

In keeping with the University of Regina's commitment to Truth and Reconciliation as articulated in our 2020-2025 Strategic Plan entitled *All Our Relations - kahkiyaw kiwâhkomâkâninawak*, I begin this report by acknowledging that the University is situated on Treaty 4 territory, with a presence in Treaty 6. This is the ancestral territory of the Cree, Saulteaux, Dakota, Lakota and Nakoda people, and the traditional homeland of the Métis nation.

Per the objectives the Board of Governors approved to guide my work through the 2020-2021 academic year, this report has as its primary focus the activities being undertaken to ensure the stability and sustainability of the University's teaching and learning, research, and overall operations during the COVID-19 pandemic. The objectives related to implementing key aspects of the new strategic plan and facilitating the transition to a new president will receive increasing attention later in the academic year.

As in the previous report, the final section of this document celebrates some of the many accomplishments that students, faculty, staff and alumni have had while continuing their work over the past two months in unprecedented circumstances.

Objective 1: Ensure that the teaching and learning functions of the University continue in the most academically fulfilling way possible for the Spring/Summer 2020, Fall 2020 and Winter 2021 terms.

Throughout the summer, Faculties and units across the University worked to make the teaching and learning experience as fulfilling as possible for students and teaching staff.

For Spring/Summer 2020:

- Under the leadership of the Provost and Vice-President (Academic), the Academic Incremental Recovery working group (AIR) oversaw the delivery of coursework and co-ordinated the work of several smaller working groups.
- Together, the Information Services working group (chaired by the Associate Vice-President (Information Services)), the Student Supports working group (Chaired by the Associate Vice-President (Academic)),

and the Instructor Supports working group (Chaired by the Provost and Vice-President (Academic)) were integral to the successful completion of the Spring/Summer 2020 term at a distance. Their activities for the term included:

- Maintaining the “Gateway to the Spring/Summer term” section of the website and ensuring that it contained the most up-to-date and relevant information for students and teaching staff;
 - Ensuring that appropriate technical support was available for students and teaching staff. To help in this area, five Co-op students were hired to assist with online course development and peer support for students;
 - Constructing a comprehensive and dynamically updated listserv that allows the Associate Vice-President (Academic) to communicate quickly and directly with all teaching staff; and
 - Operating the computer loan program for those students who did not have computer access to their courses.
- The successful conclusion of the Spring/Summer term at a distance relied on the work of many others across the University. For example:
- Throughout the term, Instructional Designers in the Centre for Continuing Education hosted virtual drop-in sessions for instructors and created resources to assist them in their teaching;
 - Despite the challenges in the employment market posed by COVID-19, Co-operative Education and Internships facilitated 325 internship and Co-op placements during the term to help students progress in their programs;
 - The Centre for Student Accessibility ensured that students requiring accommodations could continue to access them. This work included collaborating with the Provost’s Office to provide a document to the Faculties and Federated Colleges outlining the accommodations that might have different applications during the remote delivery of coursework. The Centre provided clarification as necessary for both students and instructors;
 - Clinicians in Counselling Services provided live-streamed e-counselling for students throughout the term;
 - The Student Success Centre ran all of its programming virtually. This included academic advising, the Summer Bridge program, (two sections of ENGL 100 and one section of MATH 102 for incoming students), the UR Guarantee program, the Ambassador program, and a series of academic success workshops; and

- University Advancement & Communications, Financial Services, the Faculty of Graduate Studies and Research and Student Awards and Financial Aid together promoted and administered the Student Emergency Fund initiative. By the end of August, nearly \$350,000 had been disbursed to almost 350 students in need.
- Compared to the Spring/Summer 2019 term, the overall number of credit hours taught across the University system in Spring/Summer 2020 rose by 8,440 to 53,025 - an increase of almost 19%. Close to 90% of those were taught at the University of Regina proper (i.e., not at the Federated Colleges). This increase is a testament to the work faculty and staff did both leading up to the term and during the term itself to create the best possible remote learning environment for students.

For Fall 2020 and beyond:

- In the early part of the summer, AIR drafted a *Teaching and Learning Framework for the 2020-2021 Academic Year*. After consultation with the University community through a virtual town hall, this framework, which may be found at <https://www.uregina.ca/term-updates/assets/docs/pdf/t-l-framework.pdf>, was finalized and shared in early July.
- The framework outlines the University's approach to teaching and learning for the next year, subject to change in light of developments in the COVID-19 pandemic. It plans for:
 - Teaching and learning in the Fall 2020 term to be primarily at a distance, with a limited number of low-density in-person course components; and
 - Teaching and learning in the Winter 2021 term also to be primarily at a distance with some low-density in person components taking place should circumstances permit.
- AIR then created the In-Person Course Assessment Team (IPCAT) to determine what in-person course components could safely be held on campus in Fall 2020. IPCAT developed a detailed set of in-person course criteria for the Faculties, Federated Colleges, and Regional Colleges, and evaluated the resulting submissions.
- Through this work, 77 primarily upper-level labs and studios were approved for in-person delivery, all at the main campus. Each has fewer than 15 students, and will take place under strict COVID-19 health and safety protocols in space evaluated by engineering consultant Stantec. Approximately 800 students will attend these in-person course components, and at no time will more than 60 students have coursework simultaneously scheduled on campus. This represents a fraction of the number of students ordinarily on campus for the Fall term.

- In early September, IPCAT will revise and distribute its in-person course criteria for Winter 2021.
- In consultation with Health, Safety & Wellness, University Advancement & Communications, and others across campus, AIR also is developing operational and communications plans in the event of positive COVID-19 tests on campus during the coming term.
- AIR's other working groups (Student Supports, Instructor Supports, and Information Services) worked collaboratively throughout the summer to prepare for both remote and in-person teaching and learning in Fall 2020. That work included:
 - Meeting regularly with staff from CCE, the University Library and the Faculties to plan and co-ordinate activities;
 - Completely revising the remote teaching and remote learning areas of the website with information for students and instructors, and communicating directly with students and instructors as needed regarding their Fall 2020 courses;
 - Better integrating Zoom with UR Courses, and implementing a streaming media service in UR Courses to make it easier to share multi-media course materials;
 - Working with instructors so that important Fall 2020 course information for students such as technical requirements and primary teaching modality was posted to UR Courses by 15 August;
 - Developing a decision model to effectively assess requests for technological enhancements related to teaching and learning; and
 - Deciding on an e-proctoring solution - Proctortrack - that will help instructors ensure the integrity of the remote final exam process for Fall 2020. Once the solution was secured, it was tested in Spring/Summer with volunteer instructors and students.
- Other units worked in a variety of ways to enhance the teaching and learning experience for the coming terms. For example:
 - The Orientation Committee developed a virtual orientation program delivered via UR Courses for first-year students. Students will have access to the orientation modules throughout Fall 2020;
 - Counselling Services participated in these orientation modules, recorded a "Stress Better" seminar series for students for delivery in Fall 2020, and will offer live e-seminars on different topics in addition to personalized e-counselling during the term;
 - In September, University Advancement & Communications will launch a "Mental Health Hub" on the website to provide comprehensive

information about all mental health supports available to students, faculty and staff;

- University Advancement & Communications filmed and promoted a series of videos in which instructors provide first-year students with advice on learning at a distance;
- To help prepare incoming students for the coming academic year, the Federated Colleges undertook a number of initiatives over the summer. For example, Campion College and Luther College operated Campion/Luther Connect, a free six-week program to provide academic preparation in math and writing for grade 12 students whose final year of high school was cut short. Campion also delivered COPE, a one-day series of workshops on topics such as taking a distance learning class and how to study effectively. Luther put on UPrep, a two-day program providing skills workshops for any incoming student in the University of Regina system. All three Federated Colleges have academic and personal programming planned to support students and keep them engaged during the academic year.
- The Centre for Student Accessibility is ensuring that instructors and students are aware of Fall 2020 accommodations procedures. The Centre also continues preparing for the eventual opening of the Accommodations Test Centre when larger-scale in-person coursework returns to the University;
- The University Library has established hours of operation and procedures to accommodate limited in-person student and faculty activity for Fall 2020, and is promoting its extensive suite of online research and instructional resources;
- The Flexible Learning Division of the Centre for Continuing Education will continue to offer virtual drop-in sessions for those teaching online;
- To accommodate student textbook purchases, the Campus Store will have limited in-person opening hours and curbside pick-up to open Fall 2020;
- Working with the Registrar, URSU, and faculty and staff from different areas of the University including the University Library, the Associate Vice-President (Academic) led a project to create and promote an inventory of more than 70 zero-cost materials (ZCM) courses. ZCM courses use only high-quality, freely accessible resources. By enrolling in these ZCM courses, for Fall 2020 alone students will save approximately \$294,000 in course materials; and

- Looking to reduce costs for students even further into the future, under the leadership of the Associate Vice-President (Academic), the Open Educational Resource Publishing Program approved the creation of several new open resources such as textbooks and lab tutorials. Once completed, these resources will save students almost \$800,000 over a five-year span.
- In Spring/Summer 2020 the Associate Vice-President (Academic) also conducted surveys of both instructors' and students' remote teaching and learning experiences. The results, summarized below, will provide a strong basis on which to enhance the remote teaching and learning environment for Fall 2020 and beyond.

Summary of U of R faculty/sessionals and student surveys

Response rate:

- Approximately 25% response rate for the faculty/sessionals survey (288 out of approximately 1161)
- There were 1440 student responses

Quality of student experiences in the spring/summer semesters:

- Faculty/sessionals and student responses regarding the perceived quality of student experiences were overall very similar. On a scale of 1 (quality improved greatly) to 5 (worsened greatly), the mean faculty/sessional response was 3.43, while the mean student response was 3.46.
- However, while the aforementioned means were similar, student responses were more frequently extreme. For instance, while only 2.17% of faculty/sessionals felt that the quality of student experience had improved greatly, 7.3% of students held the same view; 5% of faculty/sessionals felt that student experiences had worsened greatly, in contrast to 18% of students.
- Overall, about 50% of faculty/sessionals felt that the quality of student experiences had worsened either somewhat or greatly, compared to about 54% of students.
- About 40% of faculty/sessionals felt that the quality of student experiences was unaffected, while only 27% of students felt this way.

Benefits of remote teaching and learning:

- Among faculty/sessionals, the top three perceived benefits of remote teaching were the ability to teach from anywhere, the ability to accommodate students' work and home responsibilities, and the ability to use a variety of teaching methods and tools.
- Students' top three perceived benefits of remote learning were the ability to attend class from anywhere, flexibility of scheduling, and the ability to accommodate students' work and home responsibilities.
- In the comments, a number of students mentioned that the decreased travel time in terms of commuting to campus was a significant benefit. Several students also noted that the recordings of the Zoom lectures were helpful when it came to studying and reviewing the course content.

Available supports for students:

- When asked what supports they were most likely to take advantage of, 73% of students said they were extremely or somewhat likely to access online library materials and resources. As well, 61% of students said they were extremely or somewhat likely to take advantage of web-based resources for remote learning, and 52% of students said they were extremely or somewhat likely to take advantage of technical support related to the use of academic technologies.

Available supports for faculty/sessionals:

- Among faculty/sessionals, 74% said they were extremely or somewhat likely to take advantage of professional development on how to improve synchronous virtual teaching via Zoom.
- About 73% of faculty/sessionals said they were extremely or somewhat likely to take advantage of professional development on use of various remote teaching tools; additionally, about 73% of faculty/sessionals said they were extremely or somewhat likely to take advantage of technical assistance and troubleshooting.
- There were 11 possible supports listed in the survey, and over 50% of faculty/sessionals said they were either extremely or somewhat likely to take advantage of each of these 11 supports. Besides the three supports listed above, the most sought-after supports were professional development on supporting the remote learning needs of students (70%), professional development on how to improve asynchronous, web-based teaching via UR Courses (68%), and increased access to online digital

resources or materials (68%). The lowest ranked support was proctoring software solutions for exams (56%).

- In terms of accessing these supports, faculty/sessionals were largely split in terms of preference. About 25% of faculty/sessionals reported a preference for virtual group webinars, while 22% preferred virtual one-to-one consultations, another 22% preferred asynchronous web-based modules, and 20% preferred online drop-in sessions. Only 8% reported a preference for face-to-face one-to-one consultations.

Objective 2: Ensure that the University's research enterprise is disrupted as little as possible over the next year

Under the leadership of the Vice-President (Research), University-wide efforts took place to ensure continuity of research.

For Spring/Summer 2020:

- Since June, the University has remained in Phase 2 of its Return to Research plan. During this phase, select buildings on campus are eligible to host in-person research activity, undergraduate students can participate in field research, and research with human participants is permitted within University-controlled spaces only, with physical distancing to be maintained at all times.
- In July, the Office of the Vice-President (Research) hosted two virtual town hall sessions to keep researchers apprised of research developments, gather and share feedback on the progress of the Return to Research Plan, and address any research-related concerns.
- By August 20, the number of research projects approved to resume according to strict COVID-19 health and safety protocols had risen from the previously-reported 69 to 124, an 80% increase.
- Throughout the summer, staff in the Research Office worked in numerous ways to facilitate researchers' work. For example, they maintained a web page of research- and COVID-19-related resources, supported researchers applying for and securing rapid-response funding dedicated to COVID-19-related research, and worked with funding agencies and researchers as needed to adjust project end dates, reporting deadlines, and funding terms and conditions.
- The Faculty of Graduate Studies and Research did much to help graduate students continue their studies and research. This included:
 - Providing 175 students with a total of almost \$175,000 in emergency funding;

- Developing and processing registration accommodations for students whose academic or personal difficulties during the pandemic otherwise may have prevented them from continuing their programs of study; and
- Being flexible regarding thesis submission dates.

For Fall 2020 and beyond:

- At the 28 August virtual town hall, the Vice-President (Research) announced that effective 1 September the University is moving to Phase 3 of the Return to Research Plan. This decision was the result of extensive consultations with various groups, including the Health, Safety & Wellness team and the Risk Assessment Committee.
- Phase 3 is a significant step forward in research continuity because it makes all University buildings once again eligible to host research activity, increases the number of individuals who may share a lab or studio from two to three according to strict health and safety protocols, and allows off-campus research involving human participants (with appropriate physical distancing and the use of mask indoors).
- As noted in the previous report, during the summer the Office of the Vice-President (Research) surveyed University researchers on the institution's progress in managing the return to research. Some of the resulting recommendations will help inform the forthcoming implementation of Phase 3 of the Return to Research Plan. They include:
 - Developing a robust communication plan for the Fall 2020 and Winter 2021 terms;
 - Implementing compliance monitoring; and
 - Ensuring regular communication between the Office of the Vice-President (Research) and Facilities Management to ensure that adequate ventilation is in place once labs and studios have been approved for research activity.
- Phase 4 of the Return to Research Plan will coincide with the removal of all provincial COVID-19 restrictions. This is not anticipated to take place for some time. Until then, the University will focus on Phase 3 implementation and evaluation, as well as contingency planning in the event that the return to research must be scaled back because of an outbreak of infection.
- The Faculty of Graduate Studies and Research will continue facilitating graduate students' research. This includes holding a virtual research town hall for incoming graduate students in early September, conducting virtual orientation sessions, running professional development seminars and student town halls throughout Fall 2020 and

Winter 2021, and developing a virtual version of the annual “Three-Minute Thesis” competition.

Objective 3: Ensure operational continuity and stability across the entire University

A great deal of work continued across many areas to maintain the operational continuity that is critical to the University’s teaching, learning, and research.

For Spring/Summer 2020:

- Led by the Vice-President (Administration), the Operations Recovery Committee (ORC) continued to oversee the University’s core operations throughout the term per the Recovery Plan Framework. Under ORC’s guidance, key facilities and human resource activities included:
 - Monitoring provincial health and safety regulations and ensuring University-wide compliance;
 - Tracking the number of people accessing campus facilities in person through the three designated entries/exits;
 - Encouraging people not to come to campus unless absolutely necessary;
 - Ensuring that campus facilities, especially those with higher-traffic areas, are sanitized according to public health guidelines;
 - Installing signage with COVID-19 physical distancing guidelines throughout campus;
 - Completing maintenance projects that would not be possible with large numbers of people on campus. These included replacing the lights in the Education Auditorium and upgrading the electrical system and corridor connecting the Classroom and Laboratory Buildings; and
 - As necessary, providing Human Resources supports such as virtual ergonomic assessments and counselling for those working from home.
- Information Services undertook many activities to ensure the continuity of the technological infrastructure. This included:
 - Monitoring, patching, maintaining and upgrading the information technology infrastructure;
 - Expanding storage and processing capacity to meet increased demand;
 - Replacing all Evergreen computers three months ahead of schedule;

- Working with the print vendor to accommodate the printing needs of the increased number of staff working from home, and providing other required technical support to both home and on-campus staff; and
- Updating the IS Disaster Recovery Plan.
- Financial Services ensured the University met its financial obligations and maintained updated budget projections.
- Student Affairs worked in a number of areas to sustain key operations over the summer. For example:
 - Housing Services supported the small number of students still living in residence;
 - The Registrar's Office modified processes in response to requests from students for transcripts, grade appeals, and fee adjustments; and
 - In light of its physical closure, the Campus Store expanded its online offerings.
- Through the website, news media, and social media, University Advancement & Communications regularly provided operational updates to the University and wider communities. The unit also organized several virtual town hall sessions on the University's operations which I hosted.
- In addition to the town hall sessions, I provide the University, Senate, and Board with weekly campus updates.

For Fall 2020 and beyond:

- As noted in the last report, in light of the pandemic the University Recovery Planning Group (URP-G) was created to provide long-term visioning on teaching/learning, research, and operations from scientific, strategic, and financial/risk management perspectives. During the reporting period, URP-G:
 - Met six times, provided advice to the University Executive Team, and contributed to decisions and updates related to mask guidelines, building ventilation, and strategic communications;
 - Created four dedicated COVID-19 working groups for focused explorations of Financial Implications, Productivity and Anxiety, Brand and Identity, and Safety and Science; and
 - Conducted extensive campus stakeholder consultations on a range of topics, ranging from urgent matters such as e-proctoring in the Fall term and health and safety on campus, to long-term issues such as the nature of work in the future.

- In the coming months, URP-G will continue working closely with the University Executive Team and the teaching/learning, research and operational recovery committees. The 11 September virtual town hall will focus on the group's long-term COVID-19 visioning activities.
- Since the last report, ORC oversaw a number of activities to ensure operational stability for the coming academic terms. For example:
 - Work began to enhance ventilation systems and air filtration capacity in anticipation of an increased number of people on campus;
 - The Health, Safety & Wellness team developed an online training program to help those returning to campus for Fall 2020 understand COVID-19 risks and safety protocols;
 - Planning continued for a phased return to in-person work;
 - A detailed mask/face covering policy was developed and shared with campus. It takes effect 1 September, making masks/face coverings mandatory in public areas of campus where physical distancing is challenging to maintain;
 - An inventory was taken of existing COVID-19 safety equipment (e.g., disposable masks, gloves, disinfectants, and hand sanitizer); supplies that might be required in the coming months are being sourced as necessary; and
 - Operational protocols and a communication plan are being developed in the event of positive COVID-19 tests among those on campus for the Fall term.
- Among its many activities to ensure the University's technological needs are met for the coming terms, Information Systems is working with units such as Human Resources to automate and move different administrative processes online. For the fall, staff are also developing a comprehensive technology risk management process encompassing legal, financial, security, and privacy risks.
- In July, University Advancement & Communications reorganized the original COVID-19 section of the website to be an "Upcoming Academic Terms: Info and Plans" section. It has been regularly updated to contain comprehensive information about the University's operations during the Fall 2020 term. All new campus communications are posted on this site. The Unit has also taken the lead in responding to operational and academic queries from members of the University and wider community.
- With student recruitment and retention critical to long-term sustainability, a great deal of work has taken place across the University in those areas with an eye to the future:

- Enrolment Services is developing virtual tours, planning the Fall Open House, creating a virtual admission package, and in early October will for the first time hold “High School Early Admission Days”;
- The UR Connected website has been enhanced to account for the fact that prospective students are not currently able to visit campus in person;
- Throughout the fall, Enrolment Services will send targeted communications to prospective students as well as guidance counsellors and parents/guardians. Recruiters are planning their virtual as well as possible in-person fall high school visits;
- Enrolment Services will host a Strategic Enrolment Planning conference in mid-September, and is continuing its Strategic Enrolment Management work with consultant Ruffalo Noel Levitz (RNL); and
- RNL is preparing to launch its retention predictive modelling initiative in early September to identify potential at-risk groups of incoming students for appropriate support. RNL’s retention consultant has already held a training session with academic advisors.
- The Working Group on Retention and Graduation has completed its report and recommendations on student retention. The report and recommendations will complement RNL’s retention-related work.
- UR International has been active in its recruitment, retention, and international partnership activities:
 - The unit held seven virtual “Admission on the Spot” events in India, Vietnam, Nigeria, Ghana, and Bangladesh. Additional ones will be held this fall in China, Kenya, the United Arab Emirates, Pakistan, and Malaysia;
 - More than 30 live virtual sessions have been held with international educational consultants to expand the University’s recruitment reach;
 - All services and programs in the Global Learning Centre, as well as the International Peer Advisor Program, have been moved online for the fall so UR International can continue to provide key academic and non-academic supports that help retain students;
 - Educational agreements are being finalized with two universities in China. Over the long term, these will increase program enrolments in Statistics and Engineering and Applied Science;

- Administrative barriers to international student applications (for example, application fees and tuition deposits) have been temporarily removed; and
- UR International has closely monitored any Government of Canada study and work permit policy changes, and conveyed them to current and prospective students who may be required to study from their home countries over the next year.

Objective 4: Launch the new strategic plan and begin implementing key aspects

With *kahkiyaw kiwâhkomâkâninawak - All Our Relations* having been launched in June, focus has shifted at both the institutional and Faculty/unit levels to prioritizing elements of the plan for implementation:

- At the forthcoming Board meeting, new Performance Management Framework indices based on *kahkiyaw kiwâhkomâkâninawak* will be presented for review and approval.
- To assist Deans and directors as they develop their own Faculty and unit implementation plans, a virtual town hall will be held on 25 September. At that session, together with members of the Strategic Plan Facilitation Team I will consult the University community on elements of the strategic plan to prioritize for implementation.
- Based on the input provided at the town hall, the Provost will hold a follow-up session with Deans and directors to determine an approach for developing Faculty and unit plans.
- To provide additional context for Deans and directors and assist them in their decision-making processes, over the summer my office compiled a summary of major accomplishments resulting from the previous strategic plan. That document is appended to this report and will shortly be made available to the University community.
- To help raise awareness of *kahkiyaw kiwâhkomâkâninawak* and its priorities, University Advancement & Communications is promoting the plan to the University and wider community through social media as well as a continuing six-part series of feature stories on the website.
- Under Dean Jerome Cranston's leadership, the Faculty of Education has already taken a significant step forward in advancing *kahkiyaw kiwâhkomâkâninawak*'s Truth and Reconciliation-related objective of providing educational opportunities and experiences across Saskatchewan. By the time of the Board meeting, the Faculty, in partnership with First Nations University of Canada and Parkland

College, will have signed an agreement to deliver a four-year Bachelor of Indigenous Education, Elementary Program through Parkland College.

Objective 5: Help the next full-term President transition into the role

As noted in the previous report, reporting on this objective would be premature because the search for the next full-term president is under way. Once the successful candidate is announced, I will begin reporting on my transition work with them.

CELEBRATING OUR UNIVERSITY

This report highlights some faculty, staff and student successes as well as some other notable campus events since the last Board meeting.

Faculty and staff success

- Dr Andrew Cameron of the Faculty of Science, with molecular epidemiologist David Alexander of Manitoba's Cadham Provincial Laboratory and virologist Amanda Lang at Saskatchewan's Roy Romanow Provincial Laboratory, received \$290,000 from Genome Prairie and the Saskatchewan Health Research Foundation to lead Genome Prairie's COVID-19 Rapid Regional Response (COV3R) project.
- Dr Mohan Babu of the Faculty of Science received \$937,950 in federal funding through the Canadian Institutes of Health Research to help address therapeutic and diagnostic gaps associated with COVID-19.
- With Dr Steven Taylor of the University of British Columbia, the Department of Psychology's Dr Gordon Asmundson launched www.coronaphobia.org, also called the PsyPan Network. The PsyPan Network site features COVID Stress Scales, self-assessment tools, and a growing set of COVID-19 resources that make up an evidence-based knowledge hub.
- Dr Britt Hall and Dr Peter Leavitt's research on ghost fleas causing high levels of methylmercury in Katepwa Lake was published in a paper in *Environmental Science & Technology Letters of the American Chemical Society*. The research attracted national attention, including from Maclean's: <https://www.macleans.ca/society/environment/ghost-fleas-prairie-lakes-mercury-fish/>.
- The Saskatchewan Health Research Foundation's (SHRF) Establishment Grants program, which provides funding for research that will improve

the health and well-being of people in Saskatchewan, awarded \$462,568 in funding for four University of Regina health researchers:

- Dr Cheryl Camillo of the Johnson Shoyama Graduate School of Public Policy received \$102,660 for her project, “Maximizing Saskatchewan Breast Cancer Screening Program Rates through Patient-Partnered Research”;
 - Dr Elizabeth Cooper of the Faculty of Kinesiology and Health Studies received \$119,911 her project, “Nurturing Warriors: Understanding Mental Wellness and Health Risk Behaviours among Young Indigenous Men”;
 - Dr Shela Hirani received \$120,000 to examine the factors that directly and indirectly affect immigrant mothers’ breastfeeding practices in Saskatchewan; and
 - Dr Julia Totosy de Zepetnek of the Faculty of Kinesiology and Health Studies received \$119,997 to evaluate the feasibility and effectiveness of a new diabetes management program developed by the Saskatchewan Health Authority.
- The Canada Foundation for Innovation John R. Evans Leaders Fund provided \$408,000 in federal research support for two faculty members:
 - Dr Nicole Hansmeier of Luther College was awarded \$315,000 for equipment for cannabis research; and
 - Dr Wu Peng of the Faculty of Engineering and Applied Science received \$93,000 to develop solutions for infrastructure affected by ice, snow, and cold weather.
 - The Social Sciences and Humanities Research Council’s (SSHRC) Insight Grants program provided \$710,718 to support the work of several researchers:
 - Dr Donica Belisle was awarded \$91,826 to explore the production, distribution, and consumption of cane and beet sugar between 1890 and 1960 to highlight the reasons behind why Canadians, by the 1960s, became among the top consumers of refined sugar, per capita, in the world;
 - Dr Gordon Pennycook of the Faculty of Business Administration received \$316,160 to study why people believe and spread disinformation online, and help find ways to inoculate the public against false and misleading content;
 - Dr Christian Riegel and Dr Katherine Robinson, both of Campion College, received \$204,304 in funding to harness the power of eye trackers for assistive devices and the creation of art; and

- Dr Raymond Blake of the Department of History and his research team received \$98,826 from SSHRC to examine former Prime Minister Pierre Trudeau's Peace Initiative from the Canadian perspective.
- Together with co-principal investigator Babak Taati of the Toronto Rehabilitation Institute, Dr Thomas Hadjistavropoulos of the Department of Psychology received a \$550,000 award from the AGE-WELL Network of Centres of Excellence to advance research into alleviating the suffering of persons with severe dementia and limited ability to communicate their state of pain.

Student and alumni success

- Le Bac student Wahbi Zarry released a documentary entitled "10 Days of Cree." The film follows him over the course of 10 days as he engages with people both at the University and in the community while learning the Cree language.
- Mia Bell, a Master's student pursuing interdisciplinary studies in the Faculty of Media, Art, and Performance, is currently working as the Mitacs intern in the Faculty's VOICE Lab. The VOICE Lab is an innovative multimedia studio space that provides individuals with disabilities new ways to express themselves creatively.
- This summer, second-year Human Justice student Tayef Ahmed has served as garden coordinator for the Regina Public Interest Research Group (RPIRG) "Green Patch," located south of the Dr. John Archer Library. Under his leadership, by mid-August volunteers had harvested more than 500 pounds of vegetables toward their goal of 2,000. These vegetables are being provided free of charge to students as well as community organizations such as Carmichael Outreach.
- Led by students Levi Perrault and Talhar Babar, for the eighth consecutive year Enactus Regina coordinated the Prince's Operation Entrepreneur through Hill and Levene Schools of Business. The program delivers an entrepreneurial "boot camp" to veterans and military personnel transitioning out of active service.
- In July, alumnus Hitesh Sharma DipBA'15 reached the top of the BBC Asian Music Chart with his hit single Young Shahrukh. Sharma made the Dean's list in each semester of his program and has gone on to build a worldwide online following with his unique fusion of genres such as Bollywood, bhangra, and western pop and hip hop.
- University of Regina alumnus Dr Nevan Krogan BSc'97, MSc'99, a world-leading researcher and the director of the interdisciplinary Quantitative Biosciences Institute (QBI) at the University of California San Francisco, participated by Zoom in the alumni "Research with Impact" series. He

and his colleague, Jacqueline Fabius, discussed the work QBI does with others around the globe to identify drugs that will effectively treat coronavirus symptoms.

- Through RBC's support, the Alumni Engagement Team partnered with Ten Thousand Coffees, a digital mentorship tool that links alumni as mentors with students and early career professionals. This platform provides a digital environment for alumni to give back to the University via the gift of time to provide career advice and assist students in building a network in their career area of choice.
- The sale of the President's residence provided the opportunity to support students, with \$100,000 of the proceeds directed toward the Student Emergency Fund. It is also of note that through the sale, later this year two new research chairs will be established: the President's Research Chair and the Chancellor's Research Chair.

University events and announcements

Although the University cannot host in-person events and announcements during the pandemic, different units undertook a number of virtual events and initiatives to engage the University and wider community. Some examples are:

- Under the direction of Dr Melissa Morgan, the University of Regina choirs recorded a virtual performance of the song "Bright Morning Star," arranged by Fred Squatrito. The performance may be found at: <https://www.youtube.com/watch?v=zDE-ll5JSTg&app=desktop>.
- In late August, using video and email the University began a fundraising appeal using virtual media (video and email) to support University athletes' scholarships and training priorities. The target for this appeal is \$50,000.
- The Office of the Vice-President (Research) organized three Equity, Diversity, and Inclusion-themed virtual town halls during the summer:
 - On July 9, Dr Cathy Rocke, Dean of Social Work, spoke on intercultural dialogue, the exchange of views and opinions between different cultures;
 - On July 23, Dean of Education Dr Jerome Cranston explored the root causes of systemic racism and how they support organizational inequities in higher education by privileging some and not others; and
 - On August 6, John Bird, Academic Advisor with the Johnson Shoyama Graduate School of Public Policy and Mia Bell, Mitacs Intern in the Faculty of Media, Art, and Performance's VOICE Lab, discussed disability and its intersections with race and gender.

peyak aski kikawinaw

Together We Are Stronger

2015-2020 Strategic Plan



Major Accomplishments and Achievements



STRATEGIC PLAN 2015 - 2020



University
of Regina

Looking Back

As the University of Regina begins implementing its recently developed 2020-2025 strategic plan, it is important to acknowledge the degree of success the institution had in realizing key objectives of the 2015-2020 strategic plan, *peyak aski kikawinaw: Together We Are Stronger*.

peyak aski kikawinaw identified three key priorities – student success, research impact, and commitment to our communities – as crucial for the University of Regina’s success in the 2015-20 timeframe. The plan also included Indigenization and sustainability as overarching areas of emphasis that would contribute to the University community’s shared vision of being a national leader in developing educated contributors, career-ready learners, and global citizens while generating meaningful, high-impact scholarship.

The University achieved many successes through the implementation of *peyak aski kikawinaw*. What follows is an overview of major accomplishments over the past five years. It is by necessity not an exhaustive list; it does, however, give a clear view of the progress the University has made, and of its positive trajectory as it approaches its second half-century as an independent institution.

Thomas Chase
Interim President and Vice-Chancellor



STRATEGIC PRIORITY

Student Success



STUDENT SUCCESS OBJECTIVE

Enhance supports to better facilitate student preparedness for academic success

Major Accomplishments

In 2016, academic advising services were centralized and two advisors were hired to develop and implement these services. The initial mandate of the unit was to provide additional support to undecided and at-risk students. In addition, to better integrate advising services with career services, the new centralized advising services are now based in the Riddell Centre main floor Career Centre under a new name – Advising and Career Education (ACE).

The total number of students who have used these centralized academic advising services grew from 3,388 in 2017 to 6,279 students in 2019, a 46% increase over two years.

Advising activities include individual appointments as well as workshops. In addition, advisors have developed and participated in many recruitment, conversion and retention initiatives, including Enrolment Services events such as Admission on the Spot, UR Beginning, open houses, and fall first-year orientation. In collaboration with UR International, advisors have also established an outreach process to assist in international student registration prior to students' arrival in Canada.

Likewise, Enrolment Services worked with the Faculties and federated colleges to align registration practices and communications. Enrolment Services created a small, two-person communication unit to unify the communications that are sent to prospective and new students. The number of follow-up communications with applicants has since doubled, the number of communications sent to guidance counsellors has nearly tripled, and an additional parent newsletter has been created – all of which contribute to ensuring that incoming students have the best possible information as they begin their programs.



The UR Connected website has been enhanced to incorporate pages for transfer students and parents. Traffic to the site increased from 70,000 visits in Fall 2018 to 108,000 visits in Fall 2019 – providing more and more incoming students with relevant information as they begin their studies.

The University continued offering UR Accelerated first-year university courses in several Regina and area high schools to give participating students a head start in their university studies. In addition, Enrolment Services began collaborating with Faculties so faculty members could serve as guest speakers in high school courses to help with recruitment, build relationships with the high schools, and provide potential students with advance knowledge of what academic work at university might entail.

In 2018, the Student Success Centre began the Summer Bridge Program, through which incoming first-year students get accustomed to academic expectations while completing a key course prior to the Fall term. The program includes skill-building workshops on topics such as reading strategies, note taking, time management, and study skills. Participating in these interactive workshops helps students overcome common challenges that many first year students face. Taking place each summer, the Summer Bridge Program now includes both ENGL 100 and MATH 102 and accommodates approximately 60 incoming students.

To support at-risk students, the University offers both the Academic Recovery Program (ARP) and the Arts Transition Program (ATP). The ARP allows students who are otherwise ineligible to enroll in credit courses to have the opportunity to continue their education, and the ATP helps students required to discontinue their studies in another Faculty to begin their studies in the Faculty of Arts. The total number of students registered in these programs grew from 295 in 2015 to 674 in 2019, representing a 56 percent increase.

The University continued targeting adult students and students who have “stopped out” by creating a landing page and a promotional piece for this group. Faculties were also asked to identify programs that are flexible/partly flexible (online, evenings, and weekends, for example) to better accommodate and support adult learners.

UR International steadily expanded its supports for students. These supports now include a peer advisor program, a tailored international orientation program, and free tutoring, coaching and study assistance through the Global Learning Centre.

The UR Guarantee Program continued to provide students with access to critical academic, leadership and service opportunities throughout their undergraduate study. As of April 2020, there were 2,038 students registered in the UR Guarantee program, a 20 percent increase since 2015. The Ambassador Program, which is under the umbrella of the UR Guarantee program, provides the opportunity for students to volunteer at the University, give back to the community both on and off campus, and build leadership skills. The total number of Ambassadors increased by 40 percent 2014 to 2019, reaching record totals of 1099 Ambassadors, with 618 trained for such things as leading campus tours for prospective students.

The University enhanced its supports for Indigenous students in a variety of ways. Perhaps most importantly, the Aboriginal Student Centre was expanded so it could better serve Indigenous students and the larger University community. In 2019, it was renamed the ta-tawâw Student Centre (Cree for “Welcome. There is room. There is space.”). The ta-tawâw Student Centre offers a growing variety of services and programs, including:

- Cultural and traditional awareness programs and activities for students;
- The nitôncipâmin omâ Student Success Program (OMA Program), which provides supports for first-year Indigenous students;
- The Neekaneewak (“they are leading”) Leadership Initiative (NLI), an Elder-based leadership program that enhances cultural awareness and develops leadership skills in student participants; and
- The 101 Orientation, a one-day orientation to campus life for first-year Indigenous students.

Among the many academic, personal, and professional development seminars it offered for students, the Office of Indigenization created an Indigenous Summer Research Institute in 2018 in partnership with the Faculty of Graduate Studies and Research. To be held every two years, the goal of the Institute is to enhance the writing and research skills of undergraduate students and provide them with a taste of graduate school.

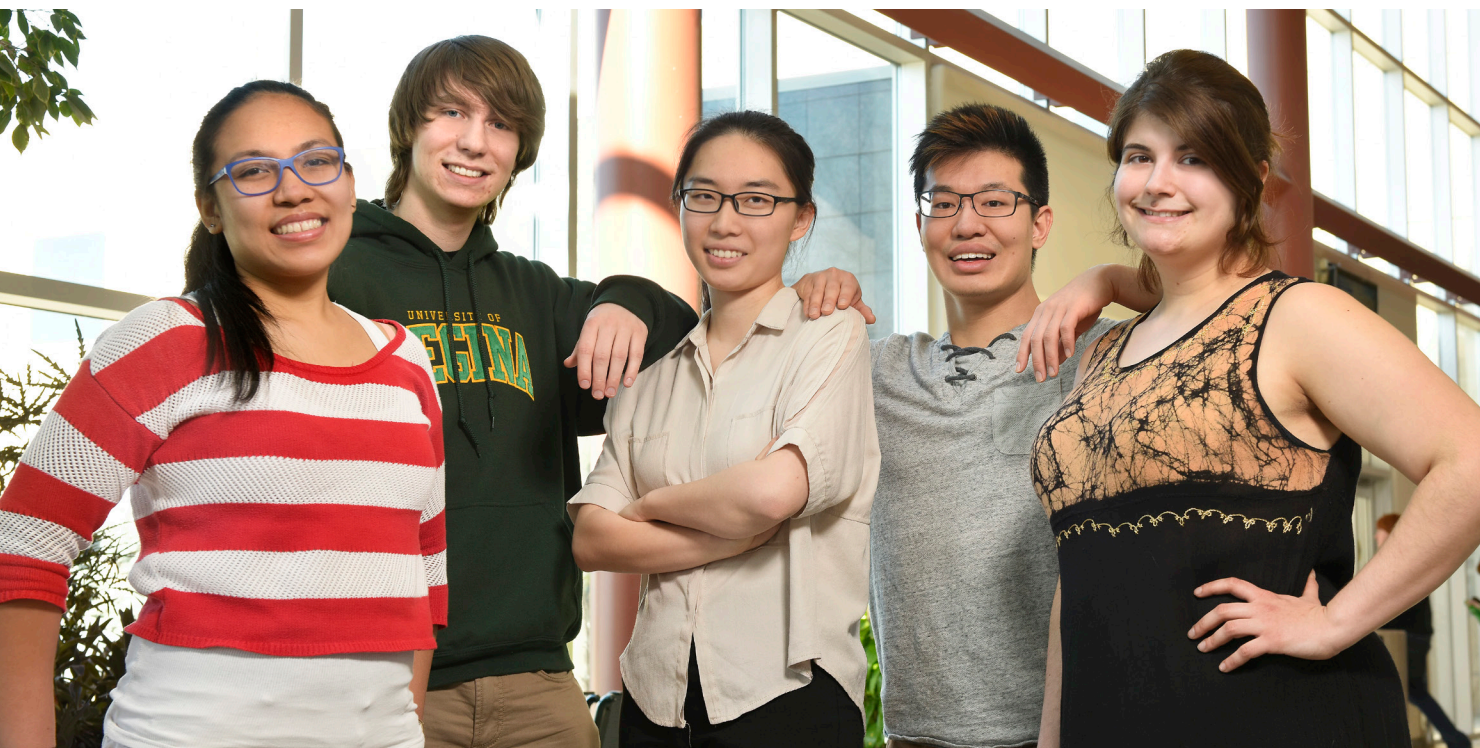
The number and value of scholarships and bursaries for Indigenous students has increased, led in large part by the 2015 creation of the Scotiabank Aboriginal Entrance Award from a \$150,000 endowment.

In 2016, the University of Regina Students' Union (URSU) initiated a partnership with the University Library to ensure that more than 200 of the most expensive course textbooks were on reserve in the library for free use by students. That year, more than \$45,000 was raised thanks to contributions from URSU, the University Library, Deans' Council, First Nations University of Canada, and the Graduate Students' Association to purchase the most expensive textbooks in each Faculty with priority for those with larger class sizes. This "Textbooks for All" program is still in operation.

With financial assistance from the Government of Saskatchewan, the "Open Textbook Development Fund" was initiated to support faculty wishing to develop open textbooks and ancillary materials for students in first- and second-year classes, saving students money and improving their educational experience. Four educational resources have been developed so far, and nine others are currently in development.

The rate of student retention has remained relatively flat over the past five years, but with steadily increasing enrolments and many initiatives supporting student success, more students than ever are receiving a University of Regina education. The number of students graduating each year grew 16% between 2014 to 2019. This takes into account a 17.6% increase in the number of undergraduates completing programs, and a 7.9% increase in the number of graduate students completing programs.

It is of particular note that the number of self-declared Indigenous students who have graduated has grown from 7.4% to 9.9% of the student population, and that the number of international students graduating has grown from 17.1% to 21.2% of all graduates. This is in large part a reflection of the enhanced supports that are available to Indigenous and international students, who now represent 13.2% and 19.1% of the overall student population, respectively.



STUDENT SUCCESS OBJECTIVE

Embed Indigenous practices, ideas, and principles in our academic pursuits

Major Accomplishments:

Following the release of the Truth and Reconciliation Commission of Canada's (TRC) 94 *Calls to Action*, the University created a TRC Response Working Group to develop an institutional plan for reconciliation. In 2018 the group released the University's *Statement of Commitment in Response to the Truth and Reconciliation Commission's Calls to Action*, together with a guide to help the University provide students, faculty and staff with:

- Knowledge of treaties, specifically of Treaties 4 and 6;
- A basic understanding of Canada's history with and the continuance of colonialism, including of the Indian Residential Schools and the Indian Act;
- An awareness of Indigenous ways of knowing and how these relate to their program of study;
- Knowledge of the key elements of the Final Report of the Truth and Reconciliation Commission and its *Calls to Action*, the Royal Commission on Aboriginal Peoples, and the United Nations Declaration on the Rights of Indigenous Peoples; and,
- An understanding of the role they can play in reconciliation based on the knowledge and skills they will have acquired at the University of Regina.

Now called the Reconciliation Action Committee, the TRC Response Working Group encourages students, staff, and faculty to take responsibility to develop and implement projects and strategies responding to truth and reconciliation. Helping to make the "4 Seasons of Reconciliation" online Indigenous education program available to students, faculty and staff in 2019 has been one of the Reconciliation Action Committee's notable achievements.

In 2016, Dr Shauneen Pete, then-Executive Lead – Indigenization, prepared a document entitled "100 ways to Indigenize and decolonize academic Faculties and courses" to facilitate Indigenization within the University. The document remains an important guide for faculty and staff looking for practical ways to Indigenize their work.

So they could assist in Indigenization programs in their respective Faculties, eight faculty members were provided with course release to take an "Enriching Academic Indigenization" program led by Dr Pete during her time as Executive Lead – Indigenization.

The Office of Indigenization has continued to work in five main areas: academic Indigenization, Indigenous-centred research, governance and administration, student success, and community engagement. It has provided many workshops for faculty and staff, including "Introduction to Indigenizing Your Work: An Invitation" and "Exploring Research through Indigenous-centred Pedagogy: An Introductory Workshop on Indigenous-centred Research Practices." The Office has also worked with the Centre for Teaching and Learning to offer the Certificate in Enhancing Academic Indigenization, an online course-based certificate intended to deepen the knowledge and practice of Indigenization for faculty and graduate students. The Faculty of Education has been a leader in Indigenizing curricula, and has organized events such as Treaty Education Camps.

In recognition of the supports the University provides for Indigenous students and the institution's efforts to Indigenize its operations, in 2017 Elder Roy Bison and his son Teddy presented the University with an Eagle Staff created by three generations of their family.

STUDENT SUCCESS OBJECTIVE

Strengthen the quality and impact of teaching and learning for all students

Major Accomplishments

Since 2015, specialized programs have been introduced in subject areas such as journalism, social work, actuarial science, education creative technologies, software systems, police studies, health management, and public safety management. These include:

- The Master of Journalism program;
- Canada's first master's-level Health Information Management program;
- An undergraduate program in philosophy, politics, and economics;
- A Certificate in Extended Studies in Inclusive Education; and
- The Creative Technologies interdisciplinary program, based in the Faculty of Media, Art, and Performance.

In 2015, the University amalgamated the Institut français and the Department of French and Francophone Intercultural Studies to create La Cité universitaire francophone. The creation of La Cité ushered in a new era of French-language postsecondary education and research at the University of Regina and in the province.

The University has taken steps to make the educational experience more accessible and flexible for students. Several new specialized graduate programs are offered fully online to a national student body, for example, and the Centre for Continuing Education's interactive technology links students to more than 220 courses offered online, live-streamed, or face-to-face at regional colleges. It is also of note that more students than ever are taking summer classes to graduate sooner or reduce their Fall and Winter course loads; Spring/Summer term enrolment has significantly increased over the past five years by 52% for face-to-face classes and 99% for online courses.

Course offerings are increasingly available online. In 2015, the University had 5,460 students using mediated learning methods; by 2018, 9,800 students were enrolled in online classes, a 44% increase over three years. This increased capacity and expertise in online learning was a tremendous asset in the Winter 2020 term when the University moved to remote delivery of all courses due to the COVID-19 pandemic.

In 2017, a review was undertaken to determine how the Centre for Teaching and Learning (CTL) could best serve the changing teaching needs of faculty and students. The review resulted in a series of recommendations that CTL began implementing in 2018. The University is currently working toward the development of a comprehensive teaching and learning plan.

Although the University's undergraduate student satisfaction ratings as measured by the Canadian University Survey Consortium (CUSC) have remained relatively flat, it is of note that in the 2018 CUSC survey of graduating students, 85% were generally satisfied with the quality of teaching they received.





At the graduate student level, the 2019 Canadian Graduate and Professional Student Survey (CGPSS) reflected even higher satisfaction rates. The results in the table below, based on a mean out of 5, show the University moving closer to the national average:

	National Average	2019	2016	2013
Academic Experience	3.78	3.67	3.66	3.55
Student Life Experience	3.31	3.25	3.29	3.27
Graduate/ Professional Program	3.66	3.59	3.55	3.45
Overall Experience	3.65	3.55	3.52	3.47

Two points in the CGPSS survey are of particular note. The score for the question “If you were to start your graduate/professional career again, would you select this same university?” increased from 3.65 in 2013 to 3.89 in 2019, exceeding the national average of 3.78. Likewise, the score for the question “Would you recommend this university to someone considering your program?” increased from 3.8 in 2013 to 4.05 in 2019, also exceeding the national average of 3.98.

STUDENT SUCCESS OBJECTIVE

Expand and enhance experiential and service learning opportunities in academic programming

Major Accomplishments

The University ensures that students in every Faculty have the opportunity to take part in at least one form of experiential learning in a variety of paid or course credit forms.

The Co-operative Education and Internships Program, the first of its kind in western Canada, celebrated its 50th anniversary in 2019. The program had another major milestone that year, with a record 865 career-related placements that earned students a total of \$10.5 million in salaries. This represented a 10% increase in placements from 2016, and a more than 60% increase over the past decade. Of the total placements, 22% were international students and 10% Indigenous students.

Co-operative Education is now available in more than 50 programs in the Faculties of Science, Arts, Business Administration, Engineering and Applied Science, and La Cité (French and Francophone Cultural Studies). It also includes an Indigenous Career Education component.

From 2015-2020, the University substantially increased its global experiential and learning opportunities. International mobility - which includes research, conferences, volunteer programs, internships, fieldwork, practicum placements, and traditional exchange programs - grew by 35% compared to the period from 2009-2014.

UR International's Study Abroad office has helped hundreds of University of Regina students take courses through short-term stays at institutions in other countries.

Over the five-year period, the number of international study tours increased from 20 to 62. These study tours provided opportunities for hands-on learning outside the traditional classroom. In both 2015 and 2017, for example, a group of Education students took part in a three-week, three-credit study tour to Mexico during which they explored the history of education in Mexico, and compared features of Mexican and Canadian education systems and practices while experiencing Mexican culture and historic sites.

International mobility programming expanded to include the Government of Canada's Queen Elizabeth II Diamond Jubilee Scholarship program and the Mitacs Globalink Research Award program that began in 2016 and 2018, respectively. Through the Queen Elizabeth II Diamond Jubilee Scholarships program, \$1 million in funding provided the means for 46 of the University's graduate and undergraduate students to study at Commonwealth universities. In addition, in 2017 the University introduced the Queen Elizabeth II Diamond Jubilee Program for Advanced Scholars: Innovative Approaches to Climate Change. This initiative, which also had \$1 million in funding, has helped 15 scholars conduct research projects in the area of climate change.

Fieldwork, practica and internship placements continued to be an important part of academic programming in Faculties such as Education, Social Work, Nursing, and Kinesiology and Health Studies. A prime example of this is in the Faculty of Nursing, where all undergraduate students complete 100 hours of community service learning over a 12-week period in the first term of their program. Students are placed in approximately 50 different agencies in Regina and 35 different agencies in Saskatoon.

STRATEGIC PRIORITY

Research Impact



RESEARCH IMPACT OBJECTIVE

Strengthen support required for students and researchers to deliver high impact outcomes

Major Accomplishments

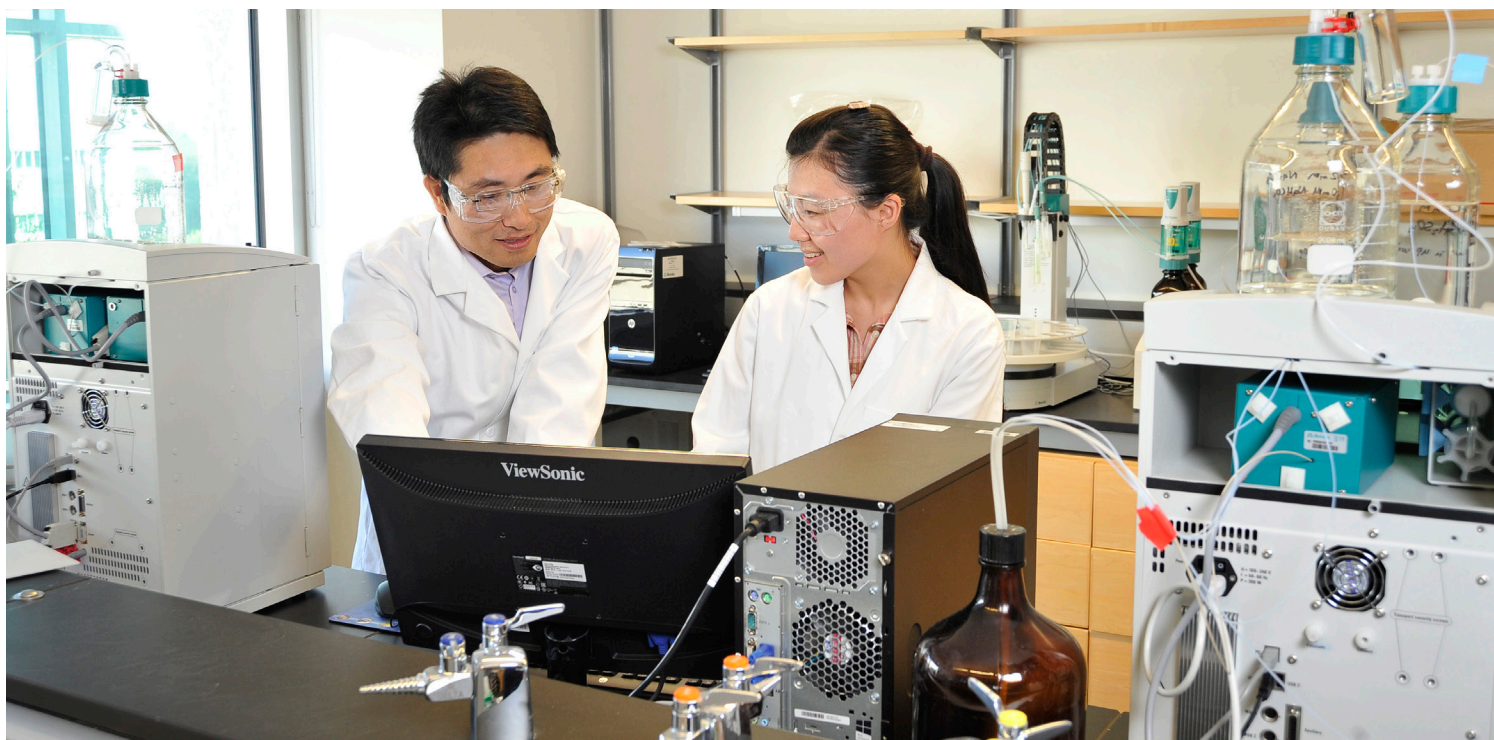
In 2016, a 15-person working group led by the Vice-President (Research) guided the development of the University's Strategic 2016-2021 Research Plan.

The University has added to its different research institutes and labs over the past five years. Notable additions include:

- The Centre for the Study of Science and Innovation Policy in the Johnson Shoyama Graduate School of Public Policy, with a mandate to enhance research and understanding relating to the policy and governance dimensions of science and innovation;
- The Regina Research Data Centre, a partnership with the Government of Saskatchewan and Statistics Canada that allows researchers with approved research projects to access confidential data sources on issues such as population, household services, and health;
- The Child Trauma Research Centre, which researches and understands best practices in reducing the negative effects of trauma experienced in childhood; and
- The Canadian Institute for Public Safety Research and Treatment (CIPSRT), a University of Regina-led pan-Canadian consortium that has received millions of dollars in funding to support public safety personnel's mental health.

In 2018, Living Heritage was identified and added to the existing thematic areas of research strength: Anxiety, Stress and Pain; Digital Future; Water, Environment and Clean Energy; Integrated Human Health: Equity, Disease and Prevention; and Social Justice and Community Safety. Special advisors for each of the six research clusters were appointed.





Also in 2018, the University joined twelve other universities as a full time member of TRIUMF, Canada's national laboratory for particle and nuclear physics. In the years to come, this will provide opportunities for the University's researchers to collaborate with others through what is consistently regarded as one of the leading international subatomic physics research centres.

The University continued to participate actively in the Canada Research Chairs program. New Canada Research Chairs were appointed in the areas of truth and reconciliation education, women's mental health, Indigenous social justice, and climate change. These nationally recognized scholars will have an impact on research at our University and beyond for years to come.

Since 2015, funding from the Sylvia Fedoruk Canadian Centre for Nuclear Innovation has supported a new Fedoruk Chair in Nuclear Imaging Technologies and associated equipment.

Since 2016, the Research Office has operated a Tri-Agency cohort program across all disciplines. The cohort program supports the development of competitive funding applications through a program of instructional workshops and peer review, and is implemented across all disciplines. Programs supported include the NSERC Discovery Grant, SSHRC Insight, SSHRC Insight Development, and selected external health research grants.

In 2017, the University undertook additional measures to support faculty members applying for new research grants. As a result, the number of applications to the Tri-Agencies rose by more than 30%.

From 2015 to 2019, research revenue earned from all active externally-funded projects administered by the University grew from \$18.3 million to \$27.9 million, a 34.5% increase. In 2017 alone, according to Research Infosource, the University's research revenue grew by 12.6 percent, placing it in the top spot when compared to research income growth at the country's other comprehensive universities. By 2019, the University's overall ranking as a Canadian research university climbed two spots from 2017, moving into 35th place.

In 2019, the Vice-President (Research) oversaw the development of a plan by which undergraduate students will become more involved in research at the University.

RESEARCH IMPACT OBJECTIVE

Advance the profile and awareness of research successes locally, provincially, nationally and internationally

Major Accomplishments

The University's total number of active externally funded research projects has been growing steadily, rising from 493 projects in 2015 to 637 in 2019. To help promote this work, in early 2016, External Relations (now University Advancement & Communications) and the Office of the Vice-President (Research) introduced *Discourse*, the University's dedicated research magazine that showcases the breadth and depth of research at the University. *Discourse* profiles new and ongoing research by faculty, staff, and students, and is published twice a year.

University Advancement & Communications hired two Research Communications Strategists dedicated to promoting the University's research enterprise. This has allowed the University to dramatically increase the number of research-related stories it can promote on the website, on social media, and in traditional media. This has helped generate national and international attention for the work of many of the University's leading researchers.

From 2015 to 2018, the University's *Average of Relative Citations* rose from 1.23 to 1.3. This is a measure of the number of citations received by papers authored by University of Regina faculty, normalized by the average number of citations received by all papers in the world in the same subfield. It demonstrates a growing awareness and impact of University of Regina's researchers' work.

Also from 2015 to 2018, the percentage of projects involving international research collaboration increased from 50.5% to 65.3%. The proportion of total publications co-authored with researchers outside of Canada increased from 52.6% in 2014 to 56.6% in 2018, further demonstrating the growing international importance and impact of University of Regina research.

The University signed research-oriented Memoranda of Understanding with a number of prestigious international academic partners, including the University of Edinburgh, Imperial College of Science and Technology, the University of Texas, the University of Melbourne, and Tokyo Metropolitan University.

The 2015 Community-Based Research Showcase, a public event, highlighted the many Community-University research collaborations taking place in and around Regina.

The 2018 Congress of the Humanities and Social Sciences was held at the University of Regina for the first time in the institution's history, and was the largest conference ever held in the city of Regina. More than 5,000 scholars, students, and delegates from around the globe representing more than 70 academic associations shared their research through a wide variety of scholarly workshops, panels, lectures, and cultural events. The majority of the events were open to the public, providing a unique opportunity to showcase the University and its research to academic and non-academic audiences alike.



RESEARCH IMPACT OBJECTIVE

Increase research partnerships and projects with First Nations and Métis people, communities and organizations, including the First Nations University of Canada

Major Accomplishments

Each year, the President has been joined by Deans and other members of the University community at meetings with leaders of First Nations communities in the province to discuss potential research partnerships and ways the University can help address issues facing these communities.

The University has hosted a variety of high-profile Indigenous speakers, including:

- Dr Marie Battiste of the University of Saskatchewan;
- Assembly of First Nations National Chief Perry Bellegarde;
- Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada; and
- Dr Cindy Blackstock, Director of the First Nations Children's Action Research and Education Service.

Each year, the Research Office has hosted an annual Indigenous Research Showcase as a joint initiative with the three federated colleges (First Nations University of Canada, Campion College, and Luther College). The Indigenous Research Showcase is a celebration of diversity and innovation in research. It involves a wide range of presentations and displays, and is open to community members.

Over the past few years, the University has participated in the annual Treaty 4 Gathering in Fort Qu'Appelle. The Faculties of Science and Education have been especially active in hosting sessions on research of particular interest to Indigenous communities in Treaty 4 territory.

In 2019, a partnership between University of Regina researchers and Indigenous Works, a national not-for-profit organization, received Social Sciences and Humanities Research Council funding through the inaugural Indigenous Research Capacity and Reconciliation Connection Grants. The funding is allowing researchers to help strengthen the research capacity of Indigenous organizations.

In recent years, the University of Regina Press has become a national leader in publishing scholarly books related to Indigenous issues and languages.



STRATEGIC PRIORITY

Commitment to Our Communities



COMMITMENT TO OUR COMMUNITIES OBJECTIVE

Focus on our people by continuing to build a friendly, respectful, diverse, safe and welcoming university for all

Major Accomplishments

In 2015, Parking Lot 2 was completely replaced and reconfigured to provide increased capacity, including parking for those with disabilities.

In 2018, the University of Regina campuses became 100% smoke-free as part of a commitment to providing a safe and healthy place in which to study, work, live, and visit.

In 2015 and again in early 2020, the University renewed its Memorandum of Understanding with Astonished!, a non-profit community organization that creates social, recreational, educational and cultural opportunities for young adults with complex physical disabilities. The Astonished! core members use space at the University's main campus several times a week for their activities.

Beginning in 2016, graduates from Campus for All, a four-year inclusive post-secondary experience for young adults with intellectual disabilities, became members of the University of Regina Alumni Association. Each year, approximately four students graduate from the program, which provides opportunities for these students to audit classes, improve their literacy, and establish social and employment connections.

Over the past decade, the number of students using the services of the Centre for Student Accessibility has increased from approximately 250 to more than 1,000. The University has completed a Centralized Testing Facility to meet the needs of this growing number of students who require accommodations during their academic programs.

Over the past five years the University has expanded the capacity of its mental health services and programs. Resources have been added to Counselling Services, and in 2019 the University partnered with the Co-operators to create a free "Crisis Text Line" for students seeking mental health support. Also in 2019 Counselling Services moved to a "Stepped Care" mental health programming model whereby students are able to access counselling immediately in a crisis, but may also be referred to other services that do not require urgent or one-to-one therapy.

The Online Therapy Unit, founded in 2010 by Dr Heather Hadjistavropoulos of the Department of Psychology, has expanded its supports in recent years to help members of the University and larger communities. It offers free online therapy programs in a number of areas to support individuals experiencing issues like depression, anxiety, and chronic pain.

In 2016, the University provided \$82,500 to launch the UR Safe Gendered Violence Prevention Project. Led by the University's UR Safe program, the project is designed to educate the University community about sexual assault and violence, provide resources and support for survivors, and raise awareness to help prevent sexual assault and violence on campus.

In 2019, the University updated its Sexual Violence/Misconduct policy to educate the University community about sexual violence/misconduct and consent, mitigate the risk of incidents of sexual violence/misconduct, and respond fairly to disclosures and reports.

The University also created and updated policies to make the institution more welcoming and conducive to the sharing of Indigenous knowledge. This included a policy on respectful engagement with Elders and one on smudging and pipe ceremonies. In addition, a new multipurpose lounge on the fourth floor of College West features special ventilation so the space can be used for smudging, ensuring Indigenous students can practise their culture freely and build a sense of belonging.

In 2015, the University named its new residence building "Kīšik Towers." Kīšik is a Saulteaux word meaning "sky," and was chosen to honour the building's location in Treaty 4 territory and better reflect student diversity. At that time, the existing North and South Residences were renamed Paskwāw and Wakpā Towers – Cree and Dakota terms for "prairie" and "river," respectively.

In 2017, this process continued with the renaming of eight streets on the main campus to Cree, Michif, Nakoda, Saulteaux, French, and English names to honour the languages traditionally spoken in Treaty 4 and 6 territories. In 2019, the Language Institute Building was renamed La Cité through a process that included community consultation.

In both its Terms of Reference and its practices, the President's Advisory Committee on Art placed a greater emphasis than before on collecting and displaying works by Indigenous artists.

In 2019, the University launched an anti-discrimination campaign entitled "You Belong Here. Racism Doesn't." In addition to public and on-campus messaging, the continuing campaign includes a series of high-profile public speakers.

In 2018, the University was awarded a \$384,000 Equity, Diversity, and Inclusion (EDI) Institutional Capacity-Building Grant as one of 15 institutions selected to receive funding from among 94 applicants. This grant supports the University's work to implement *Mainstreaming Equity, Diversity, and Inclusion: A Strategy for the University of Regina*. Mainstreaming is a strategic approach that directs attention to all inequalities and creates multi-level accountabilities along with extensive engagement and consultation.

As part of this work, through the Office of the Vice-President (Research), the University has undertaken a number of research-focused EDI-related initiatives. This has included hiring staff to support the development and implementation of an EDI strategy, reviewing research grant applications to ensure they include EDI considerations, developing an "EDI Considerations for Research Applications Guide" for the Research Office, and offering training programs in conjunction with the UR Pride Centre for Sexuality and Gender Diversity. It is also of note that the University has purchased a membership with the Canadian Centre for Diversity and Inclusion (CCDI) to make the organization's extensive resources available to faculty and staff.

To help make the University more welcoming for gender-diverse students, in 2018 the renovated College West residences were re-opened as modern, accessible, inclusive accommodations that include "Colourful Campus House," residence space specifically for 2SLGBTQIAP+ and allied students. Residents may apply for a \$1,000 bursary to help subsidize the cost.

Camp fYrefly, an annual summer retreat for gender and sexually diverse youth, was the 2019 recipient of the President's Community Award.



COMMITMENT TO OUR COMMUNITIES OBJECTIVE

Focus on institutional sustainability and transparency to ensure that we are a preferred institution at which to learn, conduct research, teach and work

Major Accomplishments

In 2015, URSU concluded an agreement with Regina Transit for a Universal Bus/Transit Pass or “U-Pass.” As part of their mandatory students’ union fees, students gained access to unlimited rides on the transit system while enrolled at the University.

In 2017, URSU was recognized as the first fair trade-certified students’ union in Canada, designated by the organization Fairtrade Canada. Only one other workplace in Saskatchewan, the Saskatchewan Council for International Cooperation, has earned such a designation. Fairtrade Canada is a national, non-profit fair trade certification organization working to ensure Canadian products bearing the “fair trade certification” meet international fair trade standards.

The 2019-20 fiscal year marked the 25th consecutive year the University balanced its operating budget.

To help complete renovations at the College Avenue campus and the College West residence, in 2017 the University was able to secure a \$79 million, 40-year bond issue at 3.349%. This was the second-lowest interest rate ever achieved by a Canadian university – evidence of the institution’s long-term financial stability and sustainability.

For the first time, in 2015 the University launched a five-year Strategic Plan for Sustainability. To support the plan’s implementation, the President’s Advisory Committee on Sustainability helps ensure that the best insight, knowledge, leadership and high ethical standards regarding sustainability are brought to decisions around sustainable operations, education, research, performance evaluation, and community service. Over the last five years, the University has consistently held three or four significant environmental initiatives or events annually.

The University prepared its 2016 Campus Master Plan concurrently with the Wascana Centre Authority’s 2016 Master Plan update. To align with the University’s 2015-20 strategic plan, the Campus Master Plan identifies 30 strategies that set out the approach to be followed as the campus develops, with sustainability being a key tenet.

Through the Industrial Energy Optimization Program, the University received support from SaskPower for energy management and efficiency projects such as upgrading lighting and HVAC controls and creating an energy dashboard. The Energy Management Information System provides a real-time dashboard of energy utilization per building, and is a valuable tool for monitoring energy efficiency measures as well as educating students and staff about further opportunities to reduce our carbon footprint and increase the sustainability of the campus environment.

Facilities Management has made many campus improvements to improve energy efficiency. These include upgrading approximately 18,000 lights to more efficient models, installing a central compressed air system, replacing several large building chilled-water coils, and upgrading cooling tower fill, condenser pumps and operating controls. In addition, in 2017 the Government of Canada’s Post-Secondary Institutions Strategic Investment Fund enabled upgrades to the Laboratory Building, including a conversion to variable air volume lab exhaust that has resulted in \$150,000 per year in energy savings.

When the new Kīšik Towers building opened in 2015, it provided more than 600 new on-campus beds, 90 new daycare spaces, and 150 underground parking stalls. At the same time, its leading-edge in-floor heating and cooling systems,



heat recovery, LED lighting, and occupancy-based controls resulted in its being approximately 25% more energy-efficient than the award-winning Paskwāw and Wakpá Towers.

The University's success in sustainable and economical printing, copying, scanning and faxing has been recognized with several awards, including the College and University Print Management Association of Canada's 2017 "Green Service Award." Over the last five years, the Print Optimization project has helped reduce print-related power consumption, CO₂ emissions and paper consumption across campus by 9.6%, 40%, and 21%, respectively.

Overall, energy consumption per square metre of building space on campus has decreased by approximately 20% over the last five years, and the institution's carbon footprint has been reduced by some 1,600 tonnes every year.

The University "A-Team" (Asbestos Team), consisting of staff from Facilities Management and Health, Safety and Wellness, was created to safely remove asbestos on campus through a million-dollar program over two years. Their work included removing more than 30,000 square feet of asbestos-containing ceiling tiles in the Education Building in a safe, timely and efficient manner.

Over the past five years, the University has received more than 20 sustainability-related awards. In 2020, these included RCE Saskatchewan awards for the Faculty of Engineering and Applied Science's "Reclamation of Storm Water from the University of Regina Campus for Irrigation" project and the University's "Think Smart. Think Green." waste bin and recycling program. RCE Saskatchewan is a United Nations University-designated Regional Centre of Expertise (RCE) on Education for Sustainable Development.

The College Avenue campus is a hub of community programming and contributes significantly to the University's financial health, so its revitalization for another century of use remained a priority over the past five years. The College Building was officially re-opened in 2018, and through a partnership with Conexus, Darke Hall is slated to re-open in 2021.

With consultant Ruffalo Noel Levitz, the University is currently undertaking a strategic enrolment management project that will contribute to the institution's long-term sustainability in terms of student recruitment and retention.

COMMITMENT TO OUR COMMUNITIES OBJECTIVE

Focus on connecting and engaging with all the communities we touch

Major Accomplishments

The University of Regina helps create capacity for social, cultural, and economic development and has long been recognized as a major contributor to strengthening and diversifying the local economy. This was confirmed in 2016 through an Economic Development Regina economic impact study which found that the University has an annual gross domestic product for the province of more than half a billion dollars, and supports more than 6,400 jobs.

This importance to the province was confirmed again in 2019 when Praxis Consulting conducted a survey of faculty and staff to help gauge the University's social and economic impact on Saskatchewan. Key findings included:

- 29% of researchers engage with community organizations or groups to address a community need through research;
- 36% of faculty and staff are involved in delivering educational programming in which members of the community participate;
- 48% participate in or are engaged with a community organization for the benefit of the community as part of their work duties; and
- 81% freely volunteer their personal time in the community.

Together, University of Regina students, faculty, and staff contributed approximately \$100,000 each year to the United Way of Regina.

The “Community Connections Tour” continued each year, with the President and other academic leaders visiting various communities in Saskatchewan to engage with regional college presidents, municipal community leaders, school board officials and teachers, and members of the public. In some cases, these visits have led to community partnerships that in turn have helped create remote learning programs and other education initiatives.

In 2015, for example, the University signed a Memorandum of Understanding with the City of Swift Current and Great Plains College to collaborate on post-secondary education, research and employment in the Swift Current region. A similar agreement was signed with the Town of Nipawin and Cumberland College to create additional employment and educational opportunities in that region.

The number of credit hours delivered by the University of Regina through Saskatchewan's regional colleges has consistently grown over the past five years, with a total increase of 37% by 2019.

Enrolments at the University from neighbouring provinces and areas of Saskatchewan beyond Regina have increased by 10% since 2014 – a testament to the University's growing reach.

The number of external groups using University facilities to hold public events through the Faculty of Kinesiology and Health Studies, the Faculty of Media, Art, and Performance, and Hospitality Services grew from 224 groups in 2015 to 264 groups in 2019.

Children in Saskatchewan continued to learn about science and engineering through the in-school workshops, winter clubs, and summer camp programs offered by the University of Regina's EYES (Education Youth in Engineering and Science) program. In 2019 alone, EYES reached more than 30,000 youth across the province.

The University continued to offer dozens of sports and other camps each year for thousands of school-age children.

Since 2016, the University of Regina has been involved with the African Institute for Mathematical Sciences – Next Einstein Initiative. The Institute is an academic network of six centres of excellence to which faculty members and graduate students from the University can travel to teach and tutor some of Africa's brightest students to excel in the field of mathematical sciences. Other participating universities include the University of Cambridge, the University of Oxford, the University of Chicago, and the University of Paris South.

Over the past five years, the University hosted countless events designed to make a positive difference in the province and country. A few of the many examples are:

- A 2016 national roundtable on Post-Traumatic Stress Disorder (PTSD) and other operational stress injuries affecting public safety personnel;
- A 2017 national symposium on Fetal Alcohol Spectrum Disorder (FASD) and the justice system which was held to help address the Truth and Reconciliation Commission's Calls to Action which focused specifically on FASD;
- The continuation of the Prince's Operation Entrepreneur program through the Faculty of Business Administration, in which students help advise veterans and transitioning members of the Canadian Armed Forces from across the country on business essentials such as marketing, finance, staffing, and accounting;
- The Canadian Doctoral Nursing Network Conference, hosted annually by the Faculty of Nursing for nursing and other health scholars who are pursuing their doctoral studies in Canada and beyond. It is the only conference of its kind in Canada that attracts participants from around the world; and
- The Inspiring Leadership Forum, which annually attracts more than 800 people from across Canada to discuss issues related to women and leadership.

In 2017, students from the Faculty of Business Administration won first prize among teams from 23 other Western Canadian institutions in the Enactus Regional Exposition for their design of a course to teach financial literacy to high school students.

In July 2020, the Community Research Unit (CRU) officially became known as the Community Engagement and Research Centre (CERC). Over the past decade, CERC has led an array of university/community partnerships, including 48 collaborative research projects with 84 community partners. A recent operational review of the unit concluded with unanimous praise for the work of the CRU, emphasizing the tangible positive outcomes these partnerships have had on local organizations.



Looking Forward

Over the past five years, the University has made considerable progress toward *peyak aski kikawinaw*'s strategic priorities of student success, research impact, and commitment to our communities, as well as the overarching themes of Indigenization and sustainability. These accomplishments have helped ensure that the institution is well-placed to deliver on its academic mission of teaching, research, and service to community as it approaches its 50th anniversary in 2024.

At the same time, these accomplishments are evidence of the University community's ability to work together toward common goals, adapt to changing circumstances, and face new challenges with both creativity and resolve. This ability will be more important than ever as the University navigates the 2020-25 planning period guided by its new strategic plan, *All Our Relations: kahkiyaw kiwâhkômâkaninawak*.



