals of intellectual enquiry. That is its purpose and its value. Honesty, openness and transparency in pursuit of truth, knowledge and understanding are its hallmarks. They are the measures of its work. These measures apply equally to its faculty and its administrators. On that score, this President and this Vice-President (Academic) have failed. They have harmed our University and its reputation. We cannot risk further damage.

9 *Leader-Post* April 23, 2013.

10 President's Statement, April 23, 2013.

11 "Ottawa Imposes 'Stricter' Standards," CBC News, May 17, 2013.

12 *Ibid.*

13 *Ibid.*