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LEVENE **REVIEW**

The Equity, Diversity, & Inclusion Issue

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Edmund Bellegarde

Founder & CEO Kihew Consulting & Research Inc.
Levene Alumnus, EMBA 2021

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*The Canadian Program for Creativity, Innovation, and
Entrepreneurship: Funded by the Government of
Canada's Skills for Success Program*

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Dean's Message

Photo Credit: UofR Photography

It is my pleasure to present to you this issue of the *Hill | Levene Review* that focuses on Equity, Diversity, and Inclusion (EDI).

Commitment to EDI is one of the core values of our Schools and the University of Regina. This motivates us to create and promote equitable systems that foster diversity and inclusion for students, faculty, and staff. Incorporating these principles in our teaching, research, and organizational culture creates an environment that also helps our students develop a better understanding and commitment towards EDI. Several of these students become champions of EDI in their professional communities. In this issue we have showcased some of our students and alumni, highlighting their contributions to EDI.

Our faculty members are strong advocates of EDI and also contribute in this space through their scholarly endeavors. Some of their research highlights are shared in this issue including EDI language in corporate reports, women leaders and the social media effect, migrant workers in Saskatchewan's changing labour market, and attracting and retaining international students.

We also proudly introduce the highlights of our new national program Imagineur: Canadian Program for Creativity, Innovation and Entrepreneurship. This is a free, online program, available to all Canadians and has a particular focus on women and Indigenous entrepreneurship. This program exemplifies the impact that our Schools are making at the national level.

I would like to take this opportunity to thank our faculty, staff, and students for their commitment to the mission of our Schools. I would also like to thank my executive team: Dr. Eman Almehdawe, Associate Dean of Research & Graduate Programs, Dr. Erica Carleton, Associate Dean of Faculty Relations & Development, Emily McNair, Associate Dean of Undergraduate Programs, Dr. Morina Rennie, Associate Dean of Accreditation, and Anne Lauf, Faculty Administrator. Especial thanks to the business community of Regina for your contributions through your involvement in the Leaders Council, Hill and Levene Advisory Boards, and beyond.

*Saqib Khan, PhD
Interim Dean
Hill and Levene Schools of Business*



*Dr. Eman Almehdawe,
Associate Dean, Research
& Graduate Programs*



*Dr. Erica Carleton,
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*Emily McNair,
Associate Dean,
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*Dr. Morina Rennie,
Associate Dean,
Accreditation*



*Anne Lauf,
Faculty Administrator*

Facilitating Indigenous Student Access

to Levene Graduate Programs

The Levene Graduate School of Business launched the Levene Indigenous Pathways program in 2019, thanks to the generous donation of Dr. Kenneth Levene. The program provides scholarships to Indigenous students obtaining their degree or certificate from the Levene Graduate School of Business.

“It is important that we encourage students of all backgrounds, by levelling the playing field. Assisting students who want to get an education in business may enable them to set up their own business or be a part of other businesses. It is certainly rewarding to me if I can play a small part in doing that,” said Levene.

Receiving the award was life changing for Jake Sinclair, who was recently hired as CEO of Cowessess Ventures Limited.

“When I received the award, I was facing a make it or break it decision about whether I could continue my education. It is the reason I was able to take my MBA. Without it I would not be in the program,” said Sinclair.

Alexis McEwen said the award also plays a key role in inspiring Indigenous students.

“It can be a great motivator to an Indigenous student, to know that you have been recognized and rewarded for your hard work and for your

dedication to making positive changes in the world,” she said.

“I want to thank Dr. Levene for funding this scholarship. Without his support I would not be where I am today,” said Sinclair.

The funding from Dr. Kenneth Levene was also used to develop the Kenneth Levene Streaming Studio. The interactive classroom allows all Levene graduate classes to be streamed to students remotely in real time, allowing Levene Graduate School programs to be accessible to distance students across the province, nationally and globally.

Jake Sinclair

Field of Study:

MBA program, Levene Graduate School of Business

Background:

I grew up on the George Gordon First Nation. I am a father of a 2 ½-year-old daughter, and I am an entrepreneur. I received my undergraduate degree in Administration last year from the University of Regina.

What impact does the Indigenous Pathways Award offer?

It makes a huge difference, not only in the lives of the individuals receiving the scholarship, but also to their families and their community. When an Indigenous person goes back home, and they are educated, they can provide more service for their family and their community, and it offers a sense of pride.

Alexis McEwen

Field of Study:

MBA program, Levene Graduate School of Business

Background:

I come from a large Cree Metis family, most of whom currently reside in the community of Duck Lake, Saskatchewan. My grandmother, Estelle Dumont-Kauffhold, always encouraged us to be proud of our family history and our Indigenous heritage and to pursue every opportunity that comes our way. After completing my undergraduate degree in Business Administration in 2020, I knew that I would continue my education at a graduate level.

What impact does the Indigenous Pathways Award offer?

Having an award that is specifically designed for the success of Indigenous students has such a huge impact on us students and our families because it provides us with the recognition for our academic achievements, and in turn, the confidence to create positive changes in our communities. Additionally, this award has increased Indigenous representation on campus and in the field of Business Administration, which has allowed for a more inclusive and culturally diverse learning environment.



Introducing Imagineur

An Innovative New Program with a National Focus

The Hill and Levene Schools of Business recently launched an innovative new national program with a uniquely inclusive focus.

In June 2023, the Hill and Levene Schools of Business announced that their 2021 application for the Employment and Social Development Canada's *Skills for Success Program* had been approved for a \$9.3M grant. The funds were provided to the Schools for the development and delivery of a new national program focused on creativity, innovation, and entrepreneurship.

The funding opportunity was brought up by the then manager of the Schools' Centre for Experiential & Executive Learning, Kiran Bhasin. Dr. Gina Grandy who was the Dean of the Hill and Levene Schools of Business at the time, and Emily McNair, currently Associate Dean of Undergraduate Programs, thought the initiative would be a strong fit for the Schools.

"It became quickly clear to us that our demonstrated expertise in Indigenous entrepreneurship, women's entrepreneurship, and entrepreneurship more broadly could be leveraged in designing a Canada-wide training program in creativity, innovation, and entrepreneurship," said Grandy.

"Our faculty has significant experience and expertise as it relates to those three areas, so leading the

development of this program is a strategic fit for us to both leverage our skills and share them on a more national scale," agreed McNair.

The new online program, which is targeted to all Canadians, grade 10 and up, has been designed to assist learners in developing a range of entrepreneurial skills and abilities focused on creative thinking, innovative problem solving, new business idea generation, and business model development. As well, the new program will educate Canadians about the unique opportunities and challenges associated with women- and Indigenous-led entrepreneurial ventures.

Imagineur: Canadian Program for Creativity, Innovation, and Entrepreneurship will consist of eight online modules that learners can progress through at their own pace. Unique to this program are modules focused on Women Entrepreneurs and Indigenous Entrepreneurship.

Edmund Bellegarde, Founder & CEO of Kihew Consulting & Research Inc. and alumnus of the Levene Graduate School of Business, is the facilitator of the Indigenous Entrepreneurship module.

"It's meant to inform, set some of that historical context and provide a basis for how some of the federal and provincial policy structures need to change in order for reconciliation to be truly effective

and meaningful to allow new ways of doing business," said Bellegarde.

Bellegarde believes the course material will provide important insight for all learners.

“

Entrepreneurship is one of the facets of rebuilding Indigenous economies that often doesn't receive enough attention. It is important to include Indigenous people in this space. It is a way to not only balance some of the discussion around economic reconciliation, but it allows for Indigenous views and values to come forward.

According to Bellegarde, integrating traditional Indigenous teachings into modern business practices offers benefits for all.

"We can braid ideologies together, and when we do it effectively, we can strengthen each other, so if there is an openness and a willingness from all sides of the issue, that's where you get to building bridges and creating something that works," he said.

Similar to the Indigenous Entrepreneurship module, the Women Entrepreneurs module is focused on addressing diversity and inclusion. In addition to being the former Dean of the Hill and Levene Schools of Business, Gina Grandy is the facilitator of the Women Entrepreneurs module.

“It was important to us that the training program have content that would appeal to and allow new Canadians and members of equity deserving groups to enhance their skills and knowledge and create new employment avenues. In the case of women entrepreneurs, we know that there are far fewer women-led entrepreneurial firms than those led by men, not because women are less capable, rather because of systemic barriers that women face. It is estimated that reducing this entrepreneurship gender gap could increase Canada’s GDP by six to eight per cent or \$150 to \$420 billion by 2026. This program will help to facilitate that,” said Grandy.

Special attention has been paid to ensure the online services enhance accessibility to all interested learners. A specific learning management system was selected to ensure the platform meets federal accessibility requirements, and all modules will be available with both French and English subtitles. This enables access for learners with hearing challenges, and learners for whom English is a second language. Materials

have also been developed to assist high school teachers in integrating the module content into their classroom teaching.

“It was important to us that the training program have content that would appeal to and allow new Canadians and members of equity deserving groups to enhance their skills and knowledge and create new employment avenues,” concluded Grandy.

For more information on the new program, please visit imagineur.ca.

Program Overview

The eight-module course will cover the following topics:

Module 1:
Beginning Your Start Up Journey

Module 2:
Creative Problem Solving for Entrepreneurs

Module 3:
Designing Your Product’s Key Features

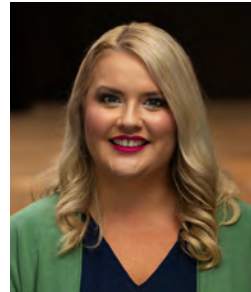
Module 4:
The Lean Approach to Testing Product Market Fit

Module 5:
Designing a Customer Growth Strategy

Module 6:
Predicting Financial Feasibility

Module 7:
Focusing on Women Entrepreneurship

Module 8:
Indigenous Entrepreneurs: Navigating Distinct Challenges and Multiple Missions



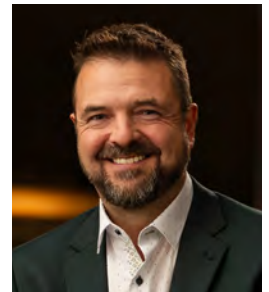
Emily McNair



Edmund Bellegarde



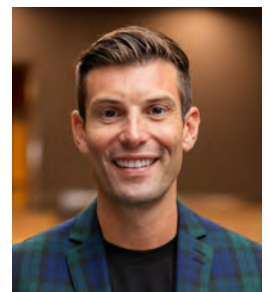
Gina Grandy



Peter Moroz



Abiodun Isiaka



Grant Wilson

Photo Credit: Barbershop Films

EDI in the Classroom

Inspiring the Business Leaders of Tomorrow



Dr. Amanda Hancock, Assistant Professor (Leadership)

Photo Credit: UofR Photography

The Hill and Levene Schools of Business embrace a proudly diverse community of faculty, staff, and students. The principles of equity, diversity, and inclusion are central to class environments, courses, and programs offered at the Hill and Levene Schools. Students are encouraged to take their experiences and knowledge out into the broader community as they become the business leaders of tomorrow. Assistant Professor of Leadership Dr. Amanda Hancock, and Business Strategy and Personal Finance Lecturer Lee Elliott share their thoughts and experiences in integrating EDI into their classroom teaching.

How can business schools work EDI principles into their curriculum?

Amanda Hancock (AH):

I use a learning orientation that focuses on shared experience, giving some power back to the students. My approach emphasizes activity and immersive participation, which highlights the principle of representation in the classroom. Students see themselves reflected in the materials they use, and the speakers who present.

Lee Elliott (LE):

I am always looking to bring diverse guests into my class. Cadmus Delorme, the new University Board Chair, spoke in my business strategy class recently. Ranjith Narayanasamy, CEO of PTRC, has also given his time as a class presenter. I look for guests that will resonate with the students in my classes. The guests begin with their story – how they went from sitting in student seating, to standing in front of the class. I also encourage diverse student groups to bring their own perspectives and their own voice to their work.

“

It's really important to start by creating a safe space for students to learn, so they feel safe asking their questions in a respectful way.

What are some best practices for fostering EDI in business school classrooms?

AH:

It's really important to start by creating a safe space for students to learn, so they feel safe asking their questions in a respectful way. On the first day of the term, we do a classroom exercise where I ask the students to describe what a respectful classroom looks and feels like, and we co-create a set of norms and guidelines for the classroom. The guidelines we create set us up so that if we run into conflict, we can go back to the guidelines. It allows us to dig into discussing some potentially contentious issues, where people can often disagree.

LE:

I like to include Indigenous content in every class, in one form or another. I also try to include international examples and international names in the material I use. Students have to see themselves in the education, and then it makes more sense.

For example, I believe that personal values are the foundation of all personal financial decisions, which impacts how you feel about debt, charity, sharing, luxury items, and saving, so I work to incorporate Indigenous history and values into every finance class.



Lee Elliott, Lecturer (Business Strategy and Personal Finance)

Photo Credit: UofR Photography

How can faculty members encourage open discussions about EDI topics in the classroom while maintaining a respectful and inclusive environment?

AH: The respectful classroom activity we do on day one sets students up to feel safe in the classroom. We know that everyone’s voice in the classroom matters. When people feel psychologically safe in the classroom or in their organization, then they trust each other and are more able to speak openly.

LE: I find we have open respectful discussions just by stressing the importance of EDI principles and by including all students and groups in the conversation. Students are very open to it.

How can faculty members help students to become ambassadors for EDI in the workplace?

AH: It’s first helping them to understand what it means to champion EDI and then encouraging them to think about tangible actions that they and their peers can take to enact that in the workplace.

LE: Universities are a particularly diverse environment. Ideally

students get to experience respectful, inclusive classrooms, and then they take those principles forward into the business community.

How important is it that the Hill and Levene Schools of Business create EDI ambassadors?

AH: It is incredibly important. We are preparing our students to be progressive, inclusive, and informed business leaders who understand the consequences of not embracing EDI.

“
Students come out of the classroom with expectations about inclusion in the workplace, and when they encounter things that are not consistent with that expectation, by nature they are going to try and change it.

LE: It’s such a critical role for the university to play. Students come out of the classroom with expectations about inclusion in the workplace, and when they encounter things that are not consistent with that expectation, by nature they are going to try and change it.

How can faculty members actively engage students in understanding and appreciating the value of diversity in a business context?

AH: One of the best ways of explaining the benefits of EDI in a business context is by showing what happens when an EDI approach is not incorporated into a business. Organizations that are lacking in diversity and inclusion can get into situations of group think without diversity of thought and perspective. We look at organizations that are doing a great job of EDI and organizations that are not, and those in the middle of their diversity and inclusion journey.

LE: I work to ensure that in the classroom, students get to participate in an environment that fosters and values diversity and inclusivity, and hopefully it creates expectations that they take forward into their work life.

Actioning Indigenous Procurement

Taking an Impactful Approach to Student Research

Fair access to opportunities had long been a concern for Michelle Kealey. It's what led her, as an Executive MBA graduate from the Levene Graduate School of Business at the University of Regina, to work on a challenging, but extremely important, capstone project.

Kealey spent much of her career in the infrastructure sector, working with federal and provincial governments; she was responsible for delivering projects and managing capital portfolios. On one specific project intended for Indigenous peoples, she was aiming to procure Indigenous contractors.

"I discovered first-hand the many systematic barriers Indigenous individuals and organizations face within public policy environments," she said.

It was because of this experience that Kealey chose Indigenous Procurement as the topic of her capstone project.

"I really wanted to work on something meaningful that would be impactful, and that would be something I could continue to progress," she said.

Kealey had read through the Truth and Reconciliation Commission of Canada's (TRCC) 94 Calls to Action (CTA), and what stood out for her was CTA 92 on business and reconciliation. Focusing on CTA 92, she fixated her research on Indigenous Procurement and Economic Reconciliation.

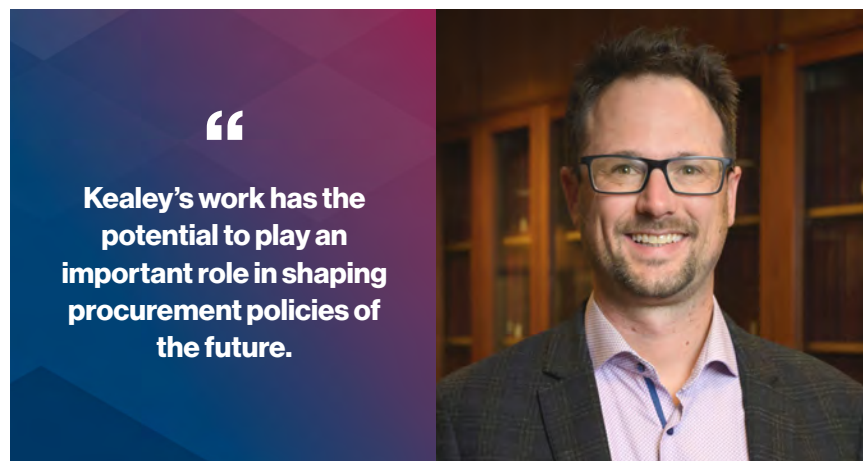
She initially focused her research on the public sector, but quickly discovered that there are many organizations in the private sector playing a leadership role in this area.

"I wanted to understand how private and public sector organizations can use best practices to be more inclusive of Indigenous organizations within their procurement environment," explained Kealey.



As part of her research, she interviewed more than 30 representatives of Indigenous organizations and communities, both Métis and First Nation. Her interview participants represented a cross section of Saskatchewan businesses and industries, mostly within economic development and infrastructure sectors.

What she found was that even though there is significant interest in the idea of economic reconciliation by Canadian governments and private corporations, without a deep understanding of the barriers Indigenous peoples face within conventional procurement policies, true economic reconciliation cannot happen.



*Dr. Andrew Stevens, Associate Professor
(Industrial Relations and Human Resource Management)*

Photo Credit: UofR Photography



*Michelle Kealey, Executive MBA '22,
in front of her workplace's Truth and
Reconciliation Wall*

Photo Credit: UofR Photography

According to Kealey, initiatives that increase participation of Indigenous businesses in procurement environments such as early engagement, can provide Indigenous organizations an awareness of future opportunities, creating time to become business- and partnership-ready. She found that these initiatives play an important role in advancing equitable Indigenous procurement processes.

Kealey also identified the importance of considering the impact of such initiatives on Indigenous communities. "It's important for organizations creating an Indigenous Procurement strategy to think about why they are creating one. If it is to address Truth and Reconciliation, then they must think about the impact to Indigenous communities, not just about setting an internal target and achieving it."

She says to facilitate broader community impact from the procurement process, organizations should consider Indigenous employment, Indigenous supply chains, partnership structures, and how revenues are divided among parties and/or invested into Indigenous communities.

She found that to truly address CTA 92, organizations need to reflect on all aspects of the business to

assist with building capacity. In addition to Indigenous procurement strategies, internal Indigenous initiatives must be considered, such as human resources and enhancing 'belongingness' in the workplace.

Kealey said, "Indigenous procurement strategies could evaluate all aspects of a vendor's business when soliciting proponents. Indigenous procurement strategies almost always consider Indigenous ownership, partnerships, and labour. To achieve and maintain Indigenous labour targets, it is necessary to consider EDI and belonging across all aspects of business."

She explained that "Truth and Reconciliation requires ongoing learning and action; it's not one size fits all and will continue to evolve as our world continues to change." Her picture was taken in front of her workplace's Truth and Reconciliation wall. It makes space for Truth and Reconciliation, and during monthly sharing circles, employees reflect on how to move forward together and make things right, as individuals and a corporation.

Dr. Andrew Stevens, who acted as Kealey's Executive MBA advisor throughout the project, believes Kealey's work has the potential to play an important role in shaping procurement policies of the future.

"She's been able to tap into a movement that is changing policy and will perhaps in the near future see more Indigenous organizations successfully awarded very important and meaningful contracts that affect their communities and Indigenous workers," said Stevens.

For Kealey, the work addressing Indigenous procurement through her EMBA capstone project is just the beginning of her efforts in support of Truth and Reconciliation. She says this focus will play an integral role throughout her career.

She commends the Hill and Levene Schools of Business for their focus on EDI learning across all fronts. She believes this focus is already beginning to play a role in changing the approach in business communities.

"There are many individuals in my cohort who stepped into senior leadership roles that can influence change. So, having EDI as a core value means there is significant opportunity to influence the way equity, diversity, inclusion, and belonging is addressed."

Kealey believes her research on Indigenous procurement will, like other EDI-related work being done at the Hill and Levene Schools, play an important role in shaping equitable business environments into the future.

“

Truth and Reconciliation requires ongoing learning and action; it's not one size fits all and will continue to evolve as our world continues to change.

Promoting Retention, Inclusion, and Integration of International Graduates

Identifying Practices that Help to Attract and Retain International Graduates

In a time when Canada is facing a shortage of skilled labour, international graduates would seem to be an ideal pool of skilled locally available resources – but research shows connecting these graduates to employment has been challenging.

“International graduates are often young, they are skilled, they can speak the language, they have an understanding of the host country because they have been studying in it, and they often have a good understanding of the labour market, which means they have realistic expectations about employment opportunities,” said Dr. Yu (Jade) Han, Assistant Professor of Strategic Human Resource Management at the Hill and Levene Schools of Business.

As an international graduate herself, Han experienced challenges with engaging in the workforce in her host country after graduation. Many of her former international students have also faced challenges.

“Myself, my friends, and my students experience those barriers. I have students in my class telling

me about the difficulties they are facing to find jobs even though they have been professionals in their home country for 10 years or more,” she said.

Inspired by what she had experienced and what she had been hearing from her students, in 2022 Han began collaborating with Dr. Greg Sears (Carleton University), Dr. Daniel Gulanowski (Carleton University), and Dr. Eddy Ng (Queen’s University) on a research project entitled “Promoting Retention, Inclusion, and Integration of International Graduates.” The project is examining factors and practices in organizations that work to improve or influence the workplace integration of international graduates.

Its goals are to help bridge the gap between international graduates and the labour market, and to identify factors that help employers retain these graduates.

“There are many different factors that can contribute to a negative environment in the workplace for international graduates. We have already summarized some factors

in our empirical study, and we want to have a further look at how these factors can be improved upon,” said Han.

“

Our study will help to inform companies about actions they can take to help international graduates feel more welcome in the workplace.

The project, which is funded by Social Sciences and Humanities Research Council (SSHRC) and targeted for completion in 2026, is: identifying employment barriers facing international graduates and exploring key organizational, interpersonal, and individual factors that contribute to the workplace integration of international graduates; examining the influence of various organizational practices and methods of managerial



Dr. Yu (Jade) Han, Assistant Professor (Strategic Human Resource Management)

Photo Credit: UofR Photography

support, on international graduate employment, inclusion, and career success; and investigating the role of key intercultural and career-related individual differences that contribute to work experience and retention outcomes.

“We have found many international students who have said that because they don’t understand certain parts of the culture, for example sports or television shows, they often feel excluded from a lot of employee activities. So, our study will help to inform companies about actions they can take to help international graduates feel more welcome in the workplace,” explained Han.

A literature review has already been conducted on efforts to integrate and retain international students in workplaces worldwide, including countries like Australia, the UK, and the USA. The project is now focusing on sending surveys to and interviewing international graduates and employers in Canada to gather information on factors and practices that either enable or prevent inclusion and retention of international graduates in the workplace.

“At the organizational level we are finding that as minorities, international graduates can face cultural biases and discrimination, which can influence their employment process and their daily work performance,” she said.

Surveys will be undertaken with international students from across Canada who have graduated in the last 10 years. Senior human resources and line managers will also be interviewed to gather their insights in relation to workforce integration and career development of international graduates. Finally, international graduates who have attained higher-level management or professional/technical positions will be interviewed to assess key factors that have contributed to their career successes.

The project is intended to provide new knowledge and insight that can be used to guide employers and other key stakeholders (academic institutions, employment counselors, government agencies) in the development and implementation of policies and practices to help facilitate the integration of international graduates into the workforce and to

assist employers in retaining these valuable resources.

It will further help to define and document the challenges faced by international graduates in relation to their movement into the Canadian workforce, and those associated with remaining in the workplace. It will also document strategies employers can take to help support international graduate integration and career success in the Canadian workforce.

As a resource for both employers and international graduate employees, the project will generate knowledge which will assist in informing and improving upon both employer and public policy initiatives directed at attracting and retaining international graduates in Canada.

Tracking Diversity Commitment Through Corporate Disclosures

*Grading Corporations on their
Approach to Inclusion*

Corporate annual reports may not be the obvious place to look for evidence of an organization's commitment to equity, but for Dr. Jacqui Gagnon they are a gold mine.

An assistant professor of accounting with the Hill and Levene Schools of Business, Gagnon is examining annual reports from thousands of companies to see how organizations are approaching employee diversity, especially in relation to disability. Although her research focuses on annual reports from the United Kingdom, the trends she finds also hold true in Canada.

"An annual report is very purposeful communication; words are deliberately chosen, and topics are addressed or not addressed for a reason, so in my research I'm looking at what's addressed and how it's addressed, as a reflection of what's happening in a company," she explained.

Gagnon said vague language makes it difficult to see precisely how effective companies are when it comes to hiring diverse people and accommodating disabilities.

"I noticed that every company discloses on diversity because it's mandatory reporting in the UK. Legislation dictates that UK companies have to disclose on disability in their annual reports. What I've noticed is they often say things like, 'we give equal opportunities to everyone, regardless of gender, sexual orientation or disability.' I thought that's not very specific."

She said if the language is very generic, there's little value in including it. Gagnon said the boilerplate disclosures that simply repeat legislation shouldn't be part of an annual report. Not only that, but generic disclosure may actually mask poor practice that disadvantages the very individuals that the legislation is trying to assist.

"If every company discloses the same thing, and it's legislated that they have to disclose it, there's no sense in it being in the report at all. What the legislation wants is for companies to report on their diversity policies, including items such as: what's the diversity policy for their company, and how is that important to build into the

company strategy. But what we get is just very boilerplate, generic disclosures that don't really mean anything and may actually cause harm," she explained.

“

When companies pay attention to diversity, they tend to have better policies in place, and they also tend to have better reporting, so I think practice and reporting go very much hand-in-hand.

Gagnon also has found that when companies say, 'we hire based on merit without regard to diversity,' that sends a subtle message that merit is sacrificed for diversity; it sets diversity and merit in opposition.

Of the thousands of annual reports she has researched, she has also found some good examples.

“When companies pay attention to diversity, they tend to have better policies in place, and they also tend to have better reporting, so I think practice and reporting go very much hand-in-hand.”

She said there are many different elements when it comes to the broad topic of “diversity.”

“

We teach future employees and managers to be aware of the power of institutional language, and the importance of diversity, so students learn in our programs about the advantages of diversity in terms of decision-making and innovation.

“Gender gets a lot of attention right now, largely because women are coming into positions of power. I think other aspects of diversity – ethnic minorities and disabled people, for example – get less attention.”

In her research, she found that people with disabilities face very different challenges than ethnic minorities. She said disabilities “tend to be relegated to the end

of diversity disclosures. There is huge disparity in terms of the number of disabled individuals we have in society and the number of individuals who are actually employed – never mind meaningfully employed – and the pay gap is quite large for disabled people versus their non-disabled counterparts.”

She is currently doing research into different types of disability disclosures, and how different ways of disclosing disabilities might actually benefit both companies and employees.

“It’s this idea that people with disabilities are less competent, which we really need to de-stigmatize. I think diversity is really hot right now, but disability is where I am most interested in putting in the work.”

When she’s not doing research, she’s teaching classes in financial accounting and theory.

“It’s really important for us at the business school that we teach future employees and managers to be aware of the power of institutional language, and the importance of diversity, so students learn in our programs about the advantages of diversity in terms of decision-making and innovation.”

She said from her research, she has found that clear, concise, effective communications in annual reports correlates and affects social responsibility.

“I find that companies who write meaningfully about diversity policy tend to practice better social responsibility. These companies are also just better communicators overall.”

Gagnon’s research into annual reports is proving to be an effective way of examining how well companies are doing when it comes to dealing with diversity and accommodating disabilities.



Dr. Jacqui Gagnon, Assistant Professor (Accounting)

Photo Credit: UofR Photography

ALUMNI MAKING THEIR MARK



Kathryn Pollack

Degree: Executive Master of Business Administration, 2017

Career: Executive Vice-President, People, Safety and Indigenous and Corporate Relations, SaskPower

How did your total educational experience at the Hill and Levene Schools, including the courses, culture, activities, and the schools' inclusive nature shape your understanding and commitment to equity, diversity, and inclusion in your career?

My cohort in the Executive MBA program was very diverse, and that diversity in the classroom with my fellow students very much shaped my perspective on equity, diversity, and inclusion in the workplace. You learn a lot from your professors, but a lot of the value in education is the dialogue that happens in the classroom, and the different perspectives that are brought forward. I really saw that play out

in engaging, robust, and dynamic conversations in the classroom, where people had very different opinions that were shaped by their own life experience.

How has the importance of equity, diversity, and inclusion in the business world evolved over time, and why does that matter?

I think it has evolved from a broad conversation that was frankly absent in most sectors, to a business imperative. It evolved from no conversation into a "nice to have" and then into a business imperative. It's something that is now expected from an organization, not just from a socio-economic perspective, but also from a performance perspective.

How important is it for Hill Levene alumni to become ambassadors for equity, diversity, and inclusion in business today, and why?

I think it's very important because Hill and Levene alumni are often leaders in the community. Creating truly inclusive workplaces and inclusive communities will only happen when that's championed and demonstrated by leaders at all levels. I think it's incumbent upon people who have influence in their workplaces and their communities to be living those values and championing EDI.



Charlene Gavel

Degree: Bachelor of Administration, 1994, Chartered Professional Accountant (CPA, CA)

Career: President and CEO, SaskTel

Photo courtesy of SaskTel

How did your total educational experience at the Hill and Levene Schools, including the courses, culture, activities, and the schools' inclusive nature shape your understanding and commitment to equity, diversity, and inclusion in your career?

I truly enjoyed my experience at the University of Regina and owe a lot of the success I've had in my career to the education and experiences I gained there. Speaking specifically about equity, diversity, and inclusion, my education at the U of R really helped me to better understand how organizations can become more successful when they embrace diversity in their business and workforce. Reflecting on my career to this point, I consider myself very fortunate to have had the opportunity to go to, and graduate from, the U of R.

How has the importance of equity, diversity, and inclusion in the business world evolved over time, and why does that matter?

Over time, the business world has changed quite a bit in terms of equity, diversity, and inclusion. In years gone by there was less of a focus on diversity, however, many companies today, SaskTel included, are actively embracing diversity. Speaking from SaskTel's experience, having a diverse workforce that more closely resembles the communities and customers we serve is a strength of ours that has helped us remain Saskatchewan's leading communications provider and one of the most successful companies in the country.

How important is it for Hill Levene alumni to become ambassadors for equity, diversity, and inclusion in business today, and why?

I think it's very important for all professionals and business leaders to recognize and embrace the evolving composition of our communities, customers, and workforces. Looking at the corporate landscape today, you will find that organizations are focusing on recruiting diversity candidates, at all levels. I truly believe organizations that embrace the changing dynamic of our communities will be better equipped to meet the needs of their customers, which will lead to future success and, at least in some way, benefit the communities they serve.

How did your total educational experience at the Hill and Levene Schools, including the courses, culture, activities, and the schools' inclusive nature shape your understanding and commitment to equity, diversity, and inclusion in your career?

My time at the Hill and Levene Business Schools significantly influenced my perspective on equity, diversity, and inclusion. The classes I took focused on diversity management, such as social responsibility and ethics. Also, the courses showcased how organizations can thrive when they embrace diversity, ensure equal opportunities, and promote inclusivity at all levels. Students from diverse backgrounds, cultures and experiences came together, fostering an environment of

mutual respect and acceptance. This diverse mix of perspectives enriched classroom discussions and group projects. Overall, my educational experience at Hill and Levene instilled a deep sense of responsibility to advocate for equity, diversity, and inclusion.

How has the importance of equity, diversity, and inclusion in the business world evolved over time, and why does that matter?

This EDI perspective can help all the employees and team members to stay in an environment in which they feel valued and respected, leading to reduced turnover, and retention of the institutional knowledge. A commitment to EDI will better position an organization for long-term success.

How important is it for Hill Levene alumni to become ambassadors for equity, diversity, and inclusion in business today, and why?

Becoming ambassadors for EDI is crucial because Hill and Levene alumni may hold influential positions in various sectors. By actively promoting EDI principles, Hill and Levene alumni set a positive example. Alumni may have an extensive network within their industry, and by promoting EDI they can open doors and provide people with access to opportunities they might not otherwise have. Also, alumni can raise awareness about unconscious biases, leading to more fair and equitable decision-making in business.

Michael Liu

Degree: Bachelor of Business Administration, 2016

Master of Commerce, The University of the Queensland, 2022

Career: Manager, International Relations & Partnerships, University of Regina



Liz Nguyen

Degree: Bachelor of Business Administration, 2005; Executive Master of Business Administration, 2022

Career: Executive Director of Corporate Services, Regina Police Service



How did your total educational experience at the Hill and Levene Schools, including the courses, culture, activities, and the schools' inclusive nature shape your understanding and commitment to equity, diversity, and inclusion in your career?

Being a visible minority female, I found that the Hill and Levene schools have an amazing culture that sets everyone up for success. I always felt that I had the same opportunities for success as everyone else.

My Executive MBA cohort was extremely diverse, with professionals from various industries and cultures. The friendships I developed and the exposures to the experiences of others were cultivated by the school's inclusive nature and culture. Completing my Executive

MBA at the Levene Graduate School had the most profound impact on my understanding and commitment to equity, diversity, and inclusion, both academically and professionally.

How has the importance of equity, diversity, and inclusion in the business world evolved over time, and why does that matter?

EDI has evolved from being a trendy catchphrase to a necessary factor for organizational success across all industries. More and more I see my colleagues in the policing industry not just saying EDI anymore, but they're breaking it down into its components to truly understand and apply it. As I pursue my doctorate degree, I hope that my research will lead to change management, best practices, and evidence-based interventions for achieving

diversity-related organizational change in policing.

How important is it for Hill Levene alumni to become ambassadors for equity, diversity, and inclusion in business today, and why?

It's extremely important, because when you look at the list of Hill and Levene alumni, there are a lot of recognizable names who are leaders in our community, and also across Canada and internationally. We need to use our leadership positions to be role models to current Hill and Levene students. Our world is changing, and we need to prepare, inspire, and motivate the next generation of leaders to harness the benefits of all this change.

How did your total educational experience at the Hill and Levene Schools, including the courses, culture, activities, and the schools' inclusive nature shape your understanding and commitment to equity, diversity, and inclusion in your career?

There were some great professors who helped to instill the values of diversity, equity, and inclusion, and once I left the university, they definitely helped to act as a compass through my career journey.

How has the importance of equity, diversity, and inclusion in the business world evolved over time, and why does that matter?

I think it is still evolving. I've seen how people can thrive and I've seen how businesses can benefit when communities are adequately represented, supported, accepted, and encouraged to take part. There has been some movement and we're heading in the right direction, but there is definitely still a lot of work to do.

How important is it for Hill Levene alumni to become ambassadors for equity, diversity, and inclusion in business today, and why?

I think it is very important because so many of my colleagues and classmates are in influential roles in the community. They have the ability to look at whether we are being equitable and inclusive, and the power to really advocate for positive change to ensure that everyone feels welcome, that everyone feels safe, and is able to have a seat at the table.

Nick Faye

Degree: Bachelor of Business Administration, 2013

Career: Partnerships and Storytelling, Creative Options Regina/Inclusion Regina





Motivating Change from the **Inside Out**

A cohort of 16 Levene Executive MBA students, all leaders from across a breadth of sectors in Western Canada took part in a unique, perspective altering case study in Spring 2023.

The case study was part of a senior leadership class in the Levene EMBA program, which focused on equity, diversity, and inclusion (EDI).

“There are a number of ways to talk about EDI in a graduate class. My assumption going into this was that most of the students would have been exposed to corporate EDI training, and so I wanted to do something different, something that would fit a leadership course,” said Dr. Sean Tucker, Professor (Human Resource Management), Hill and Levene Schools of Business.

Working in teams, students were provided a scenario in which a

community housing organization had established an EDI working group. The group’s mandate was to provide the senior leadership team with advice on the first steps in developing an EDI strategy, and related actions. Executives in the scenario believed they were doing a good job in relation to EDI, however data and employee feedback showed otherwise.

Each team took on the role of the “working group” and provided advice to the senior leadership team in a manner that would help the management team to develop a deeper commitment and motivation to implement EDI initiatives in an authentic way.

The teams not presenting were also given the opportunity to role play the senior leadership team, giving the students an opportunity to work from both sides of the issue.

“
Since the class, I have put the EDI lens over a lot of things that happen in my workplace whether it is with the staff or clients.”



Dr. Sean Tucker, Professor
(Human Resource Management)
Photo Credit: UofR Photography

“Often people are not sure what to do and are not sure how to properly and effectively influence senior leadership teams, so this provided a real situation that enabled students to apply some of their classroom learnings in that process,” said Tucker.

The groups worked on their presentations during class time and then delivered to their classmates and a number of invited guests.

Although all groups were using the same scenario, each approached it differently.

“I remember thinking that all of us would present something really similar, but it didn’t turn out that way at all. I think each of us has a different perspective when it comes to EDI, based on our experiences. This is what made the process so powerful, and why the presentations turned out to be so completely different,” said Rhea Brown, Levene EMBA student.

For all of the groups, building a presentation meant working through the different perspectives on EDI held by each of the team members.

“We had some really challenging conversations in our class around equity. We had a really diverse group, men and women, individuals with different physical abilities, different ethnic backgrounds, different walks of life, rural and urban residents, and then different disciplines. When preparing our presentation, we debated and went back and forth. We really wanted to talk about privilege, reflecting on our own privilege and getting people to understand those concepts,” said Sara Johnson, Levene EMBA student.

The presentation provided by each team to the “senior leadership team” was unique. Malick Coulibaly

and Rhea Brown’s team opened their presentation with a light, but poignant analogy.

“We took an example of someone who is left-handed, because the world is made for right-handed people. When you are right-handed, you probably overlook or aren’t even aware of the challenges for people who are left-handed,” said Malick Coulibaly, Levene EMBA student.

“
I feel very passionate about leading change in that area and taking accountability for my own journey.

The team then moved to addressing the difference between equity and equality, and the need to provide tools and resources for some individuals to ensure equitable access for all. They demonstrated this concept by having a very tall team member place a sticky note at his eye level on a wall, and then asked a short team member to place a sticky note beside it. The short team member was unable to do so, without the use of a stool.

“We wanted to drive home what we are trying to accomplish through EDI programs, that some members of our society need tools and resources to reach the same levels as others,” said Brown.

Many group members spoke from their own experiences, which enhanced the power of the presentations.

“As an African Canadian, there is limited representation of people of my background in boardrooms. Our workplaces and leadership positions should be representative of the community we serve,” said Coulibaly.

The Levene EMBA students say their experience in the course will change how they approach and facilitate a diverse work environment into the future.

“Since the class, I have put the EDI lens over a lot of things that happen in my workplace whether it is with the staff or clients. That lens comes across now with a little bit more truth and emotion maybe than it did before,” said Johnson.

“It has changed my commitment to EDI, especially in relation to Truth and Reconciliation. I feel very passionate about leading change in that area and taking accountability for my own journey,” concluded Brown.



Students from the Levene Executive MBA program

Photo Credit: UofR Photography

Impacted Leadership Aspirations

Women Leaders and the Social Media Effect

Social media and its information-sharing capacity can be a force for good, but as one professor at the Hill and Levene Schools of Business has found, it can also negatively impact the development of women leaders.

Dr. Erica Carleton, Associate Dean, Faculty Relations and Development; Associate Professor, Leadership; and RBC Women in Leadership Research Scholar, has been involved in researching factors affecting women in leadership since 2017.

“It was after completing my PhD that I became more interested in gender, leadership, and well-being. As a woman working her way through the world, you keep running into these things. I am curious as to why it is happening. Why are there so few women in executive level positions with Fortune 500 companies and what is chasing women out of leadership roles?” queried Carleton.

With the growing presence of social media in all aspects of society, Carleton recently became interested in exploring the impact, positive or negative, that social media is having on women in leadership roles.

In 2018, she began working on a research project with Drs. Megan Walsh (Edwards School of Business, University of Saskatchewan), Amanda Hancock (then at School of Arts and Social Science, Grenfell Campus, Memorial University and now at Hill and Levene Schools of Business), and Kara Arnold (Faculty of Business Administration, Memorial University), which examined the effect of social media on the leadership aspirations of women. The project is funded federally through a Social Sciences and Humanities Insight Development grant.

The project focused on college-aged women across Canada and looked at their interests in leadership positions. While research on women and leadership has been done in the past, there is limited information available on the impact of social media on women’s leadership aspirations.

“We wanted to understand the impact of social media, because you just don’t get the same bombardment of messages from magazines and newspapers as you do from social media – and obviously young people use social media to a greater degree,” Carleton explained.

A total of 144 young women were recruited to participate in the project. Two groups were established out of the total participant pool: a control group, and a test group. Participants were provided a fake Facebook page to scroll through over a three-minute period. To avoid skewing the outcome, participants were advised that they were participating in a study of working memory in advertising.

The control group was provided with only neutral posts, while women in the test group were provided with posts showing women in more traditional roles, or women being sexualized.

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Organizations need to think about how they are retaining people in the organization in a way that makes employees feel respected and safe.

After viewing the posts, women in the test group were found to have significantly lowered leadership aspirations than those in the control group. The study found that by just viewing the posts showing women in more traditional roles, or women being sexualized, for three minutes, had the potential to significantly lower women's leadership aspirations.

"What that does, is it affirms for women that they are not leaders, it tells women of what we are not," explained Carleton.

According to Carleton, a disconcerting finding through the research was the impact of mindfulness on leadership aspirations, for women who watched posts about showing women in more traditional roles, or women being sexualized.

"We were hoping that the more mindful women were, the less they would be impacted by stereotypes and more negative images, but what we found was exactly the opposite. The women who were more mindful were found to have lower leadership aspirations, which we hadn't expected," said Carleton.

Carleton said this project and its findings are very important because there really hasn't been much research done on the effect of social media on women and their leadership aspirations. She believes it provides important information for businesses looking to attract women leaders and encourage diversity in the workplace.

"If something as simple as seeing women in more traditional roles lowers women's leadership aspirations, that information should play a role in how organizations advertise, and how they think

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If we don't understand our employees, how can we leverage the strength of that diversity for business success?

about attracting women to their organization," she said.

She said as an example, if the organization's advertising is dominated by men in suits, women aren't going to see themselves in leadership positions in the organization. She said the research shows that organizations need to be cognizant of how they are portraying or not portraying women.

She believes that understanding the impact of corporate messaging on diverse groups can also affect corporate retention rates.

"Organizations need to think about how they are retaining people in the organization in a way that makes employees feel respected and safe," she said.

Carleton suggests the work done on this project and others focused on raising awareness of the importance of equity, diversity, and inclusion, is very important.

"How are we going to create societal change if we don't have the research to enable it? Our workforce across the country is becoming very diverse. If we don't understand our employees, how can we leverage the strength of that diversity for business success?" she asked.

The journal article on **"Mindfulness and stereotype threat in social media: unexpected effects for women's leadership aspirations"** was awarded Outstanding Paper in the 2023 Emerald Literati Awards.

It is available at:
www.emerald.com/insight/1754-2413.htm



Dr. Erica Carleton, Associate Dean, Faculty Relations and Development, Associate Professor (Leadership), and RBC Women in Leadership Research Scholar

Photo Credit: UofR Photography



Jada Yee

Photo Credit: UofR Photography



Perry Bellegarde

Photo Credit: UofR Advancement

Celebrating **Outstanding Alumni**

Every year, the University of Regina honours the most exceptional alumni through the Alumni Crowning Achievement Awards (ACAAs). The awards were established in 1992 and recognize alumni for their outstanding dedication to excellence, community engagement, leadership, and their impact on the well-being of communities.

Chief Perry Bellegarde and Jada Yee, were among the distinguished alumni honoured at the Alumni Crowning Achievement Awards celebration.

Chief Perry Bellegarde, BAdmin '84, received the 2023 Lifetime Achievement Award recognizing the impact he's made on regional, national, and international levels. His dedication to the betterment of First Nations

communities has shaped his lifelong legacy, making him a deserving recipient of the Lifetime Achievement Award.

Jada Yee, BAdmin '15, MAdmin '20, was the recipient of the Distinguished Alumni Award for Humanitarian and Community Service. His commitment to making communities a better place exemplifies the spirit of this award, and his story is a testament to the power of service to the community.

Both alumni have made a profound impact on their respective fields and communities.



2023 Lifetime Achievement Award

**Perry Bellegarde,
S.O.M., BAdmin '84**

Chief Perry Bellegarde (Little Black Bear First Nation, Treaty 4 Territory) has dedicated his life to championing the rights and well-being of First Nations. For 35 years, he has held various First Nations leadership roles, including two terms as the National Chief of the Assembly of First Nations (AFN) from 2014 to 2021. He describes himself as an *oskâpêwis* or helper.

As National Chief, Chief Bellegarde campaigned tirelessly to close the gap in the quality of life between First Nations and other families in Canada. Critical accomplishments include the passage of Canada's first national legislation recognizing and protecting Indigenous languages, legislation recognizing First Nation law as paramount

when developing First Nation child welfare legislation and policy, and securing a legislative commitment to the national implementation of the United Nations Declaration on the Rights of Indigenous Peoples. He has also raised the international profile of First Nations expertise on sustainable development, promoting rights-based solutions to the climate crisis from the Paris Agreement to The Sustainable Markets Initiative.

In 2018, Chief Bellegarde was recognized with the Saskatchewan Order of Merit and has been awarded an Honorary Doctorate of Laws from both Queen's and Lakehead universities.

In 2021, the Empire Club of Canada named him their Nation Builder of the Year, and the Royal Canadian Geographic Society inducted him as their Honorary President.

Chief Bellegarde is currently a special advisor to Fasken, an

international law firm, serves on the First Nations Bank of Canada Board of Directors, and is a special advisor to King Charles III's Sustainable Markets Initiative.

"My time at the University of Regina helped open my eyes to the importance of finding the right balance between the benefits of Western education and the strengths of Indigenous cultures and ways of knowing. Moving to Regina was a culture shock for a kid from Little Black Bear First Nation. The Elders in Residence Programme at the Saskatchewan Indian Federated College truly helped ground me. I want to acknowledge Elders James Ironeagle, Willie Peigan, and Jim Ryder. Before people were talking about Diversity, Equity, and Inclusion (DEI) and Environmental, Social, and Governance (ESG), they were already putting it into practice. Their teachings and their inspiration had a profound impact on my life and my career."



Distinguished Alumni Award for Humanitarian and Community Service

**Jada Yee,
BAdmin '15,
MAdmin '20**

Jada Yee is a leader, volunteer, and educator. Currently Partner with OneHoop Consulting, he has spent more than 20 years in various leadership roles within the casino gaming industry, and teaches in the Business and Public Administration program at the First Nations University of Canada. As a committed volunteer, Yee serves on numerous boards,

including as Chair of the Regina Police Service Board of Police Commissioners; the Regina Food Bank; SaskPolytechnic: Program Advisory Council for the Business Certificate Program; City of Regina: Community Safety and Well Being; Regina Crime Stoppers; Regina Aboriginal Professionals Association (RAPA); Canadian Red Cross, and as the Indigenous Representative for the Kenneth Levene Graduate School of Business Students' Association. In October 2021, Yee was elected to the National Board of Canadian Association for Police Governance, where Yee represents Saskatchewan. Yee was awarded the Queen Elizabeth II Platinum Jubilee Medal for his outstanding community service. He is a proud

member of the Wood Mountain Lakota First Nation, and is also of Chinese-Canadian heritage. Yee lives in Regina with his wife and four amazing children.

"As being both Indigenous and Chinese, I felt that the University of Regina celebrated my cultures and allowed me to bring forth my ideas from my background that were valued and heard. From the top down in the School of Business, I felt everyone was committed to their journey towards Reconciliation. The end result was having me as a fully engaged student that felt welcomed and felt there were no barriers to my success on my educational journey."

Migrant Service Workers and the Changing Face of Saskatchewan's Labour Market

Examining the Impact of Labour Policies on Newcomers

When Dr. Andrew Stevens returned to Saskatchewan in 2012 after a decade in Ontario, he couldn't believe how much the "look" of the province had changed.

"I was really struck by how we had become a much more diverse province. I was really impressed with who I saw here, compared to who I saw when I left a decade earlier," explained Stevens, who teaches courses in industrial relations, negotiations, labour relations, and the sociology of work at the Hill and Levene Schools of Business.

"People were moving to Saskatchewan from around the world, and I immediately wanted to dig into that question. If you're talking about migration policy and unemployment, you have to talk about questions of equality and diversity," he said.

Some of his current research focuses on examining how migrant service workers are changing the face of Saskatchewan's labour market, and looking at how labour policies affect newcomers.

"For the last number of years, I have been conducting research on migrant labour policy with a specific focus on Saskatchewan. You can't really talk about migrant labour, immigration, temporary foreign workers and so on without also talking about the fact that many of these folks end up in lower-skilled and lower-paid occupations," explained Stevens.

He said racialized workers and migrants can be prone to exploitation more than others, for a variety of reasons.

"We often think that migrant labourers – because of their precarious status and because their right to live in Canada is tied to a job – might be less likely to



Dr. Andrew Stevens, Associate Professor (Industrial Relations and Human Resource Management)

Photo Credit: UofR Photography

speak out. But in my research, I found they're actually quite likely to speak out and pursue their rights through a variety of institutional mechanisms in the province of Saskatchewan."

In his research, Stevens looked into the question of whether race or country of origin affects the likelihood of being able to secure an interview in lower-skilled occupations. Recently, Stevens has been working with Dr. Catherine Connelly at McMaster University in Hamilton, Ontario, regarding what he describes as labour market opportunities and labour market exclusions, or marginalization.



"How do we account for why there are preferences for certain people applying for jobs in the food service industry – and what generates those preferences?" asked Stevens.

"We're looking at how some stereotypes generate opportunities, including the notion that people from some countries may be harder workers or more honest than others. People draw stereotypes, and that generates an advantage for some. Similarly, there might be stereotypes about Indigenous people or Caucasian people that create certain occupational advantages or disadvantages," he said.

"We started this research testing a common perception that migration disenfranchises Indigenous people when they're trying to access the labour market, and similarly, Indigenous people suffer higher rates of unemployment. What we're trying to test is, in actually applying for jobs, if the role of biases and discrimination in migration further disenfranchises Indigenous people."

Stevens also found that stereotypes were not just about racial background, but also about gender. For example, he found that Indigenous men were less likely to get a callback for a job interview, because women tend to be preferred in food services.

The research also finds that certain types of women are more likely to get called back for interviews.

"We knew of cases where a body type would be enough for an employer to say, 'Sorry, we don't want you,' and the résumés were just put in the trash because the person didn't appeal to the hiring manager. If you fit what some people's notion is of an attractive woman – thin and tall – then you're hired; or if someone is perceived to be overweight by that person's definition, the response is, 'we're not interested, you don't fit in with this organization.'"

Stevens believes that raising awareness about equity, diversity, and inclusiveness is crucial.

"I think in our classroom it's important to talk about these issues and confront them. We can't just say that racism is a thing of the past, or people are not discriminated against. It's real. We need to talk about it – and we need to overcome it. We need to figure out what the solutions are – and I think part of it is taking aim at the institutional racism that we see, and also individual policies and biases."

His research into how migrant service workers sometimes face obstacles in obtaining employment – and fair treatment once hired – may someday lead to a labour market that does a better job of hiring people based on qualifications, rather than on stereotypes of race or country of origin.

“

We need to talk about it – and we need to overcome it. We need to figure out what the solutions are – and I think part of it is taking aim at the institutional racism that we see, and also individual policies and biases.

GOING ABOVE AND BEYOND



Lindsay Eastman

Receives the 2023 Staff Appreciation Award

Lindsay Eastman, Academic Advisor

Photo Credit: UofR Photography

If you have been involved with the University of Regina's Faculty of Business Administration in the last 20 years, then you likely know Lindsay Eastman.

After graduating from the Faculty of Business Administration in 2000, Eastman has taken on various professional roles within the Faculty from administrative assistant, marketing and recruitment, graduate programs advisor, to her current role as undergraduate program advisor.

Eastman has primarily worked with first-year students and students who have under 60 credit hours, so most students entering the Hill School of Business have met with Eastman. She helps students get accustomed to the school, assists them in selecting courses, encourages them to actively participate in some of the school's many activities, and works to quell any anxiety or fear they might experience in their first few semesters.

Referring to herself as her students' university mom, Eastman says she works to help the students succeed, both personally and academically.

"I want to help them feel a sense of belonging, and that there is someone they can reach out to as a sort of touch point within the university. I want them to know that they are seen, and they are recognized," she said.

Eastman is committed to supporting the students she works with – and it shows.



This kind of emotional labour can be draining and might result in someone losing the personal touch over the years. But Lindsay still cares and does everything she can to help students succeed.

Interim Dean Dr. Saqib Khan said, "Lindsay is very deserving of this award and the nomination and support letters all speak to her incredible responsiveness, demonstration of empathy, and overall kindness."

Eastman's nominators said:

"Lindsay is a consummate professional. She processes a high volume of student concerns and does so with a calm equanimity."

"She showcased considerable resourcefulness in keeping up with an overwhelming inflow of student questions and concerns at the height of the COVID-19 experience."

Eastman is humbled by the award. "It is very nice to be recognized. It makes me feel great that people are seeing that I care, but we have amazing faculty and staff, and I couldn't do the things I do without that amazing team," she said.

GIFTS TO THE HILL AND LEVENE SCHOOLS

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I am deeply humbled and honored to have received the CPA Saskatchewan Indigenous Entrance Award. It means the world to me to be recognized for my hard work and dedication. This has given me the opportunity to continue to strive towards my goals. Thank you so much to the contributing donors!

**HAILEY SMITH,
HILL BUSINESS STUDENT**

RESEARCH HIGHLIGHTS

Research Excellence

In 2023, researchers at the Hill and Levene Schools of Business published in the top journals including the following articles which were published in A*, A, and B ranked journals based on the Australian Business Deans Council (ABDC) list:

B Campbell, S., Li, Y., Zhang, Z., & Sinclair, P. (2023). Public Accounting in China: The Role of Occupational Community within a Globalized Profession. *Accounting Perspectives*.

A Ortynsky, M., Walsh, M. M., **Carleton, E.**, & Ziemer, J. (2023). Leaders' emotional labour and abusive supervision: The moderating role of mindfulness. *Stress and Health*.

A Walsh, M. M., **Carleton, E.**, Ziemer, J., & Ortynsky, M. (2023). The salience of remote leadership: implications for follower self-control and work-life balance. *International Journal of Manpower*.

B Cismaru, M., & Akdaş, O. (2023). Developing a framework for communications encouraging personal budgeting—a social marketing approach. *International Review on Public and Nonprofit Marketing*, 1-23.

A Whiley, L. A., Wright, A., Stutterheim, S. E., & **Grandy, G.** (2023). "A part of being a woman, really": Menopause at work as "dirty" femininity. *Gender, Work & Organization*, 30(3), 897-916.

A **Han, Y.**, & Sears, G. J. (2023). Does leader-member exchange ambivalence hinder employee well-being? Exploring relations with work engagement and emotional exhaustion. *Stress and Health*.

A* **Hancock, A. J.**, Gellatly, I. R., Walsh, M. M., Arnold, K. A., & Connelly, C. E. (2023). Good, bad, and ugly leadership patterns: Implications for followers' work-related and context-free outcomes. *Journal of Management*, 49(2), 640-676.

A Sun, Y., Wang, Y., Zhang, S., & **Huang, H.** (2023). The impact of ambiguity-loving attitude on market participation and asset pricing. *Economic Modelling*, 128, 106527.

A* **Pennycook, G.** (2023). A framework for understanding reasoning errors: From fake news to climate change and beyond. *Advances in experimental social psychology*, 67(1), 1-85.

A Muda, R., **Pennycook, G.**, Hamerski, D., & Białek, M. (2023). People are worse at detecting fake news in their foreign language. *Journal of Experimental Psychology: Applied*.

A Baker, R., & **Rennie, M. D.** (2023). A history of net debt as a reflection of Canadian federal government fiscal management. *Financial Accountability & Management*.



Dr. Shelagh Campbell



Dr. Erica Carleton



Dr. Magdalena Cismaru



Dr. Gina Grandy



Dr. Yu (Jade) Han



Dr. Amanda Hancock



Dr. Helen Huang



Dr. Gordon Pennycook



Dr. Morina Rennie



Dr. Paul Sinclair



Dr. Grant Wilson



Dr. Zhou (Joe) Zhang

A Wilson, G. A., & Liguori, E. (2023). Market orientation, failure learning orientation, and financial performance. *Journal of Small Business Management*, 61(6), 3027-3045.

A Wilson, G. A., Case, T., & Dobni, C. B. (2023). A global study of innovation-oriented firms: Dimensions, practices, and performance. *Technological Forecasting and Social Change*, 187, 122257.

B Wilson, G. A., Case, T., Dobni, C. B., & Liguori, E. (2023). The limitations of open innovation: an examination of innovation orientation, open innovation and performance in North America. *Management Decision*.

B Wilson, G. A., Millard, G., & Hills, C. (2023). An international examination of market orientation and performance in residential property management. *Property Management*.

B Wilson, G. A., & Jogia, J. (2023). Examining personal financial advisors' knowledge, client recommendations, and personal investments in private real estate and real estate investment trusts (REITs). *Journal of Financial Services Marketing*, 1-16.

B Dobni, C. B., & Wilson, G. A. (2023). Measuring cultural readiness for innovation: six essential questions. *Journal of Business Strategy*.

B Klassen, M., Wilson, G. A., & Dobni, C. B. (2023). The long game of innovation and value creation. *Journal of Business Strategy*, 44(4), 183-190.

B Fox, K. A., & Wilson, G. A. (2023). Projecting complex categories: biodynamic wine producers' online identity. *Qualitative Market Research: An International Journal*, 26(5), 579-599.

A Harrison, J. S., Yu, X., & Zhang, Z. (2023). Consistency among common measures of corporate social and sustainability performance. *Journal of Cleaner Production*, 391, 136232.

Hill and Levene Schools at a Glance

Hill Paul J. Hill
School of Business

1530

- Indigenous 4% (68)
- International 24% (365)

levene gsb Kenneth Levene
Graduate School
of Business

255

- Indigenous 4% (11)
- International 60% (152)



Scholarships

580

Hill students received 580 scholarships in 2022/2023 totaling close to \$1 million

69

Levene graduate students received 69 scholarships in 2022/2023 totaling close to \$300,000



Visiting International Students on Exchange

78 Hill and Levene
students

Entrepreneurial Bootcamp for Veterans

Since 2013, the Hill and Levene Schools have hosted Prince's Operation Entrepreneur. The program of Prince's Trust Canada helps equity-deserving groups such as veterans and youth. Over 200 veterans and transitioning military staff have completed the weeklong bootcamp through the Hill and Levene Schools.



imagineur

The Hill and Levene Schools received a \$9.3 million grant for the development and delivery of *Imagineur: Canadian Program in Creativity, Innovation, and Entrepreneurship*. The free program will be aimed at educating Canadians on the unique challenges associated with women- and Indigenous-led entrepreneurial ventures.

Where are our students from?

(Registered Students in Fall 2023)

- Hill School of Business Students
- Levene Students



Writing & Publishing Teaching Cases for Peer-Reviewed Journals

Eight faculty members completed in the cohort pilot program for writing and publishing teaching cases for peer-reviewed journals. They were expected to design cases or instructor manuals with considerations to the principles of equity, diversity, inclusion, and Indigenization.



EDI Student Handbook

The Hill Business Students' Society published an EDI Handbook in Fall 2022 to create awareness and share resources to the Hill student body.

Equity, Diversity, Inclusion & Indigenization Digital Badge Program

In Fall 2022, Hill students completed the Equity, Diversity, Inclusion, and Indigenization digital badge program. The program focused on gender and sexual diversity, inter-cultural competence, women in leadership, and 4 Seasons of Reconciliation. The next offering of the program will be held in Winter 2024 for Hill students.



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