UNIVERSITY OF REGINA
HEALTH & WELLNESS
Winter 2018

Abstract
A health studies focus group which draws upon several communities to assess participant’s beliefs, experiences, and feelings of health and wellbeing on campus.

HS 301
Acknowledgements

We would like to express our great appreciation to Dr. Gloria De Santis and her role in guiding us though the process of running a focus group project. Her expert advice and encouragement has been a great help in this process, and we could not have not it without her.

The researchers wish to thank Dr. Vianne Timmons and the rest of the University of Regina Leadership Team for their support throughout this project. It is our hope that our findings can improve the health and wellness of the university student community.

This exercise was also enriching for us as students and future researchers. Learning the complex processes associated with research design, analysis, and implementation through trial and error will undoubtedly serve each of us immensely as we continue through university and into careers of our own. Due to our time and manpower limitations, we could only interview a select few communities across campus, but we challenge other students to undertake similar research projects in an effort to allow for a complete campus-wide picture of health and wellness.

Lastly, we would like to thank the communities involved in the focus groups. Your support was immeasurable and invaluable to us as researchers. The leadership of each of the communities we worked with clearly has a vested interest in seeing improvement in not only their own community but also the university student community as a whole.
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Executive Summary

A campus-wide initiative was taken to determine the state of wellness of 12 campus groups at the University of Regina in the winter semester of 2018. The initiative was conducted in January 2018, with planning meetings involving the African Student Union, UR pride, UR Women’s Center, Graduate Student Association, First Nations Student Union, Indian Student Association, Kinesiology and Health Studies, Centre for Accessibility, Muslim Student Associations and Aboriginal Student of the U of R. The University of North Dakota’s Focus Group Research Report Healthy UND 2020 was used as a model for this campus-wide initiative.

Student researchers interviewed student club and university support groups at the initial stage of the report to determine student needs and perception of educational studies at the University. Collaborative work was done in focus groups within the campus community to gather more information on issues affecting the overall health and wellness of students. Findings of the report will discuss student perceptions of issues related to stress, diversity, time management, education, food security, physical activity, sleep, and campus support. This report will provide recommendations on best practice guidelines to improve health issues discussed.

The information from the focus groups has been combined, transcribed, analyzed and synthesized to inform the University of Regina Strategic Plan 2015-2020 committee. The strategic plan committee will be meeting on June 8, 2018, to possibly discuss student health issues on campus based on report findings. A direct verbatim from students is included in this report to show overlapping themes, perceptions, and recommendations to improve health issues on campus. Direct quotations from the student are in quotation marks and italicized for additional emphasis.

Mission Statement

This project will align the importance of wellness alongside the 2015 – 2020 University of Regina strategic plan. The three strategic priorities outlined in the strategic plan are student success, research impact, and commitment to our communities. Our class project addresses each aspect of the mission statement in a way that encourages student experiential learning. First, this project aims to identify areas of student wellness that can be improved upon to assist student success. As a result, this project falls under the supporting actions as suggested by the mission statement and is a student-led initiative to improve campus wellness. Secondly, this project also benefits students as researchers by giving practical research experiences such as project design, management, and analysis. Building on research that was done in 2011 by Dr. Daschuk’s HS300 class, our project will capture a snapshot of student wellness across various university communities. Quantitative data from the initial survey can be used as a student wellness point of reference and will allow an analysis of whether the university has made demonstrable improvements since 2011. Finally, our class plans to use the community responses to formulate specific recommendations that will be presented to the university leadership team. We hope that this project will showcase student commitment to community wellness.
Introduction

Findings

Stress
Examining the responses given by different focus groups, stress seemed to be one common issue among all students regardless of which group they belonged to or where they were from. The definition of stress however varied across the different communities within the university. The major stressors identified by the students included: money, academic pressure, relationships, and time management. For the sake of this report, however, time management will be discussed as a different topic. Besides the stressors, the students also had different coping strategies when it comes to dealing with their daily stressors. Some of the most popular coping styles among the students are sleeping, overeating, support groups, exercising, avoiding the stressor and watching Netflix.

Diversity
The University of Regina’s Strategic Plan (2015-2020) outlines five core values of the university, some of which are inclusivity and diversity: “We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We recognize and support the diversity of our students’ needs, and are inclusive of our Aboriginal, new Canadian, and international students, employees and partners. We aim to be accessible to all who wish to learn with us. We welcome the world to our campuses.” The University of Regina encourages a diverse and inclusive environment, and it remains an important part of the university.


Time Management
The majority of students in the focus groups did not feel like they had good time management skills. Procrastination is the most common theme throughout all groups looked at and that is something only the students can control on their own. The busiest students, ones who worked or had families as well as going to school, seemed to have the best time management skills because of their overall lack of free time. The secret to time management according to many participant students in this study is scheduling time for everything and being structured.

Education
The common theme throughout each community focus group was the rising cost of tuition at the University of Regina. Most students felt a degree obtained at the U of R compared to other universities in Canada would hold less value. Many students stated the quality of education they are receiving did not meet their expectations, an example of this would be the use of outdated software and trouble meeting with professors outside of scheduled class time. In addition, many students felt the smaller and more intimate classroom sizes offered through Luther College and Campion College offer a better in-class experience.

Food
Most of the students who participated in the focus groups expressed similar concerns about the issue of food on campus. Common issues/concerns shared by the students include: limited healthy food options, limited choices for students with dietary restrictions such as vegetarians or people with gluten intolerances, limited hours of operation for food places, the recent neglect of
halal food in the cafeteria, and the lack of accessibility to most food vendors during finals due to food outlets being close. Moreover, some students have expressed their concern about the increasing prices of food items on campus.

**Physical Activity**
Several students commented on the role of physical activity in stress management. Some attend the gym while others participate in activities like yoga, hockey, swimming, or going for a walk. Physical activity is a time for individuals to take care of themselves and improve their wellbeing. However, some students identified concerns in relation to exercise on campus. For example, insecurities such as being judged due to their current fitness level or a lack of expertise in routines and form were identified. Accessibility was another contributing factor to student concern. Mothers at the First Nations University have difficulty accessing the gym between balancing the needs of the family. Female students from the Muslim Student Association identified access to female only services, such as gym or swimming time, as a need that is not being met.

**Sleep**
The majority of the students said that getting enough sleep, as in eight hours was hard to achieve and maintain. This is due to homework and projects being on their minds. The amount of sleep is something that they can control, because they know when they can afford to stay up later and when they cannot. Most are using coffee, or energy drinks to get them through the day. Overall, school and school work are taking up a lot of student’s time and in most cases preventing them from getting a good night sleep.

**Campus Supports**
The University of Regina is committed to student success and is “dedicated to providing the support required to meet our diverse students’ needs.” Most students felt the number of supports offered to them are adequate but lack quality or accessibility. An increase in awareness or use of supports could be improved by better advertising, diversity in the providers, and increasing professor’s involvement in their promotion.


**Recommendations from Focus Group Participants**

- Have some kind of safe room/spiritual room for FNU students and other students to use in order to practice ceremonies, relax, wind down or meditate.
- Have a cafeteria or more food options available to students on the U of R Campus.
- Get rid of asbestos in the ceiling. Asbestos has harmful effects on the lungs when inhaled and students are worried about inhaling it when it breaks off of the ceiling.
- Move the smoke pit away from main walking areas or entrances. It is very inconvenient to non-smokers to walk to the university and have to walk through a cloud of smoke and breathe in the unwanted chemicals. If it was moved further away from entrances, students would not have to second-hand smoke on the way to class.
- Make campus spending more affordable for students (parking, food, tuition, etc). Everything on campus is super expensive and most students are either living on their
own, have student loans or work part-time and none of these options provide students with enough money to afford on campus expenses.

- Childcare for students only and not available to the public. There is limited space and having the current childcare open to the public, limits spots available for student parents. If there was a program open to students only, there would be more open spots.

- Use the TV's to advertise more student activities and less Sasktel ads. Most students have no idea of the activities that are taking place on campus. If these activities were advertised more, more students may become more involved.

- All first-year classes should offer SI sessions, because first year students are not used to the fast pace of university classes and need extra help to go over notes and get pointers for essays, etc. SI, supplemental instruction, sessions are student information sessions that are scheduled once or twice a week after class hours to go over the materials for the week and spend more time on difficult sections.

- Have healthier food selections on campus and longer hours of operation. Right now, the food services are not open late. Therefore, students taking night classes or staying on campus late to study have no food options available to them except for vending machines, which are unhealthy. Also, the food available are all fast food options. There is not much variety in health food selections, such as veggie trays, salad bars, or other healthy meals.

- Having more support available for people with disabilities on campus.

- Making the Gym or Fitness and Lifestyle centers accessible for every person and also accommodate every culture’s beliefs, such as having a women’s only gym time.

- Some international students have suggested keeping first year students separate from the other first years because they are still learning English and require different teaching and learning methods.

- More campaigns to promote safety among campus. Some students are unaware as to the services available to them. They do not know the number to security or that if they feel unsafe security will walk them to their cars at night. IF these were more promoted, students would use them more.

- Cleaning sidewalks/roads for students on wheelchairs during the winter. It is hard for students in wheelchairs to move to other building on campus when the roads are full of snow or sidewalks.

- Have a representative for Students with Accessibility on URSU. Inform all Accessibility students that there is a position for them on URSU and that the spot needs to be filled. Many do not know about this empty spot and this results in their needs and voices not being hear in the community.

- More inclusion of people with disabilities around campus. Have more activities that are accessible and inclusive for students with disabilities.

- Some students identified the need for more support and guidance when completing assignments. For example, more detailed instructions and expectations provided by the professor or example assignments to follow as a guideline.

- Make the U of R website more user friendly and easy to find student supports.

- Improve the campus medical facility by increasing advertising and offer a walk-in clinic that offers the ability to see a physician without an appointment.
• Make support services centralized to one building on campus, instead of them being located all over. It would make it easier for students to access them if they were all in the same area.
• Increase training for student counsellors, and staff counsellors, increase the diversity of counsellors employed, and advertise more on what services are available and how to access them.
• More detailed classroom maps throughout the university and online, to support the first-year students in their ability to get around the university.
Methodology

Focus Groups
The questions presented in the focus groups were carefully produced and compiled by the winter 2018 U of R Health Studies 301 Class, along with the professor, James Daschuk. These questions were aimed to touch on common subjects and controversial issues within the U of R varying from social factors, to economic and academic factors. There were 12 focus groups to allow the perspectives of the greatest variety of students possible. The focus groups were held at various times and locations by the students. The questions asked in the focus groups are outlined below:

Focus Group Questions
1) STRESS:
   - What does stress mean to you?
   - How do you manage stress?
   - What stressors might be affecting your club or community specifically?
2) TIME MANAGEMENT/LIFE BALANCE
   - Do you feel you have a good work/life balance?
   - If so, what are the barriers to achieving it?
3) SLEEP
   - Do you get enough sleep?
   - Is the amount of sleep you get something you can control?
4) FOOD
   - How would you describe your diet?
   - Do you base your food decisions on cost or quality?
   - What are the biggest challenges regarding food?
   - How are the food choices on campus?
5) EDUCATION
   - How would you describe your education at the University of Regina?
   - What are your expectations regarding your education?
   - What are the greatest challenges to meeting these expectations?
6) DIVERSITY AND INCLUSION
   - What do diversity and inclusion mean to you?
   - Do you feel the university is effective in creating a diverse and inclusive environment?
   - Do you feel like you are fully a part of the university community?
7) SAFETY
   - What does safety on campus mean to you?
   - Do you think that safety might mean different things to different people?
8) CAMPUS SUPPORT
   - If you were in need of support from a university office or organization for any of the above issues, would you know who to contact?
   - Have you any suggestions for how to improve support for students?
9) ADDITIONAL
   - Our project wants the input of your group in our study of health and wellness on campus. Is there anything you would like to add?
### Focus Group Location, Time, and Participants

<table>
<thead>
<tr>
<th><strong>Date</strong></th>
<th><strong>Group</strong></th>
<th><strong>Location</strong></th>
<th><strong># Of Participants</strong></th>
<th><strong>Male Participants</strong></th>
<th><strong>Female Participants</strong></th>
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<tr>
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<td>Woman's Center</td>
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<td>5</td>
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<tr>
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<td>Kin: Dean's Boardroom</td>
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<td>URSU Boardroom</td>
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<tr>
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<td>Archer Library</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>28-Feb</td>
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<td>Kin Lounge</td>
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<td>Various U of R locations</td>
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<td>2</td>
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<td>Archer Library</td>
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<td>16-Feb</td>
<td>African Student Union</td>
<td>Archer Library</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>19, 22, &amp; 28-Mar</td>
<td>UR Pride</td>
<td>Education Building, Sask. Polytechnic Library, &amp; Archer Library</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Participant Recruitment

Participants were recruited through posters, person to person contact, and social media beginning February 12, 2018. Because of confidentiality concerns, some groups used a representative as the person of contact for the corresponding community. A small budget was provided by the Dean of Kinesiology and Health Studies for snacks and refreshments as a thank you for the participant’s time.

Example of posters used on campus:

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Department of Kinesiology and Health Studies
University of Regina

PARTICIPANTS NEEDED FOR RESEARCH IN
Campus Wellness at the University of Regina: A Focus Group Approach

We are looking for volunteers to take part in a study of Health and Wellness at the University of Regina, to Increase a Sense of Inclusiveness, Positive Interaction and Belonging.

As a participant in this study, you would be asked to: participate in a focus group, answering general questions related to health and wellness among members at the University of Regina – our data will be anonymous.

Your participation would involve 1 session, each of which is approximately (60) minutes.
In appreciation for your time, you will receive snacks and refreshments.

For more information about this study, or to volunteer for this study, please contact:
[Name of Focus Group Facilitators]
Students – Faculty of Kinesiology and Health Studies
at
Email: [Email of Focus Group Facilitators]

This study has been reviewed and received approval through the Research Ethics Board, University of Regina.
Focus Group Agenda
Focus groups were scheduled for one to one-and-a-half hours, although some went shorter or longer than the allotted time. All dates of scheduled meetings are listed on page 10. Some facilitators provided food and beverages to the focus group while others chose to give the representative student group a gift card for their time. Facilitators set up recording equipment as well as any note-taking equipment prior to the students’ arrival. An effort was made to position students in a seating pattern that was welcoming and encouraged open discussion. Facilitators introduced themselves to any students already seated prior to the commencing of the focus group. In order to respect everyone’s time, focus groups began at or shortly after the scheduled time. If any students showed up after the focus group had begun, they were greeted and invited to join in on the discussion. There was an attempt to maintain consistency in the agenda although facilitators differed between each focus group.

The agenda for each of the focus groups followed a comparable pattern:

- Introduce group facilitators
- Review the minimum standards of confidentiality:
  - Recordings will be made
  - Pseudonyms only on transcriptions
  - Participants will not identify any other member outside of the focus group discussion

There was no pre-written explanation of the project but all facilitators included the following points:
- Led by Dr James Daschuk
- Semester-long project for undergraduate class Health Studies 301
- Goal: To measure the current health and wellness of several different groups on campus in order to make a generalization about campus wellness as a whole
- Explanation that the data will be used in a comprehensive report and presented to the University of Regina Leadership Team

Students signed the Behavioral Research Ethics Consent Form found here: https://www.uregina.ca/research/for-faculty-staff/ethics-compliance/human/ethicsforms.html

Recording began once all consent forms were collected and the facilitators ensured that the students were willing to proceed. Some groups used more than one recording device so that all dialogue was captured. The recording was then ended after the discussion was concluded. Facilitators thanked the students for their time and contribution to the project and reminded them of the confidentiality standard.
Demographics

The University of Regina has outlined five key points in its mission statement starting with the following:

Mutual Respect, Integrity & Honesty:
“We are a scholarly community engaged with many other communities. The members of our community are our defining resource. Our treatment of each other is principled, open, transparent and respectful.”
While most students at the University of Regina campus do feel relatively safe and respected, others have expressed concerns regarding their physical safety among both their peers and superiors.

Inclusivity & Diversity
Inclusivity and diversity has been a focus at the university over the last few years. Many changes have been made in this area in order to increase diversity and inclusion. Students noticed and expressed the need for ongoing improvement in this area.

Pursuit of Knowledge:
“We have a driving urge to know the unknown. Our investigation of and reflection upon varied intellectual pursuits is fundamental to us. We engage our students in these pursuits, seeking to instill in them a lifelong quest for knowledge and understanding. We reaffirm our commitment to education in the liberal arts, which is the historic core of our academic offerings. We balance our duty to academic integrity with our commitment to academic freedom in our work and interactions.”
Many participants felt that the smaller university size offered a better opportunity for them. They were better able to access professors when needed and were able to get more out of in-class experiences.

Community & Social Responsibility:
“We employ our expertise to serve each other and society. We illuminate pressing social problems and seek solutions. e knowledge we generate enriches the community. We are legitimately concerned with all aspects of our world. We are a bridge and an interpreter between our communities, other people and other nations.”
Many of the students who participated felt that the student community was well organized and allowed them to connect with individuals similar to themselves. This included nights dedicated to the celebration of various ethnicities.

Accountability & Well-Being:
“We are accountable for our performance to each other, our students, our alumni and the public. We value a safe, healthy, and supportive community.”
As expressed by students who have spent several years at the university, the campus is striving for accountability and well-being of all of its members, but some feel this is not always followed through. While the university has policies that it needs to follow, students have expressed concerns about instances that should have been made public to the university body but were not.
These instances have made these individuals question the accountability of the university.

Discussion Results

Stress

Stress was a universal issue among all the students at the University of Regina but its definition varied across groups and communities within the University. One of the most common stressors which were identified by the students was schoolwork. According to many students, both undergraduates and graduates, the amount of school work could sometimes become overwhelming thereby creating pressure and affecting their academic performance and general wellbeing. For some students, all their stress seemed to stem from the amount of school work they had to do and the frustration that comes with deadlines and due dates. A student explained:

“School could be considered one of my number one stressors, like when we have midterms and assignments that all due within the same week. That, according to me, could get very overwhelming.”

Another student added that sometimes, lack of help from professors could create so much pressure: “there is not really that great of an outline or structure that you can follow.”

Additionally, many students agreed that finances were a serious area of concern on several levels. Besides worrying about student loans, some of the students have families of their own and have to work almost 40 hours a week to make ends meet. According to some of the students, when financial issues combine with the pressure of doing well in school, it becomes hard to even focus on school and manage everything. A graduate student was particularly affected by this:

“...I’m teaching 3 classes, I’m juggling three contracts, I have two children, one twenty-one and one seventeen. I have no vehicle and I am living pretty much below the poverty line because I had four months off this summer. Um, so, my stress is significant and overwhelming, considerable. To the point some days I’m like how I am going to get through this. There were days when I just didn’t have any money. It’s economic, it’s social, it is all these other things. It’s overwhelming.”

Another student was quick to add on this and said “Financial! Anybody tell you it is lack of happiness...”

Students generally agreed that exercising and getting rid of the “negative energy” helps them to deal with their stress. According to many of the students, feeling physically well and fit helps them perform better in all areas of the life, especially with regards to school. When explaining how exercise helps her to control her stress, one student passionately stated “recently I started exercising and I feel like that’s been honestly the best coping for me. You just get your energy out and whatever endorphins you release.” Adding to this, another student agreed that going to the gym has a way of just “making you feel good”. Another common coping style discussed was seeking help from family and friends. A lot of the students mentioned that talking their problems with close family and friends helps them lower their stress levels and come up with solutions to deal with their problems. When explaining how support system helps her deal with her daily issues, one student mentioned “For me I like being around my friends. I don’t like to be alone if I’m stressed out and if yeah sometimes like your friends might be busy. So, when that happens, all I do is eat and just watch Netflix”.

Looking at the different responses from many groups, students came to the conclusion that the detriments of stress far outweighed any advantages and that stress in one area can impact your performance in another area. For example, financial stress negatively affects the academic
performance of students and in turn, creates more pressure and frustrations causing them to become overwhelmed.

Diversity
The University of Regina’s Career Centre, Housing Services, Canada Research Chair program, International Office and U of R Student Union work actively to promote and celebrate diversity on campus based on the University of Regina Mission Statement of “serve[ing] and engage[ing] the diversity of students, life-long learners, and communities, with particular emphasis on Aboriginal learners and global citizens”. Many of the focus groups felt that diversity and acceptance were acknowledged and presented in the U of R’s campus but there were underlying issues that restrict the student’s ability to fully be a part of the university’s community. Thus, there is a spectrum of opinion in regards to diversity at the U of R.

The lack of Indigenous acknowledgement and support was identified as an underlying issue. Discussion around diversity was followed by the lack of communication between the First Nation’s University and the main U of R campus, “There are a lot of times where I feel like.... There could be a little more effort put in to making events happen at FNU not just UR, make events here, bring that awareness here.” There was an emphasis on the lack of Indigenous acknowledgement on campus:

“I spend a lot of time with the Aboriginal Students Associations on campus ... Uh so, in terms of diversity to do with Indigenous students and staff, absolutely not. I see what other Universities are doing to hiring Indigenous faculty, what others are doing to acknowledge the land and territory that we are on. We don’t have a treaty four flag on this campus. Sure inside, yes. But administration will not put up a flag which is ridiculous I think. Acknowledge the land.”

When the facilitator asked about the university’s effectiveness in creating a diverse and inclusive environment, one person responded, claiming diversity was all visual rather than active:

“Yeah, for the University on campus I agree, it’s all visual. Our faculty specifically, we have a ton of international students, 90% of the grad students here are international. I can safely say that I have never really talked to probably 75% of them. But they all stay in their groups. I don’t know if... I don’t know the ones that I talk to are worried about their English, but the ones that I’ve talked to have all had pretty good English. But I’m like if you want to get better at English, talk to the English people. All visual and even in little groups.”

A participant felt degraded by professors due to their ethnicity and physical appearance. Another participant felt similar degradation from peers during group work:

“Um it’s just sometimes feels like in class, um there is a very like definite line that you’re different. Like, if I talk to somebody they won’t respond the same way as they would to, say, a white person. So, every time I do speak to them they’re always surprised that I managed to speak English to them you know. But until I speak, they don’t see me on the same level as they are.”

Other focus groups have also brought up the grouping of ethnicities and cultures rather than a mingling of diversity:
“There’s like, what you notice around campus is that people from, from the same culture or ethnicity or whatever hanging out together and there isn’t a lot of mingling, there is just like, like the groups, and you can visually see the groups. We should have some kind of way of you know of trying to get them mix and mingle and talk with each other. It’s automatic, it’s not forced or anything, they just form groups I guess automatically.”

Another participant felt the university did its part in creating a diverse community but students were reluctant to interact with students of other ethnicities or religions:

“The university has so many different students from many different parts of the world and there are events meant to bring people together and appreciate their differences. Events such as the International night, Indian night, African Night, etc. So, I believe the university has done its part but it is up to the students to make the effort to learn about others and make the effort.”

When asked if they felt fully a part of the university community, most participants claimed they did, however, there was a spectrum of opinion. First-year students felt they were very welcomed on campus and saw a lot of diversity, whereas graduate students felt that diversity was present, but there was a lack of interactions between people of different diversities. Another participant felt like they were fully a part of the university community but they “normally keep to myself”.


Time Management

According to the majority of focus group participants in our project, students do not have proper time management skills and lack of time management can lead to life imbalances outside the university as well. The majority of the students at the University of Regina tend to do things exactly when they have to, meaning assignments are completed at the last minute, which might affect the quality of the assignment. Most of the time, students would end up cramming last minute for a test that they should have studied for, or greatly shortening their sleep times to make up for lost time. Students have stated, “everything is not consistent enough” regarding school, assignments, work, and asking for help. Students that do not have proper time management skill, also agreed that they had a problem with constantly procrastinating the things they must do.

Some of the students that claimed they had proper time management skill, had some type of part-time or full-time job and ended planning their work schedule around their class times and study times. First-year students claimed, “you’re just scared of doing poorly so you have to like force yourself to balance your time better.” Students learn early in university what effect poor time management has on their performance. University students are aware that success in university “depends on your goal and how you perform [toward] goals,” and know they need to better lay out their goals.

Students who claimed to have a balance with school and their personal lives attributed their time management ability to planning and scheduling their activities right from the start, although things not planned for might spring up but strictly following a planned schedule helps. According to some students having a lot to do helps planning and give little room for procrastination, as a graduate student in the forum stated that “students would just figure it out as
time goes and maturity sets in, and when there is a lot to do, you have no time to procrastinate and you just do it.”

Education
When participants were interviewed there were some concerns that were a common theme throughout each group. Concerns discussed ranged from the importance of the quality of education students felt they should receive to the quality of education that they felt they were receiving. Students felt that high tuition costs did not reflect the quality of education they receive at the University of Regina and expressed their concerns that their degrees may not be as valued by future employers in comparison to other universities in Canada. This is largely due to the academic misconduct in certain Faculties and the academic rating placed on the University of Regina. It was noted by students in various focus groups that they feel teaching methods, course content, quality of content, and class support does not reflect the high cost of tuition being paid at the University of Regina.

Many students felt there was a need to improve communication between faculty and students in class and out of class an example of this, is that students feel that professors are unwilling to follow through on after-hours commitments for open communication. Students note that it is difficult to communicate with professors inside as well as outside of the classroom and this would be reflective of classes being overcrowded and too large. Many participants felt the smaller and more intimate classroom sizes offered through Luther College and Campion College were more appealing and ideal and offer a better in-class experience with more support.

Another common theme throughout each focus group was many students felt that the University of Regina’s overall size of the campus and community was favourable in comparison to larger University campus’ in bigger cities. It was felt that the campus size offers more opportunities when it comes to interactions between the faculty and students.

Food
Food and diet consisted of discussions surrounding individual’s consumption habits, the accessibility to food at the university, as well as the cost and quality. Many students stated the issue of time constraints affecting their ability to have a nutritious meal. Many individuals were forced to eat whatever was the quickest at the university, or even skip a meal entirely.

Along with time constraints, the hours of the dining places at the University of Regina really did not accommodate many students who had classes later in the day. Many expressed the need for longer hours: “Most of the stuff is closed after three pm I think. And I have classes at three pm most of the time so I don’t have anything to eat except the buffet which is fifteen-dollars, I’m not paying fifteen-dollars every day.” This also becomes a problem for students who live at the university and rely on the food on campus as their primary food source. The hours around finals are often cut short as well.

Food options available are problematic for those with dietary restrictions. For example, some vegetarians have a difficult time finding any sort of variety at the university. Gluten-free food is available at very few places, and Halal options for Muslim students is limited to chicken. An example that is seen recently is the error made by the University of Regina food contributor
concerning the Halal chicken in the cafeteria. This is a serious mistake that affected the entire Muslim community on campus and is proof that better care and attention need to be made a priority.

In conjunction with the lack of food options for those with dietary restrictions, there is also a need for more affordable, healthy food alternatives. One student suggested implementing healthy vending machines rather than the ones currently on campus filled with unhealthy snacks. Not only would this be beneficial for those in a rush and do not have time to wait in a line to get food, it would also help those who have late classes, and are not able to make it somewhere to eat before they close.

Financial ability is another factor that plays a role in a student’s diet. Some students did not have an income at all, so it made it extremely difficult to afford healthy food on campus. Some had families they were supporting, and just had to put some kind of meal on the table for their kids regardless of the nutritional quality, and therefore could not afford to eat anything on campus. An example of one student’s experience:

“when you buy junk food it’s like really cheap as compared to the healthy food. I mean you can get full – you can get a pizza here at the campus for three dollars, seventy-nine cents and um a ham sandwich is like four-fifty, so you actually have to think, “Should I eat healthy or should I eat cheap?”

Physical Activity

Several students reflected on the role of physical activity in stress management. One student commented, “...recently I started exercising and I feel like that’s been honestly the best coping for me. You just get your energy out and whatever endorphins you release.” Other students choose to attend the gym and some participate in activities like yoga, hockey, swimming, or going for a walk: “I take time off for myself and do things that I enjoy doing like playing hockey and working out and avoiding the workload that is stressing me out.” Physical activity is a time for individuals to take care of themselves and improve their wellbeing, as one student reflected, “...if I’m too stressed then I go for a walk like that really helps get all the negative energy out.” However, some students identified concerns related to exercising on campus. For example, insecurities such as being judged due to their current fitness level or a lack of expertise in routines and form were identified:

“I go to the gym on campus, and even I go 8:30 to 10 thinking there won’t be people. Like I still have to find a corner at the end of the gym where no one is there to work out because like everyone is watching and it gets really uncomfortable because you are like a) your sweaty, you don’t know if your form is right or not and people are watching you, that totally kills your motivation.”

An issue for women attending the gym was identified by one female student from the Muslim Student Association (MSA):

“I don’t even wear a scarf like I’m not too worried about that but I think if it was like times where it’s just girls then I would rather go to that. I still feel uncomfortable; it’s not like about me being covered or not it’s just that there are some creepy people out there.”
Accessibility was another contributing factor to student concern. Mothers at the First Nations University have difficulty accessing the gym between balancing the needs of the family.

“I would love a fitness center. U of R has a great gym, and pool. Even a place for the people here, come here. Accessibility here vs at the university of Regina. just to that option is there. Some people don’t feel safe going to the gym, as in not in great physical shape, they feel judged, and looks. They get uncomfortable and want a safe place to go to.”

Female students from the Muslim Student Association identified access to women-only services, such as gym or swimming time, as a need which currently remains unmet. For example, one student said:

“For one, we do not have a gym place for female, a lot of the girls talked about that. So one thing we’ve done on our part is that we book a swimming session every other week in order to make up for the lack of gym. So to have that, we have to pay extra for a female lifeguard, but obviously we have a financial burden at this point with the MSA and sometimes it is hard to get the extra cash.”

Another female student from the Muslim Student Association commented on the importance of women-only gym time as well as the expense of gym membership:

“Well I obviously have to pay for it since it is included in the tuition fee and there is nothing I can do about that as of right now. Also, there is no opt-out option so I have to pay for it even if I don’t personally use it. So I found that Ladies California Fitness is just ladies place only but last Friday it closed down, it got bought out by Evolution. Then Curves was another ladies only one which that closed and got bought out couple days ago by Evolution. So now within Regina at least there is no ladies only place that ladies could gym. So what I do is Evolution has a small little room that has like two treadmills two elliptical and some weights that you could use but it’s packed and doesn’t obviously have all the machines that we would want and some of the other locations just have like a half wall but people could still see you. So obviously I still wear my scarf and workout. It’s annoying but what can you do because there is no other option. If the University had certain times where it was just women I would definitely come to those or if they had an opt-out option then whatever I’m spending on that I could be spending it on another gym. Like the reason I like California Fitness was because it was reasonably priced right. Evolution once we finish our contract we start paying the Evolution price which is too much for a student I think.”

Physical activity has an important role in stress management and wellness. Student concerns related to accessing services on campus must be addressed in order to promote health and well-being.

Sleep
The majority of the students said that getting enough sleep, expressed by students as being eight hours, was hard to achieve and maintain. They said that not getting enough sleep prevented them from getting things done in the morning. They also shared that school is the main reason they are not sleeping as much as they should. Students said they worry about getting projects done, so they stay up late to achieve this. Students often procrastinate school work, a first-year student stated that “We even procrastinate sleeping.” It is well known that students put their mental
health at risk for the sake of school. However, most participants said that the amount of sleep they do get is under their control because they decide when they need to go to bed and when they can afford to stay up later. Many students also shared how because they are not getting enough sleep they are using other means to stay awake, such as coffee or energy drinks, to help them get through the day. One of the first-year students said that “You actually start living on caffeine.” While another stated, “Monster is your best friend.” Another reason that prevents students from getting enough sleep is what point in the semester they are at. During midterms and finals, most students get less sleep due to studying. One participant said that “Sometimes you have assignments and midterms going on and they are back to back so you don’t have much time for sleep.” The overall message is that students are not getting enough sleep because school is constantly on their minds.

**Campus Supports**

Many groups felt that the university does a lot to support their students with an abundance of resources available to them. If supports were unknown, advisors, student success centre and the U of R website were identified as a source of information for campus support searches. Unfortunately, the U of R websites were criticized for being complex and difficult to navigate including searching and registering for classes. Additionally, there were complaints that services are very decentralized and housed in different buildings creating silos. This was seen as a barrier in accessing supports/services due to difficulties in navigating to the different locations. It was agreed that it would be beneficial to have all supports centralized in one building and a website that was easily navigated.

First-year students were identified as a group that need more support as they often don’t know what services are available to them, or how to find them. A system that targets new students was suggested, such as making the Arts Transition Program/Academic Recovery Program mandatory for all first-year students. The rationale stated was that it would teach those individuals how to succeed in university and cover all the support services that are available to them.

Mental health services were seen as an important support that needs to be more accessible. A student indicated, “if they could figure out a way to increase the accessibility I think that a lot more students would benefit from the services that they intend to provide the student body”. Graduate students indicated that there are very few mental health supports and fellow graduate student are often counselling other students. Some students advised that they received counselling at the student success center from master students but felt they were untrained and unsuccessful. Suggestions were made to increase training, counsellors available, diversity in the counsellors employed and advertising on what mental health options are available such as placing contact information on course outlines either at the top or bottom as well as professors promoting services more in their classes. There were complaints that only U of R employees receive emails about counselling services and undergrad students are unaware of the support. The lack of advertising leaves the onus on the professors to pass along the information which is left in their discretion. It was also suggested that counselling services offer culturally diverse employees so that students from different cultures or identities feel comfortable disclosing private information.
Mental health was revealed as an issue when most first years claimed they often felt alone and isolated, indicating more class interaction with other students would help. They suggested professors initiate more group work in first-year courses as well as setting up forums like those on UR courses for ease of student interaction. They thought this would support them in integrating into university life. A large collection of first-year students also indicated that they have issues and anxiety over how to get around the university and there should be more maps throughout the university that specifically layout where all the classrooms are. Additionally, a similar online map was requested to ease stress and support the first-year students in their ability to get around the university.

Many other supports were requested such as campus childcare for students rather than the general public, the implementation of a social club for the FNU community and more support from professors and/or their assistants by being more available to help students with courses. Suggestions were more office hours and professors sharing their teaching assistants contact information. Additionally, the medical facility was identified as another support that should advertise more as many students “didn’t know there was a medical facility in the university”. Improvements such as providing a walk-in type of system with a doctor on campus without an appointment would provide better support to students.
Conclusion

Concluding Thoughts
This report highlights significant concerns for the University of Regina student community as well as relevant student-made recommendations on how to improve campus health and wellness. An effort was made to create a comprehensive report with feasible recommendations for implementation by the senior-level management at the university. The opportunity to share this report directly with the University of Regina Leadership Team shows the commitment at both the student and management level.

Focus groups provided the students with an opportunity to openly share their thoughts, opinions, and suggestions and to steer the conversation to issues that they felt most strongly about. It is expected that those students who took the time to engage in a focus group were those who felt most strongly about voicing their concerns. As the turnout for focus groups was quite significant given the short time period available for scheduling, the students seemed to be pleased that their input was valued by the university. In order to maintain this engagement, there should be an effort made to continue involving the university student community in decision making and evaluation of health and wellness trends.

While the report is intended to be generalizable to the larger student community, it is noted that most of the focus groups were performed with marginalized communities. This is not intended to skew results, but rather to give those communities a chance to speak directly to the University of Regina Leadership Team. Balance to the overall report is maintained with the addition of communities such as first-year students, kinesiology and health studies students, and graduate students where a variety of ethnicities, religions, and genders are represented.

Clearly identifiable in this report are the implications that the interactions of each topic had with each other. For example, poor time management skills ultimately led to an increase in stress and a lack of sleep or physical activity. Therefore, a holistic review of this report is required to better understand the health and wellness of the university community.

The transition to university life is clearly daunting for many students but their self-awareness was evident throughout the focus groups. Even when speaking about time management, the students echoed that much of the onus is on themselves to ensure that they are finishing their schoolwork in a timely manner. Graduate students, however, were much more mindful of their time management skills. It is therefore important that university support is available and encouraged to students as early as possible.

As a student-run research project, there were limitations to the topics that could be covered within the focus groups. Substance abuse and mental health, with the exception of stress, was not significantly covered in the focus groups due to the researchers’ lack of experience in dealing with such sensitive topics. Some groups nevertheless organically came upon those sensitive topics especially surrounding substance abuse and gender violence on campus. An investigation by more senior and prepared researchers is warranted in these topics at the University of Regina as they seem to be significant concerns to the student community.
Recommendations from Researchers

**Physical Activity**
- One of our goals is to increase physical activity and access to exercise facilities on campus. UBC has developed a framework in order to increase physical activity and reduce sedentary behavior on campus.

**Stress Release**
- University of Regina students should have some kind of quiet room to unwind, practice spiritual ceremonies or to meditate. There should be rooms for individuals to be able to have cultural ceremonies. Penn State created spaces for students to meditate, relax or pray on their campus (Van Horn, 2016). The created a meditation room in their library and then a prayer room in another hall on campus. The meditation room includes funny comics, stress-relief books, comfy chairs, ginger candy and iPods that contain relaxing music. There are two computers that are equipped to measure heart rates and provide tutorials to manage stress (Van Horn, 2016). The prayer room was designed to accommodate all religions. Chairs, cushions and a prayer rug were available in the rooms and could be used for individual or small group use. This room is always open and accessible at all times (Van Horn, 2016).
  - [http://news.psu.edu/story/384914/2016/05/02/campus-life/meditation-corner-prayer-room-provide-sense-peace](http://news.psu.edu/story/384914/2016/05/02/campus-life/meditation-corner-prayer-room-provide-sense-peace)

**Graduate Students Accountability**
- Like many other academic institutions in the country, the University of Regina struggles to hold accountability for graduate students, supervisors, and advisors. The University of Toronto and Laval have also struggled with this and have suggested to hold best practice seminars that are mandatory to attend. They also recognize the need to hold a meeting at the start of the academic year with students and supervisors to outline expectations for the rest of the year. It is important to outline expectations at the start of the relationship so that accountability can be held.
  - [https://www.universityaffairs.ca/features/feature-article/the-all-important-graduate-student-supervisor-relationship/](https://www.universityaffairs.ca/features/feature-article/the-all-important-graduate-student-supervisor-relationship/)

**Campus Supports**
- The University of Regina was commended by many students for the amount of student supports it provides. However, the delivery or quality in those services were highlighted as a concern. Queen’s University Student Services Strategic Planning Framework (2015) emphasises that the quality of student support services is a significant contributor to the success of students. To meet students changing needs a framework was developed that highlights Student Engagement, Transition Support, Health and Wellness, Academic Support and Skill Development (Hall, 2015).
  - These strategic planning priorities align with the concerns outlined in our focus group. Specifically, first year students and their overwhelming agreement on the disconnect to the institution and peers, with a feeling of isolation. A transition support program similar to Queen’s University would be helpful in supporting first year students adjust to university life. Their transition support program provides graduate and undergraduate co-
curricular programming throughout their program to facilitate students transition into university, personal advising that integrates career, academic and personal achievement, and programs that are accessible to different abilities, cultural expectations and financial needs. Focus group students requested more U of R facilitated interaction with other students to support them in their transition to university life. Effectiveness of such programs is backed by evidence in The Best Practices in Student Services (1999) study. It was found that the most effective student supports were when first years had contact with support services during their first semester.

- Secondly, health and wellness supports were seen as a major concern. Accessibility of counselling services specifically is an issue that we would recommend the U of R facilitate better access. Making students aware of the services available by various forms of communication is recommended. Additionally, following suit with Queen’s University strategic health and wellness priorities by “Enable[ing] front line personnel (faculty, staff, TA’s, peer mentors) to recognize and respond to a broad range of student issues and needs through the provision of comprehensive supports and education”. (Hall, 2015 p.5). Providing these additional front line supports would aid in the recognition and support of student needs.


Financial Counselling

- One of the main contributors to stress across all focus groups was financial stress. All university student communities will encounter some type of financial concern throughout their university career. Students from outside of Regina, students living in residence, and international students are particularly vulnerable since this is most likely the first time they have lived away from home. International students may also be unfamiliar with local costs of living and currency. A possible remedy to this concern is the offering of free financial counselling to all university students. A study performed by Britt, Canale, Fernatt, Stutz, and Tibbetts (2015) found that when university students accessed financial counselling they felt more knowledgeable about their finances as well as less anxious and were more satisfied with their financial situation. Other universities in Canada such as the University of Western Ontario and the University of Toronto offer financial counselling through their financial aid office. Involving students in this initiative could be done through the Paul J. Hill School of Business.


Stress

- The University of New Hampshire has provided ten strategies to reduce unwanted stress or by managing it productively. Such as Getting a good night sleep, knowing your own limits, practicing relaxation techniques, having good nutrition and exercise, making free time a priority, asking for help, and prioritizing your work.

**Diversity**

- Based on a nursing school in North Carolina, one way to create a diverse and accepting environment is by the implementation of a Cultural Awareness Workshop for U of R and First Nations University of Canada faculty members. This program might include a cultural awareness assessment, seminars on observing culturally sensitivity in classrooms, and group-based workshops. Referring to the University of Rochester, the U of R can further tackle diversity issues by setting up an Annual Diversity Conference as part of Inclusion Week.
  
  - [https://www.rochester.edu/diversity/annual-diversity-conference/](https://www.rochester.edu/diversity/annual-diversity-conference/)

**Food & Fitness**

- Tougaloo College, located in Mississippi, is offering creative and intense fitness classes such as Zumba, and Cross Train U to promote healthier physical activities as well as updating their cafeteria menu with healthier food choices. Some of these foods include a salad bar with fresh foods, vegetarian meal options and have screens to show students the calories in each menu item to help students make wiser food choices.
  
  - [http://college.usatoday.com/2014/03/12/colleges-promote-healthy-living-campaigns-food-options-on-campus/](http://college.usatoday.com/2014/03/12/colleges-promote-healthy-living-campaigns-food-options-on-campus/)

**International Students**

- The University of Manitoba offers Homestay to international students. Homestay offers international students the opportunity to live in a Canadian home, practice English daily, provides all three meals a day, allows them to explore and take part in local activities and has full-time staff available to provide ongoing support and assistance. A program similar to this, would be beneficial to international students in Regina and would allow for these students to feel more comfortable in a place away from home, and to get to know the area they will be staying in.
  

**Food & Diet**

- One of the best practices suggested by University of Toronto is to create a system whereby students volunteer a certain amount of time in return for a membership that allows them to purchase food on campus for free. Students who participated in the focus groups have expressed their concern about the increasing prices of food items on campus and this system helps provide some solutions for students who are not able to afford food on campus.
  

**Time Management**

- According to the University of Georgia in order to totally maximize study times and balance life with studies setting a schedule and strictly following it is ideal. Setting priorities for according to more important events. Never procrastinate, know how you
spend your time, delegate, get help from others. Manage External Time Wasters Your time may be impacted by external factors imposed by other people and things.

- https://www.fcs.uga.edu/docs/time_management.pdf

**Sleep**

- One idea that will help students get more sleep in a safe secluded place, is sleeping pods. Many other Universities around the world have implemented these pods into their libraries or other quiet areas. There have been guidelines and rules set, in terms of use of these pods. But they are the perfect place to get some rest in between classes. The pods are only big enough for one person, and can be used for a set amount of time. Universities such as the University of British Colombia, and Manchester University already have these pods in place. The University of Saskatchewan is also looking into getting these pods. There have been studies done that, if students have the option to nap between classes it can increase attention and reduce stress.

- http://www.library.manchester.ac.uk/locations-and-opening-hours/learning-commons/zzz-zone/

**LGBTQ Community**

- Many of the North American universities have implemented positive space network, for marginalized gender minorities. The purpose of the program is to make all the gender minorities feel safe and respected in campus environment. UR pride is conducting positive space network workshops to the University of Regina students, faculty staff and community members to get awareness on gender diversity and to promote a safe environment to all sexualities. The University of Alberta has implemented this positive space program in a different manner, known as Safe Spaces. To make sexual and gender minority students feel welcomed, respected and feel safe, the University of Alberta’s faculties, student services and wellness services have become either LGBTQ focused or LGBTQ supportive. University of Alberta’s Space Spaces has addressed how most of their faculties and services are providing queer support and LGBTQ friendly services. The University communities should take advantage of the Positive Space Network to facilitate safe campus environment for all sexualities and genders.

- The University of Alberta has also released a Safe Spaces Campus Climate report, based on the survey they conducted for undergraduate students on sexual and gender minorities. The responses helped the University of Alberta to discover the serious ongoing issues faced by LGBTQ community in the campus, such as homophobic language, and to open up about their sexual orientation and gender identity. The survey has helped the University of Alberta improve their safety and inclusiveness for sexual and gender minority students.

- https://www.ualberta.ca/ismss/campus/safe-spaces
**Cree Immersion Daycare**

- The University of Regina has the potential to fulfill Language and Culture Calls to Action from the Truth and Reconciliation Commission of Canada. There are three childcare centers on campus. The Wascana Daycare Cooperative Centre, Awasis Childcare Centre, and the Conservatory Creative Preschool. One of the childcare centers have the potential to implement a Cree Immersion Program that targets the preschool ages of three to four. For an example, a Saskatoon Public School has the Nehiyawiwin Cree Language and Culture Program, which has a bilingual learning strategy that focuses on creating a language and culture rich classroom environment for children to learn a conversational Cree in the “Y” dialect. The Calls to Action for Language and Culture in the TRC of Canada has a principle of Aboriginal languages being the fundamental and valued element of Canadian culture and society, and there’s an urgency to preserve them.

- The First Nations University of Canada and the University of Regina can develop a Cree Immersion Program for preschool aged children at one of their child care centers, and it will advance the process of Canadian reconciliation. Indigenous scholars and non-Indigenous scholars at the First Nations University of Canada and University of Regina can attempt to open space for a Cree Language and Culture Program for pre-schooled age children. Indigenous ways of knowing can flourish and intercultural sharing can be practiced in the spirit of coexistence and mutual respect. Kids can have strength in math or English when they’re enrolled in a bilingual preschool or daycare. Second language learning does not only improve a child’s linguistic abilities, but it also improves their cognitive and creative abilities.

- The National Indian Brotherhood (NIB) Trust Fund monies are available that were from the Indian Residential School Settlement Agreement. The First Nations University of Canada would qualify for a group application on attempting to establish a Cree Immersion Program for pre-school aged children that is partnered with the University of Regina. The maximum amount of money that can be applied through the NIB Trust Fund for a group application is $200,00 a year, and it can be utilized through instructional delivery wages, employment related costs, and adaptation of current course material to add First Nations language and culture content.

- [https://www.spsd.sk.ca/school/confederationpark/ProgramsServices/cree/Pages/default.aspx](https://www.spsd.sk.ca/school/confederationpark/ProgramsServices/cree/Pages/default.aspx)
- [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

**Stress-Less Day**

- The University of Regina can have a Stress-Less Day when classes are done and its study period before exams. Stress-Less Day is both an awareness and educational program and it can be enhanced in a variety of ways. Instead of Stress-Less Day, there can be Stress-Less Week by providing a space for students to relax and reduce stress. The space can be staged by creating a relaxing atmosphere. There can be dim lighting with candles and soft relaxing background music. Overhead tents can make a comfortable atmosphere. For optimal relaxation, table cloths, fresh flowers, and tabletop waterfalls can be added. Yoga and meditation can be demonstrated throughout the day. Student assistance and
educational materials on healthy coping skills and strategies to prevent stress can be provided.
Appendix A

Ethics Approval

Approval by the Research Ethics Review Committee of University of Regina was made following the Tri-Council guidelines for research. Following is the letter of application that was approved by the Ethics Board for course-based research:

<table>
<thead>
<tr>
<th>Section I: Identification and Purposes</th>
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<tbody>
<tr>
<td>1. Date: Jan. 29, 2018</td>
</tr>
<tr>
<td>Professor: James Daschuk</td>
</tr>
<tr>
<td>Department: KHS</td>
</tr>
<tr>
<td>Telephone #: 337-2372 E-mail: <a href="mailto:James.Daschuk@uregina.ca">James.Daschuk@uregina.ca</a></td>
</tr>
<tr>
<td>Course number &amp; title: Health Studies 301: Health Issues</td>
</tr>
<tr>
<td>Number of Students in Course: 29</td>
</tr>
</tbody>
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2. Briefly describe the pedagogical goal of the assignment (please attach the course/project outline to be given to students):

   Our project is tentatively called, "Campus Wellness at the University of Regina: A Focus Group Approach." Campuses across North America are increasingly using the concept of wellness as a means to improve the health of students to increase a sense of inclusiveness, positive interaction and belonging among members of the U of R student community. We hope to share our findings with a view to improving the overall health of U of R students. As such, we have received support from both President Timmons and URSU President Jermain McKenzie for our project and we have time allotted to share our findings at the May meeting of the University Leadership Team.

3. Minimal risk and delegated review: Risk to participants should be proportionate to both student experience and pedagogical goals, with appropriate levels of responsibility and supervision by the instructor. Typically, undergraduate course research should involve minimal risk, which means that the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research. Briefly explain the research risk level.

   This project involves minimal risk to the researchers and to participants. Student researchers will lead focus group discussions dealing with the following general topics: Stress, Diversity and Inclusion, Substance Use, Time Management and Life Balance, Food and Diet, Sleep, Depression and Anxiety, Access to Institutional Support and Safety. We do not anticipate anything other than minimal risk for everyone involved in the project.

4. Please describe what research methods will be used and the range of topics. Will all students be given similar research topics and methods or choice of 2-3 research methods? If there will be student choice, please describe the common features that will be shared by all of them.

   We will undertake our research using a focus group approach informed by the work of Richard Krueger and Mary Anne Casey (1998, 2015). The professor has developed the project with Dr. Gloria De Sants of the Department of Justice Studies who has decades of experience using focus groups in her research. We are still developing the wording of our focus group questions as part of our course work and we will be happy to provide them if required.

5. Please list the potential type of participants to be recruited (e.g. fellow students, members of the public, etc) and describe the range of methods by which they will be recruited.

   Members of the class have formed small teams of 2-3 students and have established contact with the following: First Nations University Student’s Society, Indian Student’s Society, Muslim Student’s Association, Women’s Centre, First Year Students, Campus for All, UR Pride, Centre for Student Accessibility, Aboriginal Student Centre (U of R), Kin Student’s Society, African Students Association and the Graduate Student’s Association.

6. Describe the consent process the instructor and/or students will use to obtain informed consent. Please note, it is the quality of the consent not the format that is important: if there will be no written consent form, please explain (e.g. culturally inappropriate). A consent and assent process may be required for any participants that do not have the competency to consent (e.g. children).

   We will use the REB document “Behavioural Research Ethics Board-Consent Form Overview and Guidelines as our template and each participant in the focus groups will be asked to sign a consent form as outlined.”
7. Explain briefly how you will prepare your students to comply with Tri-Council Policy (TCPS) guidelines and University policies in completing the course assignment(s). In particular, explain how students will be prepared to attend to the following:
- Involvement of vulnerable populations of participants;
- Obtain free and informed consent and understanding circumstances in which voluntary consent may potentially be compromised;
- Exercise the right to withdraw from participation or withdraw their data from the study;
- Management of data: safe and secure storage while under student control, submitted to instructor with student final report and secure storage in locked cabinet by instructor and appropriate disposal procedures.
- Address anonymity and confidentiality.

Anonymity: No link can be established between a participant and the research (i.e. no one knows who has participated in the study).
Confidentiality: No link can be established between the collected information and a participant’s identity (i.e. no one can identify who contributed a given piece of information).

Students were encouraged (but not required) to undertake their research with campus communities that they were members of or had experience with. It is hoped that with this approach, members of the student research team will be familiar with the experience and priorities of the focus groups representing their chosen communities. We seek a diversity of voices with regard to our research. As such, we have included a relatively new community, Campus For All (CFA), in our project. The professor has contacted student support staff at CFA and they have agreed to accompany CFA students in their focus groups to ensure their comfort and safety during their focus group.

Regarding free and informed consent, potential members of the focus groups will be presented with a list of the topics to be discussed prior to their being asked to sign the consent form. Participants will certainly be allowed to leave their focus groups (which should last from 1 to 1 ½ hours) if they so choose. We will use the “Right to Withdraw” section of the “Consent form Overview and Guidelines” as our model.

Regarding our management of data, only the instructor and members of the class research project will have access to the transcriptions of the focus group discussions. As part of their instruction in the course, students have been made aware of their responsibilities regarding privacy and confidentiality.

While the communities represented in the focus groups will be identified, we will not use the names of participants in our research or in its reporting though characteristics such as age or gender may be used if applicable to the information provided in the focus groups.

8. How will the research material be used? (e.g. term paper, in class presentation)

We hope to create a report on Campus Wellness by the end of the Winter 2018 term and we have been invited to make a brief presentation of our findings to the University leadership Team in early May. We will provide the university and URSU with copies of the report for their consideration with a goal to improve health and wellness for all across campus.

My signature(s) below acknowledges that I:
- Certify that the information provided in this application is complete and correct.
- Am aware of my responsibility to supervise students conducting project involving human participants as a requirement to their participation in this course.
- Will comply with all policies and guidelines of the University and affiliated institutions where this study will be conducted, as well as with all applicable federal, provincial and local laws regarding the protection of human participants in research.
- Will ensure any significant changes to the proposed methods, or consent and recruitment procedures will be reported to the REB for consideration in advance of its implementation.

Signature of Instructor(s)
Appendix B
Letter of Support from President Timmons

January, 2018

Members of the University community,

This semester, students in Dr. James Daschuk’s Health Studies 301 – Health Issues class are conducting a study of health- and wellness-related services and issues on campus. At the end of the semester, they will be presenting their findings to the University Leadership Team as a means of helping the University determine if and how we might improve services for students, faculty and staff.

This student research stands to make a real difference at our University, and for that reason I encourage you to provide whatever assistance you can to Dr. Daschuk’s students should they contact you about participating. Filling out a detailed survey, providing your general perspectives on health-related matters at the University, or directing the students to someone on campus who may be able to help them – these are all examples of things you can do to facilitate this research if asked.

Should you have any questions about this research, please don’t hesitate to contact Dr. Daschuk at (306) 337-3272 or james.daschuk@uregina.ca.

I am always pleased to see our students take an active interest in the wellbeing of our University community, and I commend Dr. Daschuk’s students for their commitment to others. Thank you in advance for any assistance you can provide them over the next few months.

Sincerely yours,

Vianne Timmons

Dr. Vianne Timmons
President and Vice-Chancellor
Appendix C

Community Profiles:

**Indian Students Association (ISA)**
The Indian Students Association (ISA) at the U of R is made up of students that are both Canadian and International students of Indian descent. Their goal is the promotion of cultural unity and prosperity for everyone. They focus on Indian traditions and heritage and welcome everyone to enjoy the culture at the events they sponsor. Students who join ISA as a member must be of Indian descent, but everyone is welcomed at their events.

ISA started about six years ago, they had an estimated 800 to 900 members for the 2017/18 school year and they have accumulated over 1500 members on Facebook. The ISA was founded because of the growing population of Indian students at the U of R and they needed a community to bring everyone together and provide support in their university experience. There are seven members on the board of ISA and they believe in focusing on togetherness.

The main annual celebration for Indian culture is Diwali, which happens between October and November. It is a festival of lights that marks the beginning of the fiscal year in India. It celebrates the victory of light over darkness, or good over evil. It is a festival that is not well known in our city and the members strive to make it more well-known and accepted. A gala to celebrate Diwali in the middle of November has been held for the past 6 years.

Every term, the ISA hosts what they call a “Freshers Party” around the beginning of February. It is a chance for the new Indian students to meet and interact with older students, while enjoying dancing, food, games, and the chance to win prizes. The event is free, and everyone is encouraged to attend for a fun night. Overall, the ISA is focused on making Indian students feel welcome and prepared for university and inform people of what a beautiful place India is.

[https://www.facebook.com/ISA.UoFR/](https://www.facebook.com/ISA.UoFR/)

**First Year Students**
Transitioning from high school, or the workplace, to university requires a significant adjustment for first year students. There are a range of experiences that accompany this transition, these can be nerve-racking, exciting, challenging, and overwhelming. For the 2017 fall semester, about one in four University of Regina (U of R) students were in first year. The population of first year students was 3091 out of a total student body of 13,374 for all years of undergraduate studies. A similar 1 in 4 ratio was seen in 2016, with first year students comprising 3020 individuals out of a total population of 12,961. Everyone’s university career starts as a first year student; therefore, it is important to provide support and assistance to ensure academic success and retention along with holistic health and wellness. By developing interventions, such as healthy coping mechanisms to be implemented in an individual’s first year, we can create a solid foundation for the rest of their university career in order to limit setbacks and ensure their success.
International Students
Many international first year students experience financial stress and difficulties with housing, in addition to balancing work and school. Some international students live in residence, while others must find available housing close to the university. In order to financially support themselves many students, both international and local, must find work. This can create a significant stressor as there are limited jobs on campus, most jobs on campus go to older students, and some students cannot afford transportation or bus passes. Many international first year students look for advice to navigate the work field, find available jobs, manage tuition, and learn budgeting. The University of Regina Students Union (URSU) attempts to help students transition to university life. URSU may be one of the main support systems for international students, offering advice and assistance with stress. For example, URSU offers a one-thousand-dollar emergency bursary to students in need. Some of these transition stressors can impact the mental health of students.

Local Students
Transitioning to university life can be easier for local students, however, there is often a steep learning curve. Many local students must learn to balance work and school life while keeping up with classes. This can create stress and poor mental health among them. Some students utilize the accessibility centre for support or counselling. Often local students have family and friends who create a strong support system. Moving to university can be the first opportunity students have at managing significant amounts of money. Managing money, learning to budget, and having financial responsibility can also be a source of stress for these students. This, in turn, can create unhealthy coping mechanisms and significant levels of stress, requiring assistance from counselling services.

Statistics and Potential Concerns
Although the majority (55%) of first year students feel they belong to the U of R community, there are academic and social concerns students may experience. URSafe acknowledges the need to provide a safe and positive space where members of the University community feel able to work, teach, live, learn and express themselves in an environment free from all forms of sexual assault-and-violence. URSafe surveyed 13%, of the University of Regina community, 2283 individuals, of those surveyed 12%, 279 members, reported they had experienced sexual violence and/or sexual assault while attending the University of Regina. The average age of first year students at the U of R is 18 and 7 out of 10 are female students. These statistics suggests a portion of students will reach the legal drinking age during their first year of studies, which can place individuals in a more vulnerable situation as they consume alcohol, possibly for the first time. According to the Canadian University Survey Consortium, more prevalent concerns for transitioning to university include becoming involved in campus activities, finding career information, making friends, performing well in courses that require math, using the library, managing time and finances, and accessing academic advice. The multitude of concerns first year students can encounter suggests the priority and awareness this topic requires.

To begin our research, we met with the Office of Resource Planning to research statistics. We then met with Jermain McKenzie, URSU president, who reported his experiences with first year students. Our next steps include a meeting with Ian MacAusland-Berg, Registered Psychologist and Counsellor at Counselling Services, to gain his perspectives on health and wellness of first
year students. As well, gaining knowledge first-hand from first year students through a focus group will provide insight into addressing health and wellness concerns. Although first year students represent a large community within the university, it is important to address their health and wellness concerns in order to promote academic success, student retention, and develop skills which can be used in many areas of life.

https://www.uregina.ca/orp/assets/surveys/cusc-2016-01-demographics.pdf
https://www.uregina.ca/ursafe/gvpp.html
https://www.uregina.ca/ursafe/

Women’s Centre
University of Regina Women’s Centre is a non-profit organization located on campus that is dedicated to empowering female students and the education of all students in regards to women’s issues. As a feminist organization, it works to remove systems of inequality within our global and local communities, as well as provide services and access to resources for students on campus. Additionally, the women’s center provides a safe, supportive, gender and racially inclusive environment that is available to study, relax, visit or access the numerous services it offers.

The women’s center facility is located at room 226 Riddell Center and includes a lounge area for relaxing and visiting, with free coffee, tea, tampons, and condoms. A resource center with feminist literature, a space for study groups and meetings and a quiet room. The gift shop offers products such as pregnancy tests, alternative menstruation products like Diva Cups, Luna Pads, and a variety of other items.

The Women’s Center not only provides a safe place to relax but also delivers services such as information about violence, sexual assault, crisis counselling and referrals, various topics on women’s health issues, practicum placements, women mentoring women program, and the parent emergency contact program. Additionally, employment opportunities and volunteer experiences for female students at the women’s center are available during the academic year. Many of these services are used regularly throughout the year. The number of users that frequent the Woman’s Centre vary between five to twenty people in a given day, most of them being regulars with a few “stragglers” that come in once in a while. Since the establishment of the Woman’s Centre, there has been an increase in regular usage by marginalized women like Muslim women, women of colour, and members of UR Pride.

Hosting fundraising and educational events that address social issues for women are also facilitated throughout the year. Through fundraising three annual bursaries are made available annually to U of R students. The awards include, the University of Regina Women’s Centre bursary, The University of Regina Women’s Centre Bursary for Women, and the University of Regina Women’s Centre Bursary in Women’s Studies.

Recent hosted/partnership events include: Pop Up Sexual Health Clinic, that provides birth control counselling, low cost birth control & pregnancy testing, as well as emergency
contraception, and STI Screenings; a National Day of Remembrance and Action on Violence Against Women Vigil: an annual vigil that is to remind us of the women lost to violence and renew dedication to making violence against women no longer the norm; We Believe Survivors Listening Circle: a sharing platform is facilitated to listen to survivors share experiences of sexual assault and violence to the university community in order to gain an understanding of the prevalence of sexual violence on campus.

The Woman’s Centre is seen as a safe and quiet area for woman of all backgrounds to eat, socialize, relax and study. Although the expansion of the Woman’s Centre seems tempting, there is a conscious effort to keep a balance between the amount of people that visit and maintaining the relaxed and quiet atmosphere of the Woman’s Centre.

An aspect of the Woman’s Centre that goes unnoticed is its openness to all students regardless of gender, ethnicity, or sexual orientation. Although the Woman’s Centre is based at the U of R, it is not directly affiliated with the U of R itself. The Woman’s Centre’s funding comes from URSU and therefore from the students at the U of R through tuition.

https://www.facebook.com/pg/University-of-Regina-Womens-Centre
18489444930273/about/?ref=page_internal
http://ursu.ca/campus-life/student-centres/

Campus for All
Campus for all is a four-year program at University of Regina designed specifically for those who have an intellectual disability. The main objectives of campus for all is to provide an authentic university experience to those who would otherwise not be able to. The program is designed to do a number of things; increase academic performance, help prepare students for jobs, promote independence and create relationships. The organization was established in 2006 as a partnership between the University of Regina, and Inclusion Regina. It started of very small with only 2 to 3 students, but has now grown in size and since being taken over by the University of Regina, has the capacity for 12 students per year. The objective in which they strive to meet for every student is to address the 3 pillars of education which is; academics, social inclusion, and employment.

Qualifications
This program is designed specifically for mature students (22+), who have an intellectual disability. Because there are only 12 spots in CFA, students who are interested in Campus for All must be willing to commit to the 4 years it takes to complete the program. Having the support network required to complete the program is something that is taken into consideration as well. Students also must have the ability to be independent and navigate the university alone at times.

Application
The application process for a student interested in Campus for All is similar to applying for university. The prerequisite is completion of a high school diploma program, and all eligibility requirements must be met in order to be considered. Because of the competitive nature of the program, only the applicants who fit the criteria of a dedicated, and enthusiastic individual, and
meet the admission requirements will get an offer. Once accepted into the program, students choose an area of interest and audit classes that are of interest.

Volunteers
Campus for all also has opportunities for students who were interested in volunteering to support program members. Those who wish to volunteer are to fill out an application, and are matched with a Campus for All student. Being a student buddy allows for Campus for All students to build friendships through things such as study groups, or being with familiar face in class, etc. There are generally three categories that volunteers fall into; a social peer, student peer, and tutor. Each category provides a different kind of support. A social peer provides more of a friendship role, doing things like having coffee or going to the gym. A student peer offers in class support, doing things such as introducing CFA student to classmates, providing notes, or attending study groups together. Finally, a tutor is responsible for making sure the CFA students understand the material from their classes and is there for educational support. Each role is vital in the success of the Campus for All students.

A Day in the Life of a Campus for All student
CFA students generally audit one class per semester. Audit means they are not formally graded on the class, they participate in the class and professors have their own expectations for them. They are still expected to complete assignments, do readings, and attend lectures, but it is modified to an appropriate level. This is an excellent way for Campus for All students to learn material they are interested in, as well as increase their academic performance. The most important aspect for the students is the extracurricular that they participate in. This includes; clubs, sports, activities, and socializing with peers.

https://www.uregina.ca/student/accessibility/campus-for-all/

Centre for Student Accessibility
Among all the University of Regina communities, the Student Accessibility community is a very important one to consider when discussing health and wellness conditions of the U of R. This area is critical because it deals with student diversity and inclusion on levels beyond skin color or ethnicity. When discussing health, it is important to note that factors such as inclusion and acceptance tie very strongly to mental health, self-image, confidence, stress, and other factors. Many times, a lack of the above factors can be negatively impactful to students from this community. This makes this part of the U of R population is especially interesting to study.

The Centre for Student Accessibility is located at Dr. William Riddell Centre, room 251 This office is open for students from 8:15 AM to 4:30 PM. It neighbors the dentist, among other student resource offices. According to the University of Regina Centre for Student Accessibility website, the philosophy of this community is “to foster the development of independence, self-advocacy, and equality”. The goal of the CSA is to uphold the University’s commitment to a diverse learning community by promoting an environment of knowledge and respect, free from discrimination. You will find students from backgrounds, cultures, and languages within this community. This multicultural demographic also includes hundreds of students. There are many services that this community provides students that may have learning disabilities. These services include financial assistance, scholarships, assistive technology,
assessment referrals, etc. In addition, student accommodations including note taking, physical accessibility, and classroom adaptations are also provided within this area. In order to access services, students must obtain documentation about their disability, and complete an interview with an advisor.

It is important to note that although this is a community, part of what makes it very interesting to study is that its membership includes students from every single other community in the U of R. For example, students from the MSA, international students, First Nation, etc. may be found within the Student Accessibility community. Since many of these students face “health” obstacles in their every-day lives, it is important to see how they fit into the overall U of R health equation. It is also important to see how the U of R health conditions affect the health of members of this community.

https://www.uregina.ca/student/accessibility/

*Kinesiology and Health Studies Student Society*

The Kinesiology and Health Studies Student Society (KHSSS) is a group of students within the faculty of Kinesiology and Health Studies. The society organizes and hosts events with the objective to create unity among the student body at the University of Regina. Their mission statement is to educate new and current students on the university experience and to make their time at the university more enjoyable. Anyone who is interested in the faculty can join and become involved. To become a member, you will need to fill out an application form and drop it off at the Kinesiology Lounge. All positions are selected within the society, and interviews are led by 2-3 Vice Presidents. The KHSSS is currently re-writing the constitution because the one they have is outdated. They would like a selection process to go by interest and not through an application process, because the formality using the application process is not followed. There’s 30 members in the KHSSS and it changes every year, involvement can be limited because of fieldwork and graduations. The KHSSS represents over 500 students in the faculty of Kinesiology and Health Studies.

The KHSSS supports and directs students who need help for counselling and mental health. They help and mentor new students, by answering questions about classes and text books. Some of the programs will help students distress and relax. The KHSSS try their best to give back through coordinating other events. They recently had the winter formal for a get together social event and they had 120 people attend. Other programs they had were study sessions which were followed by a movie and snacks. The KHSSS have Cougar crawls events to help student athletes and they organize events for students to go watch sports. The KHSSS also support students in professional development, they had some students who went to Washington for a sports and recreation management conference. They collaborate with other societies at the University of Regina. KHSSS organizes events but they also promote other events. Students can make orders for customized University of Regina clothing with the KHSSS. The society is strictly organized by students, charity is a big part of KHSSS and they have donated $3,000 a year in charity donations.
Graduate Students
There are over 1900 graduate students enrolled at the University of Regina. These students are engaged in a wide range of graduate studies with over 50 Master’s degree programs, 18 Doctoral programs, 1 Post-Graduate Diploma, and 9 certificate programs. Graduate students are therefore very academically motivated due to the significant investment required to achieve this level of education. Graduate students are as varied as the undergraduate population with the exception of age. In order to enter a graduate program, students must have completed an undergraduate degree, so graduate students will be at least four years older than their undergraduate counterparts.

The higher-than-average age of graduate students will give some important perspectives on the health and wellness at the University of Regina. Not only is graduate tuition expensive, but also many of the graduate student will have debt from previous degrees. Graduate degrees also are commonly taken part-time or alongside full-time employment leading to difficulties in time management. Age-related factors such as family situations will have impacts on health and wellness since it is expected that some of the graduate students will have children or other dependents. Potential causes of concerns in the focus group with Graduate students in the University of Regina are highlighted in the Canadian Graduate and Professional Student Survey. Only 15.8% of Graduate students stated that their experiences with academic advising and guidance was excellent. Not only are there concerns regarding satisfaction with faculty members, but only 9.6% of students said that their access to advice on financial support was excellent. These two topics may be an issue that the graduate students are facing and may be discussed in the focus group.

Graduate students are also very closely tied to the university itself. They may be employed by the university as lecturers or researchers and many will have a supervisor who is a faculty member. It is expected that they will have a more intimate knowledge of the inner-workings of the university. Also, there will be a significant variety of educational experiences as these students must have had a previous degree. Challenges for international students will be evident as they are well represented within the Faculty of Graduate Studies. Best practices from universities that the graduate students have previously attended will be welcomed within this report.

In order to recruit participants, we approached the Graduate Student Association (GSA). The administration of the GSA was very approachable and interested in participating in the project. We specifically approached the GSA since they have the URegina emails of all enrolled graduate students. Participants were recruited quickly from a variety of different disciplines due to the GSA sending out an email on our behalf.

[Links to surveys]
https://www.uregina.ca/gradstudies/
https://www.uregina.ca/orp/assets/surveys/cgpss-2016-regina-report.pdf

UR Pride
The UR pride is a non-profit LGBTQ movement that focuses on building a safe and healthy environment for sexuality and gender diverse people at the University of Regina and throughout the city. Currently, UR pride resides in the 2nd floor of Riddle Centre at the
University of Regina. UR Pride has four mandates: they are providing health, wellness, and social support for sexually and gender diverse people, promoting an intergenerational community of sexually and gender diverse people, advocating for the equality and safety of sexually gender diverse people, and lastly providing opportunities to sexually and gender diverse students to expand and explore their skills. UR Pride’s visions and values are as much diverse as the organization.

UR-Pride believes in educating people regarding queer issues in order to achieve their mandates. Through education, it is possible to make a discrimination-free and safe community for gender diverse people. The UR- Pride believes in their values such as, equality, fairness, freedom of choice, making healthy decisions, promoting social issues, access to the supportive environment, etc. Currently, UR- Pride offers four different services on and off campus. The queer youth group had been established on September 14th, 2017, for the queer youths between the ages of 14 through 24. Their mission is to discuss queer/trans issues and build leadership skills. Positive space network is a workshop conducted by UR- Pride. The training encourages in making the public a safe place for sexual and gender diverse people. Popup sexual health clinics were established and are partnered up with the Regina Qu’Appelle Health Region and the Aboriginal Student Centre. They provide pregnancy testing, low-cost birth control, birth control counselling, emergency contraceptives, and STI screenings.

The Snug-Up Squad (SUS) members make awareness by distributing safer sex supplies to queer and trans communities like the Q nightclub lounge and the UR-Pride Centre in Regina. The single occupancy All Gender washrooms had been established in the campus since 2013 to accommodate the growth and show support towards the trans and queer communities. These washrooms are intended for use by anyone of any gender identity. This freedom of expression allows the LGBTQ community here at the University of Regina to feel safe and comfortable. On the UR Pride website you are able to find a list of All-Gender washrooms on the U of R campus. Upon speaking with Jacq Brasseur, the Executive Director for the UR Pride Centre for Sexuality & Gender Diversity, we learned more about the queer and trans community and the health-related issues surrounding them. They stated that the queer and trans community is suffering in many aspects of the social determinants of health and are lacking the basic fundamentals of health such as shelter, food, security etc.

Some shelters turn away queer or trans individuals mostly because most shelters are faith-based and emphasizes that we are lacking in those fundamental social needs. More direct health issues are that trans and queer individuals are less likely to seek medical care, even if it’s something as little as a sore throat, because of the fear of discrimination and lack of knowledge on behalf of the healthcare provider. Sexual health is also an issue since a lot of sexual health classes don’t teach safe sex practices between same sex couples. Jacq also stated that the biggest health care issue in Saskatchewan facing the queer and trans community is the lack of support towards transgender Saskatchewan people. They are faced with long wait times, expensive procedures and lack the proper support for their transitions. There are also no mental health counsellors for queer and trans issues in Regina and they have a few ideas as to why. They say that the provincial government doesn’t prioritize marginalized peoples’ health which community agencies end up having to fill the gaps. A few of their plans they have begun is the applying for some grants to do a queer sexual education program for youth in the province, also involved in a
transgender health strategy in Saskatchewan, and connected with a number of health agencies in Regina and involved in the university and supporting other health initiatives on campus.

**African Student Association**
The goal of the University of Regina African Club is to promote African diversity and visibility on campus. The African Club was established more than five years ago with no profit intended. In 2015, a new executive restructured the organization to be more visible and accessible to students of African and non-African descent. This paper will provide a brief introduction to the A.S.A with a short discussion on demographics, campus activities, accessibility to funding, challenges, short and long-term goals.

**Demographics**
The club consists of a diverse population of female and male students ranging from 18-25 years of age. There are approximately 150 members; 95% of African descent. About 75% of the members are of Nigerian origin, and the remaining 25% come from other African countries such as Kenya, Eritrea, Somalia, Caribbean Islands, and Liberia students. The club is made up mostly of international undergraduate, and about 10% of its members are graduate students.

**Leadership and Funding**
The A.S.A operate democratic principles with collaborative decisions based on popular votes on specific issues. The club access funds through the University of Regina Student Union, UR International, RPG, CIBC, Sasktel, President Vianne Timmons, and the Multicultural Council of Saskatchewan.

**Accomplishment and Challenges**
The most significant accomplishment for the club so far is the African Night. African Night takes place every February during Black history month to showcase different African cultures, food, fashion, educational seminars, and entertainment. Every two months the club host a social night where members can come together watch a movie, eat pizza, and socialize with other students. The club organizes a welcome event for new students (both domestic and international student) during the first week of classes. The goal of the event is to create a positive space for new comers as well as network opportunities with older students. Some of the challenges faced by the club executives are time commitment due to school and work. Common challenges faced by African student are financial security, food security, and housing.

**Long and Short-term Goals**
An A.S.A representative stated the short-term plan for the club to create a separate fund for both domestic and international students facing issues with housing, income, and food insecurity. The club has ongoing plans to promote visibility of African Students among the diverse cultural group on Campus and in Regina through Community Engagement. The long-term club goal is to organize a gala event to support African educational excellence in Saskatchewan, and in Canada. The club plan to achieve this by collaborating with present sponsors and other African clubs such as the University of Saskatchewan African Student Association, African Professional Networking Group in Regina and Saskatoon. The goal of this collaboration is to promote student networking skills and mentorship opportunities for graduate and undergraduate students.
First Nations Student Association

History of FNUV

“In May 1976, the Federation of Saskatchewan Indian Nations entered into a federation agreement with the University of Regina, to establish the Saskatchewan Indian Federated College (SIFC)… On June 21, 2003, the Saskatchewan Indian Federated College officially changed its name to the First Nations University of Canada (FNUniv).” There are three campuses that are encompassed within FNU, campuses including Regina, Saskatoon, and Prince-Albert.

The Vision and Mission of First Nations University

The Vision of the University is “As First Nations, we treasure our collective values of wisdom, respect, humility, sharing, harmony, beauty, strength and spirituality. They have preserved and passed down our traditions through countless generations” (fnuniv.ca). The vision continues to say that the major goal that First Nations University of Canada is so that students can learn about the culture and traditions of First Nations people. “…we recognize the spiritual power of knowledge and where knowledge is respected and promoted.” In order to reach this First Nations University of Canada “requires facilities which reflect the uniqueness, values, dignity and beauty of the First Nations it represents.” (fnuniv.ca). First Nations University will do this by including appropriate recognition and integration of the role of the Elders, cultural symbols and First Nations connectedness to the land. (fnuniv.ca)

“The mission of the First Nations University of Canada is to enhance the quality of life, and to preserve, protect and interpret the history, language, culture and artistic heritage of First Nations… By providing opportunities of quality bi-lingual and bi-cultural education under the mandate and control of the First Nations of Saskatchewan.” (fnuniv.ca).

Strategic Plan for First Nations University

The 2013-2018 Strategic Plan called Lighting the Path. Hopes to solidify that FNU is a leader and to secure sustainability for the University. By using the “wisdom and strength of our Elders; the vision and leadership of our communities; the promise of our students; the commitment and experience of our faculty and staff; and the continued support of our many stakeholders.” (fnuniv.ca)

There are four specific goals within the strategic plan, they are: Indigenous Languages, Cultures and Traditions; Innovative Students Learning Experience; Sustainable Growth; and Enhanced Stakeholder Engagement. The first specific goal: Indigenous Languages, Cultures and Traditions. “The University has developed unique programs, research, and services that have integrated Western knowledge and Indigenous knowledge.” (fnuniv.ca) As well as the use of elders, who give direction on important roles such as assisting Indigenous youth by reconnecting and maintaining their Indigenous Identity. This goal states that they will “maintain our unique competitive advantage by continuing to develop and focus our instruction and learning environment on Indigenous language, culture and tradition and by partnering with Indigenous communities (fnuniv.ca). The second specific goal is Learning Experiences that states: “Our goal of greater satisfaction and increased student success will be achieved by improving our students' academic experience through attention to student service value, active learning and teaching
strategies, formative assessment, relevant courses and flexible learning opportunities” (fnuniv.ca). The third specific goal is Sustainable Growth that states: “The University will pursue expansion and diversification of the University’s revenue streams.” (fnuniv.ca). As well as that the University will “enhance its processes to attract, recruit and retain excellent faculty and staff while setting specific targets for professional development and creating a culture of professional accountability, administration and governance” (fnuniv.ca). It continues to say that First Nations University will offer class in an Indigenous learning environment. The fourth specific goal is: Enhanced Stakeholder Engagement which states: “Effective stakeholder engagement supports the strengthening of positive relationships with students, faculty, staff, alumni, Indigenous communities, industry, other educational institutions and both the provincial and federal governments… Stakeholder engagement ensures that [First Nations University] is truly working for the benefit of the community-at-large by delivering education and research initiatives that are responsive to their needs” (fnuniv.ca).

The Main Issues
Issues that were clear from talking with the First Nations Student’s Association were communication, segregation, and Indigenization. Communication was definitely the largest issue and if the communication between FNU and URSU could be improved, the other issues could also be improved. Communication has an impact on the mental and physical health of the students. “Better communication would hopefully aid in fixing the “them and us” mentality and ensure that FNU students felt free to use facilities, such as the gym, because many do not currently feel comfortable using it.” (President of First Nations Students Association- Fraser Heathen)

“As far as indigenization goes having an infrastructure that has a universal level of comfort for them is key. A good example of this would be having a sweat lodge that is inside, instead of outside (how the current situation is). The main season for sweat lodges is in the winter but because the only option is for it to be outside it is not as inviting as it could be. Having it inside allows for the option to have changing rooms, thus having the level of comfort increased. “(President of FNSA- Fraser Heathen)

Having their own Health Clinic would also make an improvement. Again because of the commute from First Nations to where the Health Clinic is now. As well as the already presumed diagnosis, and stereotypes that some health care workers can have. Can make going to the doctor hard, and discouraging, and in some ways can make the problem worse. (President of FNSA- Fraser Heathen)

“Daycare, take the stress off of mothers. Knowing that your children are close (not a couple blocks away), that they are learning about their language, and are being exposed to the cultural traditions. Is a very important aspect to most families. The day care was moved to First Nations University when the University of Regina’s was being renovated. Since has been moved back to the University of Regina, and there is a lot of distance between the two places. But again the same could have been said when the daycare was at FNU.” (President of FNSA- Fraser Heathen) Stronger communication, is key to combating or increasing the four health elements (spiritual, mental, physical, and emotional); leading to more things being done on both sides.
Muslim Students Association

Brief History
From a relatively humble beginning, the Muslim Students Association at the University of Regina was established in 2009 with a total of 50 members, including executives. It was originally aimed at representing the Muslim students at the University and attending to their specific needs such as providing a prayer hall. However, as the years passed, the MSA became one of the most recognized clubs on campus with an elaborate leadership structure and well over 400 registered members. It now caters to the needs of the larger Muslim community in the city and quickly became a venue through which the non-Muslim community at the university can engage and interact with the religion of Islam and Muslims.

Services
One of the key priorities of the MSA is to provide a praying space for the Muslim students at the University. They provide a small musalla (prayer hall) for students to perform their daily prayers while at campus. The hall is located at first floor Riddell center and has a capacity of 100-150 people. Additionally, the MSA organizes a weekly Friday prayer on campus and that takes place around 1:30 p.m. on Friday at one of the Gyms. Beyond that, the MSA also collaborates with other universities in the Prairie region to organize the Islamic Awareness week. This event usually takes place at the start of each year, around the first or second week of February, and gathers many famous and well known Islamic scholars around the world. In this week, the MSA organizes lectures in the evening and has other smaller programs throughout the day. One of the things that happen during the day is the rose project. This, besides being a means to advertise for the evening lectures and programs, is a way to spread goodness to all the students, regardless of their religion of origin. The rose comes with small notes that have some inspirational and beautiful quotes written on them. Besides the rose project, another famous thing which happens during the Islamic awareness week is the hijab challenge. Hijab refers to an Islamic piece of head cover which Muslim women wear as a way of identifying themselves. During this week, non-Muslim women or non-hijabi Muslim women (those who do not wear the head cover) are challenged to wear the piece of clothing for the entire day without removing it even once. At the end of the day, they come back and tell their experiences and what it felt like to look like a Muslim woman for a day. They are given chocolates and other sweet pastries as a reward.

Furthermore, the MSA organizes youth events every other Friday night. These events include separate swimming sessions for the ladies, game nights for the men and self-awareness lectures for both men and women. These events are meant to entertain the Muslim youth and build a form of connection between the students.

Aboriginal Student Body
The Indigenous population at University of Regina is up 16 percent than the previous 2016-17 year. The population is sitting at 1595, (13%) of the total student body population. The self-declared Indigenous population consists of Aboriginal, Metis and Inuit students is at 1932 in the 2017-2018 academic year. With the Indigenous student population growing there are many services and programs being utilized by the student association at the ASC. The University of Regina has expended the Aboriginal student center in their efforts to further Indigenizing the
university. They have done this by adding space that promotes indigenous knowledge, teachings and traditions for Indigenous students and those wishing to be a part of the Indigenous community to have a safe space to learn, work and relax. The Indigenous Advisory circle is another aspect to the efforts to Indigenize the U of R campus and was created to regularly advise the President on measures that must be taken to ensure that the campus remains dedicated to and focused on meeting the needs of Indigenous students, faculty and staff.

The Aboriginal Student Centre is a hub of services and resources located on the main floor of the Research and Innovation building on the University of Regina Campus. The Centre itself provides an inclusive environment for all students and faculty to utilize and enjoy though out the regular academic school year. Along with the space the ASC provides many services and programs for all students to utilize for studying, computer work, enjoying a meal, and de-stressing while promoting traditions and connection to the Indigenous way of learning.

The Center gives students access to a variety of programs, services and supports that are designed to keep the Indigenous community connected and engaged while in school. The services offered are aimed at providing experiences to aid in student success from cultural ceremonies to a quiet study space. The services and programs provided include; orientation programming, month to month calendar events, social and annual events as well as cultural programming with access to an Elder service, sweats and pipe ceremonies, they offer privacy for smudge time as well as mass services for everyone and anyone who is interested in taking part in these ceremonies. On average 60 students a day utilize the services and supports that the ASC has to offer. The ASC takes pride in the student community relationship and the initiative students are taking with providing other students with programs and experiences as a group and the overall success of establishing student base relationships and community.