



All Our Relations

kahkiyaw kiwâhkômâkaninawak

STRATEGIC PLAN 2020-2025



University
of Regina



Naming of the Plan

The title of our 2020-2025 Strategic Plan, *All Our Relations*, is the English equivalent of a phrase familiar to most North American First Nations Peoples often used to formally acknowledge the interconnectedness of family and all their relations. In this tradition, “all our relations” includes those that walk on two feet, those that walk on four feet, those that swim in the great waters, those that fly in the sky, and those that crawl on their bellies.

All Our Relations signifies a strong sense of mutuality and interdependence embodying respect for each other in thought, word, or deed. In this spirit, the University of Regina believes that our strength lies in our relationships and our interconnectedness and that together we are stronger. We believe in the power of community and by acknowledging *All Our Relations* we can honour who we are, where we are, where we have been, and where we are going.

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Vision, Mission, and Values

Vision Statement

The University of Regina seeks to reflect the world in which we want to live – a world that values empowered citizens, generates high-impact scholarship, and embraces Canada’s diversity.

Mission Statement

The University of Regina’s vocation is to explore unanswered questions. We provide high-quality and accessible education, influential research, creative endeavours, and meaningful scholarly experiences in pursuit of local and global contributions to knowledge. Investigation of and reflection upon varied intellectual pursuits is fundamental and we engage our students in these pursuits, seeking to instill in them a lifelong quest for knowledge and understanding.

Values

Mutual Respect, Integrity, and Honesty

Our treatment of each other is principled, open, transparent, and respectful. We are a safe, healthy, and supportive community that prioritizes the well-being of our students, faculty, staff, and community partners.

Equity, Diversity, and Inclusion

We are committed to creating and promoting equitable systems that foster diversity and inclusion for students, faculty, and staff. Through our adoption of a mainstreaming approach to equity, diversity, and inclusion (EDI), all people – including women, Indigenous peoples, persons with disabilities, visible minority groups, and members of LGBTQ2S+ communities – are integral members of our community.

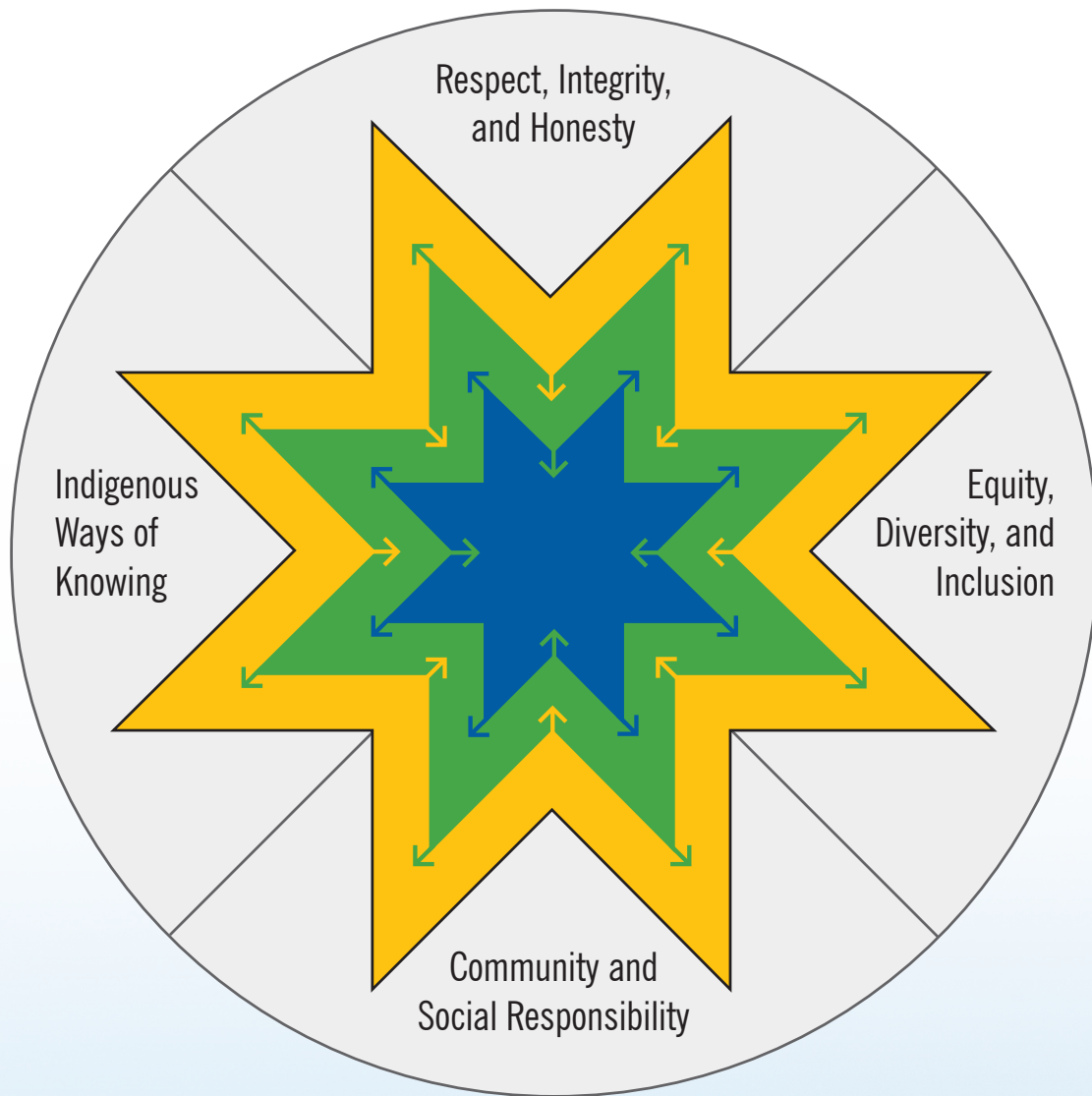
Indigenous Ways of Knowing and Being

We are committed to Truth and Reconciliation. We aspire to walk together in a good way and strengthen our relationships which are based on mutual respect and accountability. Ongoing and emerging activities will be accountable to future generations.


Community and Social Responsibility

We employ our expertise to serve each other, the environment, and society. We nurture our reciprocal relationships with our communities by being committed to vibrancy, inclusivity, and demonstrating social, environmental, and economic responsibility.

UNIVERSITY OF REGINA VALUES



 Community

 Faculty and Staff

 Students



5 Areas of Focus



5 by 2025 Framework and Implementation

The University of Regina is committed to the following 5 Areas of Focus and aims to accomplish the 5 specific goals related to each area by the conclusion of this Strategic Plan in 2025.

This sets an ambitious but achievable agenda that can be accomplished only through a united effort from the University community. Each goal encourages the University community to work together and to break down and challenge conventional divisions between faculty and staff, departments and units, student and instructors, communities and the University. The aim of this Strategic Plan is to inspire bold and unconventional thinking. It is essential that the goals portrayed here respect, honour, and foster the strengths of individual units and faculties such that they are able to set their own goals that engage and align with this Plan and, in turn, collectively contribute to the University's overall success.

The implementation of this Strategic Plan, *All Our Relations*, will include the University of Regina's Performance Measurement Framework (PMF), a variation on the balanced scorecard methodology. In this process, the University of Regina's Board of Governors uses the PMF to set specific targeted annual indicators to measure progress towards achieving the broader goals outlined in this Plan. This PMF is included in the University's annual report, which is a primary external reporting instrument.



1 Discovery

Strengthen our connections among students, faculty, and staff.

Where teaching and research come together, daring discovery occurs. Discovery includes the development and dissemination of new knowledge, as well as the personal insights that arise from active learning. An empowering education provides our students with the skills and self-confidence required to navigate the world around them throughout their time at the University of Regina and beyond.





GOAL: All students will participate in experiential learning opportunities.¹

OBJECTIVES

a) Excellence in Teaching and Research

We value and support a learning environment with the services required to allow for high-quality teaching, research, and learning that strengthens the academic successes of our students and faculty and improves the lives of Canadians. We have an unwavering commitment to discovering new knowledge through two-eyed seeing, that is the co-learning of Indigenous and western worldviews, and through the alignment of research and teaching.

In pursuit of this objective, we also aim to improve opportunities for students to gain meaningful interactions with faculty, staff, and communities; well-rounded learning experiences; and career-readiness.

- Support and value research and creative work.
- Support and value excellence in teaching.
- Engagement with varied disciplines at the University to apply skills in interdisciplinary, multidisciplinary, and transdisciplinary projects.
- Enhance supportive technologies for research and teaching.
- Promote and adopt EDI principles within the research and creative enterprises.

b) Student Success

Collaborative and integrated discovery will provide our students with the skillset they need to succeed on their chosen path. We aim to help all students achieve their goals and strengthen their ability to connect with learning opportunities in ways that ensure they develop the independence and agency to pursue their life and career goals. We will discover and meet students' needs and provide them with the support they require to thrive in their programs and graduate in a timely manner.

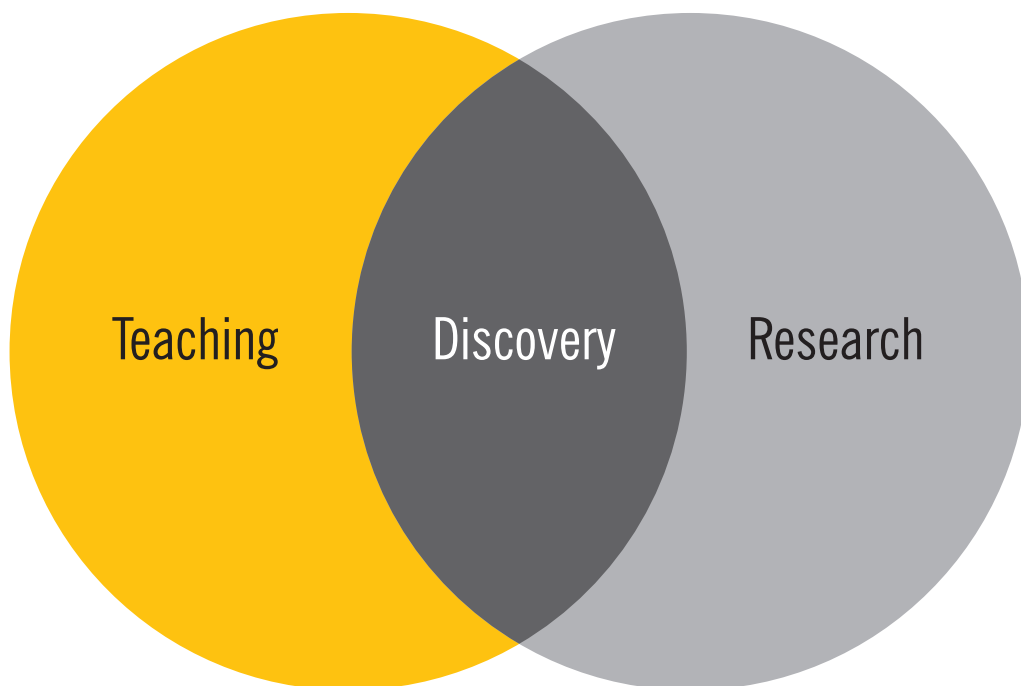
- Prioritize the investigation of current retention and graduation rates of undergraduate and graduate students and identify tangible activities to increase these rates.
- Strengthen on- and off-campus supports for enhancements to teaching and opportunities for experiential learning for all students.
- Create and implement a retention plan for students that includes specific strategies for increasing retention and graduation rates, prioritizes student success programs, and identifies students who would benefit the most from interventions.
- Create and implement a strategic enrolment plan for the entire University that includes goals, strategies, and tactical work plans that include returns on investment.
- Provide supports (e.g. UR Guarantee) to graduate career-ready students.
- Evaluate distance and distributed learning opportunities and technologies to enhance flexible learning options for students.



c) Internationalization

We strengthen the impact of our discoveries when we recognize and incorporate international points of view and develop strong relationships with individuals of diverse backgrounds. By integrating international, intercultural, and global dimensions into our discovery efforts we will broaden the perspectives and heighten the impact of our collective discovery. We will push the boundaries of discovery by creating globally aware citizens through: the inclusion of international students and research collaborators; the promotion of student, faculty, and staff mobility; and the incorporation of local and global worldviews into our teaching and research.

- Create a diverse and inclusive community through targeted recruitment and support of students, faculty, and staff.
- Encourage, support, and promote internationalization through the integration of diverse worldviews into discovery, through research, teaching, and partnerships.
- Encourage, support, and promote student, faculty, and staff research and scholarship abroad.
- Invest in technology that allows for international participation in teaching, research, and learning programming with an awareness of environmental impacts.
- Attract and retain international students and research collaborators.



¹ Experiential learning is defined as all “beyond the classroom” participation at the undergraduate and graduate levels, including but not limited to: research; creative work; internships and co-operative education placements; practicum, professional, and fieldwork placements; program related volunteer opportunities; study abroad; academic exchanges; and other international experiences.

2 Truth and Reconciliation

Strengthen connections with our past, present, and future.

We are committed to reconciliation through teaching, research, learning, and service efforts across our campuses, and throughout the province. We aspire to walk together in a good way and strengthen our relationships which are based on mutual respect and accountability. This commitment will enhance learning and strengthen relationships by honouring the past, present, and future to create a new shared vision for the next generations.



AREA OF FOCUS #2: TRUTH & RECONCILIATION



GOAL: Take significant action on the Truth and Reconciliation Commission's (TRC) Calls to Action relevant to post-secondary education.²

OBJECTIVES

a) Improve supports for Indigenous students, faculty, and staff.

First Nations, Inuit, and Métis communities have unique needs, including access to Elders and knowledge keepers, as well as community supports and mentorship programs. Ensuring these communities have strong relationships with one another, and with the University of Regina as a whole, is crucial to our shared success.

- Increase Indigenous faculty, representative leadership, and workforce.
- Develop and implement general principles for engagement with Indigenous individuals and communities.
- Commit to stable and diverse presence of Elders and knowledge keepers.
- Support and encourage opportunities for respectful ceremonial participation for all learners.
- Create opportunities and enhance student success by increasing availability of academic and student supports that are relevant, culturally affirming, and innovative.
- Create opportunities for all learners to learn and engage with Indigenous ways of knowing and being.

b) Provide educational opportunities and experiences across Saskatchewan.

Connections to communities outside of the City of Regina are crucial to our commitment as a provincial university. Many Indigenous communities are located in northern and remote areas of the province, and students should not need to travel and relocate to urban areas. We will continue our expansion of community-based partnerships committed to education, ensuring all residents of Saskatchewan can access high-quality education.

- Commit to continued and expanded Indigenous community connections to build relationships and collaboratively, strategically, and intentionally work together for the best interest of Indigenous students and their communities.
- Continue to build and strengthen relationships with Indigenous communities that facilitate accountable education and research.
- Increase number of collaborative projects with tribal councils, Reconciliation coalitions, governments, and Indigenous communities to align education and research-based needs with the University of Regina, provincially and nationally.
- Evaluate distance and distributed learning opportunities and technologies to enhance flexible learning options for students.
- Build and strengthen relationships with First Nations University of Canada, Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, satellite campuses, and regional colleges.

² 14 Calls to Action were identified by the U of R Reconciliation Action Committee in their Truth and Reconciliation Commission Working Group Guide: #14, 16, 24, 43, 44, 57, 62, 63, 65, 66, 67, 70, 86, 87.



c) Incorporate Indigenous ways of knowing into teaching and research.

Our relationships with Indigenous peoples and communities are integral to our identity and sense of social purpose at the University of Regina. By integrating Indigenous ways of knowing into our scholarly activities, and cultivating a community of reciprocity, we continue to reconcile our past and work towards a stronger future together.

- Continue to implement and respond to the University of Regina’s “Statement of Commitment in Response to the Truth and Reconciliation Commission (TRC)”. The goals outlined in the “Guide to TRC’s Calls to Action at the University of Regina” specify that students, staff, and faculty have: a knowledge of treaties; an understanding of Canada’s history; an awareness of Indigenous ways of knowing; knowledge of the TRC’s Final Report, the Royal Commission on Aboriginal Peoples and the UN Declaration of the Right of Indigenous Peoples; and an understanding of the role they can play in reconciliation.
- Provide supports and training for respectful and meaningful integration of Indigenous ways of knowing into courses and community outreach activities.
- Build and strengthen our relationships with urban, rural, and remote Indigenous communities with an aim of accountable and reciprocal research.
- Enhance Indigenous engagement in the research enterprise.
- Students, faculty, and staff complete the Four Seasons of Reconciliation program.
- Enhance professional development opportunities and supports for units and faculties to learn to Indigenize and decolonize pedagogy, curricula, policies, procedures, and processes.



Well-being and Belonging

Strengthen connections with ourselves.

We recognize the importance of well-being and belonging to the success of our students, faculty, staff, and community. The University of Regina is committed to creating space where everyone feels part of the community. We embrace the ideals of the medicine wheel that describes the need for us to have balance on our journey of emotional, physical, mental, and spiritual well-being. We foster the success of our students, faculty, and staff by valuing their health, safety, and well-being.





GOAL: Assess, adopt, implement, and improve student thriving metrics.³

OBJECTIVES

a) Equity, Diversity, and Inclusion (EDI)

Our community is strengthened by its diverse worldviews and perspectives. The University of Regina is committed to cultivating an equitable, diverse, and inclusive environment. By creating awareness of how worldviews shape attitudes and perspectives, we are all strengthened.

- Review and renew policies to ensure the use of inclusive language.
- Provide opportunities for students, faculty, and staff to develop skills that will enable effective interactions with people across cultures.
- Develop comprehensive recruitment and retention plans for achieving and sustaining parity of underrepresented groups on campus.
- Refine the diversity reporting framework.
- Identify LGBTQ2S+ as an underrepresented group.
- Provide EDI-specific training and workshops.
- Engage faculty and staff in EDI outreach initiatives.

b) Healthy Living

Our current health care systems in Saskatchewan and Canada face a crucial challenge to balance the demands of a growing population with available resources. We must make the connections between our everyday activities and our physical well-being, and take responsibility for those components of our health that are within our control. To this end, the University of Regina is committed to the provision and encouragement of safe and healthy lifestyles.

- Support and prioritize research activities at existing health-related research centres on campus.
- Identify and reduce barriers to fitness and wellness adoption by stakeholders.
- Work continuously to improve affordability of campus life through the provision of affordable and high-quality food, and evaluating other costs for students, faculty, and staff.
- Educate and provide opportunities to learn new skills around healthy living.
- Prioritize infrastructure projects that provide opportunities to improve food services on campus for healthier and culturally-specific food options, and offerings after regular hours.
- Support and promote a Student Wellness Centre.



c) Mental Health Literacy and Research

Mental health disabilities are anticipated to surpass physical disabilities in Canada by 2025, a crisis that needs urgent and sustained attention and support. The University of Regina is a national leader in mental health research, which improves the lives of individuals in our communities. The University is also at the leading edge of mental health literacy and is developing a coordinated approach to a primary health care model of mental health. This includes the provision of varied supports and resources, early intervention, and counselling, which are key for building resiliency and reducing stigma, thus supporting the long-term mental health of our stakeholders.

- Develop and implement a robust mental health website/hub.
- Prioritize and support research in mental health.
- Strengthen and support actions for mental health literacy and a comprehensive mental health strategy.
- Commit to consistent funding for the coordination of mental health resources.
- Develop and monitor metrics necessary to measure mental health literacy on- and off-campus.



³ Adopt and implement student thriving metrics through experience surveys. These metrics should include measurements of sense of community, purpose, and belonging; adequacy of supports; and evaluation of equity, diversity, and inclusion initiatives.



4 Environment and Climate Action

Strengthen connections with our environment.

All decisions regarding our activities should be cognizant of the impact on future generations. This includes a commitment to climate action through development and research initiatives, as well as ecological and economic sustainability through responsible stewardship of the land and resources.



GOAL: 25% reduction in our ecological footprint.⁴

OBJECTIVES

a) Reduce greenhouse gas (GHG) emissions.

With the recognition that as a society we are in a climate crisis, the University of Regina is committed to a reduction in GHG emissions from our infrastructure and from the activities of our stakeholders. Recognizing the connection between our everyday actions and the environment we understand that both individual and collective actions can make a difference.

- Develop a position dedicated to sustainability.
- Determine mechanisms for significant reductions in GHG emissions from infrastructure.
- Report GHG emissions regularly.
- Evaluate required incentive structures for individuals to contribute to positive climate impact.
- Encourage ecologically sustainable travel and support virtual access to conferences and gatherings.

b) University of Regina as a living lab.

Living labs are a form of open innovation through modelling and creating real-life environments sustained by partnerships and collaborations for the creation, prototyping, validating, and testing of new technologies, services, products, and systems in real-life contexts. The University of Regina is recognized as a leader in environment, climate change, and clean energy research, and as such has a great opportunity to act, monitor, and model sustainability for communities as a Living lab that pilots ways to achieve net zero emission sustainability. This living lab framework may additionally act as a model for future research in additional areas of focus.

- Collaborate with provincial and federal government, industry, and community partners to pilot novel, sustainable, emissions-reducing technologies and practices at the University.
- Prioritize research in the areas of climate change mitigation and adaptation.
- Use new buildings on campus as demonstration projects for green building opportunities.
- Explore opportunities for living labs across campus and within the community.

c) Reduction in production of waste and consumption of water.

The consumption of materials and the production of waste have a long-lasting impact on the environment. In addition, water quantity and quality are limited resources in Saskatchewan, and their preservation are imperative for the continued prosperity of the province. Therefore, the University of Regina is committed to the reduction of waste production and water consumption.

- Monitor and reduce water consumption rates on campus.
- Support research on water quantity and quality.
- Consider all discovery (teaching and research) activities in terms of their impact on the environment.
- Repurpose existing building infrastructure in renovations.
- Implement sustainable procurement protocols and operating practices.

⁴ 25% reduction in each of current greenhouse gas (GHG) emissions, waste production, and water consumption.

5 Impact and Identity

Strengthen connections with communities.

The University of Regina provides positive social, environmental, economic, and health impacts through our reciprocal relationships with our communities. In 2024, the University of Regina will celebrate its 50th anniversary as an independent institution, providing an opportunity to evaluate and communicate how we meet provincial, national, and global societal needs. The past five decades have served as an important era of development for the University and it is now the time to fully articulate and celebrate our identities and impacts on society.



AREA OF FOCUS #5: IMPACT AND IDENTITY



GOAL: Measure and improve recognized comprehensive impact of University of Regina activities.⁵

OBJECTIVES

a) Broaden Partnerships

The connections of our students, faculty, and staff with all of our stakeholders (Federated Colleges, Indigenous communities, not-for-profit, government, non-governmental, and industry organizations) are key components of our ability to influence and positively impact society. We are committed to forging reciprocal relationships that generate interest in and increase the societal relevance of our academic efforts. We strive to expand our relationships and broaden our partnerships.

- Proactively identify and share priorities and opportunities for research and development across the University.
- Elevate the University's reputation as a philanthropic institution, economic driver, and industry partner by promoting our role in enhancing the ability of our partners to innovate, create, and inspire the leaders of tomorrow.
- Forge reciprocal relationships with all of our stakeholders that contribute to developing relevant curriculum and impactful academic and non-academic programs and experiences.
- Enhance technologies that facilitate partnership-building on- and off-campus.

b) Institutional Identity

By valuing our past through our connections with our alumni and their accomplishments, we can better honour our present and assure our future. By 2025, the University and its internal community will be better able to communicate its impact and unique characteristics.

- Embark on a thorough investigation on the unique characteristics and identity of the University of Regina.
- Support and develop areas of research strength.
- Develop a plan to enhance the University's reputation through communication and internalization of the identified characteristics and strengths.
- Create an enhanced and ongoing presence on social media platforms.
- Celebrate research and creative achievements in the public domain.
- Cultivate pride of place.

c) Social Impact

The University of Regina is committed to serving the social, cultural, economic, environmental, and technological needs of our community.

- Champion the building of mutually beneficial relationships in our teaching and research.
- Engage communities in the continued pursuit of knowledge and discovery projects.
- Develop shared histories with community partners.
- Harness the institution's assets to support our communities, via open resources and data, training highly qualified employees, making spaces and infrastructure available for use, etc.
- Enhance flexibility of learning through the development of micro- and meso-credentialling opportunities.

⁵ Baseline measurements may include economic, social, and research impacts, and those measured by the Conference Board of Canada.

Alignment with United Nations Sustainable Development Goals

Through our commitment to the goals listed in this Strategic Plan, we are working toward the UN's Sustainable Development Goals. The table below outlines where we believe our actions will contribute to these SDGs by 2025.

UN SDGs	UNIVERSITY OF REGINA STRATEGIC PLAN AREAS OF FOCUS				
	Discovery	Truth & Reconciliation	Well-being & Belonging	Environment & Climate Action	Impact & Identity
 Goal 1: Poverty	✓	✓			✓
 Goal 2: Hunger			✓		
 Goal 3: Health & Well-being	✓		✓		✓
 Goal 4: Education	✓	✓	✓	✓	✓
 Goal 5: Gender Equality	✓	✓	✓		✓
 Goal 6: Water & Sanitation				✓	✓
 Goal 7: Energy				✓	✓

UN SDGs	UNIVERSITY OF REGINA STRATEGIC PLAN AREAS OF FOCUS				
	Discovery	Truth & Reconciliation	Well-being & Belonging	Environment & Climate Action	Impact & Identity
 Goal 8: Economic Growth	✓	✓			✓
 Goal 9: Industry & Infrastructure				✓	✓
 Goal 10: Inequality	✓	✓	✓	✓	
 Goal 11: Cities & Communities		✓		✓	✓
 Goal 12: Consumption Production		✓		✓	
 Goal 13: Climate Change	✓			✓	✓
 Goal 14: Oceans	✓				✓
 Goal 15: Terrestrial Ecosystems	✓			✓	✓
 Goal 16: Peace & Justice	✓		✓		✓
 Goal 17: Partnerships	✓	✓		✓	✓

Strategic Planning Process



The University of Regina nears its 50th anniversary. Our enrolment and diversity grew from 2015-2020, highlighting our goal to make education more accessible, inclusive, and representative of our many constituencies. Yet in this context, the University faces challenges: shifting government funding; increasing tuition and University expenditures; and increased competition for prospective students.

The composition of the student body at the University has also diversified. There are more international students, greater representation from Indigenous communities, increased non-traditional-aged students, and more students with disabilities. This strengthens our diversity but it also requires us to find new and creative teaching methods. Finally, increases in the number of graduate students and postdoctoral fellows is evidence of the University's maturation across its various disciplines and areas of research.

The University of Regina was the first choice for most of our students. They were drawn to the University's proximity to home and relevant programs. In order to remain their first choice, we need to increase flexible learning, including online and distance education, which also allows us to reach under-served communities throughout Saskatchewan. Students also benefit from the unique educational opportunities of the University's Federated Colleges: Campion College, Luther College, and First Nations University of Canada.

The strategic planning process began in August 2019, with the selection of Facilitation Team chair and 13 volunteers. With the assistance of Deloitte, an external consulting firm, the team crafted an engagement strategy to incorporate the views and ideas from the University's many stakeholders – students, faculty, alumni, local communities, Indigenous Elders, industry partners and government representatives. From October 2019 to January 2020, more than 1,300 individuals took part, participating in a range of town halls, focus groups, world cafés, and one-on-one consultations. The team's goal was to include anyone interested in participating, and tried to do so with humility and integrity. The Plan's initial draft was then presented to more than 45 internal and external councils, deliberative bodies, and informal working groups to fine-tune and balance the diverse and sometimes contradictory interests embodied in the University's many supporters.

We believe that this 5-year Plan is the culmination of that dialogue and will serve to contribute to the University's success over the next 50 years.





Facilitation Team Membership

- **Kerri Finlay (*Chair*)** – Faculty, Science
- **Werner Beylefeld** – Director, Global Outreach
- **Marc Butikofer** – Director, University Advancement and Communications - Development
- **Naomi Deren** – Director, Enrolment Services
- **Amy Hunter** – Special Projects, Executive Offices
- **Hussameldin Ibrahim** – Faculty, Engineering
- **Brittney Leitner** – Undergraduate Student, Education
- **Keith MacKenzie** – Postdoctoral Fellow, Science
- **Brian McQuinn** – Faculty, Arts
- **Divyesh Patel** – Manager, Research Partnerships
- **Kathryn Ricketts** – Director, Centre for Teaching and Learning
- **Michele Sorensen** – Faculty, Social Work
- **Pamela Sparvier** – Administrative Assistant, Indigenization
- **Kallie Wood** – Executive Lead, Indigenization

Assistance from Deloitte consultants

All Our Relations
mitákuye oyás'in
Kahkina nitinawēmākaninānik
Tout ki wahkoomitonawn
Toutes nos relations
kahkiyaw kiwâhkômâkaninawak

