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Report

# **Fuelling the Surge: The University of Regina's Role in Saskatchewan's Growth**

The Conference Board of Canada  
July 2012

# **Fuelling the Surge: The University of Regina's Role in Saskatchewan's Growth**

by *The Conference Board of Canada*

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Any errors or omissions in fact or interpretation remain the responsibility of the Conference Board.

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## Executive Summary

The University of Regina plays a vital role as a driver of economic, social, and cultural well-being. This report explores the impact of the University. It takes a broad lens and considers both the quantifiable and non-quantifiable dimensions of the University's:

- 1) day-to-day operations (including the University's spending and the spending of others associated with the University);
- 2) contribution to human capital development; and
- 3) contribution to knowledge, innovation, culture, and leadership.

### The University's Operations

In 2010–11, as a functioning economic enterprise, the University and its federated colleges:

- supported 4,550 jobs and generated \$37.6 million in payroll taxes, \$737,000 in GST, and \$2.5 million in PST remittances. The University is roughly comparable in employment terms to companies such as SaskPower and Cameco;
- through spending, generated \$291 million in total provincial GDP and \$319.1 million in aggregate national GDP;
- attracted wealth from outside of Regina and Saskatchewan. Out-of-town, out-of-province, and foreign students brought an additional \$77 million in incremental spending to Regina;
- generated over \$384 million in total spending in 2011 (with University and student spending combined), which accounted for 4 per cent of Regina's total GDP.

### Economic Impact of the University Through Spending

(C\$ millions)

<b>Total Spending</b>	
University and federated college spending	291.1
Incremental off-campus spending by students from outside Regina	84.8
Incremental off-campus spending by students from outside Saskatchewan	32.6
incremental out-of-province visitor spending	8.1
<b>Impact Through Spending</b>	
The City of Regina's nominal GDP in 2011	10,623.1
The University of Regina's impact as a share of the City of Regina's GDP	4%
Total GDP impact on the City of Regina	384.0
Total GDP impact on the Province of Saskatchewan	331.9
Total GDP impact on Canada	319.1

Source: The Conference Board of Canada.

### Human Capital Development

Investing in human capital improves the productive capacity of the province. Saskatchewan draws over 80 per cent of the University's student body. These graduates:

- earn \$27,600 more per year than those with certificates and diplomas below the bachelor's level, amounting to over \$1.1 million more per person during an average 40-year working life;
- generate over \$2 billion (net of inflation) in additional productive capacity for the province over the course of their 40-year working lives; and
- enable the province to reap over \$262 million (net of inflation) in higher income tax receipts and higher amounts in excise and sales taxes.

### The University of Regina as a Human Capital Developer

University of Regina graduates from Saskatchewan (estimated, 2011–12)	1,826
Incremental annual income from university degree	\$27,600
Average working life	40 years
Lifetime earnings increase from university degree (constant dollars)	\$1,104,000
Potential increase in productive capacity (40 years; constant dollars)	
...at 1,826 graduates per year	\$2,015,904,000
Provincial marginal tax rate	13%
Provincial income tax yield (constant dollars)	
...at 1,826 graduates per year	\$262,067,520

Source: The Conference Board of Canada.

### Knowledge, Innovation, Culture, and Leadership

The University of Regina makes important contributions in many other ways beyond the economic impact of operations and the supply of skilled graduates. While it is challenging to measure the impact of the University's activities in knowledge creation, innovation, culture, and leadership, some measures are quantifiable. The University of Regina:

- attracts strategic new investments, top international talent, and innovative collaboration partners, securing research grants of around \$24 million per annum;
- holds more than 90 patents, many of which focus on energy, environment, and computer software. On energy research alone, the University's 136 partnership agreements between 2001 and 2009 had a total value of almost \$32 million; and
- through its research park, generates economic activity for the City of Regina and the Province of Saskatchewan: \$290 million and \$375 million, respectively, in 2011.

Measuring the University's full contribution to society is impossible. Yet the impact is undoubtedly profound. The University's role, for example, in furthering the educational outcomes of Saskatchewan's First Nations and Métis people is central to the future prosperity of the people of Saskatchewan. The intangible contributions that University faculty, students, and alumni make through their roles as the leaders of today and tomorrow are equally impossible to quantify. Research activities that lead to better environmental stewardship are yet another example. There are many more. While tabulating these contributions is not feasible, this report offers illustrations of some of these vitally important ways in which the University of Regina is driving progress.

## Chapter 1

# Understanding and Assessing the University's Impact

### Chapter Summary

- The University of Regina is a major contributor to Saskatchewan's economic, social, and cultural well-being.
- Strong economic growth in Saskatchewan is increasing employer demand for skilled workers with post-secondary education.
- Using quantitative and qualitative approaches, this report assesses the University of Regina's impact.

### The Dynamics That Surround the University's Seven Major Roles

Saskatchewan is surging. It has what the world wants—vast stores of natural resources. Global demand for Saskatchewan's potash, uranium, oil and gas, biofuels, and agricultural products is high, and projected to grow further. Growth in exports in 2012 could potentially surpass \$35 billion.<sup>1</sup> The province's economy is already a Canadian growth leader—the social and political environment is charged with a positive, “can do” spirit. Saskatchewan's outlook today holds as much potential as the vastness of the big prairie sky. Yet, to realize and sustain an innovative and competitive Saskatchewan, the province needs to fuel its resource pipeline with an equally potent flow of people, ideas, and expertise. The University of Regina provides an important part of that flow.

The University of Regina has a great capacity to make a difference in Saskatchewan. This report explores the University's current and potential impact on the economic and social fabric of Regina and Saskatchewan. It provides an analytical overview of the University's value as an economic engine, a magnet for talent, a catalyst for economic growth and prosperity, and more. It also identifies areas where the University can do more to achieve its full potential. This impact analysis seeks to add evidence to the dialogue about the University's value to the province's social and economic well-being, and to inform planning to enhance the University's contributions to both Regina and the province.

The local and global dynamics, in which the University of Regina operates, define the scope and potential of the University's impact; where that impact is most evident and influential; and how the University can optimize its contributions. These three dynamics include:

1. *Saskatchewan's surging economic growth.* This growth is powerful, and projected to last. Growth places great demands on the University to increase the availability and quality of skilled graduates; share expertise from the University of Regina's faculty and research facilities; stimulate innovation and competitiveness; act as a magnet in the attraction of global investments and talent; and much more.

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<sup>1</sup> LaBelle, “Message From the President & CEO: A Look Back and a Look Ahead.”

2. *Global demand for Saskatchewan's resources.* The rise of China, India, and other rapidly developing economies, has created a long-term pattern of rising demand for the natural resources that Saskatchewan has in abundance. Global demand is projected to increase significantly in the decades ahead, supporting a sustained period of growth in the province, at least until mid-century.
3. *Saskatchewan's values.* Saskatchewan is built on the pioneering entrepreneurial optimism of succeeding generations of farmers, miners, and community builders. It has a strong tradition of community collaboration to achieve shared goals. The University uses its close community connections to build programs that gain strong support in Regina and beyond.

Substantial empirical evidence indicates that the University of Regina is already making a major contribution to Saskatchewan's economic, social, and cultural fabric.<sup>2</sup>

Through its institutional purpose and goals, the University performs seven major roles. It:

1. *Produces skilled graduates*—developing a strong supply of highly skilled graduates to fuel Saskatchewan's future growth. This includes taking a major role in educating Aboriginal and immigrant populations, as well as international students.
2. *Creates and discovers knowledge*—generating knowledge through original research, and disseminating and sharing the knowledge it creates. Areas of excellence include public policy, clean energy, the environment, policing, health sciences, Aboriginal education, as well as human and sustainable development.
3. *Performs research and development*—fostering innovation by performing R&D that contributes to economic and social value through the generation, development, and implementation of ideas. Some of these ideas can help companies create new or improved strategies, capabilities, products, services, or processes.
4. *Provides expert advice and consultation services*—advising business and government on all aspects of corporate development and in government policy that supports both economic success and social and cultural well-being.
5. *Generates knowledge-intensive enterprises*—as spin-offs from University research activities and idea generation (“ideation”).
6. *Creates a beneficial and attractive cultural environment*—establishing a diverse, welcoming, inclusive cultural environment that improves quality of life, draws highly skilled people (both internationally and from other provinces) to work in Saskatchewan, and motivates them to stay.
7. *Develops leadership capacity*—through innovative and resourceful thinking, University of Regina graduates are helping to address the challenges that accompany growth by taking leadership roles in business, government, and communities.

The University also functions as an independent economic enterprise that:

- owns and operates a substantial complex of buildings, properties, and equipment;

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<sup>2</sup> Universities elsewhere in North America have some of the same impacts. The bibliography includes several of the most relevant reports.

- employs a large number of salaried and wage-earning faculty and staff;
- houses large numbers of students who consume locally produced goods and services; and
- supports a substantial number of jobs in industries that supply the University (as well as its faculty, staff, and students) with a wide range of goods and services.

## Conceptual Framework

Assessing the University of Regina's impact on Saskatchewan's economy and society begins with a conceptual framework. As its starting point, our framework reviews the University's purpose and goals. It then considers which roles the University has assumed in order to deliver on its purpose and goals: an institution of learning, a research facility, a magnet for talent, a problem solver, a learning network for graduates and faculty, an employer of staff, a generator of ideas and innovation, an expert advisor to companies and governments, and more.

Having identified the major roles, we next examine the activities linked to the roles, the outputs associated with these activities, and the impacts of these outputs. Our analysis includes economic impacts—but this is only part of the story. The report also attempts to assess qualitative social and cultural impacts related to knowledge achieved by graduates; research findings on issues of importance to society; the continuous convening of scholars and others to dialogue, debate, and direct attention; the engagement of local communities; contribution to cultural life; and more.

The quantitative and qualitative elements of our methodology generate the data and evidence required to complete the analysis.

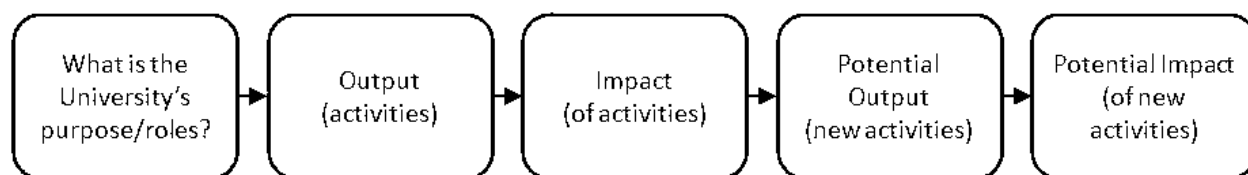
## Research Methodology

This study employs a range of approaches to assess the University's impact, including:

- a review of published literature, including a wide variety of impact studies on universities in Canada and the United States;
- development of a detailed conceptual framework as the basis for determining data requirements and elements of the research methodology;
- data and situational analysis to understand the forces influencing and shaping the activities of the University;
- an input-output analysis as one measure of the University's direct and indirect economic impact;
- an online survey, that generated responses from nearly 1,500 students, to collect data used for estimating the economic activities generated by students;
- over 30 interviews with University administrators, faculty, students, government leaders, alumni, employers, and community members; and
- preparation of six case studies that support the analysis with concrete illustrations.

Like the Province of Saskatchewan, the University is positioned for a surge. Understanding the pattern of impact—from outputs currently stemming from University activities and impacts to potential future output from new programs and activities and the resulting impacts—helps to clarify the University's role in the economy and the community, and to gain a sense of what more it could do in the future. (See Exhibit 1.)



**Exhibit 1****The Sequence for Analyzing the University's Impact**

Source: The Conference Board of Canada.

**Understanding the Impact of a University**

The impact of a university is felt in different ways depending on one's vantage point. Several Canadian studies have quantified the impact of specific Canadian universities. International studies have done the same for universities in the United States and around the world. Some of these studies focus exclusively on gauging the economic impact of the university as an enterprise. Some seek to measure and compare the value of investments in post-secondary education over other kinds of investments. Others explore the broader impacts on economic development and activity in the city and region in which the university is located. A smaller number assess the hard-to-quantify value associated with building human capital, enhancing knowledge, embracing diversity, and creating conditions in a community for cultural, artistic, and athletic endeavours.

This report takes a blended approach. It includes an assessment of the University of Regina's economic impact using an "input-output model"—a common technique for quantifying the volume of economic activity generated by the University's own operations, including the direct, indirect, and induced effects. It also incorporates several other types of analysis. It examines the University's value as a generator of knowledge through research and discovery. And it explores the nature of the University as an important feature of the community that makes unique contributions to economic, social, and cultural prosperity and well-being.

The University does not exist in isolation—it operates within a dramatically changing Saskatchewan. Chapter 2 sets out this evolving context.

## Chapter 2

# The University Is Well Positioned for Saskatchewan's Surge

### Chapter Summary

- The University of Regina has long contributed to Saskatchewan's socio-economic prosperity and it is central to ongoing sustainable and inclusive growth.
- The University facilitates the achievement of top priority public policy objectives.
- The University provides a dividend to the entire province and especially the City of Regina in terms of talent attraction and human capital development.
- The University produces graduates with skills and knowledge that are vital to employers.

### Harnessing Saskatchewan's Storied History

Saskatchewanians are an industrious people. The province's development is the story of a people of courage and hardiness triumphing over the challenges of climate and distance. Early settlers were ambitious, fuelled by a great sense of optimism and a desire for new beginnings. The University of Regina was born of their vision for an industrious and prosperous society.

Western Canada's economic boom of the early 1900s gave rise to the social gospel<sup>3</sup> movement and an effort to solve social problems inherent in the expansion. As immigrants settled and workers built railroads, the population of Regina grew from 2,000 to 30,000, causing major housing shortages, low wages, and poor health.<sup>4</sup> Prominent social gospel leaders saw education as a means to address these problems. The *University Act*, which established the University of Saskatchewan as the province's first, and only, publicly funded university on April 3, 1907,<sup>5</sup> left many Regina citizens desiring a university of their own. In response, The Methodist Church founded Regina College and opened its doors in 1911.

### Surviving Changes of Fortune

Support from both the government and business community made Regina College a reality. In 1911, Regina's city council granted Regina College the use of the vacant Victoria Hospital until the business community could raise \$125,000 to purchase land on the northern side of Wascana Lake and pay for the construction of the college's own building.<sup>6</sup> In 1910, Francis N. Darke donated \$85,000 and helped the local business community raise the remaining \$40,000.<sup>7</sup>

The dream of Reverend Ernest W. Stapleford, President of Regina College from 1915–1937, to transition the college into a degree-granting institution in its own right,<sup>8</sup> was thwarted by the stock market collapse of October, 1929 and the Great Depression of the 1930s. Over 3,700 men

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<sup>3</sup> The social gospel movement, popular in Canada in the early 1900s, encouraged the application of "Christian principles to the solution of social and economic problems" (Pitsula 2011).

<sup>4</sup> Cataldo, "The Making of an Independent University."

<sup>5</sup> University of Saskatchewan Archives, *Deo et Patriae: Events in the History of the University of Saskatchewan*.

<sup>6</sup> University of Regina, *History*.

<sup>7</sup> City of Regina, *Darke, Francis Nicholson*.

<sup>8</sup> Pitsula, "A House With Many Mansions: The Shared Centennial Legacy of the University of Regina and the Federated Colleges."

living in Regina were unemployed<sup>9</sup> and, “plagued by crop failures and the lowest price for wheat in recorded history, provincial income plummeted by 90 per cent within 2 years.”<sup>10</sup> In five years, per capita income in Saskatchewan dropped more than 70 per cent and in 1933, one-third of the population depended on government relief for survival.<sup>11</sup> The Great Depression caused many of Regina College's philanthropic sources to run dry and, by 1934, Regina College could no longer operate on its own. A Carnegie Corporation grant allowed the University of Saskatchewan to turn Regina College into a second University of Saskatchewan campus.<sup>12</sup>

### **Growing to Meet Population Booms**

When economic prosperity returned to the province, Regina residents once again began to advocate for a university of their own through the Regina College Citizens' Committee. As a response to increasing baby boom enrolments, Regina College offered its first full degree program in 1959.<sup>13</sup> In 1965, a new Wascana Parkway campus opened to accommodate the growing number of students. This rapid growth was crucial to meeting the increasing demand caused by the province's new immigration numbers. To compensate, between 1959 and 1972, the number of full-time faculty members at the Regina campus increased from 23 to 208 and full-time student enrolment grew from 327 to 4,009.<sup>14</sup>

### **Achieving Independence**

Expansion resulted in the 1973 *Royal Commission on University Organization and Structure*, which cited both the demonstrated need for university education in southern Saskatchewan and the ease with which the Regina Campus could be adapted into a new university. On July 1, 1974, Regina College officially became the “University of Regina,” achieving full degree-granting status as an independent institution. In his presentation to the Royal Commission in 1973, Principal John Archer stressed social values as the impetus for the institution's metamorphosis. The University of Regina was “needed to address problems unique to the Prairie region, including social, economic, transportation, environmental, educational, and Métis and Indian issues”<sup>15</sup>

### **Continuing to Adapt and Grow**

Over the past four decades, the University of Regina continued to adapt and grow. Today, it offers off-campus courses through 20 different rural Saskatchewan centres and provides courses featuring satellite-televised instruction through transmissions to Estevan, Moose Jaw, Swift Current, Weyburn, and Yorkton. Its federated colleges include Campion College, Luther College, and First Nations University of Canada. Its affiliated colleges include The Gabriel Dumont Institute and the Saskatchewan Institute of Applied Science and Technology. The University also offers a variety of courses through the regional college network in Saskatchewan, including Cumberland College, Northlands College, North West Regional College, Great Plains College,

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<sup>9</sup> City of Regina, *Discover Regina's History*.

<sup>10</sup> Struthers, *Great Depression*.

<sup>11</sup> Cottrell, *History of Saskatchewan*.

<sup>12</sup> University of Saskatchewan Archives, *Deo et Patriae: Events in the History of the University of Saskatchewan*.

<sup>13</sup> Pitsula, *University of Regina*.

<sup>14</sup> Vajcner, *Hall Commission*.

<sup>15</sup> Quoted in Cataldo, “The Making of an Independent University.”

Carleton Trail College, Parkland College, and the South East Regional College. These partnerships allow the University's influence to extend far beyond its physical boundaries, serving students throughout the province, meeting the demands of diverse populations, and contributing to communities both near and far.

In 2011, the University marked the 100th anniversary of the founding of Regina College. The century has witnessed tremendous change, and adaption has become a core value of the University. But its history is not forgotten.

*It is crucial that as a community we celebrate our shared history of excellence in teaching, research and community service....The brick buildings at College Avenue do not just represent our past. They are a strong reminder of the foundation that was laid a century ago—a foundation that we must continue to build on for the future of our students and our province.*<sup>16</sup>

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

## **Benefiting From and Contributing to Saskatchewan's Success**

During the period ahead, the University can benefit from Saskatchewan's surge to the forefront of Canada's economic performance. Likewise, Saskatchewan, the City of Regina, employers in the province, research and teaching faculty, and students can all benefit from the University's contributions to their individual and collective objectives. Saskatchewan's new position as a leader in Canada provides tremendous opportunities for the University—as well as new expectations and responsibilities. The remainder of this chapter highlights some examples.

### **The University's Strength in the Resource Sectors**

Saskatchewan's bounty of valuable land, water, and other natural resources is the envy of many. Saskatchewan has a landmass two and a half times that of Great Britain—with only one-sixtieth of its population. Its 651,000 square kilometres include 592,000 square kilometres of land and nearly 60,000 square kilometres of water. Natural resources include world-class deposits of potash and uranium, and large deposits of oil and gas. Its rich soil supports vast grain crops.

The world wants what Saskatchewan produces. The mining, agriculture, energy, and metal manufacturing sectors are booming. Private business investment is pouring into the province. New energy and non-energy investment projects are expected to grow 12.8 per cent in 2012 and 11.2 per cent in 2013. Non-energy investment growth in the potash mining sector is expected to reach 24.7 per cent in 2012 and will continue with double-digit growth over the next two years. Private residential investment is expected to grow 7.7 per cent in 2012 and 6.3 per cent in 2013, with expected growth in the construction industry of 7 per cent in 2012 and 2.5 per cent in 2013.<sup>17</sup>

The University is already active in supporting these investments, and it will need to keep pace by expanding the number of graduates it produces with the skills required for jobs in the resource

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<sup>16</sup> University of Regina, *History*.

<sup>17</sup> The Conference Board of Canada, *Provincial Outlook: Spring 2012*, 52–53.

and construction sectors. The University is already collaborating with industry partners on research projects that enable Saskatchewan to remain competitive, and it will drive benefits to students, business, and government by doing more of this. The University has attracted world-class experts in the resource sectors to the province, and it will need to work harder than ever to outpace competitors in the global war for this precious talent. Building the University of Regina's reputation as an international centre of excellence in mining, energy, and agriculture must be an important part of the strategic vision for Saskatchewan's long-term economic growth.

### **Supporting Aboriginal Success in Advanced Education and the Labour Force**

Saskatchewan has much to gain from investments that lead to better educational outcomes for a rapidly growing Aboriginal population. Labour and skills shortages can be filled, in part, by better engagement of First Nations and Métis people. Employers are eager to provide attractive jobs. The University of Regina, like other post-secondary institutions in Saskatchewan, is prepared to deliver higher numbers of Aboriginal graduates. A major constraint rests in the low numbers of Aboriginal youth who have the level of educational attainment required to succeed in university. Strategic Government investments at all levels of Saskatchewan's education system will help.

Solving labour and skills shortages is only part of the argument for action—investments in Aboriginal education will also yield valuable gains in competitiveness. Saskatchewan has one of the youngest populations in Canada, almost entirely attributable to its Aboriginal youth, whose numbers are growing rapidly. Ensuring optimal economic engagement of Saskatchewan's youth will place Saskatchewan at an advantage over other provinces since the peak negative effects of population aging will be delayed.

### **Building Strength in Emerging Areas of Excellence**

The University of Regina will benefit, as will Saskatchewan, if it can pair its own programs and investments with new strategic investments—public and private—that have already occurred and are taking shape in the province amid the current rapid economic growth.

Major infrastructure investments, such as the Global Transportation Hub, will require parallel human capital investments to produce workers with the right skills to execute on these major projects.

*The Global Transportation Hub (GTH) is one of Saskatchewan's most important economic development initiatives. It establishes and enhances Saskatchewan's role in the Asia-Pacific Corridor and in the Western Canadian Network. It also expands our world-wide reputation as seasoned exporters, shipping about 75 per cent of what we produce around the world. Continued development of the GTH will allow the province to capitalize on some of the world's largest shipping volumes.*<sup>18</sup>

– Global Transportation Hub

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<sup>18</sup> Global Transportation Hub, *Benefits to Saskatchewan*.

The Global Transportation Hub enhances Saskatchewan's already remarkable growth in international trade. Saskatchewan (with a population of 1,076,082 as of April 1, 2012) is on track to surpass British Columbia (with a population more than four times larger) in total exports. Less than five years ago, Saskatchewan exported only half as much.<sup>19</sup>

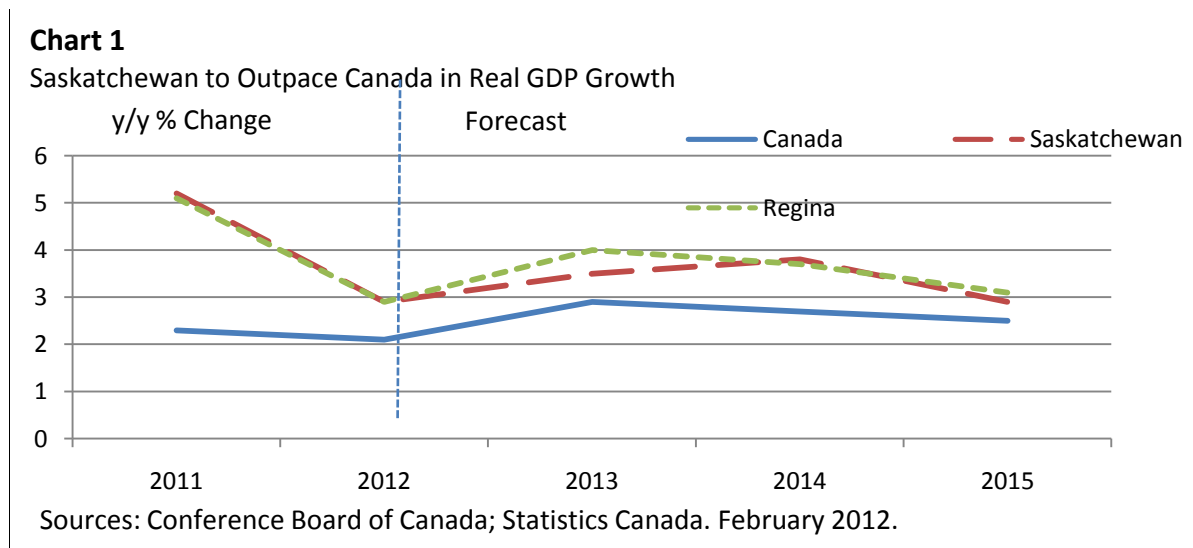
*Where once there was a fear of the future, now there is hope. Where once there was doubt, now there is confidence. This new Saskatchewan that you [the people of Saskatchewan] have built is stronger and prouder and better than it has ever been, and we are not going back.*<sup>20</sup>

– Brad Wall, Premier of Saskatchewan

## The University's Vital Relationship With the City of Regina

The University of Regina and the City of Regina share an important relationship. They are both part of Saskatchewan's surge, and they can work together to help direct events. The University provides valuable dividends to Saskatchewan's capital city in terms of talent attraction, human capital development, and public policy expertise.

Over the next few years, Regina's economy, like Saskatchewan's, will outpace Canada's national performance in real GDP growth. (See Chart 1.)



Regina has one of the fastest population growth rates of all Canadian cities.<sup>21</sup> The University's capacity to market itself is significantly enhanced by Regina's success. The Conference Board forecasts Regina's economy to be among the top five Canadian cities through 2015, growing at 2.7 per cent in 2012 and 3.2 per cent between 2013–15.<sup>22</sup>

<sup>19</sup> LaBelle, "Message From the President & CEO: A Look Back and a Look Ahead."

<sup>20</sup> Wall, *Wall Election Night Speech*.

<sup>21</sup> Derek Murray Consulting and Associates, "Population, Employment, and Economic Analysis of Regina."

<sup>22</sup> The Conference Board of Canada, *Metropolitan Outlook 1: Spring 2012*, ix.

### **The Growing Attractiveness of Living in Regina**

*MoneySense* ranks 190 Canadian towns and cities according to 22 different categories. Regina is now one of the top five best Canadian cities in which to live.<sup>23</sup>

The University leverages Regina's pool of well-paying government jobs. Students and graduates access a variety of opportunities including jobs providing experience relevant to specific fields of study.<sup>24</sup> The Public Service Commission employs students as a means to ensure services continue while regular employees take holidays. As one official noted, "These students are the talent we need to attract to ensure the public service continues in the future. A summer job is a great way for them to experience our workplace and plan to come back once they've finished school."<sup>25</sup>

Another important advantage of the University's location in Saskatchewan's capital city relates to the opportunities to engage in public policy. The Johnson-Shoyama Graduate School of Public Policy (JSGS), established jointly with the University of Saskatchewan, is a leader in public policy and management, public service, and community building. The strong relationship between the JSGS and the provincial government is evident in all aspects of the school's programs.

### **The Johnson-Shoyama Graduate School of Public Policy—Paying High Dividends**

The Johnson-Shoyama Graduate School of Public Policy is a key feature of the University. At a juncture of transformational change in the provincial economic, environmental, and social outlook, JSGS is a source of expertise on shaping public policies to support sustainable and inclusive growth. It is creating links with other centres of public policy expertise around the world—relationships that can provide insights useful to Saskatchewan businesses seeking competitive advantage. JSGS also helps educate the public on important public policy matters. The shared nature of JSGS, with facilities and staff at both the University of Regina and the University of Saskatchewan, creates a valuable and formalized linkage between the Province's two major universities. JSGS is an important tool for strategic collaboration.<sup>26</sup>

Finally, the University can and should help address the challenges Regina faces as it experiences rapid growth. While people often move quickly to take advantage of new opportunities in a vibrant city experiencing growth, urban infrastructure tends to lag. Housing becomes crowded. Services designed to handle smaller numbers are strained. Social tensions can flare. As a major economic, social, and cultural player, the University can help Regina plan for, manage, and troubleshoot issues stemming from rapid population expansion.

### **The Need for Continuing Strategic Investments in the University**

With Saskatchewan's surge, there is a need for continuing strategic investments in the University of Regina. The government's 2012–13 budget contains investments in human capital

<sup>23</sup> MoneySense, "Canada's Best Places to Live, 1012."

<sup>24</sup> Government of Saskatchewan, *Now Hiring! Students Encouraged to Apply for Summer Jobs*.

<sup>25</sup> Ibid.

<sup>26</sup> Additional information on how the JSGS is transforming the public service sector and helping the provincial government achieve its strategic objectives is found in Case Study 1: Building Leadership Capacity at the Johnson-Shoyama Graduate School of Public Policy.

development including post-secondary education. Funding for advanced education, employment, and immigration increased 4.1 per cent for a total of \$890.6 million.<sup>27</sup> Specific programs benefiting the University of Regina include the new Saskatchewan Advantage Scholarship that offers \$500, to a maximum of \$2,000 a year, to Grade 12 graduates who attend a Saskatchewan post-secondary institution. Investments also include supports for First Nation and Métis post-secondary students and a \$1 million contribution to support planning for a new 608-bed student residence, two child care facilities, and an on-campus parkade.<sup>28</sup> The slight \$1.77 million (1.88 per cent) increase in the University's operating budget, however, is a challenging constraint on the University's capacity to grow and make important program adjustments.

Support from individuals and the private sector remains vital to the University's prosperity. Paul J. Hill's \$10 million donation in 2007 (the largest gift ever given to the University) enabled the establishment of the Paul J. Hill School of Business.<sup>29</sup> Over 11,000 donations to the 2002–2007 Building Dreams and Futures campaign surpassed \$82 million.<sup>30</sup> Investments from governments, businesses, organizations, and individuals helped the University host the Canada Summer Games in 2005, build key facilities (such as the Centre for Kinesiology, Health and Sport), increase student financial support, and expand its graduate programs.

### **The UR Guarantee—A Signal of Confidence**

The "UR Guarantee" reflects the University of Regina's confidence in the quality of its graduates. Launched in 2009, The UR Guarantee promises career-related employment within six months of graduation to students who sign up for the program early in their studies. If employment is not secured, the University of Regina covers the tuition of up to 10 additional courses.

The program teaches skills in resumé writing, interviewing, and career selection. Students attend career fairs and engage in networking, workshops, and service and leadership opportunities. The program helps students build personal career portfolios, which they use to market their skills to employers.<sup>31</sup> To date, over 600 students are involved.

### **Conclusion**

The University of Regina has long been a foundation of economic and social prosperity. Built on a century of ambition, challenges, and adaptation, it has become an important instrument for the City of Regina and the whole of Saskatchewan in responding to the demand for expertise, skilled graduates, creative space and, importantly, a vehicle to identify and address the challenges ahead. Going forward, the University will certainly experience new stresses and new opportunities with Saskatchewan's projected growth. Strategic investments that build on strengths and optimize Saskatchewan's much-needed human capital formation should be a priority for all stakeholders in the University.

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<sup>27</sup> Government of Saskatchewan, *Strong and Sustainable Funding for Post-Secondary Education and Labour Force Development*.

<sup>28</sup> University of Regina, *Message From the President*.

<sup>29</sup> University of Regina, *Philanthropist and Business Leader Creating Positive Change*.

<sup>30</sup> University of Regina, *Thank You for Building Dreams and Futures*.

<sup>31</sup> University of Regina, *UR Guarantee*.



## Chapter 3

# The University as an Economic Engine

### Chapter Summary

- The University of Regina and its federated colleges act as an economic engine for the province. In 2010–11, their spending generated a total provincial GDP impact of approximately \$291 million and an aggregate national impact of \$319.1 million.
- The University is a major employer and retailer. In 2010–11, it supported 4,550 jobs and generated \$37.6 million in payroll taxes, \$737,000 in GST, and \$2.5 million in PST.
- The University attracts wealth from outside Saskatchewan and Regina. In 2010–11, foreign and out-of-province Canadian students spent almost \$30 million. Saskatchewan students from outside of Regina spent over \$47 million, bringing the total incremental spending in Regina to over \$77 million per year.

The University of Regina is a major institution in Saskatchewan. The next three chapters focus specifically on the University as an *economic* engine.

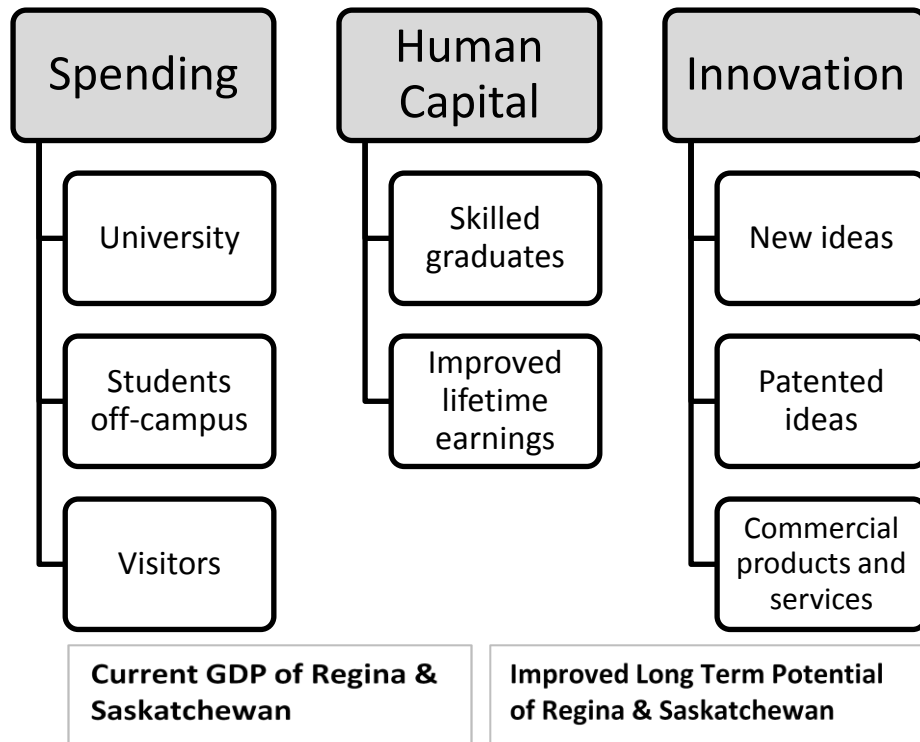
The University drives economic activity through three mechanisms. (See Exhibit 2.)

1. *Spending*. The University, as an enterprise, draws revenue from various sources (e.g., tuition, research grants, and teaching grants). It then incurs operational expenses (mostly in the form of wages, salaries, and benefits). This direct spending then flows into the economy as, for example, faculty and staff pay their day-to-day living expenses. The University also generates off-campus spending that is incremental to its direct spending. The vast majority of students live off-campus and spend most of their money in Regina. Finally, the University attracts visitors as a further source of spending. All this spending is directly attributable to the existence of the University (Chapter 3).
2. *Human capital development*. By transforming its students, the University enhances its spending contribution to the economy. This transformation results in higher lifetime earnings for graduates of the University and greater economic prospects for the province (Chapter 4).
3. *Innovation capital*. Through its research mandate, the University develops ideas that potentially could be commercialized (Chapter 5).

Where possible, this report provides specific estimates of each of these economic impacts. Estimation ease and reliability declines as analysis moves from current spending impacts through to innovation capital impacts. Current spending is immediate, based on reliable data, and amenable to well-developed estimation techniques. However, the impact of human and innovation capital tends to be less certain as it is based on longer-term dynamics in the labour market and the overall economy.

**Exhibit 2**

## Gauging the Economic Impacts of the University of Regina



Source: The Conference Board of Canada.

The analysis distinguishes between incremental (as opposed to gross) impact and the economic impacts to Regina versus the Province of Saskatchewan. Incremental impacts focus on those impacts that can be directly attributable to the University. For instance, people from Regina who choose to attend University of Regina would likely continue to spend in Regina even if the university did not exist. However, out-of-city and out-of-province students and visitors are more likely to be attracted specifically by the University. Therefore, their spending is fully attributable to the University and incremental to local and provincial spending.

As the University is based in Regina, most of the spending impacts are initially focused on the Regina metropolitan area. However, once graduates leave the University and innovations move into the marketplace, the impact stretches well beyond the borders of Regina. More importantly, although current spending drives economic activity, the University's human capital development and innovation also raise the potential output of Saskatchewan. This longer-term impact is cumulative over time and therefore can easily exceed the current spending impacts.

### The University as an Economic Enterprise

The University of Regina is, first and foremost, an institution of higher education. Nevertheless, it is also a fully functional economic enterprise—buying products and services, paying salaries, servicing loans, and conducting other commercial activities. As such, it has an appreciable impact

on the economies of Regina and Saskatchewan, and the national economy. The University’s own expenditures drive a major component of the impact. Other impacts occur through additional expenditures by students and visitors that can be attributed to their attraction to the University.

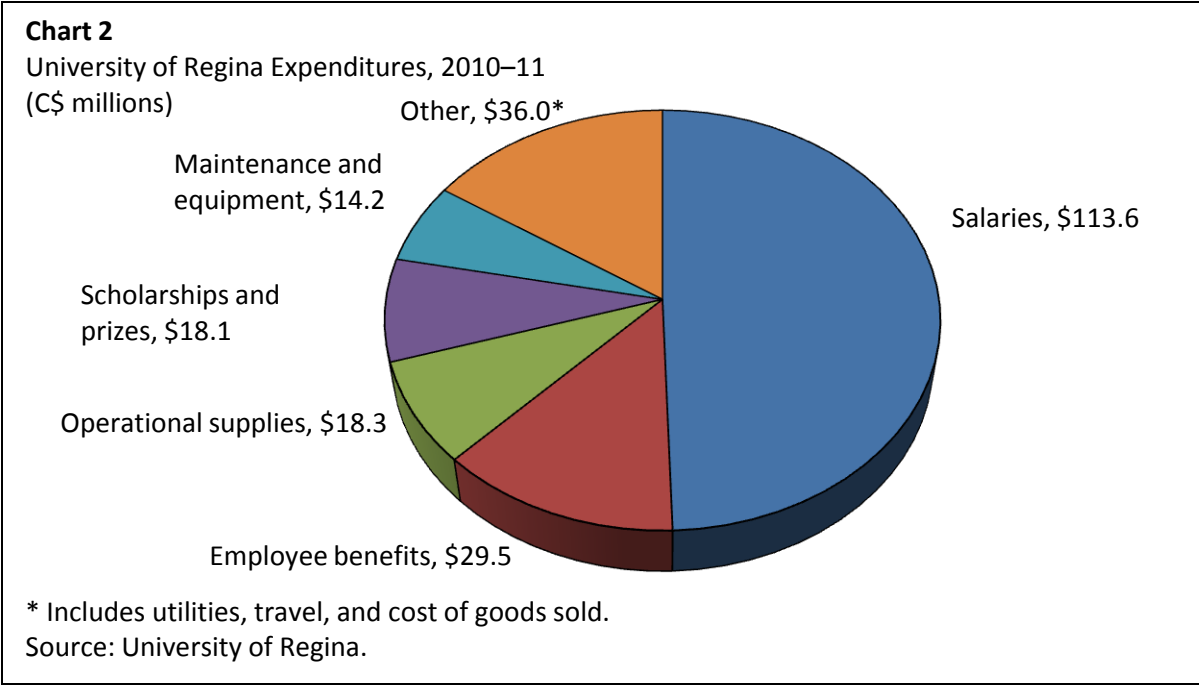
A standard way of assessing these impacts is through a technique called input-output (I/O) analysis. An I/O analysis determines the economic impact of expenditures through the economy. This generates two types of effects that are attributable to the University of Regina:

- 1. *First round effect:* This measures the immediate economic impacts from the salaries of University staff and their associated spending. Given primary interest in the effects within Saskatchewan and, specifically, Regina, it nets out the spending that is allocated to imports (spending that accrues to other provinces or other countries, such as through the purchase of products like iPads); and
- 2. *Second round effect:* This measures the second round of spending that occurs when the recipients of the first round of spending (e.g., local service providers) proceed to spend the income earned during the first round of spending.

These two effects lead to higher levels of economic output (both locally and provincially), which are larger than the University’s spending alone. The ratio of the final impact on GDP over the initial spending is called a “multiplier.”

**Impacts Associated With University Spending**

In 2010–11, the University expenditures totalled \$230 million. Salaries and benefits comprised about 62 per cent. (See Chart 2.) The federated colleges spent an additional \$33.4 million.



In 2010–11, the University's spending had a total *provincial* GDP, or value-added, impact of almost \$254 million.<sup>32</sup> When the federated colleges are included, the impact increases to approximately \$291 million. (See Table 1.)<sup>33</sup>

**Table 1**

How University Spending Affects Gross Domestic Product, 2010–11  
(C\$ 000s)

	University of Regina	Federated Colleges	University and Federated Colleges
<b>Gross First Round Spending</b>	<b>\$ 229,643</b>	<b>\$ 33,400</b>	<b>\$ 263,043</b>
Fewer international imports	\$ -12,757	\$ -1,855	\$ -14,612
Fewer "imports from other provinces"	\$ -18,132	\$ -2,637	\$ -20,769
Fewer inventories and other "leakage"	\$ -471	\$ -69	\$ -540
Plus interprovincial "exports"	\$ 190	\$ 28	\$ 218
<b>First Round Impact on GDP</b>	<b>\$ 198,473</b>	<b>\$ 28,867</b>	<b>\$ 227,340</b>
<b>Second Round Impact on GDP</b>	<b>\$ 254,030</b>	<b>\$ 37,074</b>	<b>\$ 291,104</b>

Source: Statistics Canada; The Conference Board of Canada.

Although most of the University's spending occurs within Saskatchewan, spending also has an effect in other provinces. At an aggregated *national* level, the University of Regina generated an economic impact of \$307.7 million. When the spending of the University's three federated colleges is added, the impact rises to a total of \$319.1 million, with Alberta and Ontario receiving more than two-thirds of the economic benefits that flow to other provinces.

The City of Regina benefits from nearly all of the direct spending. In 2010–11, the University's direct spending amounted to \$175 million, increasing to \$200.3 million with the federated colleges.

## Employment and Income

The University currently employs some 3,919 people—including 410 full-time faculty, over 1,250 permanent staff, 1,350 part-time staff, as well as students and various other workers. Many of these jobs fluctuate only marginally with changes in the economy, thus lending stability to the local economy. As an employer, the University is comparable in size to Cameco or SaskPower. Salaries consume about half of the University's expenditures, or \$114 million in 2010–11. An additional 13 per cent of expenditures go to employee benefits.

The University's activities also support many additional jobs in the broader economy. In 2010–11, the University of Regina, in combination with its federated colleges, supported the equivalent of 970 off-campus, full-time jobs in Saskatchewan. Jobs that are typically local in nature, such as construction and retail, are primarily contained within the City of Regina. Jobs that require inputs

<sup>32</sup> Figures associated with Statistics Canada's Input-Output Model are in 2002 constant dollars.

<sup>33</sup> To calculate these impacts, the Conference Board used Statistics Canada's Input-Output (I/O) model.

from other sectors, such as manufacturing, are spread across the province. The University further stimulated an additional 570 jobs outside of Saskatchewan. In total, the 2010–11 wages and salaries from the University's activities totalled approximately \$148.6 million, with over \$70 million in additional wages and salaries created through second round spending.

The University remits payroll taxes amounting to \$37.6 million per annum (through income, Employment Insurance and the Canada Pension Plan). As the University is a retailer, it also remits PST, amounting to \$360,000 per annum. In addition, it generates \$737,000 in GST. The University also pays about \$2.5 million in PST directly and a net \$600,000 in GST.

### Impacts From Off-Campus Spending

University expenditures already capture on-campus spending by students (they are part of the income base for the expenditure). But students also spend money off-campus in various ways. According to data from the University of Regina, over 93 per cent of students do not live on campus; therefore, their day-to-day living expenses do not form part of the University's income base. Indeed, the majority of student spending occurs off-campus.

The Conference Board conducted a survey of currently registered University students in January, 2012, receiving 1,126 complete and 352 incomplete responses,<sup>34</sup> which represents approximately 12 per cent of the total student population. Eighty-four per cent of the respondents were undergraduates and 16 per cent were graduate students. The survey results yield insights into how students spend their money (see Table 2) and the benefits this spending provides to the economy.

**Table 2**

Average Off-Campus Spending, Per Student Per Month  
(C\$)

	C\$
Rent/accommodation	617.02
Utilities/household bills	176.55
Food/groceries	258.85
Electronics	58.27
Transportation/gas/parking	162.03
Clothing/accessories	80.93
Entertainment	68.10
Extracurricular	57.00
Other	142.99
<b>Total Monthly Expenditures</b>	<b>\$1,621.73</b>

Source: The Conference Board of Canada.

At this juncture, the analysis involves calculating the *incremental* impacts of students that are attracted to the University from other areas who would not otherwise spend money in the City of

<sup>34</sup> With one or more questions left unanswered.

Regina or the Province of Saskatchewan. The calculations take into account year-round graduate students (full year) and two-term (8 month) undergraduates.

According to the University of Regina, 51 per cent of the total student body originates from outside Regina. Based on other data provided by the University, it is possible to calculate a profile by residence status and origin. (See Table 3.) We combine tables 1 and 2 to estimate total incremental spending for the City of Regina and the Province of Saskatchewan. (See Table 4.)

**Table 3**  
Students by Residency Status

ORIGIN	LIVING IN RESIDENCE	GRADUATE STUDENTS	UNDER-GRADUATE STUDENTS	ALL STUDENTS
From outside of Saskatchewan	Not living in residence	687	1,255	1,942
	Living in residence	54	275	329
	<b>Total</b>	<b>741</b>	<b>1,530</b>	<b>2,271</b>
From Saskatchewan, outside of Regina	Not living in residence	130	3,461	3,591
	Living in residence	1	541	542
	<b>Total</b>	<b>131</b>	<b>4,002</b>	<b>4,133</b>
From Regina*	Not living in residence	<b>907</b>	<b>5,758</b>	<b>6,665</b>
	Living in residence	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total</b>	<b>907</b>	<b>5,758</b>	<b>6,665</b>
All students	Not living in residence	1,724	10,474	12,198
	Living in residence	55	816	871
	<b>Total</b>	<b>1,779</b>	<b>11,290</b>	<b>13,069</b>

\* Estimated based on University of Regina data; assumes no Regina-based students in residence.

Sources: University of Regina; The Conference Board of Canada.

**Table 4**  
Estimates of Incremental Spending Per Year  
(C\$)

	Graduate Students	Undergraduate Students	All Students
From outside of Saskatchewan	\$ 13,369,542	\$ 16,282,169	\$ 29,651,711
From Saskatchewan, outside of Regina	\$ 2,524,255	\$ 44,903,758	\$ 47,428,013
<b>Total</b>	<b>\$ 15,893,797</b>	<b>\$ 61,185,927</b>	<b>\$ 77,079,724</b>

Source: The Conference Board of Canada.

Saskatchewan attracts almost \$30 million in foreign and Canadian student spending from outside the province. In addition to this spending, Regina benefits from over \$47 million in spending by Saskatchewan students from outside of the City of Regina. As all of this spending is focused on Regina—the total incremental spending accumulating to Regina is over \$77 million per year. This is in addition to the spending by the University.

As this spending is focused on local goods and services, there is likely a high correlation between direct incremental spending and GDP impacts within the province and Regina. Based on Statistics Canada data, we estimate an import component (from outside of Saskatchewan) of 13 per cent and a multiplier on the Saskatchewan component of 1.11. Table 5 summarizes the first and second round GDP impacts.

**Table 5**

Estimations of Incremental Off-Campus Spending  
(C\$)

	Spending	Round One GDP	Round Two GDP
To Saskatchewan from outside of Saskatchewan	\$ 29,651,711	\$ 25,796,989	\$ 32,616,882
To Regina from outside of Regina	\$ 77,079,724	\$ 67,059,360	\$ 84,787,697

Source: The Conference Board of Canada.

### The Economic Impact of International Students

According to the *Economic Impact of International Education in Canada* report, commissioned by Foreign Affairs and International Trade Canada, international students spent over \$6.5 billion on tuition, accommodation, and discretionary spending in Canada in 2008. These students generated over \$291 million in government revenue and created over 83,000 jobs. An additional 178,227 long-term international students generated over \$5.5 billion across the country the same year, supporting 64,940 labour market jobs. Students from China and South Korea accounted for almost 40 per cent of this revenue. International students taking short-term language training programs contributed an additional \$746 million to Canada's economy, generating \$509 million in GDP, \$36 million in government revenue, and 13,210 jobs. Additional tourism-related activities involving international students, their families, and friends, generated approximately \$285 million.<sup>35</sup>

*Overall, the total amount that international students spend in Canada (\$6.5 billion) is greater than our export of coniferous lumber (\$5.1 billion), and even greater than our export of coal (\$6.07 billion) to all other countries.*<sup>36</sup>

– Roslyn Kunin & Associates, Inc.

In Saskatchewan in 2008, International Education Services accounted for \$99.7 million in total expenditures, \$70.9 million in GDP, and \$4.6 million in government revenue, in addition to creating 1,260 jobs. About 71 per cent of all foreign students in the Province of Saskatchewan came to study in University programs. Of the 2,604 international university students in Saskatchewan in 2008, 814 enrolled at the University of Regina and its federated colleges.<sup>37</sup> This suggests that, in 2008, foreign students at the University of Regina and its federated colleges may have accounted for as much as \$20 million in spending, \$15 million in GDP and over \$1 million in government revenue annually (which includes both on-campus and off-campus spending).

<sup>35</sup> Roslyn Kunin & Associates, Inc., *Economic Impact of International Education in Canada*.

<sup>36</sup> Ibid.

<sup>37</sup> University of Regina, *Enrolments of Total and International Students by Faculty 2005-2010 (fall term)*.

The same year, foreign university students studying in Saskatchewan spent \$76.5 million on their education, an average of \$10,842 on accommodation and food, and an additional \$400 on transportation. Short-term international language students generated an additional \$13.5 million in total expenditures, generating \$7.2 million in GDP, \$583,900 in government revenue, and 220 jobs. The direct economic impact of tourism activities generated by international students, their families, and friends generated an additional \$5.2 million in spending, \$2.4 million in GDP, \$148,700 in government revenue, and 90 jobs.<sup>38</sup>

*International students provide a significant boost to Canada's economy. Their presence helps create thousands of jobs and generates billions in revenue. Our government will continue its efforts to promote Canada as the destination of choice for international students by enhancing outreach efforts... around the world.*<sup>39</sup>

– Stockwell Day, Former Minister of  
International Trade and Minister for the  
Asia-Pacific Gateway

## Out-of-Province Visitor Spending

Out-of-province visitors to the University of Regina are another important source of economic impact. About 65 per cent of students received visits from family and friends in 2010. Some 17 per cent of these visitors came from outside Saskatchewan, including almost six per cent from overseas. On average, two to three individuals came with each visit. Out-of-province visitors spent an estimated \$6.19 million in 2010, a significant contribution to the local economy. In 2010, the University received an estimated 830 in-province and 1,250 out-of-province conference visitors. Out-of-province visitors spent an estimated \$1.6 million.

In 2010, the spring and fall convocations had a total attendance of close to 2,250 individuals and the City of Regina benefits from the influx of individuals that originate from outside the province. Many require accommodation, purchase souvenirs, and eat at restaurants. Although smaller in number, families of graduating students from outside the province spend an even greater amount of money than do provincial residents. According to 2010 estimates, out-of-province friends and families who attended convocations spent a total of over \$616,000.

In 2010, over 1,700 individual high school students, family members, and participants in school groups took campus tours. Approximately 6 per cent of these visitors came from outside Saskatchewan and they spent approximately \$50,000. This number is expected to increase by 20 per cent in 2011 given additional recruitment efforts and expansion of on-campus tour programs.

Visitors are most often family and friends of faculty, staff, and students: they include conference attendees, convocation guests, and those arriving for campus tours.<sup>40</sup> In 2010, these visitors injected around \$8.4 million in spending into the economy. Following a similar approach to the

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<sup>38</sup> Roslyn Kunin & Associates, Inc., *Economic Impact of International Education in Canada*.

<sup>39</sup> Foreign Affairs and International Trade Canada, *International Students Contribute Over \$6.5 Billion to Canadian Economy*.

<sup>40</sup> Excluded are visitors for sports competitions, homecoming, and campus events.



estimate of indirect and induced impact, indirect and induced effects total over \$12.6 million per year—most of which centres on Regina. (See Table 6.)

**Table 6**  
Out-of-Province Spending and GDP Impacts  
(C\$ 000s)

Source of Spending		Impact on GDP	
Visits from family/friends	\$ 6,190	Round 1	\$ 7,325
Conference attendance	\$ 1,560	Round 2	\$ 8,131
Convocation attendance	\$ 620		
Campus tours	\$ 50		
<b>Total</b>	<b>\$ 8,420</b>		

Source: The Conference Board of Canada.

### Current Spending Impact

One approach to determining the economic impact of the University of Regina is to track the spending related to the University as an enterprise, the off-campus spin-off spending by students, and the spending by out-of-province visitors.

Table 7 tabulates these impacts for both the Province of Saskatchewan and the City of Regina. The GDP impact total is in excess of \$300 million per year in both cases. However, the major impact occurs in the City of Regina, which can ascribe 4 per cent of its total GDP to the University of Regina. This is because the incremental spending to the city includes students who attend the institution from other parts of Saskatchewan that are not incremental to the province.

**Table 7**  
Economic Impact of the University Through Spending  
(C\$ millions)

Total Spending	\$
University/federated college spending	291.1
Incremental off-campus spending from outside Regina	84.8
Incremental spending from outside Saskatchewan	32.6
Incremental out-of-province visitor spending	8.1
Impact Through Spending	\$
The City of Regina’s nominal GDP in 2011	10,623.1
<b>The U of R’s impact as a share of Regina's GDP (per cent)</b>	<b>4</b>
<b>Total GDP impact on the City of Regina</b>	<b>384.0</b>
<b>Total GDP impact on the Province of Saskatchewan</b>	<b>331.9</b>
<b>Total GDP Impact on Canada</b>	<b>319.1</b>

Source: The Conference Board of Canada.

## **Conclusion**

The University of Regina has a major impact on Saskatchewan's economy through its day-to-day operations as a functioning economic enterprise. This impact is felt through a wide range of expenditures, most notably, by paying salaries and procuring supplies in the form of consumable goods and services. The University also attracts students and visitors to Regina who spend significant amounts on items ranging from food to hotel rooms to bus passes to entertainment. In 2010–11, institutional, student, and visitor spending together generated over \$331.8 million in total GDP for the Province of Saskatchewan and \$384 million for the City of Regina, which accounted for 4 per cent of the city's total GDP. If the University grows in size—meaning more students, staff, and faculty—these impacts will also grow. The University's economic footprint will be larger, students will spend more money in aggregate, and more visitors to the University will lead to tourism increases.

## Chapter 4

# The Economic Benefits of Educating Skilled Graduates to Meet Saskatchewan's Needs

### Chapter Summary

- The University of Regina is responding to labour market shortages by producing a pipeline of highly skilled graduates and adapting its programs to meet projected needs.
- The University's Saskatchewan-based graduates will earn over \$2 billion more than those without degrees, generating an additional \$262 million in revenue for the province.
- The University can help the province meet labour demands by more aggressively targeting specific populations, such as Aboriginals, newcomers, and world-class researchers.

### Meeting Saskatchewan's Need for Skilled Graduates

The University of Regina produces a steady stream of skilled graduates. Even as more of these graduates choose to remain in the province after graduation and fulfill roles in Saskatchewan's workforce, labour and skills shortages are acute in key sectors and projected to worsen. The University of Regina must be a central part of the strategy to address the situation.

### Saskatchewan's Demand for University Graduates

Determining Saskatchewan's future demand for university graduates is an art, not a science. Many factors shape which jobs become available in Saskatchewan at any given time and which skills they require, including:

- the state of the global economy;
- prices of Saskatchewan's commodities;
- firm-level decision-making;
- government policies and programs; and
- individual choices that young people make.

Demographics also shape labour market conditions, and like many other industrialized economies, Saskatchewan faces a wave of baby boomer retirements.

A recent labour market commission estimated an annual need for 10,000 additional workers.<sup>41</sup> The provincial government estimates that between 75,000 and 90,000 *skilled* workers will be required over the next five to seven years.<sup>42</sup> Skill shortage projections range across a variety of sectors—including health, oil and gas, mining, and the trades. Employment opportunities are ample for workers in transportation, sales and services, business, finance, and administration. By

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<sup>41</sup> The Saskatchewan Labour Market Commission, "Right People, Right Places, Right Time: Saskatchewan's Labour Market Strategy."

<sup>42</sup> Government of Saskatchewan, *Investing in the Future Workforce of Saskatchewan*.

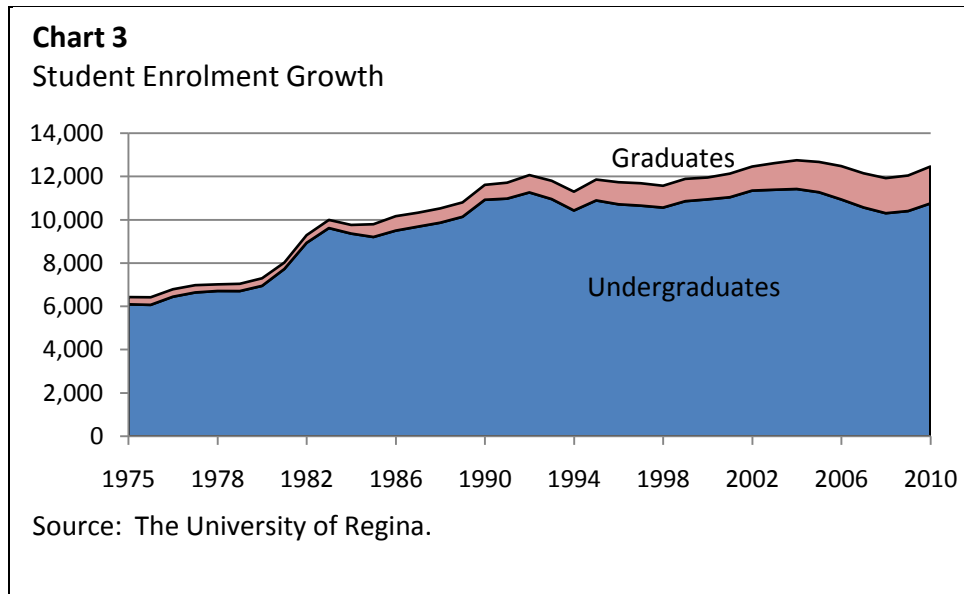
contrast, projections for art, culture, and sports-related occupations show almost no gains in the coming years.<sup>43</sup>

**The University’s Talent Supply**

In fiscal year 2011–12, the University of Regina graduated more than 2,232 individuals; over 15 per cent of these students gained graduate degrees. The figures include 32 PhDs,<sup>44</sup> a strong showing for a mid-sized university. But the numbers need to be bigger.

As shown above, in the short-to-medium term, there is robust demand for graduates in much higher absolute numbers as well as in specific fields. Employers will call upon both of Saskatchewan’s major universities to produce greater quantities of the skilled talent they require. The universities will need to coordinate their efforts to optimize strategic results for the province. The University of Regina, for example, is well positioned to supply talent in specific sectors like clean energy, policing, environment and health sciences, and public policy. It can and should compete for elite positioning in selected areas, and grow these areas aggressively.

Yet, the University of Regina does not have recent experience with rapid growth, nor will it occur without significant investment from the provincial government. In absolute numbers, the University has grown at an average rate of about 2 per cent per year since 1975. In the early 1980s, student enrolment grew rapidly (see Chart 3). Enrolment continued to grow modestly until around 1992. Since then, enrolment levels have remained rather flat. Over the past 15 years, the University’s student population has increased by only 1,000 students in total.



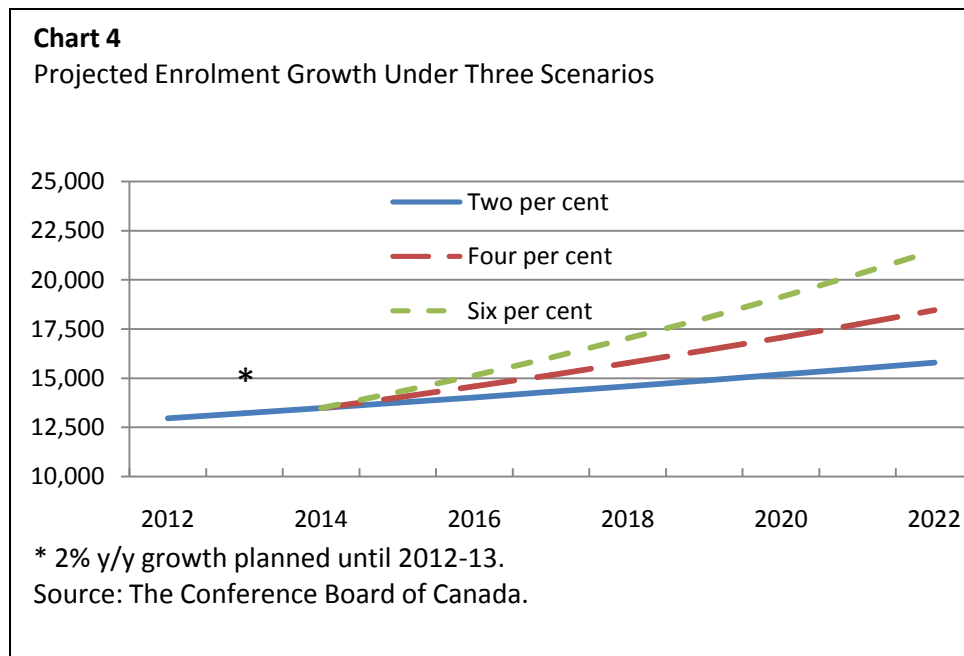
Currently, a 2 per cent increase in enrolment is the approved target for 2012–13.<sup>45</sup> A 2 per cent annual rate of increase for the next decade would represent a very modest contribution in filling

<sup>43</sup> Saskatchewan Ministry of Advanced Education, Employment and Immigration. “Occupational Employment Outlook, 2009–2014.”

<sup>44</sup> University of Regina, Convocants at University of Regina, as of Oct. 17 2011.

projected demand. Steeper increases in enrolment should be considered, and the provincial government should plan for substantial funding.

Annual 2 per cent increases would raise enrolment to 15,500 by 2022. (See Chart 4.) An aggressive annual growth rate of 6 per cent would bring enrolment to 21,500 students within 10 years. Numbers in this range would make a more substantial contribution to filling Saskatchewan's skills gap with homegrown talent—including the province's Aboriginal youth.



Increasing growth rates would mean significant infrastructure and funding challenges. Yet the rationale for rising to the challenge is overwhelming. As Chapter 2 of this report shows, the University of Regina is ready, willing, and able. As Chapter 3 shows, with more to follow below, the economic investment yields a positive return. As this chapter demonstrates, provincial demand for the University's graduates is enormous. Add to this, the imperative to create more opportunities for First Nations and Métis youth to enjoy the benefits of higher education. And, the investment in Saskatchewan's future skilled workers is essential to fulfill the economic potential of Saskatchewan's many firms, large and small.

*If Saskatchewan gets its human capital strategy right, the opportunities are limitless.*

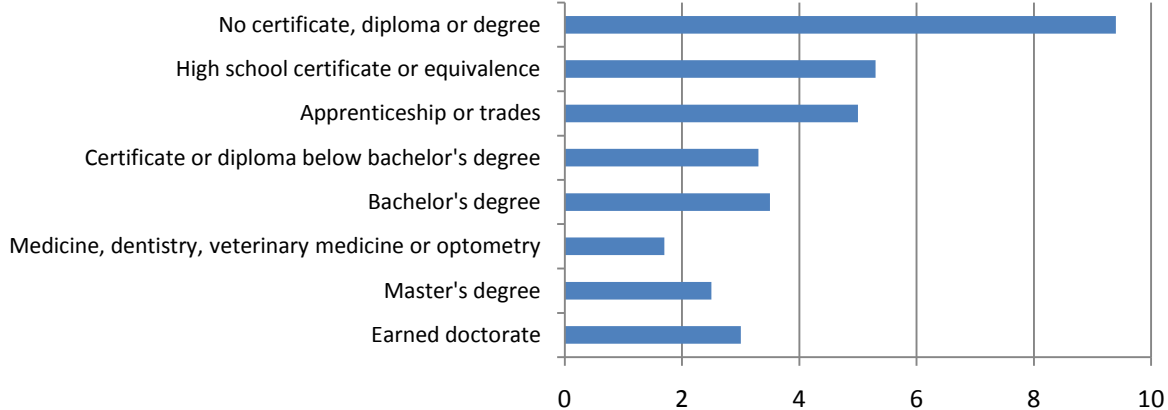
– Glen Hodgson, Senior Vice-President and Chief Economist, The Conference Board of Canada

<sup>45</sup> Saweczko, interview.

## Developing Human Capital Is Good for the Economy

On average, university graduates earn higher incomes than those without university degrees. Higher incomes benefit the individuals themselves, their family members, and both the City of Regina and the Province of Saskatchewan. In 2005, male and female graduates in Canada earned an estimated 45 per cent and 60 per cent more than high school graduates did.<sup>46</sup> In dollar terms, the average Saskatchewan resident with a university degree earned about \$27,600 more in 2005 than did an individual with certificates and diplomas below the bachelor's level.<sup>47</sup> The difference in income between university and high school graduates grew by 13 per cent and 11 per cent for males and females between 1980 and 2005.<sup>48</sup> The higher incomes that students will generate over the course of their lifetimes make the foregone earnings<sup>49</sup> and time invested in school worthwhile.<sup>50, 51</sup> (See Chart 5.)

**Chart 5**  
Regina's Unemployment Rate<sup>1</sup> by Select Educational Attainment, 2006 Census  
(per cent)



<sup>1</sup> Proportion of labour force age 15+ who did not find a job.

Source: Statistics Canada 2006 Census.

## Estimating the Economic Impact of Graduates

The economic impact of graduates is substantial—for the individuals themselves and for the government. Calculating estimates involves considering the average working life of an individual (40 years) and the average expected additional income derived yearly from a university degree

<sup>46</sup> Boothby and Drewes, *The Payoff: Returns to University, College and Trades Education in Canada, 1980 to 2005*.

<sup>47</sup> Statistics Canada, *Average Earnings of the Population 15 Years and Over by Highest Level of Schooling, by Province and Territory (2006 Census)*.

<sup>48</sup> Boothby and Drewes, *The Payoff: Returns to University, College and Trades Education in Canada, 1980 to 2005*.

<sup>49</sup> Specifically for some jobs in resource industries that can initially provide higher wages without post-secondary education.

<sup>50</sup> Boothby and Drewes, *The Payoff: Returns to University, College and Trades Education in Canada, 1980 to 2005*.

<sup>51</sup> These rates of return can vary depending on both academic discipline and how students fund their degrees. For example, loan repayments and interest can diminish returns for students who borrow money to pay for their education.

(\$27,600, as indicated above). It amounts to over \$1.1 million in extra income to an individual over the course of his or her working years.

It is also possible to generate estimates of economic impact at the provincial level. Based on approximately 1,826 graduates of the University in 2011–12 who are from Saskatchewan, and assuming no change in that number over the next 40 years, the University will turn 73,040 Saskatchewanians into graduates that can be reasonably expected to stay in the province over that timeframe. Alternatively, if every graduate were to stay, and again using the 2011–12 number of 2,232, then the figure jumps to 89,280. Using a figure of 3,000 graduates to represent a scenario of more robust growth, the number becomes 120,000. Table 8 shows how these three scenarios for annual graduation numbers figure in terms of additional lifetime earnings (in constant dollars) above what would be the case without a university degree—which is a measure of their contribution to the productive capacity of the economy. It also shows the provincial gain in additional revenue through these graduates over their working lives.

**Table 8**

Potential Impacts on Potential Output—The University as a Human Capital Developer

University of Regina graduates from Saskatchewan (estimated, 2011–12)	1,826
University of Regina graduates (total, 2011–12)	2,232
University of Regina graduates (selected yearly average— aggressive scenario)	3,000
Number of graduates over 40 years	
...at 1,826 graduates per year	73,040
...at 2,232 graduates per year	89,280
...at 3,000 graduates per year	120,000
Incremental annual income from university degree	\$27,600
Working life	40 years
Lifetime earnings increase from university degree (constant dollars)	\$1,104,000
Potential increase in productive capacity (40 years; constant dollars)	
...at 1,826 graduates per year	\$2,015,904,000
...at 2,232 graduates per year	\$2,464,128,000
...at 3,000 graduates per year	\$3,312,000,000
Provincial marginal tax rate	13%
Provincial income tax yield (constant dollars)	
...at 1,826 graduates per year	\$262,067,520
...at 2,232 graduates per year	\$320,336,640
...at 3,000 graduates per year	\$430,560,000

Source: The Conference Board of Canada.

At the low end, 73,040 graduates would earn over \$2 billion (constant dollars) more during that time than those without degrees, and the provincial government would gain over \$262 million in additional revenue through these graduates over their working lives. In the middle, but still conservative, scenario that assumes no growth in the number of graduates but full retention of them in the province, 89,280 graduates would earn about \$2.5 billion more and the provincial government would gain \$320 million in additional revenue. In a more aggressive scenario,

120,000 graduates would earn \$3.3 billion more and the provincial government would gain \$430 million in additional revenue.

*University graduates make up only 24 per cent of the Canadian population, yet they contribute to over 40 per cent of tax revenues.*<sup>52</sup>

– Association of Universities and Colleges of Canada

## **Beyond the Economic Impact—Immeasurable Societal Good**

Investments in education have direct returns—through increased knowledge and skills—as well as indirect returns for people and organizations, including those only remotely associated with the initial investment. Graduates apply new knowledge and skills in ways that benefit their own well-being and the prosperity of their families, friends, employers, and communities. Graduates take leadership positions that affect large numbers of people.

The leadership influence that universities and their graduates exert has impact on the communities in which they locate. Interestingly, research shows that small and medium-sized cities realize greater effects from their local universities than large cities.<sup>53</sup>

A university education has many other intangible benefits too. For example, better educated individuals tend to be healthier, which translates to lower health care costs for individuals, employers, provincial health systems, and various government-funded social safety nets like workers compensation, Employment Insurance, mental health programs, and drug rehabilitation programs. Moreover, the benefits of a good education tend to be cyclical. Well-educated parents expect comparable or better educational attainment of their children and grandchildren.

In Saskatchewan, immeasurable societal good will come from investments in higher education for First Nations and Métis people, as well as for other disenfranchised groups such as refugees who are settled in the province. Whether it is the social and economic elevation of a community, or the single instance of an individual making a mark on the world, the value that an education offers is often very difficult to measure but easy to source to a specific opportunity afforded by the education. Underestimating these elements of investment decisions is to court misfortune.

## **Means for Increasing Student Enrolment to Meet Demand**

Individuals aspiring to higher education have many choices. They have access to information about universities all over the world, and all kinds of institutions are targeting their interest. The provincial government, the municipal government, and the University itself will all need to adopt strategic methods to cultivate a strong pipeline of future students. This report suggests just a few.

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<sup>52</sup> Association of Universities and Colleges of Canada, *The Value of a University Degree*.

<sup>53</sup> Goldstein and Drucker, "The Economic Development Impacts of Universities on Regions: Do Size and Distance Matter?" 22–43.



### **By Teaching Skills and Developing Knowledge Relevant to Employers**

Many jobs in Saskatchewan require advanced skills in engineering, biochemistry, information technology, and other sciences. The University needs to be nimble and astute in responding. Redirecting student choices and adjusting programming can meet some of the demand, and the University has made alignment with employer needs a priority. For example, it has increased capacity in applied sciences, such as petroleum engineering.<sup>54</sup> Co-op programs enable students to gain practical engineering work experience in government and the private sector.<sup>55</sup>

### **By Offering Innovative Approaches to Learning**

The University of Regina can attract more interest in areas of strategic need through, for example, innovative classrooms, use of digital media, expansion of co-op placements, and international exchanges that will appeal to first-time university students. Flexibility in programming could also be used to attract more non-traditional students, whether they are graduate students, mature students, or students working part- or full-time.

### **By Engaging Target Populations—Especially Aboriginal Youth**

Perhaps the most significant and challenging avenue to meeting the province's skills requirements is radically improving the educational outcomes of Saskatchewan's youthful Aboriginal population. The Aboriginal youth population in Saskatchewan is the fastest growing population in both the province and Canada. Success here could have a huge positive impact on Saskatchewan's economic surge. There are many reasons for optimism. Aboriginal communities in Saskatchewan are eager to make progress. Employers are equally eager to put individuals to work. Successful engagement by First Nations and Métis peoples in the labour market is a winning proposition from every angle of analysis.

However, there are challenges. Although Aboriginal youth are starting to achieve better educational outcomes, their graduation rates are well behind those for non-Aboriginal youth. Closing this gap will require new strategies and additional investments. The effort must begin early in the educational process. Closer linkages with feeder schools could help.<sup>56</sup>

### **By Attracting World-Class Faculty and Researchers**

The attraction of world-class faculty and researchers, particularly those working in the University's current or emerging fields of excellence, acts as a magnet for clusters of students interested in these same areas. Top researchers are also successful in attracting substantial grant funding, which stimulates additional opportunities for student engagement in relevant knowledge and skill development.

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<sup>54</sup> Hays, "In Oil Boom, Petroleum Engineers the Hottest Commodity."

<sup>55</sup> University of Regina, *Co-Operative Education*.

<sup>56</sup> For innovative examples of how the University of Regina is strengthening its connection with Aboriginal high school and elementary school students, see Charity Marsh's Scott Collegiate hip-hop program (discussed in Chapter 6) and the kâspohtamâtôtân mentorship program (discussed in Case Study 3: Creating a Hub of Health Innovation).

### **By Welcoming and Integrating Saskatchewan's Newcomers**

Immigrants are arriving in Saskatchewan in record numbers. In the first quarter of 2012, Statistics Canada reported a net increase of 3,436 international migrants moving to the province. Using the University to welcome and engage these newcomers is a winning strategy. They have the strong drive to succeed. They deeply value education. Moreover, they are quick to establish a lasting commitment to those who help them restart their lives. Newcomers have inherent innovation skills by virtue of their knowledge of different ways. Their knowledge of languages, familiarity with different cultures, and networks in foreign markets are valuable to Saskatchewan's producers of goods for export.

Many newcomers struggle to acquire the language skills and Canadian work experience that help establish them on the path to success. The University can realize economic gains—for these newcomers, for the province, and for the University itself—by reaching out to newcomers and engaging them in higher numbers.

### **By Increasing the Numbers of International Students**

Increasing the numbers of international students is another important element of a growth strategy. Canada has opened attractive pathways for international students—facilitating options for them to stay and work in Canada after graduation. For employers, this means more graduates who are acclimatized to Saskatchewan prior to joining the workforce. The provincial government, too, stands to realize significant economic gains stemming from international students who opt to stay.

### **By Competing on Price**

University students, and their parents, are often sensitive to price. Choosing between similar options of comparable quality available at different institutions, factors such as tuition levels and the cost of living can be the primary driver in decision-making. Successful attraction of large numbers of students from outside of Regina involves ensuring the University remains price competitive and that there is a healthy supply of affordable student housing.

### **Conclusion**

Saskatchewan's economic surge is resulting in job creation and heightened demand for skilled workers. The University of Regina is a valuable producer of these workers—a human capital engine room. Operating at current capacity, the University is making a solid contribution. Given its capacity to drive economic benefit to the City and province while reliably producing such a valuable commodity in its skilled graduates, the University is arguably underutilized. A strategy to grow the University would help resolve current and projected skills shortages while also yielding heightened economic impact for Regina and the province.

## Chapter 5

# The University as a Driver of Knowledge and Innovation

### Chapter Summary

- The University of Regina received almost \$24 million in research grants in 2010–11.
- The University holds over 90 patents and its 136 partnership agreements in energy research alone generated almost \$32 million between 2001 and 2009.
- The University's research park generated \$290 million in economic activity for the City of Regina and \$375 million for Saskatchewan in 2011.

### A Centre of Learning and Discovery

This chapter investigates the University's role and impact as a centre of learning, discovery, and knowledge creation. Certain aspects of the University's research centres and institutes have quantifiable impacts. For example, in 2010–11, the University of Regina received almost \$24 million in research grants. Grant funding supports 18 research institutes and 50 laboratories, operating in fields ranging from particle physics to sound and speech recognition modelling.<sup>57</sup>

#### The University's Research Centres and Institutes

- Canadian Plains Research Center
- Centre canadien de recherche sur les francophonies en milieu minoritaire
- Centre for International Education and Training
- Centre on Aging and Health
- Community Research Unit
- Dr. Paul Schwann Applied Health and Research Centre
- Humanities Research Institute
- Indigenous Peoples' Health Research Centre
- Institute for Energy, Environment and Sustainable Communities
- Johnson-Shoyama Graduate School of Public Policy, Outreach & Training
- Prairie Adaptation Research Collaborative
- Prairie Particle Physics Institute
- Research and Education for Solutions to Violence and Abuse
- Saskatchewan Instructional Development and Research Unit
- Saskatchewan Justice Institute
- Saskatchewan Population Health and Evaluation Research Unit
- Social Policy Research Unit
- Survey Research Unit

Less quantifiable are the myriad ways in which these centres and institutes have influenced events, contributed new ideas, and engaged stakeholders in the issues of importance to the province.

<sup>57</sup> University of Regina, *University of Regina 2010–2011 Annual Report*.

The development of the University's research institutes over the past thirty years mirrors demographic and cultural shifts that occurred within the province. In 1973, the Canadian Plains Research Center was established as the first institute of the University. This centre explores the Canadian plains region, its resources, land, and people. The most recently established centre is the Saskatchewan Justice Institute, whose purpose is to bring First Nations, Métis, and non-First Nations people together to build positive ethical relationships, such as by researching the effects of colonialism, environmental exploitation, and social marginalization.

The University's two affiliated colleges also conduct a variety of collaborative and independent research. The Saskatchewan Institute of Applied Science and Technology (SIAST) and the Gabriel Dumont Institute perform research in areas such as fine arts, sciences, Aboriginal issues, urban development, environment, health, information technology, and communications.

The University of Regina has a long history of working with the University of Saskatchewan. The ties are especially strong in health research and through the Johnson-Shoyama Graduate School of Public Policy.

*The research mission of the University of Regina is to use the exceptional talents of research scholars—professors and students—to extend the boundaries of human knowledge and to use these discoveries to understand and resolve present and future challenges to humanity and the environment.*

– Strategic Research Plan, 2010–15

## The Value of Research and Global Collaborations

The University's impact is felt globally through its growing number of research partnerships and its well-established global partnerships.

### Strong Partnerships With China

The University of Regina is a national leader and pioneer in its research associations with China; it was also the first Canadian university to develop a formalized partnership with China.<sup>58</sup> It currently has 35 partnership agreements and has established relations with 50 additional Chinese institutions.<sup>59</sup> This long-standing relationship has enabled development of joint international faculty and student exchange programs,<sup>60</sup> co-operative research projects,<sup>61</sup> and additional partnerships with groups such as Petro-China and the China National Petroleum Corporation. Every year, the University of Regina's Visiting Scholar Program welcomes top Chinese scholars from the People's Congress, the State of Administration for Foreign Affairs, and a variety of Chinese universities.<sup>62</sup>

<sup>58</sup> The University of Regina's first agreement was signed with Jinan's Shandong University in 1981.

<sup>59</sup> University of Regina, *University of Regina Celebrates 30-Year Partnership With China*.

<sup>60</sup> Such as the Faculty of Education's Canada–China University Linkage Management Training Program.

<sup>61</sup> For example, its work with the Wuhan University of Hydraulic and Electric Engineering and Peking University to solve chronic flooding problems in the Yangtze River Basin.

<sup>62</sup> University of Regina, *University of Regina Celebrates 30-Year Partnership With China*.

Keli Liu, professor and Chair of Hunan University, was instrumental in establishing the International Carbon Capture and Storage Centre of China, a collaborative research venture involving the University of Regina's International Test Centre for CO<sub>2</sub> Capture and Hunan University. Professor Liu also helped create a program for students to divide their study time between the University of Regina and Hunan University. This program has been so successful, that other universities in China (such as Xiamen University of Technology) have also joined.<sup>63</sup>

These relationships have brought many Chinese students to Regina. In 2011–12, approximately 600 of 800 international students were from China, comprising 5 per cent of the University's 12,000 students. An additional 200 Chinese students studied English as a Second Language.<sup>64</sup> Almost 3,700 Chinese students have graduated since the mid-1980s. And, the University's two newest research partnerships—Hunan University's Research Institute of Multiculturalism and Applied Philosophy, and Shandong Province's International Bioethics Research Centre (which focuses on the humanities and social sciences)—should increase these numbers even more.

The University “has played a key emissary role on cultural trade missions to China, helping to promote productive political and economic engagement between China and both the City of Regina and the Province of Saskatchewan”<sup>65</sup> on several occasions.

### **Strengthening Local Linkages and Building International Relationships**

The University has over 25 years of experience working with the international community. It has signed teaching, research, knowledge exchange, and training agreements with 144 institutions in 28 different countries.<sup>66</sup> Additional relationships are emerging with universities across the globe, including in Nigeria, India, Korea, Vietnam, and South America.<sup>67,68</sup> Examples of new international arrangements and initiatives include:

- In March 2011, the University of Regina and the Hunan University in China established the Confucius Institute (the first in Saskatchewan) to promote Chinese language, cultural diversity, history, artistic traditions, and business practices.<sup>69</sup>
- In March 2011, the University signed a student exchange agreement with a network of Indigenous universities in Mexico to increase cultural exchanges between Indigenous students from Mexico and Aboriginal students from the University of Regina.<sup>70</sup>
- In June 2011, the University signed an agreement with Karunya University in India to allow up to 30 Indian students to earn a Bachelor of Kinesiology degree at the University of Regina each year.<sup>71</sup>

<sup>63</sup> University of Regina, *Internationalization Advocate Receives Honorary Degree*.

<sup>64</sup> University of Regina, *China and the University of Regina*.

<sup>65</sup> Ibid.

<sup>66</sup> Ibid.

<sup>67</sup> University of Regina, *Partnership-Building Tour Strengthens Ties in China*.

<sup>68</sup> University of Regina, *Office and Direct Reports of the Vice-President (Research) Briefing Material 2009–2010*.

<sup>69</sup> University of Regina, *University of Regina to Establish Confucius Institute to Promote Chinese Language and Culture*.

<sup>70</sup> University of Regina, *University of Regina Signs Student Exchange Agreement With Mexican Indigenous Universities*.

- In July 2011, the University signed an agreement with Kookmin University in South Korea, allowing more South Korean students to attend the University of Regina, establishing a joint international undergraduate degree program, and further increasing research opportunities between the institutions.<sup>72</sup>
- In April 2012, the University of Regina signed a Memoranda of Understanding with four Brazilian Universities: Universidade Estadual Paulista (UNESP); Pontificia Universidade Catolica de Sao Paulo (PUC-SP); Universidade do Estado do Amazonas (UEA); and Pontificia Universidade Catolica de Rio Janeiro (PUC-RIO). The University of Regina will also provide \$100,000 in scholarships for 100 Brazilian students to study in Regina.<sup>73</sup>

The University has also created a new Global Learning Centre (GLC) to support international students whose first language is not English. The GLC runs the UR International Transitioning Program, which provides academic support, intercultural skill development, and socio-cultural activities to international and ESL students. Over a thousand international students are now studying at the University of Regina and more than a quarter of these students are graduate students. The University's Centre for Continuing Education also attracts over a thousand ESL students each year. (See Chart 6.)

*The University of Regina is welcomed as a key partner by many institutions around the world, and we are equally welcoming to the increasing numbers of international students and scholars that we are attracting to Regina. Our campus is a global neighbourhood.*<sup>74</sup>

– Dave Button, Vice-President,  
Administration, University of Regina

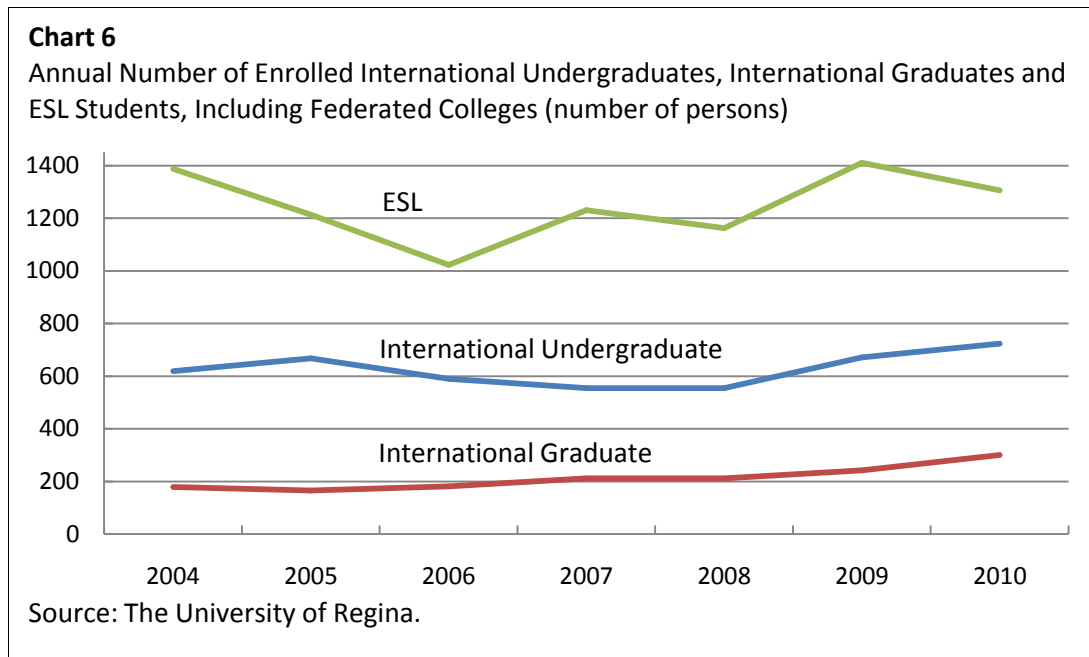
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<sup>71</sup> University of Regina, *University of Regina and Karunya University sign MOU on Kinesiology Degree*.

<sup>72</sup> University of Regina, *University of Regina and Kookmin University in South Korea sign MOU*.

<sup>73</sup> University of Regina, *University of Regina Signs Agreements and Announces Scholarship During Mission to Brazil*.

<sup>74</sup> Button, interview.



## Strategic Research Investments

The University's institutes and laboratories adhere to three major themes:

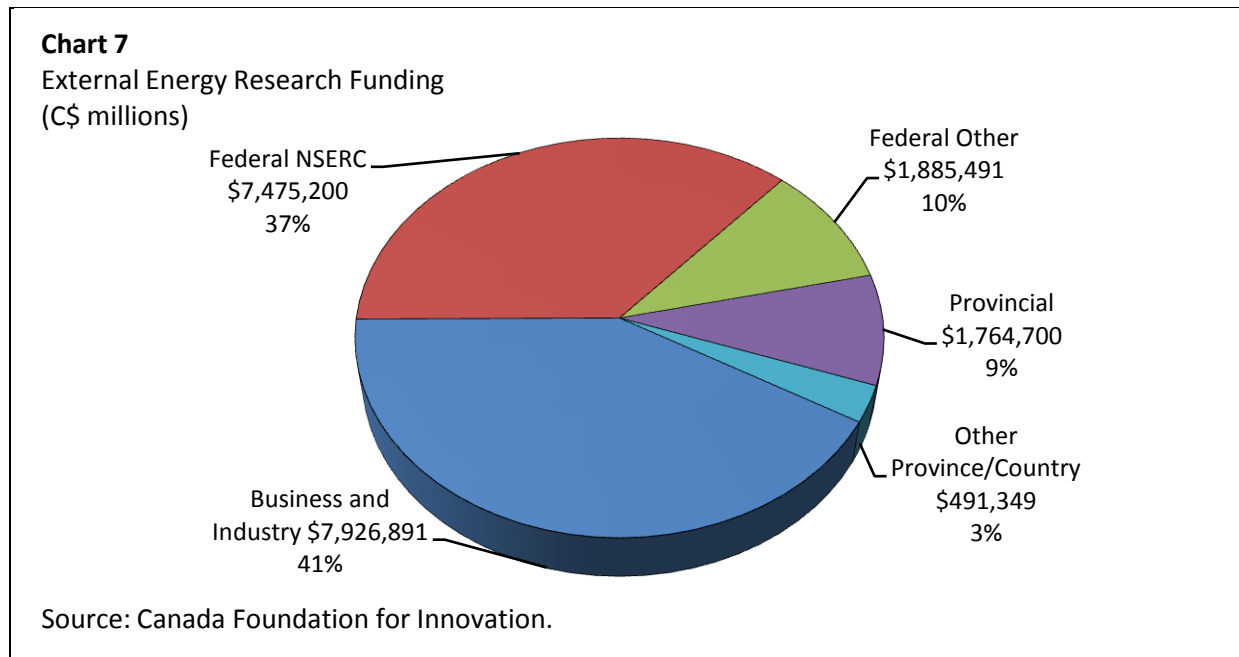
1. sustainable development;
2. human development; and
3. knowledge creation and discovery.

The University of Regina is a leader in energy and environmental research, with notable success in the key areas of carbon capture and storage, hydrogen production, and climate modelling systems. Since 1996, the University has attracted over \$19.5 million for energy research from external sources. (See Chart 7.) An outcome measurement study on the University of Regina's energy research, conducted by the Canada Foundation for Innovation (CFI), found that between 1999 and 2008, the Web of Science<sup>75</sup> identified close to 650 publications by University of Regina Principal Users. The report highlighted both the number and the quality of the publications.<sup>76</sup> During the same time period, University of Regina Principle Users also produced over 300 non-referred publications (in the form of conference presentations, posters, and computer software packages).<sup>77</sup> Between 1999 and 2009, 155 students worked on projects funded by CFI. Since 2001, 86 graduate students completed work on CFI funded programs. These students obtained employment in the Canadian private sector, the Canadian government (e.g., Environment Canada), public sector partner organizations (e.g., the Saskatchewan Research Council and the Saskatchewan Ministry of the Environment), and abroad.

<sup>75</sup> The Web of Science includes over 12,000 of world's highest impact journals in the sciences, social sciences, arts, and humanities.

<sup>76</sup> The index helps researchers identify influential works in specific disciplines by linking to all of the papers that cite a particular work. University of Regina energy researchers are regularly cited and have a high impact in their field.

<sup>77</sup> Canada Foundation for Innovation, *Outcome Measurement Study on Energy Research at the University of Regina*.



The University continues to attract investments from government and business. On March 13, 2012, the Government of Saskatchewan and SaskPower pledged \$3.5 million for a Clean Energy Research Chair.<sup>78</sup> The investment bolsters research in carbon capture and storage technology and provides engineering graduate students with additional work opportunities. Building the University's applied research capacity lends support for SaskPower's Boundary Dam Integrated Carbon Capture and Storage Demonstration Project, which is already helping Saskatchewan position itself as a world leader in clean energy research.<sup>79</sup>

*As the province continues to prosper, we need to invest in the education of our future workforce to make sure we have the skills and expertise to support the changing needs of the power industry. We also need to invest in new technology to ensure we have a sustainable supply to electricity to power future growth.<sup>80</sup>*

– Rob Norris, former minister responsible for SaskPower

On April 23, 2012, the University also announced the formation of the China–Canada Institute for Energy, Environment and Sustainability Research, established in partnership with North China Electric Power University<sup>81</sup> in Beijing, China.<sup>82</sup> The Institute creates clean energy and pollution reduction research and demonstration projects in both Beijing and Regina.

<sup>78</sup> University of Regina, *SaskPower Funds \$3.5 Million Clean Energy Research Chair*.

<sup>79</sup> See Case Study 2: *Becoming a World Leader in Carbon Capture and Storage Technology and Development*.

<sup>80</sup> SaskPower, *SaskPower Invests in Electrical Engineering and Carbon Capture and Storage*.

<sup>81</sup> The university for power production research and development in China.

<sup>82</sup> University of Regina, *University of Regina Signs Agreement With North China Electric Power University*.



Additional investments continue. In May 2012, the Government of Canada announced \$2.8 million in research funding to the University of Regina through a series of Natural Sciences and Engineering Research Council of Canada (NSERC) grants, scholarships, and fellowships.<sup>83</sup>

### The Value Associated With Faculty Excellence in Research

Promoting faculty research excellence is a major priority of the University’s leadership. Many of the University’s 400+ faculty are recognized experts in their respective fields. The University is attracting exceptional talent from across Canada and around the world. Since 2006, 39 per cent of its tenure-track hiring has been scholars from outside Canada.<sup>84</sup> The University has also successfully attracted 10 Canada Research Chairs (see Table 8), which will bring \$4.7 million to the University over seven years.

*The impact of our publications is extremely high. The University of Regina has greater influence than much larger institutions in many fields. University of Regina work is cited and used all over the world. We are not large, but our research is nonetheless making a big splash on the world stage.*<sup>85</sup>

–Dr. Nick Carleton, Assistant Professor of Psychology, University of Regina

**Table 8**  
Canada Research Chairs at the University of Regina<sup>86</sup>

Name	Research Discipline
Chan, Christine	Energy and Environmental Informatics: using artificial intelligence in monitoring systems, analyzing options, and problem solving
Drury, Shadia B.	Social Justice: political thought, contemporary political philosophy, ethics, meta-ethics, Canadian politics, religion, anthropology, and literature
Huang, Gordon	Energy and the Environment: environmental systems engineering (risk management systems for natural and human-induced disasters and watershed management under changing climatic conditions)
Leavitt, Peter R.	Environmental Change and Society: regional and global water quality and climate change
Marchildon, Gregory P.	Public Policy and Economic History: public policy and administration, Canadian History, and Canada–U.S. trade relations
Marsh, Charity	Interactive Media and Performance: Indigenous hip-hop culture, DJ cultures, and the relationship between place, space, and performance
Piwowar, Joseph	Geomatics and Sustainability: spatial information systems, geomatics (remote sensing and GIS), temporally long special data set analysis, climate change, environmental monitoring and modelling, geomorphology, physical geography, and computing in geography

<sup>83</sup> University of Regina, *Government of Canada Invests \$2.8 million in Research at the University of Regina*.

<sup>84</sup> Chase, e-mail.

<sup>85</sup> Carleton, interview.

<sup>86</sup> Canada Research Chairs, *Chairholders*.

Somers, Christopher	Genes and the Environment: interactions between humans and wildlife and the response of animals to human-modified environments
Yost, Christopher	Microbes, the Environment, and Food Safety: environmental microbiology and bacterial genetics (persistence and identification of appropriate pathogen indicators and characterizing the function of the cell envelope in rhizobia)
Zilles, Sandra	Computational Learning Theory: developing efficient solutions to complex problems in artificial intelligence using interactive machine learning models and techniques (combining computational learning theory, artificial intelligence, and formal languages)

Source: The University of Regina.

Faculty publications are found in leading journals, such as Dr. Gordon Asmundson's work on the elevated fear of pain by adults with trauma-related stress and social anxiety symptoms, which appeared in the *Journal of Cognitive Behavioural Therapy*.<sup>87</sup> Dr. Asmundson's exposure therapy work is helping to develop evidence-based treatment protocols for Saskatchewan's health care system and the RCMP. Countries such as Australia are also using his work to inform their treatment protocols.<sup>88, 89</sup>

## Commercial Ventures and Partnerships

Many faculty members are engaged in applied research that contributes to the development of marketable products. For example:

- Professor Denise Stilling has developed biodegradable products, such as dinner plates, from flax straw. The goal is to create single-use products without creating lasting waste.<sup>90</sup>
- Assistant Professor Mehran Mehrandez and Professor Raman Paranjape have created the Regina Pipe Crawler—a mechanical device that searches through pipelines looking for corrosion. The Crawler is nearing commercialization and will be used to inspect municipal water lines for leaks, even when water is flowing at full strength.<sup>91</sup>

Other topics include converting waste from biodiesel production into valuable energy products and creating strategies to deal with new and recurring diseases.<sup>92</sup>

<sup>87</sup> Asmundson and Carleton, "Fear of Pain Is Elevated in Adults With Co-Occurring Trauma-Related Stress and Social Anxiety Symptoms."

<sup>88</sup> Asmundson, interview.

<sup>89</sup> This report includes a case study on how other University of Regina clinical psychologists are creating a nationally recognized hub of health innovation through improved health care therapies and tools. (See Case Study 3: Creating a Hub of Health Innovation.)

<sup>90</sup> University of Regina, *U of R professor and Swift Current Firm Share Award of Innovation*.

<sup>91</sup> University of Regina, *Technologies Available*.

<sup>92</sup> University of Regina, *Canada Foundation for Innovation Funds Research in Hydrogen Production, Carbon Capture Technology, and Disease Control*.

## Transforming Research into Commercial Successes

Patents protect unique discoveries having the potential for commercialization. The exclusive rights provided by patents are highly prized by universities, as they can generate significant sources of revenue. The University of Regina currently holds more than 90 patents, many of which focus on energy, environment, and computer software.<sup>93</sup>

Researchers often need assistance in turning their discoveries into marketable products. The University-Industry Liaison Office works with researchers to turn intellectual property into commercial operations. The office performs market assessments, assists with patent and trademark registration, and advises on copyrights and licensing.

The financial impacts can be substantial. On energy research alone, the University's 136 partnership agreements between 2001 and 2009 had a total value of almost \$32 million.<sup>94</sup>

Additional partnerships support the transformation of research into commercial successes. Springboard West Innovations Inc. is a not-for-profit organization that acts as an intermediary between the business community and the University. An example of the partnership's impact includes TransitLive. To encourage the use of public transportation, three professional engineers at the University created TransitLive, a digital media application that tracks the location of city buses. Transit users can determine bus locations from their mobile device, computer, or home telephone.<sup>95</sup> The resulting impact includes improved customer experience as well as reduced traffic congestion, pollution, and fuel consumption.

## The Regina Research Park

In 2000, Innovation Place, a Crown corporation supporting Saskatchewan's technology sector, worked in partnership with the University to establish a research park on university land. The research park's six buildings house a sizeable portion of the University's research facilities across various disciplines—including petroleum, information technology, and business services. Innovation Place currently supports about 3,370 local jobs, plus an additional 500 jobs spread out across Saskatchewan. In 2011, Innovation Place generated \$290 million in economic activity for the City of Regina and approximately \$375 million for all of Saskatchewan.<sup>96</sup> The original motivation for concentrating research activities was to facilitate a business cluster—a location where resources and competencies combine to develop a competitive advantage.

The research park has increased the University's capacity to build commercial partnerships, attract qualified staff, and lure entrepreneurs. While the University still draws in significant research dollars for individual projects, the research park attracts larger strategic investments.

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<sup>93</sup> Fitzpatrick, interview.

<sup>94</sup> University of Regina, *Canada Foundation for Innovation Funds Research in Hydrogen Production, Carbon Capture Technology, and Disease Control*.

<sup>95</sup> Canadian Research Logistics, *CRL Engineering*.

<sup>96</sup> Beggs, e-mail.

*Innovation occurs when creative people come together to solve a problem. Today's complex challenges often require a mix of organizations advancing our thinking across multiple dimensions of a problem and contributing different skills and knowledge. The potential for nimble partnerships that can act quickly to leverage opportunities is inherent in a research park.*<sup>97</sup>

– Dr. Dennis Fitzpatrick, Vice-President,  
Research, University of Regina

## Collaborations and Partnerships

The University works extensively with other institutions and organizations and has partnership agreements with more than 90 institutions in over 20 countries.<sup>98</sup>

### a) Examples of joint teaching programs:

- The Distance Learning Division offers more than 200 courses through seven regional colleges at locations including Estevan, Moose Jaw, and Swift Current.<sup>99</sup>
- The Faculty of Nursing and the Saskatchewan Institute for Applied Science and Technology are partnering on the delivery of a new nursing program with the capacity to enrol 350 new students.<sup>100</sup> The University has received over 1,200 applications.<sup>101</sup>

### b) Examples of joint research initiatives:

- Mary Hampton, Professor of Psychology at Luther College, is studying shelter visits and incidents of reported violence in rural and Northern communities. She is partnering with 18 academic researchers and 15 community partners. The goal is to develop response strategies for individuals and organizations when these situations arise.<sup>102</sup>
- The Indigenous Peoples' Health Research Centre (IPHRC) supports community-based Indigenous health research and provides learning programs in settings designed for students and researchers of Aboriginal ancestry. First Nations University, the University of Regina, and the University of Saskatchewan jointly own the Centre.<sup>103</sup>
- Professor Mauricio Barbi, Associate Professor of Physics, is working with the Royal Saskatchewan Museum to study the impact of the environment on dinosaurs. He is using the synchrotron at the University of Saskatchewan to study the microstructure of fossils.<sup>104</sup>
- The Saskatchewan Police College, located at the University of Regina, provides training and continuing education in policing, community safety, and enforcement.<sup>105</sup> The

<sup>97</sup> Fitzpatrick, interview.

<sup>98</sup> Canadian Research Logistics, *CRL Engineering*.

<sup>99</sup> University of Regina, *2012–2013 Undergraduate Calendar*.

<sup>100</sup> University of Regina, *History of the Collaboration Between the University of Regina and SIAST*.

<sup>101</sup> Timmons, Alumni Ottawa Branch Event.

<sup>102</sup> University of Regina, *Research Seeks to Reduce Intimate Partner Violence*.

<sup>103</sup> Indigenous Peoples' Health Research Centre, *Historical Information*.

<sup>104</sup> Graham, "Regina Professor Uses Modern Technology to Shed Light on Dinosaur Bones."

<sup>105</sup> Saskatchewan Police College, *Welcome*.

University of Regina was the first in Canada to offer a bachelor of arts in police studies, and its masters in police studies is the only program of its kind in Canada.<sup>106</sup>

c) Examples of collaboration with industry and community organizations:

- The Faculty of Kinesiology and Health Sciences has partnered with the Saskatchewan Association of Health Organizations and Pharmasave to create a community health challenge. The goals are to increase physical activity, improve eating habits, reduce chronic diseases, and explore other aspects of wellness.<sup>107</sup>
- With funding from the Canadian Wildlife Federation, the biology department created a conservation strategy for the yellow-bellied racer, a threatened snake species in South-Western Saskatchewan. The University has collaborated with the Royal Saskatchewan Museum to undertake this strategy.<sup>108</sup>

## Conclusion

The role of the University of Regina as a driver of knowledge and innovation is substantial. The province derives strong value from the knowledge-intensive enterprises generated by the University's research and partnerships. Saskatchewan businesses also benefit from University-stimulated new thinking, new connections, and new initiatives involving strategic local and global collaboration. Faculty and students also gain from the opportunities to conduct research and obtain experience relevant to the global marketplace.

Saskatchewan is in the midst of a new era of growth. This growth is leading to new opportunities in the global marketplace. Stakeholders in these opportunities are eager to capitalize on the University's capacity to deliver innovations in key sectors such as environment and clean energy, health sciences, and mining. Partnerships with research institutions in China and elsewhere around the world confirm the University's strengthening global presence as a source of excellence in sustainability-related R&D and commercialization of marketable ideas.

The University can and should continue to nurture collaboration among businesses, government, and community organizations in support of innovative research activities. It should coordinate the focus of its activities with other key institutions, notably provincial government departments and agencies and other Saskatchewan-based post-secondary institutions, in the province and develop a strategy for optimizing impact in selected areas of where the university is a strong and established performer.

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<sup>106</sup> Pollock, interview.

<sup>107</sup> School of Wellness, *Timing Was Right for the Community Health Challenge in the Heartland Health Region*.

<sup>108</sup> Smart, "Conserving the Eastern Yellow-Bellied Racer."

## Chapter 6

# The University Is Integral to Community and Culture

### Chapter Summary

- The University provides crucial support for Saskatchewan's arts and culture industries and helps promote Saskatchewan's rich cultural heritage.
- Innovative arts, culture, and social advocacy programs establish important connections between the University, secondary schools, and community members.
- The University is actively engaging Saskatchewan's growing Aboriginal population by delivering programs and services that are culturally relevant—enhancing student retention and success.

The University is a driving force in the cultural and community life of Regina and the surrounding area. Its promotion of the arts enhances the quality of life for both residents and newcomers. In 2002, the University identified culture and heritage as a key area of focus and continues to promote research and community partnerships in this area. In the fields of ethnographic studies, language and translations, historical and cultural beliefs, artistic expression, and community-based research, the University's culture and heritage scholars have become both national and international leaders.

### Valuing Cultural Industries

Arts and culture industries in Canada achieve economic impact through their direct, indirect, and induced economic contributions. In *Valuing Culture: Measuring and Understanding Canada's Creative Economy*, The Conference Board of Canada highlights the role that arts and culture industries play in attracting qualified people and encouraging creativity across a broad range of economic sectors. These activities are having a powerful economic impact on Canada's national GDP, as broken down by sector in Chart 8.<sup>109</sup> Conference Board estimates show that in 2007, the culture sector generated about \$46 billion in real value-added GDP, constituting 3.8 per cent of Canada's real GDP in direct impacts.<sup>110</sup> Indirect and induced impacts brought the culture sector's economic footprint to approximately \$86.4 billion, or 7.4 per cent of total GDP.<sup>111</sup>

*Our culture, in all its diverse forms, is an important asset for maintaining our high quality of life, sustaining economic growth, and building pride in our communities.... Conserving and growing our culture is a shared responsibility that depends on continued artistic excellence and creative expression, the support of strong communities and organizations, and ensuring people of all ages and abilities have the opportunity to learn about and experience culture.*<sup>112</sup>

– Dustin Duncan, former Minister of  
Tourism, Parks, Culture and Sport

<sup>109</sup> The Conference Board of Canada, *Valuing Culture: Measuring and Understanding Canada's Creative Economy*.

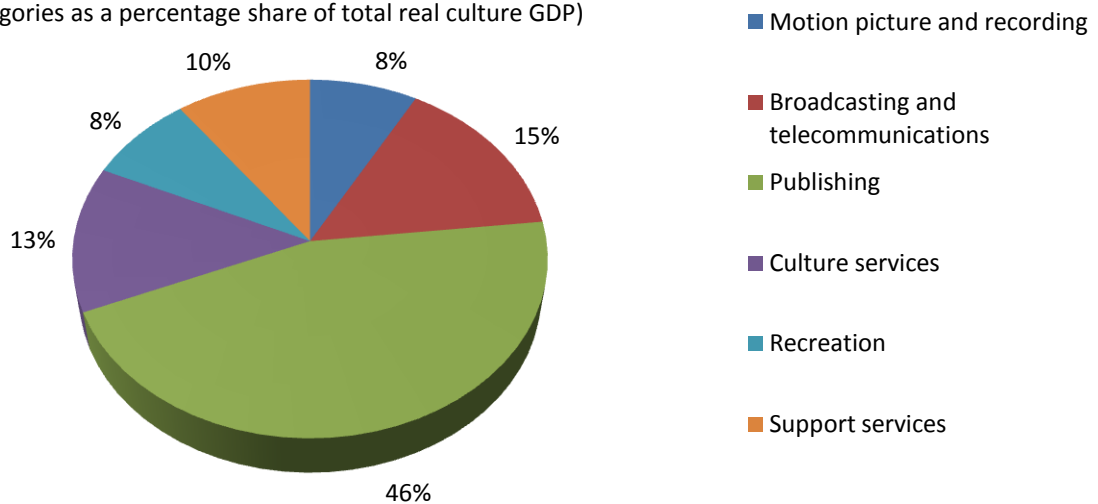
<sup>110</sup> Ibid.

<sup>111</sup> Ibid.

<sup>112</sup> Government of Saskatchewan, *Pride of Saskatchewan: A Policy Where Culture, Community and Commerce Meet*, 21.

**Chart 8****Culture Industries in Canada, 2007**

(major categories as a percentage share of total real culture GDP)



Source: The Conference Board of Canada; Statistics Canada

The Government of Saskatchewan recognizes the important economic functions of the culture industry, calling it a “growth market” and an “engine for the economy.”<sup>113</sup> Between 1997 and 2005, Saskatchewan consumer spending on culture grew by 44 per cent, which is significantly higher than overall consumer spending. In 2008, the culture sector contributed approximately \$1.3 billion to provincial GDP. Cultural visitors spent \$231.7 million in the province.<sup>114</sup> These economic impacts represent a substantial return on investment for the Government of Saskatchewan. The University of Regina plays a key role in supporting these cultural economies.

### The Economic Footprint of Investments in Culture

As part of the College Avenue Campus Renewal Project, the University of Regina is raising \$11 million to restore Darke Hall, the first performing arts venue in Regina. The University is acting on the vision of Francis Darke: “to build a temple to the arts, and a centre for cultural activity for the [University] and the community.”<sup>115</sup> The restoration project will turn Darke Hall into a functioning community facility with significant public access.

Using Statistics Canada’s National Input-Output (I-O) Model, the Conference Board’s *Valuing Culture* report estimates a multiplier of 1.57 (calculated as the ratio of indirect and direct GDP to direct GDP) and an overall economic multiplier of 1.84 (which includes induced effects, as calculated using the Conference Board’s national model) to assess the impact of culture investments.<sup>116</sup> An \$11 million investment in Darke Hall can be expected to generate \$17.27 million in direct and indirect GDP, and a total of \$20.24 million when induced impacts are included.

<sup>113</sup> Government of Saskatchewan, *Pride of Saskatchewan: A Policy Where Culture, Community and Commerce Meet*, 6.

<sup>114</sup> Ibid.

<sup>115</sup> University of Regina, *A Vision for Serving the Community for the Next 100 Years*.

<sup>116</sup> The Conference Board of Canada, *Valuing Culture: Measuring and Understanding Canada’s Creative Economy*, 31.

## The Social Benefits of Cultural Industries

Creating an attractive cultural environment by providing access to artistic outlets enhances the quality of life for many Saskatchewan residents. The Government of Saskatchewan's *Pride of Saskatchewan: A Policy Where Culture, Commerce and Community Meet* recognizes that culture is "the heart and soul"<sup>117</sup> of the province. The plan highlights the role that culture plays in enriching and improving the quality of life for Saskatchewan's citizens by increasing their sense of belonging through shared social and cultural connections. The plan outlines both the benefits to the individual (through identity, enjoyment, self-esteem, contentment, and confidence) and the benefits to society (through social inclusion, civic engagement, cultural vibrancy, and economic prosperity).<sup>118</sup> These benefits have a major impact on attracting and retaining immigrant populations who often seek cultural connections to enhance their quality of life.

Around the world, countries are recognizing the culture sector's ability to build social cohesion and improve quality of life—and to attract and retain highly skilled newcomers.<sup>119</sup> Increased recognition—for the ways in which culture stimulates creativity, promotes the development of new skills, expands people's world views, and produces citizens who are both innovative and confident<sup>120</sup>—has led to new valuations of culture's place in the modern world. The Conference Board's *Valuing Culture* report further argues that culture industries "bring people together locally, globally, and virtually, and play an important social role, helping to bridge large geographic distances and create communities of interest."<sup>121</sup>

## Sharing Arts and Culture With the Broader Community

The University is committed to ensuring that it shares its cultural experts and resources with local residents. It regularly hosts music, theatre, film, and art events that bring community members together. By promoting cultural activities, making them accessible to the public, and helping to create a rich cultural environment that appeals to diverse populations in the community, the University is supporting the provincial government's mandate to build understanding of and access to art and cultural activities.<sup>122</sup> The University also sponsors the Humanities Research Institute that promotes the humanities at both the University and the community level. Its numerous partnerships with a large variety of arts and cultural organizations in Saskatchewan help it play an active role in generating interest and engagement in the humanities field.<sup>123</sup>

## Achieving National and International Recognition in Journalism and Film

Recognition of the talent produced through the University's Faculty of Fine Arts has come from the provincial and national level. For example, both Telefilm Canada and SaskFilm provided

<sup>117</sup> Government of Saskatchewan, *Saskatchewan's Cultural Policy*.

<sup>118</sup> Government of Saskatchewan, *Pride of Saskatchewan: A Policy Where Culture, Community and Commerce Meet*, 5.

<sup>119</sup> The Conference Board of Canada, *Valuing Culture: Measuring and Understanding Canada's Creative Economy*, 7.

<sup>120</sup> Government of Saskatchewan, *Pride of Saskatchewan: A Policy Where Culture, Community and Commerce Meet*,

17.

<sup>121</sup> The Conference Board of Canada, *Valuing Culture: Measuring and Understanding Canada's Creative Economy*, iv.

<sup>122</sup> Ibid.

<sup>123</sup> For more details, see Case Study 4: Promoting Humanities Research.



funding to develop a screenplay thesis, “365 Days of A.”<sup>124</sup> School of Journalism students won three national awards for the film *Denendeh*, a documentary about the effects colonization had on Aboriginals in La Loche, Saskatchewan. The film won first place in the short feature category at the Journalists for Human Rights Documentary Festival and aired on CBC.<sup>125</sup> Students also received critical and social acclaim for the documentary *Mandi's Army—the Story and Legacy of Mandi Schwartz*. The film is about a Saskatchewan local who played for the Yale Bulldogs women's ice hockey team and whose acute myeloid leukemia diagnosis promoted awareness and inspired bone marrow drives across Canada.

Dr. Sheila Petty, Dean of the Faculty of Fine Arts, Professor of Media Studies, and internationally acclaimed African screen media scholar, stresses the importance of the University of Regina's ability to create events that draw the public to the visual and performing arts. She cites the active involvement of faculty artists and scholars as integral to Saskatchewan's vibrant arts community. Dr. Petty notes that University of Regina faculty helped “get the film industry off the ground in Saskatchewan and are closely integrated with the Saskatchewan Film Pool.”<sup>126</sup>

*Having a film program at the U of R was an important factor in the case for the Canada Saskatchewan Production Studios ...a major anchor for the film and video industry.*<sup>127</sup>

– Bruce Rice, Senior Policy and Research Analyst  
for the City of Regina

Faculty expertise and strong community connections play an important role in both curriculum design and the opportunities available to students. Sean Trembath chose the University of Regina for his second degree based on the strong reputation of its journalism school. His program allowed him to work with the CBC and complete an internship in Bangkok, Thailand.<sup>128</sup>

### **Sharing Saskatchewan Art With National and International Communities**

As both teachers and practicing artists, many of the University's Faculty of Fine Arts professors have helped bring national attention to the quality of art produced in Saskatchewan. The 2010 Winter Olympics in Vancouver offered an important avenue for University of Regina faculty to showcase their work. Examples include:<sup>129</sup>

- Rachelle Viader's “Waterfall,” an interactive video installation vending machine at the Whistler Public Library (created with a team including alumni Kim Morgan and the University of Regina's Department of Music sessional instructor, David Ogborn);
- David Garneau's two paintings, one of which remains installed at a Whistler site (the other sold at a fundraising auction after the Olympics);
- Lionel Peyachew's “Buffalo Run,” a sculpture made of wool, which was part of the Olympic Aboriginal Art Bottle Program;
- William Hales' collaborative ice and snow display; and

<sup>124</sup> University of Regina, *University of Regina Celebrates Excellence at Spring Convocation Ceremonies*.

<sup>125</sup> University of Regina, *Student Documentary Shows the Effects of Colonization in La Loche*.

<sup>126</sup> Petty, interview.

<sup>127</sup> Rice, e-mail.

<sup>128</sup> Trembath, interview.

<sup>129</sup> University of Regina, *Faculty of Fine Arts Well Represented at Winter Olympics*.

- Brett Bell's *Climb*, a short film about a rock climber moving through a city on its side.

Professors and students from other departments across the University are also producing important art and cultural products. A few examples of works that have achieved critical and social acclaim include:

- Biology professor Glenn Sutter's musical composition "Weight of the World," which was featured on David Suzuki's *Playlist for the Planet* after garnering enough public votes through CBC Radio's song search.<sup>130</sup>
- Alumnus Ross King's *Defiant Spirits: The Modernist Revolution of the Group of Seven*, which was nominated for the Charles Taylor Prize in Canadian literary non-fiction. His *The Judgement of Paris: the Revolutionary Decade That Gave the World Impressionism* was nominated for this same award in 2006, in addition to winning the Governor General's Literary Award for Non-Fiction.<sup>131</sup>
- Ceramics student Zane Wilcox's ceramic sculpture work won the Outstanding Student Achievement in Contemporary Sculpture Award from the International Sculpture Centre in New Jersey.<sup>132</sup>

The University also organizes events that celebrate the work of international artists, such as Chinese landscape painter and calligraphy artist, Yan Chao. Chao's exhibition, along with artists from Xiamen University of Technology and Fuzhou University in China, was a special feature of the celebrations used to commemorate the University's 30th anniversary of its relationship with China.<sup>133</sup> The University also showcases the artistic talent of its faculty and students through its partnerships with local galleries. Sessional lecturer, Wendy Peart, has been organizing University of Regina Fine Arts student shows at the MacKenzie Art Gallery for the past 10 years.<sup>134</sup>

### Promoting Saskatchewan Artists Through ARTSask

University of Regina faculty are making art accessible to the broader community. Norm Yakel, one of the University of Regina's Arts Education professors, and Carol Casswell, an integrated fine arts and visual arts teacher at Regina's Balfour Collegiate, are the driving force behind an interactive trilingual (English, French, and Cree) website called ARTSask. This site highlights the work of Saskatchewan and other Canadian artists found in Saskatchewan's two major public galleries: the Mendel Art Gallery and the MacKenzie Art Gallery. Partners include the University Faculty of Education, Saskatchewan's Ministry of Education, and the Canadian Department of Heritage. This online resource has a uniquely Saskatchewan feel and is a valuable educational tool. According to freelance writer and amateur photographer, Bill Armstrong: "Think of it as the multimedia equivalent to an all-in-one tractor, cultivator, seeder, sprayer, and combine that is drawing national and international attention..."<sup>135</sup> The website features biographies, art commentaries, online learning, art-making activities, and links to over 900,000 visual arts resources.

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<sup>132</sup> University of Regina, *International Award for Student Sculpture*.

<sup>133</sup> University of Regina, *Artist Yan Chao Opens Celebratory Exhibition*.

<sup>134</sup> University of Regina, *Exhibition Reflects Contemporary Questions and Ideas*.

<sup>135</sup> Armstrong, "ARTSask.ca."

Building ARTSask was a collaborative effort involving people with a wide range of artistic, technical, and research abilities. Writers, learning activity developers, videographers and video editors, researchers, interviews, writers, website developers, translators, and artists all contributed to the project. The Interactive Media Council in New York gave the site an Outstanding Achievement Award and the prestigious Houston WorldFest Independent International Film Festival also gave it two awards. Yakel says that, “what’s really gratifying is that the site is being recognized in many different categories, from arts and culture to new media, creative communication and education and visualization. It really has showcased what we have and what we can do in Saskatchewan.”<sup>136</sup>

The Canadian government is appreciative of the impact ARTSask is having. Beverley J. Oda, Minister of Canadian Heritage and Status of Women in 2007, said, “Our contribution to this project will support the digitization of Saskatchewan and Canadian visual art from the collections of the MacKenzie Art Gallery in Regina and the Mendel Art Gallery in Saskatoon. This project is not only a wonderful educational resource for students and teachers, but an example of how government, educators, and the arts community can work together to bring Saskatchewan’s rich visual arts heritage to a wider audience.”<sup>137</sup> Yakel and Casswell are also the creators of ARTMakerapp, an application for the Apple iPad that helps users create their own works of art.<sup>138</sup>

### **Increasing Engagement in the Music Scene**

To promote multidisciplinary research in the fields of fine arts and sciences, the University has created two state-of-the-art facilities: the Interactive Media and Performance (IMP) Studio Laboratories, and the New Media Studio Laboratory, which incorporates interdisciplinary research in computer science, engineering, and fine arts with multi-media content, design, and production. The IMP labs feature a beat-making and electronic music production studio, a multi-media DJ interactive studio and performance space, and an ethnomusicology lab.<sup>139</sup> Dr. Charity Marsh, a professor in the Faculty of Fine Arts and a Canada Research Chair, founded the IMP labs. The labs are expected to facilitate new collaborations among musicians, scholars, and performing artists across Canada.<sup>140</sup>

The IMP labs have become an important focal point of community collaboration. They are open and accessible to community members. They enable members of the University to give back to the communities in which they do their research. The labs are also helping the University look at research and lab space in new ways. They have become a hub of creativity, where a wide variety of artists, high school students, community members, and researchers can connect on projects. The University also regularly runs free workshops in the labs, such as the Flatland Scratch Workshop Series, which are open to the public. These workshops bring video artists, musicians, media production and studies professors, and computer scientists together to discuss music and cultural issues. Dr. Marsh also takes parts of the IMP labs on the road, to visit communities in

<sup>136</sup> Quoted in Armstrong, “ARTSask.ca.”

<sup>137</sup> University of Regina, *Canada's New Government Supports ARTSask.ca*.

<sup>138</sup> University of Regina, *New App Helps Students Create Art*.

<sup>139</sup> University of Regina, *New Labs Give U Of R Unique Centre of Excellence for Study of Hip-Hop Culture in Canada*.

<sup>140</sup> University of Regina, *Charity Marsh Named As U Of R's Ninth Canada Research Chair*.

north, east, and west Saskatchewan. Partnerships with Northern Sport Culture and Recreation have helped teach communities about the importance of arts and athleticism.

Hip-hop's appeal, particularly with Aboriginal youth, inspired Marsh to collaborate with a local high school, Scott Collegiate, which has now incorporated the University's IMP Lab program into its Grade 10 English and Arts Education curriculum. The hip-hop-based curriculum strongly resonates with high school students. Marsh says that students in the program are "obviously more engaged, and began sharing their own stories, supporting each other, and talking about issues ranging from racism to capitalism to what it means to be creative. They also began to see the University as a place they could go."<sup>141</sup>

The program is clearly having positive impacts. Students who participate in the program become more excited about school and make strong connections with the University of Regina. Their grades usually rise and they became more interested in pursuing post-secondary education. Marsh believes that because the students from Scott Collegiate are treated as University of Regina students, they begin to see themselves as such.<sup>142</sup> The newest version of the Scott Collegiate program also features a health and wellness portion, where students spend one morning a week at flux CrossFit, a local fitness facility. This portion of the program teaches students about active living and healthy eating, so they can acquire the physical fitness required for hip-hop dancing.

### Advancing Social Policy

The University has a strong history of community involvement in social policy initiatives. Its Social Policy Research (SPR) Unit's mission is to "promote social justice and enhance individual, community and societal development" through critical analytic research.<sup>143</sup> Operating within the Faculty of Social Work, SPR's research targets social justice issues, such as poverty and child welfare. Founded in 1972, it was Western Canada's first independent academic unit devoted to social policy research.<sup>144</sup> SPR's goal is to bring about a more just and fair society by building knowledge, actively engaging in advocacy work, and organizing for social change. It works closely with the Prairie Child Welfare Consortium and runs an insightful Rethinking Productivity Speaker Series, which "looks at the ways in which modern democracy can divert governments from focusing solely on the interests of the rich and powerful."<sup>145</sup>

The University of Regina and its federated colleges are strong supporters of community development. Faculty at all four institutions research social policy issues that affect diverse populations and marginalized groups across Saskatchewan. Their research draws attention to important social policy issues that need to be addressed. As Dr. Bryan Hillis, President of Luther College, notes, "We need to focus more on community development. More research is needed on issues such as poverty, violence toward women, and substance addiction. Our faculty are making

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<sup>141</sup> University of Regina, *Hip-Hop Creates a Space for Culture Shaping and Sharing*.

<sup>142</sup> Ibid.

<sup>143</sup> University of Regina, *Social Policy Research Unit*.

<sup>144</sup> Ibid.

<sup>145</sup> University of Regina, *Rethinking Productivity: Turning the Globalization Debate on its Head*.

a difference, but we can do more to serve our communities.”<sup>146</sup> Additional investments in these research fields will have major societal benefits.

### **Achieving Aboriginal Student Success at FNUniv**

Working collaboratively with First Nations and Métis communities through the First Nations, University of Canada (FNUniv) is a fundamental element of the University of Regina's strategic objective to improve education attainment within Saskatchewan's Aboriginal population. FNUniv is uniquely qualified to help Aboriginal students overcome barriers to succeeding at the university level. FNUniv understands the social stratification from which students come and promotes student success by getting to know them on an individual basis in order to provide tailored support systems.<sup>147</sup>

Although the number of Aboriginal students has increased at both the University of Regina and FNUniv, the retention rate from first to second year remains at approximately 44 per cent.<sup>148</sup> To improve results, FNUniv introduced the Student Transition and Retention (STAR) program in 2011. The program lasts three semesters and includes:

- a focus on academic upgrading in the first term with perhaps one University course;
- a combination of upgrading and university courses in the second term; and
- full University credit courses in the third term.

Larry Gauthier, Director of Student Success Services and Office of the Registrar at FNUniv, notes that “a high number of our students come to us through mature admission.”<sup>149</sup> If we want these students to be successful, we need to prepare them for a post-secondary program of study.”<sup>150</sup>

In addition to math, reading, and writing skills, FNUniv students in the STAR program take three foundational University courses in Indigenous higher learning, Indian social work, and fine art. The Indigenous higher learning course helps ground Aboriginal students in the educational process by looking at traditional and pre-contact learning methods, the impact of colonization, and the modern world of academia. The Indian social work course features a clinical psychologist and traditional Elder who help students identify issues that distract them from their studies. Many Aboriginal students are not fully prepared for the financial and social pressures that accompany their entrance to academia. Many also have children to support. FNUniv welcomes its students' families into the school at the beginning of the term to talk about the pressures the students are under and the time they will need to devote to their studies. Students are also grouped into cohorts and encouraged to establish their own support systems. The final course in the STAR program is a fine arts course, which helps students further develop their critical skills.

*We need to get past some of our cultural values and beliefs where we're taught not to question. Thinking critically means coming from a questioning frame of mind. We're taught not to question our Elders....But we can find ways to adjust*

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<sup>146</sup> Hillis, interview.

<sup>147</sup> Gauthier, interview.

<sup>148</sup> Gauthier, interview.

<sup>149</sup> In 2007, these student comprised 70 per cent of FNUniv's student body.

<sup>150</sup> Gauthier, interview.

*our values and beliefs in an institution of higher learning. We just need to help our students through that adjustment, that transition period.*"<sup>151</sup>

– Larry Gauthier, Director of Student Success Services and Office of the Registrar, First Nations University

The STAR program is in early implementation. It will need to run for a few semesters before student retention data can be meaningfully analysed. FNUUniv faculty are optimistic that this program will have a measurable impact on the school's retention and success rates.<sup>152</sup>

FNUUniv's expertise in integrating Indigenous perspectives into the academic world is supported by a wealth of Indigenous knowledge, connections to the Aboriginal community, and extensive work with Aboriginal students. Both FNUUniv and the University of Regina have demonstrated commitment to improving Aboriginal student success. The University of Regina has promised to "ensure that FNUUniv continues to develop as a post-secondary institution of choice for Aboriginal students from across Canada and beyond."<sup>153</sup> As Dr. Vianne Timmons notes, "we intend to prepare all our students to live in a Saskatchewan where First Nations and Métis peoples achieve their rightful place in society and the economy, and where their cultures are celebrated. Through the work of our staff, who guide and support our students and create an environment of inclusiveness on our campus, we are well on our way to achieving this goal."<sup>154</sup>

A long history of support, connection, and engagement with First Nations and Métis communities is fuelling the process of indigenization that the University of Regina is currently undergoing. All levels of the University are working hard to attract Aboriginal students and ensure that they succeed.<sup>155</sup>

### Supporting Events and Organizations in the Broader Community

University of Regina faculty, staff, and students actively engage with the broader off-campus community. They attend events, work with other organizations, and volunteer for charitable organizations. A January 2012 student survey found that 65 per cent of first year students reported attending one or more cultural events each term. Chart 9 shows the highest attended events.

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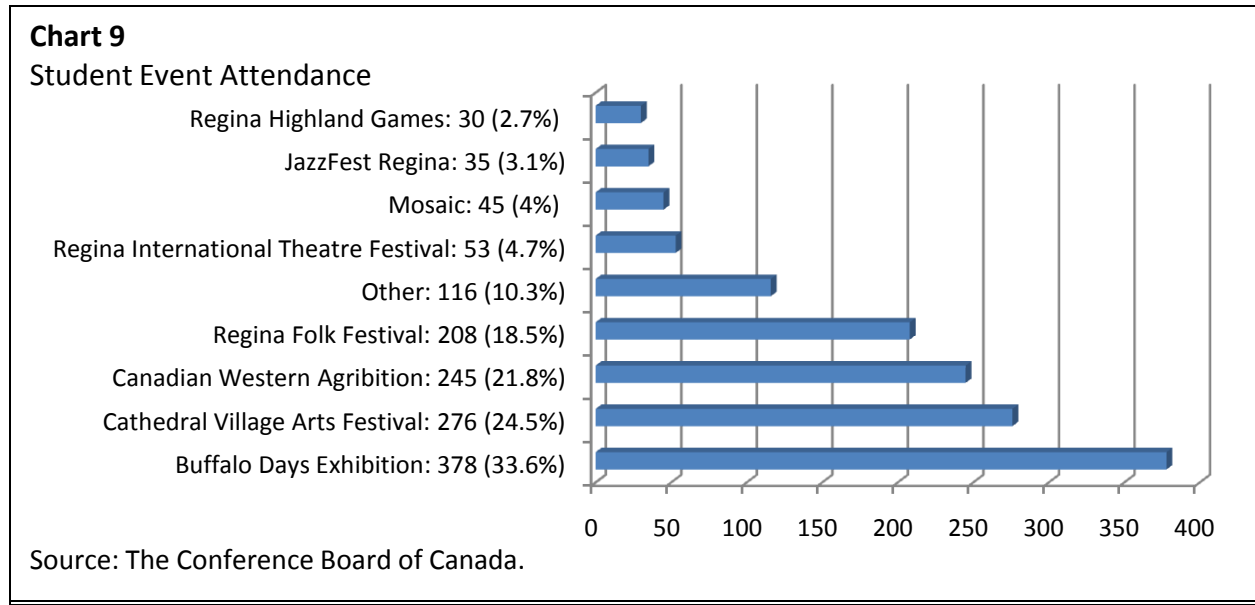
<sup>151</sup> Ibid.

<sup>152</sup> Gauthier, interview.

<sup>153</sup> University of Regina, *President's Message—November 2011*.

<sup>154</sup> Ibid.

<sup>155</sup> See Case Study 5: Increasing Aboriginal Engagement and Case Study 6: Improving Educational Outcomes.



Other major events that students reported attending include food festivals, theatre events, art and craft displays, music and dance shows, sporting events, technology conventions, film festivals, and ethnic celebrations. In the course of a semester, students who reported attending cultural events spent on average \$150 attending an average of two events.

### Promoting the Saskatchewan Roughriders

Many University of Regina students are strong supporters of the Saskatchewan Roughriders, a Canadian Football League (CFL) team based in Regina. For the 2011 season, approximately 1,810 students attended each regular season game. Slightly more than half of these students bought individual game tickets while the rest held season's tickets.<sup>156</sup> University of Regina students also purchase merchandise, work for the Roughriders, and volunteer at games.

Approximately 31 per cent of survey respondents reported attending, on average, three Roughrider games in the 2011 season, amounting to approximately \$950,000 in spending. The Conference Board's Tourism Economic Assessment Model (TEAM) calculates that this spending impacted Saskatchewan's GDP by a total of \$1 million, with the majority (\$700,000) benefiting the Regina area. This level of economic activity leads to over \$600,000 in wages and salaries for Saskatchewan residents. The TEAM Model also indicates that student spending on the Roughriders generated a total of nearly \$420,000 in taxes: \$190,000 for the federal government, \$180,000 for the provincial government, and \$50,000 for municipal governments. Regina's municipal government share was nearly \$38,000.

University of Regina students have helped build the Roughriders brand through their financial support and personal dedication. Many plan to attend when Regina hosts the 101st Grey Cup in 2013, which will likely produce a provincial economic impact of \$45 to \$50 million, with the Regina area receiving more than two-thirds of this activity.<sup>157</sup> Craig Reynolds, Chief Financial

<sup>156</sup> Based on the Conference Board's 2012 survey.

<sup>157</sup> Regina Regional Opportunities Commission, *Regina to Host 2013 Grey Cup*.

Officer of the Saskatchewan Roughriders, states: "The University of Regina and its students are critical to the overall success of the Roughrider organization. Whether it is by becoming part of our team, by working at our games or our retail stores, or supporting our team in the stands, we know that the U of R bleeds Roughrider green."<sup>158</sup>

## Sustaining Charitable and Community Initiatives

University of Regina faculty, staff, and students have a long history of conducting charitable work and supporting community programs. In 2011, the University contributed a record \$107,074 for the United Way Campaign.<sup>159</sup> The University of Regina Students' Union (URSU) started the campaign by raising \$1,586 through a series of campus events held during Welcome Week and continued to hold events throughout October. Campaign co-chairs Philip Charrier and Wendy Whitebear believe the success "affirms that the University community is committed to addressing poverty, injustice, and hardship in Regina."<sup>160</sup> Dr. Timmons believes that consistently surpassing the University's fundraising goals "speaks volumes about the strong connection between our University and the larger community."<sup>161</sup>

Individual programs and faculties also engage with charitable organizations. The 39th *Keg-a-Rama*, an annual fundraiser for the Regina Firefighters' Burn Fund, is the longest-running student-led charity at the University of Regina. Every year, students and faculty from different disciplines compete in a series of events, including pulling empty beer kegs around campus, competing in obstacle courses, and wearing costumes. The 2011 event generated over \$19,000 for the Regina Firefighters' Burn Fund.<sup>162</sup> The Business Students' Society supports at-risk and homeless youth. The *5 Days for the Homeless* campaign involves staying outside for five days and only eating donated food. In 2011, students raised \$20,723 in addition to clothing and food donated to Carmichael Outreach.<sup>163</sup>

University students take part in city-wide competitions and fundraisers. Every year, cities around the world hold "Canstruction" contests to increase donations to food banks. Canstruction is one of the Regina Food Bank's biggest annual events. University students join design, engineering, and architecture firms to produce sculptures from canned food donations. David deMontigny and Heidi Smithson from the Faculty of Engineering and Applied Science oversee the University's team, which consists of students from the engineering, business administration, and science faculties. In three years, the University of Regina team has donated over 11,000 cans of food. David deMontigny says, "Engineering is about serving society and helping to solve problems. This event gives us a chance to demonstrate not only our creative skills but also our commitment to making Regina a better place to live for all of us."<sup>164</sup>

<sup>158</sup> Reynolds, interview.

<sup>159</sup> Sorochynski, *United Way Campaign Team Celebrates Milestone*.

<sup>160</sup> University of Regina, *University Community Aims to Raise \$95,000 for Regina United Way Campaign*.

<sup>161</sup> University of Regina, *University Donations to United Way Exceed \$100,000*.

<sup>162</sup> University of Regina, *Prospectus*.

<sup>163</sup> Ibid.

<sup>164</sup> University of Regina, *Students Bring a Can-Do Attitude to City-Wide Competition*.



The City of Regina has long realized the academic, economic, social, and community contributions that University of Regina students, staff, and faculty have made to the city. On October 25, 2011, to help mark the 100th anniversary of the laying of the College Avenue Campus' cornerstone, the Regina City Council celebrated "University of Regina Day."<sup>165</sup>

## **Conclusion**

The University of Regina plays a key role in the broader arts, culture, and community scene, acting as a connector, a host, and a partner. The University's activities in culture and heritage have an appreciable impact on a local, provincial, and national scale.

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<sup>165</sup> University of Regina, *City Proclaims University of Regina Day*.

## Chapter 7

# The University as a Leadership Capacity Builder

### Chapter Summary

- The University of Regina produces graduates possessing the leadership skills to meet today's challenges.
- These leaders are creating prosperous business enterprises that are generating social good.
- The University has outstanding strength in producing public sector leaders that are helping transform local, provincial, and national public service.

The University of Regina provides its students with more than the technical skills needed to succeed in the job market. Students are taught to think critically and to apply their knowledge and expertise in useful ways. They are encouraged to optimize their own talents as well as to collaborate in teams. They learn how to conduct research and draw on evidence to arrive at solutions to problems. These skills are helping University of Regina alumni become leaders in a broad range of fields.

The University is aware of the crucial role it plays in preparing students to meet the challenges of a transforming economy, constant introduction of new technologies, globalization, demographic shifts, international mobility, environmental sustainability, and climate change.<sup>166</sup> The University provides training for business, government, and community leaders.

The attributes of successful leaders include:

- creating and communicating a clear vision and values;
- inspiring and empowering;
- managing diversity and inclusion;
- having strong relationship, interpersonal, and communication skills;
- building effective teams;
- being flexible, nimble, and adaptable;
- committing to continued learning and development;
- taking risks, demonstrating courage, and leading in uncertain conditions;
- having the necessary technical skills; and
- developing an appropriate organizational architecture.<sup>167</sup>

University programs that emphasize these skills produce highly qualified graduates who are ready to take leadership roles in their communities.

*Being an effective leader is more complex and difficult than ever before, yet we need effective leadership more than ever before.*

–W. Warner Burke, Professor and Chair,  
Department of Organization and Leadership,  
Teachers College, Columbia University

<sup>166</sup> Hay Group, *Building the New Leader: Leadership Challenges of the Future Revealed*, 2.

<sup>167</sup> The Conference Board of Canada, *Navigating Through the Storm: Leaders and the World of Work in 2020*, 42–46.

## Outstanding Alumni Leadership

The University of Regina's Alumni Crowning Achievement Awards showcase outstanding alumni who have become inspirational leaders and innovators. The awards honour alumni in a variety of fields, including professional development, humanitarian and community service work, and innovation. Other areas include the arts, sports, community, business, technical, and medical fields. The 2011 Alumni Crowning Achievement Awards were given to:

- Eric Grimson: Lifetime Achievement Award for advancements in medical imaging.
- Ross Mitchell: Award for Professional Achievement for biomedical informatics.
- Bernie Killman: Distinguished Humanitarian and Community Service Award for international advising and extensive community service work.
- Twyla Meredith: Dr. Robert and Norma Ferguson Award for Outstanding Service for sporting event organization.
- Rachel Mielke: Outstanding Young Alumnus Award for internationally acclaimed jewellery design.<sup>168</sup>

These awards bring attention to the important contributions that University of Regina alumni are making in a variety of fields. They also highlight how the University of Regina helps prepare alumni for successful careers in diverse fields. As Dr. Eric Grimson notes, "I was fortunate to have a set of inspiring faculty members who encouraged me to aim high, who provided me with opportunities, and who fostered a strong sense of tackling challenging situations by reasoning from basic principles... I would never have reached this point in my career without the strong foundations that I gained through my four years at U of R."<sup>169</sup>

## Promoting Green Energy at WestSource

Numerous University of Regina alumni are members of the local business community, turning the critical and innovative thinking skills they learned into successful businesses. One such company is WestSource Solutions, started by University of Regina students Lyle Weichel and Kim Korchinski in 2005. The company just passed the \$1 million mark in revenues and in 2009, Lyle Weichel was a finalist for the ABEX Young Entrepreneur of the Year award.<sup>170</sup>

The WestSource Group of Companies "provides development and construction services to the alternative energy, energy efficiently, and sustainability industries."<sup>171</sup> WestSource Energy founded (and is currently co-developing) the 175MW Montmartre Wind Project with Veresen Inc. (located 100 km east of Regina). WestSource Solutions' two main lines of business are:

- simply green<sup>TM</sup> energy solutions, which provide distributed power generation utilizing grid tied wind and solar technologies; and
- the design, procurement, and construction of custom energy and water efficiency solutions.<sup>172</sup>

<sup>168</sup> University of Regina, *ACAA Recipients*.

<sup>169</sup> University of Regina, *Dr. Eric Grimson*.

<sup>170</sup> WestSource, *About Westsource*.

<sup>171</sup> Weichel, e-mail.

<sup>172</sup> *Ibid.*

The University helped prepare Weichel for ownership in many ways. Weichel credits the University's systems approach to engineering, which helps students understand business, human and social impacts, project management, and learn the necessary technical skills. Understanding different aspects of engineering projects helped him develop the leadership skills required to launch and operate his own business. The Faculty of Engineering's co-op program played a key role in this process, as it provided Weichel with four varied and unique experiences in different roles. These experiences helped him establish the knowledge and foundation he needed to develop the necessary plans and concepts for his own business venture.

*Through this systems approach, the University encourages innovation and entrepreneurship. Innovation is about how you can improve or develop a new product, but also about how you can fix something, or identify a void or potential market. It's key for the people on the team to all have the ability to connect those dots—to be able to develop a potential solution, but to also see where it could fit into the market and how to commercialize it.*<sup>173</sup>

—Lyle Weichel, CEO, WestSource

In 2008, WestSource collaborated with the University by sponsoring an engineering design project through its Communities of Tomorrow partnership, in which engineering students created a test site to collect solar energy. WestSource supported the project by collecting data to determine how much solar energy could be collected from roadway surfaces.<sup>174</sup> The company has also hired University of Regina co-op students. When considering co-op students, Weichel looks for a broad wealth of knowledge and varied skills rather than one specific skill. He considers University of Regina co-op students a good fit for WestSource because he wants employees willing to take on a broad set of activities and the University develops this kind of talent.<sup>175</sup>

*“Leaders of the future will need to be adept conceptual and strategic thinkers, have deep integrity and intellectual openness, find new ways to create loyalty, lead increasingly diverse and independent teams over which they may not always have direct authority, and relinquish their own power in favour of collaborative approaches inside and outside the organization.”*<sup>176</sup>

— Hay Group

### **Creating New Industries at Carbon Offsetters Inc.**

The University's Faculty of Business Administration has produced many successful business entrepreneurs. Kalen and Derrick Emsley (Co-presidents) founded Greenfield Carbon Offsetters (GCO) Inc., a company that generates carbon credits by planting trees. These credits are sold to other companies to offset carbon emissions. GCO is the first initiative of its kind in the province and remains the largest company devoted to generating and purchasing carbon offsets.<sup>177</sup>

<sup>173</sup> Weichel, interview.

<sup>174</sup> WestSource, *About WestSource*.

<sup>175</sup> Weichel, interview.

<sup>176</sup> Hay Group, *Building the New Leader: Leadership Challenges of the Future Revealed*, 2.

<sup>177</sup> Greenfield Carbon Offsetters Inc., *The Future*.

Companies such as the Crown Investments Corporation of Saskatchewan and TransCanada Energy Ltd. are current GCO clients.

When the 140 000 poplar trees GCO has already planted reach maturity, they will store approximately 100,000 tonnes of CO<sub>2</sub> per year (which equates to removing 20,000 cars from the road per year).<sup>178</sup> In doing so, the company is helping the provincial government work toward its goal of reducing greenhouse gas emissions by 20 per cent by 2020.<sup>179</sup> As GCO grows, it will:<sup>180</sup>

- provide increasing employment opportunities;
- create a viable alternative crop for marginal farmland areas;
- attract new sources of energy to Saskatchewan; and
- help Canada become a leader in carbon credit science, technology, and supply.

### **Partnering With Greystone Managed Investments Inc.**

Prominent financial sector companies also see value University of Regina alumni. Greystone Managed Investments is one of the largest financial managers in Canada, overseeing \$26 billion in assets.<sup>181</sup> This independent investment-counselling firm created the Greystone Centre for Interprofessional Collaboration in Education at the University of Regina through its \$100,000 donation to the Building Dreams and Futures campaign. This virtual centre facilitates projects in the fields of education, justice studies, social work, and nursing.<sup>182</sup>

Students who work on projects that are coordinated through the Greystone Centre engage in real-life, problem-based interventions. Through collaborative social action, they work with human service professionals to improve the health and well-being of youth, schools, families, and communities.<sup>183</sup> These interprofessional collaborations help students develop strong teamwork, interpersonal, and communication skills.

*As a Regina-based company, we have a dual responsibility: to strengthen the skills of tomorrow's leaders and give back to the city's institutions in full measure for the benefits they have given to us. The centre does both. About half of our investment professionals in Regina hold degrees from the university, so the institution is essential to our growth. We believe that communities grow and thrive because of their students and the professionals who teach them. The centre is an expression of that belief.*<sup>184</sup>

– Rob Vanderhooft, CFA, CEO and CIO,  
Greystone Managed Investments

<sup>178</sup> Johnstone, "Sask. Company Seeks to Make Money Grow From Trees."

<sup>179</sup> Government of Saskatchewan, *Go Green Fund*.

<sup>180</sup> Greenfield Carbon Offsetters Inc., *Testimonials*.

<sup>181</sup> University of Regina, *Greystone Managed Investments Inc.*

<sup>182</sup> University of Regina, *Greystone Donation Creates Centre for Interprofessional Collaboration*.

<sup>183</sup> University of Regina, *The Greystone Centre for Interprofessional Collaboration in Education*.

<sup>184</sup> University of Regina, *Greystone Donation Creates Centre for Interprofessional Collaboration*.

## Working Closely With KPMG

KPMG, an audit, tax, and advisory service company is another strong University supporter and many of its local management team are University of Regina alumni. The company donated \$125,000 to the University's Building Dreams and Futures campaign to build the endowment fund for student scholarships. In addition to hiring about four graduates a year, the firm regularly employs University of Regina co-op students. Its management team recognizes the role that University of Regina students continue to play in the company's future success and advocates close connections between the faculty and industry. Tom Robinson, Regional Managing Partner at KPMG says, "It's good to support the institution, and to see the University integrated as much as possible with the business community."<sup>185</sup> Charles Baldock, Chartered Accountant at KPMG, adds, "We support the program because it encourages the brightest and best to study here in Saskatchewan. When our kids go to school here they develop relationships here, and that influences them to look for jobs in the province."<sup>186</sup>

## Building on Strong Business Partnerships

The business leaders in the examples above list many of the competitive advantages companies gain by partnering with the University of Regina. The University and the business community must continue to build on these successes. Reaching out to and engaging with new businesses in the community will increase awareness of the talent the University of Regina is producing. Hiring graduates directly from the University will reduce the costs associated with finding, training, and culturally acclimatizing workers. Students who have completed co-ops are also better able to transition into full-time jobs. Companies that invest in the University of Regina are helping to create the leaders of tomorrow. These kinds of partnerships represent substantial human capital benefits for both the University and the business community. Dr. Morina Rennie, Acting Dean of the Faculty of Business Administration at University of Regina, stresses the importance of the University's role in helping to create a well-educated workforce for industry. She notes that, "The University is a real magnet for people who want to start businesses here. Access to a well-educated labour pool is good for business."<sup>187</sup>

*Leaders face a twofold skills challenge. First, they must raise the skills of the current leadership cadre within their organizations so that they are able to navigate their way through the storm of change now facing them. Second, they must identify the skills needed by future leaders of their own organization so that they can make plans to recruit and/or develop people with those skills. The task is to find these people and prepare them to be the next generation of leaders—moulding them into exactly what the organization needs in order to be successful a decade and more into the future.*<sup>188</sup>

– The Conference Board of Canada

<sup>185</sup> University of Regina, *KPMG Boosts Business Excellence*.

<sup>186</sup> *Ibid.*

<sup>187</sup> Rennie, interview.

<sup>188</sup> The Conference Board of Canada, *Navigating Through the Storm: Leaders and the World of Work in 2020*.

## Identifying Notable Business Leaders

Many graduates of the Faculty of Business Administration cite their experience at the University of Regina as crucial to their career development. They note that the opportunities to grow, excel, and take on leadership roles provided through the University are not available elsewhere. The University actively promotes partnerships and engagement with many business and organizations in the local community. The Faculty of Business Administration, in particular, has produced many Saskatchewan business leaders. Some notable examples include:

- Perry Bellegarde: Chief of Little Black Bear First Nation and former Chief of the Federation of Saskatchewan Indian Nations.
- Victor Thomas: Executive Director of Aspen Medical Canada Inc., past Chair of the Regina and District Chamber of Commerce, and winner of the 2011 Emerging Leaders Award.
- Marty Klyne: publisher of the Leader-Post and Star Phoenix, 2003 Chair of the Grey Cup, and Maaco franchise owner.
- Randy Beattie: founding partner, President, and CEO of PFM.<sup>189</sup>
- Paul McLellan: President and CEO of Alliance Energy<sup>190</sup> and Sun Electric and former Chair of the Saskatchewan Apprenticeship and Trade Commission.
- Jan McLellan: CFO of Alliance Energy and Sun Electric.
- Mauro Montanini: President and owner of Avanti Office Products.
- Michael Cassano: Project Manager at SaskTel, President of the Regina Multicultural Council, and Mosaic organizer.
- Jim Werschler: Owner of nine Saskatchewan Boston Pizza franchises.
- Adam Hicks: Owner of Cloud 9.<sup>191</sup>

As these examples show, University of Regina graduates have become important business leaders, both in the province of Saskatchewan and beyond. They operate in a wide variety of fields, such as finance, medicine, publishing, energy, communications, technology, and food services. Many are also actively involved in a variety of boards and charitable organizations. Their accomplishments highlight the University of Regina's ability to produce graduates with valuable leadership skills.

*Alumni are giving back as business and community leaders. Our graduates are present in so many organizations. They are thoughtful, contributing citizens who provide important services to the community.*<sup>192</sup>

– Barbara Pollock, Vice-President, External Relations, University of Regina

## Paving the Way for Women Leaders

<sup>189</sup> Saskatchewan's leading private equity firm with assets of over \$400 million.

<sup>190</sup> Saskatchewan's largest electrical contractor.

<sup>191</sup> Rennie, e-mail.

<sup>192</sup> Pollock, interview.

Statistics Canada data from 1987 to 2009 show that, despite decades of equal opportunity, the percentage of women in senior management positions in Canada has “virtually flatlined” over the past two decades.<sup>193</sup> This lack of progress is found in both the private and public sector. Conference Board reports draw attention to some of the problems women leaders encounter, including common barriers, the impact of gender stereotyping, as well as organizational culture and gender harassment.<sup>194</sup> Men also heavily dominate leadership positions in Saskatchewan's resource-rich economy.

Yet times are changing in Saskatchewan and Dr. Vianne Timmons, President of the University of Regina, is leading the charge. Dr. Timmons has been actively promoting and supporting the development of female leaders, both in Saskatchewan and abroad. She has won national leadership awards and the Women's Executive Network has named her one of Canada's Top 100 Most Powerful Women two years running.<sup>195</sup> Timmons cites the critical importance that opportunities and mentors play in the development of women leaders. To inspire female students, she has organized leadership development conferences and established the University of Regina's Inspiring Leadership Forum. The third annual Inspiring Leadership Forum: Influencing the World took place on March 7, 2012. Feature speakers included:

- Roberta L. Jamieson: First Nations leader, conflict resolution expert, as well as CEO and President of the National Aboriginal Achievement Foundation.
- Dr. Samantha Nutt: Executive Director of War Child Canada; renown humanitarian and international activist for peace, human rights, and social justice; staff physician at the Women's College Hospital in Toronto; and author of *Damned Nation*.
- Gayle Tzemach Lemmon: author and contributing editor-at-large for *Newsweek Magazine* and *The Daily Beast* (providing a female focus on economic and development issue), and expert on female entrepreneurs in the developing world.<sup>196</sup>

Dr. Timmons promotes the value of women in leadership positions to international audiences. She spoke at a conference of the Inter-American Organization for Higher Education in Mexico City, which helped promote women in leadership positions in South America.<sup>197</sup> She currently serves as the Board Chair of the Canadian Bureau for International Education and is Vice-President (Canada Region) of the Inter-American Organization for Higher Education.

Opportunities abound at the local level for female leadership development. The University of Regina offers a variety of leadership development courses, seminars, and networks. Some examples include the Global Leadership Program, the Professional Leadership Certificate, and Continuing Education's Leadership Seminars. Specific faculties also offer leadership and mentoring opportunities, such as the Faculty of Kinesiology and Health's Women and Leadership Network.

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<sup>193</sup> The Conference Board of Canada, *Women in Senior Management: Where Are They?* i.

<sup>194</sup> Such as the Labyrinth (the number barriers women commonly encounter) and Glass Cliff (the higher propensity of women to occupy more precarious positions).

<sup>195</sup> University of Regina, *President Timmons Makes Top 100 List Second Year Running*.

<sup>196</sup> University of Regina, *Leadership Forum Promises to Inspire*.

<sup>197</sup> University of Regina, *University of Regina President Advocates for Women in Leadership Roles*.



*It's extremely important to be a role model for young women who aspire to leadership roles in higher education.... Raising a family while pursuing a career in leadership in any organization is not an easy task. However, with the support of family and colleagues, it is an achievable goal and one that I encourage more women to pursue.*<sup>198</sup>

– Dr. Vianne Timmons, President,  
University of Regina

The fact that Saskatchewan's two major universities are headed by extremely accomplished women is an indication of progress.

## Transforming the Public Service Sector

University of Regina alumni are also taking leadership roles at the municipal, provincial, and federal government levels. The skills they develop at the University of Regina help them guide public policy in a wide array of public sector service fields.

The Johnson-Shoyama Graduate School of Public Policy is a major element of the University's capacity to assist in the transformation of the public service sector. So too are other department and faculties.

### Serving in Municipal Settings

Shelley Kilbride is a Policy Manager for the Saskatchewan Association of Rural Municipalities. Kilbride's Director, Executive Director, and the majority of her colleagues are University of Regina alumni. Kilbride's University of Regina sociology degrees helped her develop a number of important skills that easily transfer to a wide variety of employment situations, including:

- critical thought;
- enhanced problem solving;
- qualitative and quantitative statistical analysis and research capabilities; and
- proficient written and oral communication.<sup>199</sup>

Kilbride believes a university education teaches people to think in different ways and to approach problems from different perspectives. The University of Regina's sociology program:

- explores social issues and highlights their interconnectedness;
- fosters awareness of social injustice and encourages interest in public issues;
- provides tools to analyze social issues utilizing a worldview perspective; and
- draws attention to the political realm and public policy as a whole.<sup>200</sup>

By fostering these values, the University is creating ethical leaders who promote diversity and inclusion. Its graduates are highly adaptable. The skills and values they learn are helping them become powerful policy advocates in cities and smaller communities across Saskatchewan.

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<sup>198</sup> Ibid.

<sup>199</sup> Kilbride, interview.

<sup>200</sup> Kilbride, e-mail.

## Serving in the Provincial Legislature

Over the years, the Saskatchewan provincial legislature has welcomed high numbers of University of Regina graduates. On November 27, 2011, Saskatchewan held its 27th general election and 11 of the 58 members elected to the Legislative Assembly of Saskatchewan were University of Regina graduates. (See Table 9.) Representing both the NDP and the Saskatchewan Party, these University of Regina graduates are shaping the policies that influence Saskatchewan residents.

**Table 9**

University of Regina Alumni Who are Members of Saskatchewan's 27th Legislative Assembly<sup>201</sup>

Name	Degree	City	Party	Constituency	Position Already Held
Danielle Chartier	BSW '05	Saskatoon	NDP	Saskatoon Riversdale	Incumbent
Dustin Duncan	BA '02	Weyburn	SaskParty	Weyburn-Big Muddy	Incumbent
David Forbes	BEd '82	Saskatoon	NDP	Saskatoon Centre	Incumbent
Jeremy Harrison	MPA '11	Meadow Lake	SaskParty	Meadow Lake	New
Warren McCall	BA '99	Regina	NDP	Regina Elphinstone Centre	Incumbent
Laura Ross	BAHon '84	Regina	SaskParty	Regina Qu'Appelle Valley	Incumbent
Warren Steinley	BAHon '09	Regina	SaskParty	Regina Walsh Acres	New
Trent Wotherspoon	BEd '03	Regina	NDP	Regina Rosemont	Incumbent
Jim Reiter	CLGAJ'82, CLGAS'91	Regina	SaskParty	Rosetown-Elrose	Incumbent
Mark Docherty	BSc'95, BHJ'95, MSW'03	Regina	SaskParty	Regina Coronation Park	New
Russ Marchuk	BA'69, PGDC&I'85	Regina	SaskParty	Regina Douglas Park	New

<sup>201</sup> Muzyka, e-mail.

Source: The University of Regina.

University of Regina graduates have also held a wide variety of cabinet positions. Post-election cabinet portfolios in November 2011 included:

- Dustin Duncan: Minister of Environment, Minister Responsible for the Saskatchewan Water Corporation, and Minister Responsible for SaskEnergy Inc., who is now the Minister of Health.
- Laura Ross: Minister of Government Services.
- Jim Reiter: Minister of Highways and Infrastructure, Minister Responsible for the Saskatchewan Transportation Company, and Minister Responsible for the Global Transportation Hub Authority, who is now the Minister of Government Relations and the Minister Responsible for First Nations, Métis and Northern Affairs.<sup>202</sup>

In addition, University of Regina graduates hold other key roles, such as Deputy Ministers and Crown corporation leaders. A few examples from the University of Regina's business faculty include:

- Garnet Garven: former Deputy Minister to the Premier and current Senior Fellow at the Public Policy Forum.
- Dan Florizone: Deputy Minister of the Saskatchewan Ministry of Health.
- Margaret Anderson: Executive Director for Corrections, Public Safety and Policing.
- Doug Matthies: Deputy Minister of Finance and Agriculture and President of the SaskWater Corporation.
- Rick Hoffman: Executive Vice-President at Farm Credit Canada.
- Bernadette McIntyre: CEO of the Wascana Centre Authority.
- Twyla Meredith: President and CEO of the Saskatchewan Gaming Corporation.<sup>203</sup>

### **Working at the Federal Level**

The University of Regina is also represented at the federal level. A few notable graduates include:

- Ralph Goodale: (BA '71 and former MLA), who served as Canada's Minister of Agriculture, Minister of Natural Resources, Leader of the Government in the House of Commons, Minister of Public Works, and Minister of Finance.<sup>204</sup>
- Ken Sunquist: (BAdmin 1970), who served as the Department of Foreign Affairs and International Trade's Assistant Deputy Minister of International Business, Chief Trade Commissioner, Assistant Deputy Minister of the World Markets Branch, and Assistant Deputy Minister of Global Operations.<sup>205</sup>
- Dale Eisler: (BA 1970), who led a distinguished career in journalism, before serving as the Assistant Deputy Minister for Consultations and Communications with the Department of

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<sup>202</sup> Muzyka, e-mail.

<sup>203</sup> Rennie, e-mail.

<sup>204</sup> Goodale, *BioCharty*.

<sup>205</sup> Sunquist, *Ken Sunquist*.

Finance, Assistant Secretary to Cabinet (Communications and Consultations) in the Privy Council Office, and Canada's Consul General in Denver, Colorado.<sup>206, 207</sup>

In 2007, Eisler was awarded the Distinguished Alumni Award for Professional Achievement.<sup>208</sup> He describes his time at the University of Regina as “pivotal” in shaping his future career, citing the University's encouragement of his interests in broader public debates and democratic dialogue as crucial to his career development. He says, “If I'm any example, then alumni owe a great deal to their alma mater. Our university experience is crucial to shaping who we are and the society we seek to build collectively. We have not just a responsibility, but an obligation, to help ensure the institution remains viable and vital for generations to come.”<sup>209</sup>

## Responding to Strategic Priorities

Professors across the University regularly engage with the Government of Saskatchewan in an advisory capacity. Many University of Regina Faculty of Business Administration members conduct highly applicable research. Their work in Aboriginal entrepreneurship, weather derivative risk management for farmers, entering China's markets, health measurement strategies, managing net debt, and social marketing is helping government and businesses leaders across the province make informed decisions. The University of Regina is actively involved in reinventing the public service sector through the Johnson-Shoyama Graduate School of Public Policy, which focuses on evidenced-based policy-making and responsible public management. It regularly offers public executive training programs that are specifically designed for the province's senior decision-makers.

The University is also committed to responding to important strategic priorities, such as the emergency management and mitigation efforts of the city and province. Given that the stakes are so high and that emergencies can strike without warning, the University is collaborating with multiple partners across City of Regina services to enhance its capacity to respond in a timely and effective manner. It has multiple contacts across the city, including the Regina Police Department, the Regina Fire Department, the Regina Qu'Appelle Regional Health Authority,<sup>210</sup> and Regina Emergency Medical Services. The University works collaboratively with the city as one of<sup>211</sup> its 14 emergency support agencies.<sup>212</sup> Joint conferences establish key connections between University and city administrators who discuss information and resource planning, their respective roles, and procedures. Because the University has the resources to feed and lodge people, it can act as a hospital or temporary shelter location for city evacuees. Many of the University buildings, including the College West Building and the Dr. William A. Riddell Centre, have back-up lighting and heating in case of a power outage or other emergencies.

<sup>206</sup> Government of Canada, *Consul General Dale Eisler*.

<sup>207</sup> University of Regina, *ACAA Recipients*.

<sup>208</sup> University of Regina, *Dale Eisler BA '70*.

<sup>209</sup> University of Regina, *ACAA Recipients*.

<sup>210</sup> For the use of the Authority's auto-dialer.

<sup>211</sup> Others include the Canadian Red Cross (Saskatchewan Division), the Public School Board, and the Regina Humane Society.

<sup>212</sup> City of Regina, *Major Emergency and Disaster Plan*.

The University also provides specific training to several City of Regina departments. For example, the University helps train firefighters to deal with radiation emergencies and successfully complete high angle and confined space rescues. The University also helps the Regina Police Service Explosive Disposal Unit run training scenarios. University facilities are considered for use among the city's backup Emergency Operations Centre locations. The University is also partnering with the Regina Fire Department, City of Regina, and Regina Qu'Appelle Health Region to simulate a laboratory fire, which would involve coordinating with multiple emergency service groups. In doing so, the University provides a safe location for supporting the city and province's efforts to appropriately train for and handle emergencies.

## Building Educational Capacity at Home and Around the World

A strong and healthy workforce begins with a good education system. Numerous studies have shown that increased education results in higher salaries and better standards of living.<sup>213</sup> The University of Regina's Faculty of Education is helping to transform educational capacity across the province. In addition to the courses and programs offered at the University of Regina campus, the University offers programs in Indigenous Education through First Nations University and oversees a number of Aboriginal Teacher Education programs.<sup>214</sup>

University of Regina faculty have gained international reputation as leaders in educational development. Their programming expertise and innovative approaches to the challenges inherent in educational systems throughout the world have encouraged international partnerships. The University's Distance Learning Division is developing cost-effective and sustainable teacher development programs. In 2008, the Canadian International Development Agency awarded the University \$4.9 million to help the Government of Malawi with an economic, social, and educational development project.<sup>215</sup> Key goals of the project include reducing poverty and gender inequality, and increasing both the health and socio-economic development of its citizens by overhauling the country's academic and technical education system.<sup>216</sup> The University's team embraces a collaborative leadership approach with strong relationships and good communication. As Rosetta Khalideen, the University's former Director of Adult Education and Human Resource Development in the Faculty of Education, notes, "We wanted to make this project not something that is done *to* the people in Malawi, but something that is done *with* the people of Malawi.... It started with the people of Malawi coming to us and saying, 'We have a need.'"<sup>217</sup>

The University's adult education program serves as the model for new programs in Malawi, including strategic planning for Malawi Polytechnic and management training. The University is developing a research institute at Malawi Polytechnic, restructuring its undergraduate program, and designing a new master's program. The University's Distance Learning Division will help

<sup>213</sup> See Carnevale, *The College Payoff*.

<sup>214</sup> Case Study 6: Improving Educational Outcomes explores the ways in which the University of Regina is transforming education capacity across the province and highlights some of the impacts its teacher training programs are having on Aboriginal communities.

<sup>215</sup> University of Regina, *Prospectus 2010*.

<sup>216</sup> University of Regina, *U or R Report*.

<sup>217</sup> *Ibid.*

Malawi adapt its teaching materials for distance delivery. These initiatives will help transform Malawi's education system.<sup>218</sup>

On an individual level, University of Regina faculty are also taking on leadership roles to address the need for educational improvement in other countries. Dr. Jean-Marie Nkongolo-Bakenda, an Associate Professor who teaches strategy and international business, saw the need for educational facilities, scholarships, and school supplies in villages close to Ngandajika in the Democratic Republic of Congo.<sup>219</sup> To meet this need, he founded the Association for the Development of the Rural Communities in the Democratic Republic of Congo, a nationally recognized charity.<sup>220</sup> In addition to food, water, and other aid supplies, this charity has donated over 300 textbooks to a local university and has supplied local elementary schools with pens, pencils, notebooks, rulers, and blackboards.<sup>221</sup>

## Conclusion

University of Regina alumni hold leadership positions in business and in all levels of government. They are deeply engaged in the cities and communities in which they live and work. As well, the University of Regina is making important international contributions.

The value of leadership is extremely difficult to measure, but the impact of leadership is evident in the organizations and communities touched by University of Regina graduates.

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<sup>218</sup> Ibid.

<sup>219</sup> In addition to basic needs such as health care, nutrition, and clean water

<sup>220</sup> University of Regina, *Prospectus*, 2010.

<sup>221</sup> Ibid.

## Chapter 8

# Challenges and Opportunities

### Chapter Summary

- The University of Regina contributes immensely to the economic, social, and cultural well-being of the City of Regina and Saskatchewan as a whole.
- The University of Regina is at the center of pivotal opportunities presented by this growth, and all stakeholders in the University will benefit from carefully determined strategic investments.
- Recommendations for the direction of investments highlight areas of opportunity.

The University of Regina has matured into an exceptionally prominent institution in Saskatchewan—and its evolution is indicative of many of the changes that continue to occur in the province. Saskatchewan's economy is booming and the University is well positioned to contribute to the provincial surge—and to benefit from the great advantages that this brings. The University is an important contributor to the prosperity of Regina and Saskatchewan. This report has highlighted how the University makes its contributions.

### Achievements and Impacts

As a functioning economic enterprise, the University makes an important contribution to economic activity in the Regina, Saskatchewan, and beyond. Its major economic impacts include:

- owning and operating major assets, such as University buildings and machinery, and purchasing consumable supplies, goods and services;
- providing faculty, staff, and students with jobs and incomes;
- indirectly supporting goods and services industries through purchases by faculty, staff, and students;
- increasing tourism, such as student visits by friends and family;
- raising the level of human capital, which increases graduates' skills and lifetime earnings; and
- creating external knowledge-intensive jobs, and supporting new business development and economic growth through R&D, professional advice to firms, and commercialization of innovative research and discoveries.

As an institution of higher learning, the University makes major contributions to the economic, social and cultural well-being of the city and the province. It does so in fulfilling its seven major roles:

#### 1. *Producing skilled graduates*

Traditionally the University's core role, this function is still the most important. The University of Regina has strong overall enrolment and has increased Aboriginal and immigrant student populations. The result is an important contribution of highly educated and skilled graduates into the local and provincial economy in both the private and public sectors.

The University draws in students from outside the province and beyond Canada's borders—thereby increasing both economic activity and residents' tolerance for new ways of doing things. Groundbreaking programs—such as the UR Guarantee—encourage and assist students in preparing for successful careers in their field of choice, and heighten their confidence in university qualifications. Tailoring programs to meet key labour force shortages—current and future—reinforces the University's importance to Saskatchewan's labour market.

## *2. Creating and discovering knowledge*

The University's institutes, departments, and faculties have increased capacity for knowledge creation in areas that are important to the province's economy and society. Areas of success in generating important new knowledge include energy, environment and sustainable development, health, Aboriginal engagement, and human development.

Knowledge creation has benefitted from the University's strategy of reaching out to form a broader knowledge community. Through increased community engagement and partnerships, the University of Regina brings diverse groups together to build knowledge and address the issues that affect Saskatchewan's future.

## *3. Performing research and development*

University faculty have national and international reputations as leading researchers in such fields as carbon capture and storage, clean energy, climate change, public policy, pain management, and Aboriginal education. Their contributions to corporate and governmental R&D are helping to foster innovation and provide a basis for creating new and improved products, services, and processes. Faculty do some of their work in collaboration with universities in other parts of the world, most notably China. Their collaboration creates important linkages that will continue to benefit the province as trade relationships with Asia continue to grow. University research and development with associated collaborations are building the province's reputation as a region with vision—which, in turn, sparks new opportunities.

## *4. Providing expert advice and consultation services*

University expertise is delivered to business and all levels government in the form of expert advice and consultation services that cover most aspects of corporate development and governmental economic, social, and cultural policy. Faculty advice improves corporate management capacity and governance, and helps shape key policy decisions.

## *5. Generating knowledge-intensive enterprises*

University research activities and idea generation activities (“ideation”) have created a number of corporate spin-offs. New partnerships created through the Regina Research Park highlight how University researchers and businesses collaborate to produce innovation and wealth by bringing products to market. The creation of over 90 new patents and numerous licenses contributes to a healthy competitive environment and new wealth creation.

## *6. Creating a beneficial and attractive cultural environment*

Faculty, staff, and students have created and support a wide range of cultural and artistic programs and events, thereby helping to build a diversity-welcoming, inclusive environment that improves quality of life, and attracts and retains top talent.



The University is a strong supporter of Aboriginal cultural heritage and initiatives, increasingly recognizing the value and importance of celebrating Aboriginal perspectives and incorporating them into University plans and programs.

The University is an integral part of Saskatchewan's vibrant cultural community, contributing appreciably to the cultural economy—a major and often over-looked component of Canada's economy. Many of the University's staff and students are practicing artists and its cultural programming regularly attracts the public to the University, thus increasing its relevance and impact on the community. Winning prestigious awards, displaying at important venues, and using new technologies to make art more accessible, University faculty are bringing national attention to Saskatchewan's rich cultural heritage. They are also conducting important community research that establishes strong relationships with cultural groups.

### *7. Developing leadership capacity*

The University of Regina graduates business, government, and community leaders. Their advanced education at the University has armed them with a combination of expert knowledge, skills, and aptitude for successful roles in leadership. As CEOs and senior executives, they are creating growth strategies and leading investments that are shaping the future economy of the province. As public sector leaders, they are creating policies and programs that alter the infrastructure of the province and heighten service design and delivery to all. As community and educational leaders, they are contributing to the success of cities and transforming program delivery and opportunities for students in Saskatchewan and around the world.

## **Key Findings and Recommendations**

The University has a powerful impact on the economic, social, and cultural fabric of both the City of Regina and the Province of Saskatchewan. As Saskatchewan experiences a surge in growth, the University is well positioned to maintain and grow its own influence and contributions. The Conference Board's analysis suggests that the University has tremendous leadership to offer, and a capacity to help shape Saskatchewan's future. The following recommendations highlight areas of opportunity that can further advance the interests of the University, business, and government to contribute materially to Saskatchewan. The recommendations intend to promote dialogue on how the University, in collaboration with other stakeholders, can achieve even greater impact.

### **1. Promote the University's Bold New Brand to a Wider Audience**

As a mid-sized comprehensive university, the University of Regina has often been called the University of Saskatchewan's "little sister." Yet the University of Regina is ready to re-define itself as a significant leader in its own right. To change public perception and create heightened recognition, for both what it has achieved and for what is yet to come, the University of Regina needs to promote itself as having a bold new brand that sets it apart. The brand should capture the University's pioneering spirit. It should demonstrate the University's capacity to be nimble at a time of transformational shifts in Saskatchewan and to be adaptable to student interests and employer needs. The brand should celebrate the University's innovative and purposeful programs. And it should capture the imagination and passion of all who come to experience the University—the brand must stay with them for life.

The mission, goals, and values found in the University's Strategic Plan are important beacons. They guide the University forward. But as the world awakes to Saskatchewan as a source of natural resources and a good place to do business, the University has an unprecedented opportunity to sell itself and to depart from the traditions that hamper innovation and growth in Canada's post-secondary institutions. The University should harness this opportunity and let the world know that it is ready, able, and interested. It needs to accompany its Strategic Plan with a parallel push on marketing a bold new brand.

As this report shows, the University has a lot to offer, but should resist the temptation to promote it all. Instead, there should be a keen focus on selected areas for promotion. One major option would be to implement a marketing campaign that is carefully designed and targeted to produce a substantial increase in strategic student recruitment—attracting the students that will help the University achieve its goals. As well, other key constituencies—government (at all levels), business investors, and employers—should see a vibrant place for themselves in the pioneering spirit of the University's bold new brand. The University of Regina embodies the philosophy and future vision of an emerging provincial powerhouse. Branding and promoting itself will benefit all involved.

Many students, alumni, and faculty believe that the University of Regina can do more to promote its accomplishments, both within the University, and to the broader community. Although many individual departments are doing an excellent job of sharing successes and event information among their members, many people associated with the University would like to see increased information flow—both between the different departments and to the broader community.

The University has much to be proud of. Leading researchers and strong programs are having powerful impacts on Regina, Saskatchewan, and the country. Many alumni and faculty believe that the University is too modest in conveying its successes. Increased awareness of the University's tremendous array of activities and the impacts they have will help attract more students and top faculty, both from within Canada and from the international community.

## **2. Establish Key Pinnacles of Excellence**

Universities need to make strategic decisions regarding program resource allocation. While offering a range of programs in the arts and sciences is important, universities today must carefully consider and balance where their strengths lie, what programs best meet the needs of the students they wish to attract, and how they are being called upon by employers to fulfill the skills requirements of the economy. To define and elevate its place, the University of Regina should cultivate specific pinnacles of excellence that guide decisions on academic programming, research investments, and domestic and international partnerships. Our research suggests four key pinnacles: public policy, clean energy, health sciences, and Aboriginal education. Focusing investments in these areas would help the University of Regina make a more strategic and influential contribution.

As noted in this report, the University already has strong assets supporting a focus on these particular areas of excellence. The Johnson-Shoyama Graduate School of Public Policy is gaining prominence. The University is involved in major partnerships on carbon capture and storage research and demonstration projects. Innovative tools and therapies developed by University of

Regina clinical psychologists are transforming the quality and delivery of health care services, both in Canada and abroad. The potential for growth and development of Aboriginal education is huge.

Another key asset of the University of Regina is its well-established relationship with China. This relationship has stood the test of time, earning tremendous respect for the University among key partners in China who value the longevity of the engagement. In certain parts of China, the University of Regina is placed ahead of a long queue of notable institutions—a tribute to the special nature of the relationship.<sup>222</sup> The University should build on this. As China seeks to increase its access to the natural resources and expertise that Saskatchewan has to offer, who better to nurture and secure the deals than the University of Regina! Thus, decisions around key areas of excellence should not be limited to academic programs and research, but also extended to global partnerships. The University should leverage the core strength of its China connections to establish itself at the heart of Canada's relationship with this global power.

In an environment of limited federal and provincial funds for research and education, it makes good business sense to develop niche areas for intensive investments. Leading universities will compete more successfully for prized major investments by governments and private partners. The University of Regina should carefully consider the strategic directions of its closest competitor (and ally), the University of Saskatchewan, as it makes decisions regarding its spheres of excellence and influence. A demonstration of collaborative planning and resource allocation by Saskatchewan's institutions of higher education will be attractive to governments and business investors alike.

### **3. Increase the Number of Students, Especially International and Aboriginal Students**

Saskatchewan's booming economy has created labour market skill shortages in many areas. The University's projected growth rate is insufficient to meet the labour demands of Saskatchewan—an estimated additional 10,000 workers each year.<sup>223</sup> The high growth rate scenario of 25,000 enrolled students by 2022—almost doubling current levels—is very ambitious. Yet, the University of Regina need not only look to supplying labour demand within Saskatchewan, but also to other provinces and countries. To meet provincial labour market needs, the University of Regina must embrace more robust growth targets.

Given that Saskatchewan has a relatively small population, one way to achieve a higher number of enrolled students is to increase the number of international students—many of whom would likely stay in Saskatchewan after they graduate. Most international students at the University of Regina are graduate students, leaving substantial room for an influx of international undergraduate students. Chart 10 shows that Saskatchewan has fallen behind other provinces in the number of international students.<sup>224</sup> In 2008, international students had a GDP impact of \$71 million in Saskatchewan, representing only 1.8 per cent of the impact that international students

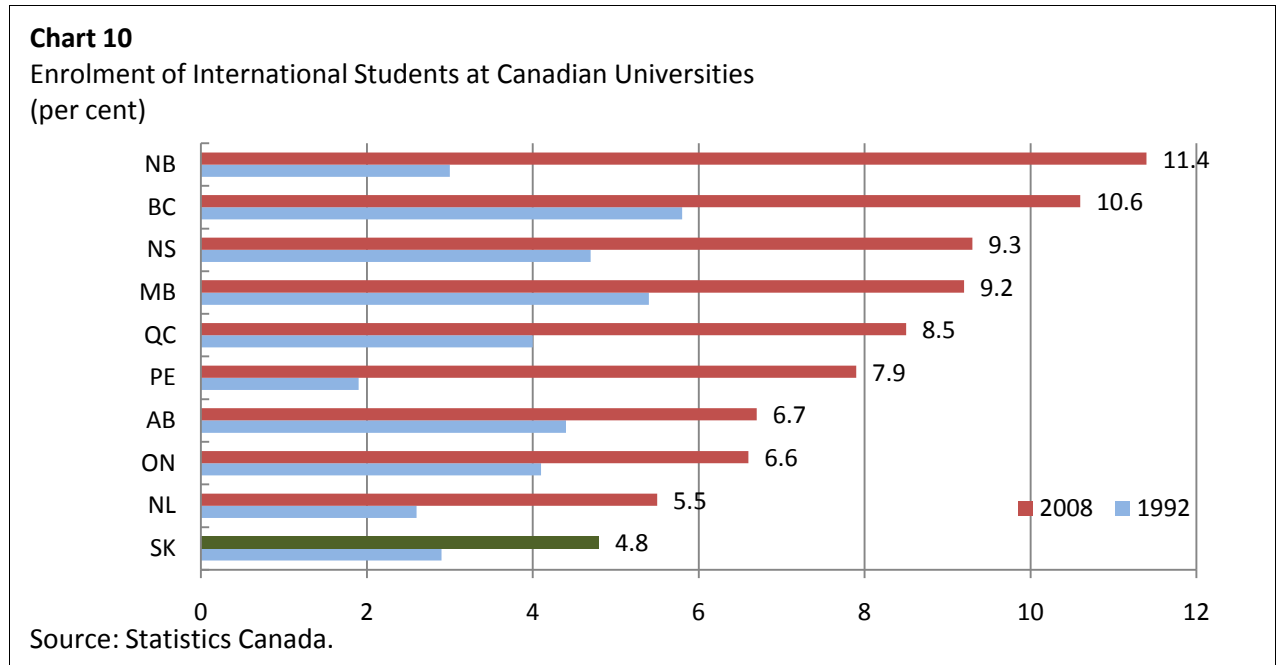
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<sup>222</sup> Button, interview.

<sup>223</sup> Saskatchewan Labour Market Commission, *Right People, Right Place, Right Time*.

<sup>224</sup> Statistics Canada, *Education Indicators in Canada: An International Perspective*.

had in Canada that year.<sup>225</sup> With 3 per cent of Canada’s population, Saskatchewan is missing out on the economic benefits that come with higher international student numbers. Furthermore, Chinese students have the biggest spending impact in Canada.<sup>226</sup> The University must leverage its connections with Chinese institutions to bring more of these students to Regina. The University’s international office, its joint programs with foreign universities, and its English as a Second Language (ESL) programs are attracting a significant number of students, but there is room for further development. The University’s continued efforts to establish additional joint programs with foreign universities from around the world are steps in the right direction. These efforts are playing an important role in helping the province achieve its immigration targets.



To achieve its 20 per cent Aboriginal student enrolment goals, the University of Regina must continue to attract and retain Aboriginal students, including those from communities in Alberta and Manitoba. Aboriginals represent approximately 15 per cent of Saskatchewan’s population<sup>227</sup> but only 8.3 per cent of University of Regina students.<sup>228</sup> Despite the University’s aggressive enrolment targets, the number of Aboriginal graduates has remained fairly constant over the past several years and well below this target. (See Chart 11.) In summary, these individuals represent a significant source of potential future students and the economic and social benefits of supporting their enrolments are significant.<sup>229</sup>

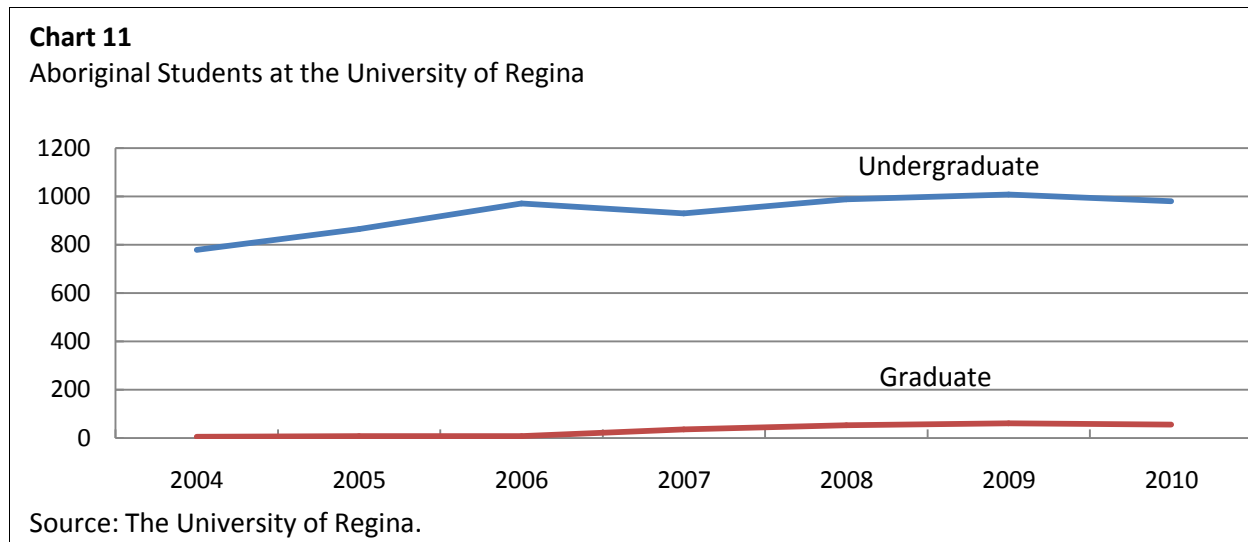
<sup>225</sup> Roslyn Kunin & Associates Inc., *Economic Impact of International Education in Canada: Final Report*.

<sup>226</sup> Ibid.

<sup>227</sup> Statistics Canada, *Aboriginal Identity Population by Age Groups, Median Age and Sex, 2006 Counts for Canada, Provinces and Territories—20% Sample Data*.

<sup>228</sup> University of Regina, *University of Regina 2010–2011 Annual Report*.

<sup>229</sup> Howe, *Saskatchewan With an Aboriginal Majority: Education and Entrepreneurship*.



#### 4. Address Labour Market Needs by Engaging Employers

The University has been successful at supporting links to the business community, including PotashCorp, The Mosaic Company, KPMG, Greystone Managed Investments, SaskPower, and SaskTel. The University has over 8,000 employers in its database, the majority being local and provincial corporations. Yet the University can do more to engage businesses in hiring students and graduates. To reduce frictional costs (the costs of hiring and training new employees), to improve the overall employment prospects of its students, and to capitalize on the abundant jobs for those interested in working in the natural resources sectors, the University should extend its collaborative work with local, provincial, and multinational employers.

For example, based on a 2008 forecast by the Mining Industry Human Resources Council, the Saskatchewan mining sector will need more than 10,300 workers from 2012 through 2017.<sup>230</sup> Additionally, Saskatchewan has no MBA programs focused on mining, a notable gap. It was York University's Schulich School of Business that announced the first such program in Canada in November 2011.<sup>231</sup> If the University of Regina is to respond to the needs of the province, it must create programs that capture the opportunities of Saskatchewan's economy. Opening and maintaining strategic discussions with the business community should be a priority.

Publicizing these discussions, and the strategic choices that result, should also be a priority. Making prospective students (and their parents) more aware of the career opportunities and earnings implications implicit in a University of Regina education will serve the objective of attracting more students—particularly out-of-province, American, and international students.

The business community also has a role to play. Many Saskatchewan businesses are currently missing out on the research and human capital opportunities the University of Regina has to offer. To capitalize on both available research expertise and the highly qualified talent produced in Saskatchewan, more local and provincial businesses need to collaborate with the University of

<sup>230</sup> Mining Industry Human Resources Council, *Report on the Labour Market Demand Projections*.

<sup>231</sup> Schulich School of Business, *Schulich announces MBA specialization in Global Mining Management*.

Regina. Research partnerships can produce innovative improvements to existing products and processes. Academic and business partnerships grant access to new federal funding programs. Internship and co-op programs provide valuable learning opportunities to students while simultaneously connecting employers with highly qualified talent. By actively seeking out University of Regina graduates, Saskatchewan employers can retain local talent and reduce the costs associated with identifying, hiring, and training workers from out-of-province. As the examples in this report show, strong relationships with the University of Regina generate significant competitive advantages that the business community should actively pursue.

## **5. Help Business and Government Attract Foreign Capital**

Saskatchewan has a great abundance of natural resources, including uranium, oil and gas, and potash. Developing these resources, especially through major projects, requires financial capital from outside the province. Foreign investors make their capital investment decisions based on their assessment of opportunity and risk. That assessment, in turn, depends on their knowledge of Saskatchewan's economic, social and political environment; the availability and quality of human capital and expert advice; cooperation from government; and an infrastructure—including an advanced educational infrastructure—that supports growth and high performance.

The University has a several important roles to play in attracting foreign capital to develop the province's resources and expand its economy. One role is to increase the province's pool of highly skilled labour. Large-scale resource projects require large numbers of university-educated people, including engineers, systems designers, scientists, business managers, financial specialists, and other types of highly skilled workers. The University is a major producer of highly skilled graduates, offering more than 2,200 graduates annually at the bachelor's and master's level. To create the conditions that support foreign capital investment, particularly the ready availability of skilled workers to meet escalating demand, enrolment growth would help substantially. Furthermore, as the University attracts higher numbers of Aboriginal students, it will add additional value for foreign investors by graduating a group of Aboriginal knowledge workers who also offer their employers a deep understanding of how to operate effectively in the context of local Aboriginal jurisdictions and cultures. Overall, this pool of potential hires is a major resource for foreign investors seeking to create new operations in the province.

A second role is to provide expert advice, through the faculty, to foreign investors, as well as their local partners in business and government, about investment conditions, regulatory issues, P3 arrangements, all aspects of the physical environment (including geology, soil, climate, water, and other environmental factors), and more. The University's many leading experts provide foreign investors with an expert capacity deeply grounded in an understanding of local operating conditions that is vital to effective investment. In addition, the University, notably through the Johnson-Shoyama school, offers investors access to insights about the public policy environment within which they are investing.

A third role is to offer attractive research partnership opportunities that will support research and development work by the investors as part of new project development. The University offers a number of well-established and highly successful research operations, including major laboratories and advanced research teams in areas such as clean energy, environmental conservation, health sciences, and urban planning.

The University's attributes as a supplier of relevant talent, a source of local knowledge, and facilitator of business-government cooperation will help make the case for the large foreign capital investments that will benefit Saskatchewan in the years ahead.

## **6. Better Engage with Alumni**

The University has performed well in helping students find employment while studying, as demonstrated through the high numbers of students that have jobs, thanks in part to the University's Career Centre. The Aboriginal Career Centre also helps students obtain summer and school-year jobs, both while working and once students have graduated. However, the University loses track of many of its former students once they graduate. After graduation, there is little contact with many of these individuals, and the University is unaware of their whereabouts or how they are contributing to the economy and society. University of Regina alumni are taking key positions within the government and the business community. By tracking its graduates, the University can learn how successful its programs are at teaching students the skills they need for employment. The University can use the graduates' accomplishments to promote the University to prospective students and to help refine and improve its program offerings.

Although the University is making a concerted effort to track down these individuals, there is still much to be done. Nearly 60,000 students have graduated from the University and keeping touch with these alumni brings numerous benefits. Alumni can encourage new students to attend the University. They can connect the University with different employers, and create arrangements that involve students working in these companies. Increased tracking and involvement will help the University of Regina leverage the talent and success of the graduates it produces.

Establishing a strong sense of community while students are attending the University of Regina is crucial for future alumni connections. Departments that have more events and foster a stronger sense of community, such as engineering and business, create a stronger sense of loyalty and purpose. Alumni who maintain close connections with the University more likely to provide financial assistance for key endowment and development projects. The University of Regina has a proud history of private and community support. The private citizens of Regina, who built the school, saw it as an important investment in their own future. Across the country, many governments are responding to fiscal restraints by reducing public funding. To ensure that the University continues to produce the educated workforce that Regina needs, University alumni and private citizens must continue to invest in the University's future.

## **Conclusion**

The University of Regina—its many students, faculty, staff, alumni, and partners—has an important role to play in Saskatchewan's current and future prosperity. Through its seven major roles—producing graduates, creating knowledge, performing research, providing advice, generating enterprises, supporting culture, and developing leadership capacity—the University contributes tremendous economic and social value to the City of Regina, the Province of Saskatchewan, Canada, and the world.

Saskatchewan is at a surge point—a time when it must call on all its key institutions to shepherd the province through a period of rapid growth. The University of Regina is central to pivotal opportunities presented by this growth, and all stakeholders in the University will benefit from carefully determined strategic investments. This report makes recommendations for the direction of those investments. With the commitment of new investments, the University is exceptionally well positioned to deliver results and fuel Saskatchewan's surge into the years ahead.



## Introduction to the Case Studies

This section of the report features six case studies profiling noteworthy elements of the University's activities. The case studies explore the range of ways in which the University of Regina contributes to economic growth and social development of the City of Regina and the Province of Saskatchewan. They include:

Case Study 1: Building Leadership Capacity at the Johnson-Shoyama Graduate School of Public Policy

Case Study 2: Becoming a World Leader in Carbon Capture and Storage Technology and Development

Case Study 3: Creating a Hub of Health Innovation

Case Study 4: Promoting Humanities Research

Case Study 5: Increasing Aboriginal Engagement

Case Study 6: Improving Educational Outcomes

The selected examples highlight elements of the University of Regina's operations that are fulfilling strategic objectives of the province, developing Saskatchewan's leadership in key research fields, and dramatically shaping outcomes in local communities.

The objectives of the case studies are:

- To identify the specific nature of the University's impact in selected areas;
- To describe the context or key drivers that create the impact;
- To articulate the magnitude of the impact;
- To highlight the value of the impact on relevant stakeholders; and
- To consider what more could be done to leverage or enhance the impact.

## Case Study 1

### Building Leadership Capacity at the Johnson-Shoyama Graduate School of Public Policy

The Johnson-Shoyama Graduate School of Public Policy (JSGS) is “an interdisciplinary team of scholars and practitioners who seek to improve the knowledge base from which policy-makers draw, the critical abilities of public policy practitioners, and the public’s understanding of how and why policy is created.”<sup>232</sup> The goal is to build leadership capacity, in Saskatchewan and beyond, by focusing on leadership development for public service. The school targets the areas of public policy and administration, public service, and community building. Attracting students from around the world, the school is creating a new generation of public service leaders with expertise in responsible management and evidence-based policy-making. This case study explores how the school is acting on its mandate.

*People who are passionate about public policy know that Saskatchewan has pioneered some of Canada’s major policies and that the province is known for innovation in the organization of government. And no province has supplied the country with more outstanding public servants. Albert Johnson and Thomas Shoyama belonged to a group referred to as the “Greatest Generation.” They created a legacy of achievement in public administration and professionalism in public service that remains a continuing inspiration for public servants in Saskatchewan and throughout Canada. The Johnson-Shoyama Graduate School is proud to carry on the tradition.*<sup>233</sup>

– Dr. Michael Atkinson, Executive Director,  
JSGS

JSGS offers four graduate degrees and a certificate program. (See Table 10.) It attracts students from Saskatchewan, other Canadian provinces, and overseas. (See Table 11.) The majority of international students come from China and South Asia. In 2010–11, five MPA students and two MCert students self-identified as Aboriginal. By 2015, the school aims to attract 25 per cent of its MPA and MPP students from other countries, 35 per cent from outside of Saskatchewan, 40 per cent from within the province, and 10 per cent from Aboriginal communities.<sup>234,235</sup>

**Table 10**  
Number of Graduates

Program	2008–09	2009–10	2010–11
Master Certificate (MCert)	4	8	10
Master of International Trade (MIT)	2	5	3
Doctor of Philosophy (PhD)	0	0	1
Master of Public Policy (MPP)	0	0	0
Master of Public Administration (MPA)	35	52	66

<sup>232</sup> Johnson-Shoyama Graduate School of Public Policy, *Strategic Directions 2011–2015*.

<sup>233</sup> University of Regina, *Leading Saskatchewan Public Servants Honoured at Johnson-Shoyama Graduate School of Public Policy*.

<sup>234</sup> Johnson-Shoyama Graduate School of Public Policy, *Strategic Directions 2011–2015*.

<sup>235</sup> Johnson-Shoyama Graduate School of Public Policy, *2010–11 Achievement Record*.

Source: The Johnson-Shoyama Graduate School of Public Policy.

**Table 11**  
Country of Origin

	2008–09	2009–10	2010–11
International	10	11	10
Out-of-province	15	19	31
Saskatchewan	36	43	31

Source: The Johnson-Shoyama Graduate School of Public Policy.

In addition, JSGS offers four master’s certificates in Public Administration, Public Policy, Health Systems Management, and Economic Analysis for Public Policy. Throughout the year, it hosts a large number of public and contract policy workshops. It also offers a Public Policy Development Program for public service commission employees, a number of Executive Development Programs, and a Health Director Education and Certification Program for 13 Regional Health Authorities across Saskatchewan (in collaboration with Brown Governance<sup>236, 237</sup>).

**Exhibit 3**  
Key Issues and Content Areas



Source: The Johnson-Shoyama Graduate School of Public Policy.

<sup>236</sup> A corporation dedicated to governance and leadership building through seminars, evaluations, and consulting (Brown Governance, *About Us*).

<sup>237</sup> Johnson-Shoyama Graduate School of Public Policy, *2010-11 Achievement Record*.

## Internship Programs

JSGS features a highly competitive executive internship program. In 2010–11, 20 students (25 per cent of those enrolled) interned in municipal, provincial, and federal settings, as well as the Western Regional Training Centre for Health Services. This the only internship program in Canada that pairs student interns with mentors who are at the most senior level of government.<sup>238</sup> Similarly, the Health Services Research Field Placement “directly engages students with health services decision- and policy-making processes.”<sup>239</sup> Students who take these internships gain first-hand experience on how decisions are made and how governments operate.<sup>240</sup>

*The internship provided me with a rare opportunity to work in executive government and learn from senior officials, which was an immensely gratifying experience both personally and professionally....The school offers its students opportunities that are simply not afforded elsewhere.*<sup>241</sup>

– Charlotte Morrisette, MPA, BA, Executive Assistant to the ADM, Ministry Services and Standards Division, Ministry of Highways and Infrastructure

*The school boasts some of the best brains in public policy teaching and practice. It has given me the breadth of knowledge which I have been able to transfer seamlessly into both a summer job in a government ministry and project internship through the fall and winter... just as the Province of Saskatchewan has been a beacon for some of the best programs in Canada, the school definitely punches above its weight, considering.*<sup>242</sup>

– Shlomo M. Levi, BA (Hons), London Metropolitan University, U.K.; LL.M., Environmental Law and Policy, Washington College of Law; American University MPA Graduate; University of Regina

## Alumni Employment

Employment rates of graduates demonstrate the quality of the education and learning experiences at the school, with 100 per cent of the original student cohort finding jobs in the public service sector.<sup>243</sup> The provincial government hires 95 per cent of the students who go through the internship program and the remaining 5 per cent are hired by other levels of government. Although most JSGS alumni enter the public service through policy analyst positions, JSGS alumni can now be found working as treasury board analysts (a high-level job with a fast career

<sup>238</sup> Often with Deputy and Assistant Deputy Ministers.

<sup>239</sup> Johnson-Shoyama Graduate School of Public Policy, *Johnson-Shoyama Executive Internship Program*.

<sup>240</sup> Rasmussen, interview.

<sup>241</sup> Johnson-Shoyama Graduate School of Public Policy, *Student Testimonials*.

<sup>242</sup> Ibid.

<sup>243</sup> Rasmussen, interview.

track) and Executive Assistants to Deputy Ministers. Several alumni are even working as Assistant Deputy Ministers.<sup>244</sup> JSGS graduates have successfully secured positions with:

- the Government of Canada;
- a variety of provincial and municipal governments, Saskatchewan Health Authorities, and medical associations;
- the Royal Canadian Mounted Police and the Regina and Saskatoon Police Service; and
- the Universities of Saskatchewan, Regina, Western Ontario, and Guelph.

JSGS graduates speak highly of the skills the school's programs helped them develop. Major Ryan Smid, an MIT program graduate who is currently working as the Department of National Defence's Chief of Staff Coordinator for Land Forces Western Area in Edmonton, says:

"I would highly recommend the Master of International Trade program to those mid-career professionals seeking to improve their understanding of national strategic level and global issues. The interdisciplinary nature of the program ensures that important themes are examined from a variety of perspectives. Equally as important are the perspectives from your fellow students who reside across Canada and, indeed, the world.... I am confident that it has improved my ability to analyze and comprehend both national and international events such that my employer, the Department of National Defence, is also a beneficiary."<sup>245</sup>

JSGS graduates are in demand and often receive multiple job offers. Patrick R. Falstein, an MPA graduate who currently works as a Strategic Planning, Policy and Performance Project Manager for the Saskatoon Health Region, notes:

"Shortly after the completion of my degree, I was offered work with two levels of government, as well as with the Saskatoon Health Region. The knowledge and skills I obtained while at the JSGS continue to serve me on a daily basis, allowing me to fulfill my duties at a level that exceeds expectations. The high calibre of the faculty is quickly making the JSGS a national leader in public administration; I am both thankful and privileged to have had the opportunity to learn from them."<sup>246</sup>

In these public service roles, JSGS graduates are making important policy decisions that affect people, both provincially and nationally. Several JSGS graduates have also won prestigious awards, such as the Promising Young Public Servant Award, the Institute of Public Administration of Canada (IPAC) Thought Leadership Award, and the IPAC-Saskatchewan Outstanding Student Award.<sup>247</sup>

## Public Executive and Policy Development Programs

The influence and reach of the JSGS extends far beyond the courses it offers its students. To achieve lasting and sustainable prosperity, government decision-makers must have the knowledge and ability to make informed decisions. Through its Public Executive Development Program, the

<sup>244</sup> Ibid.

<sup>245</sup> Johnson-Shoyama Graduate School of Public Policy, *Student Testimonials*.

<sup>246</sup> Ibid.

<sup>247</sup> Rasmussen, interview.

school is also playing a key role in the development and training of the province's current leaders. The Public Executive Development Program is designed to help public service professionals increase their capacity to create policy, advise ministers, and deliver programs.<sup>248</sup> It is run by prominent Canadian and international practitioners and academics and is geared toward senior decision-makers, such as Deputy Ministers, Assistant Deputy Ministers, and Executive Directors.

As program registration numbers show, interest from the public service sector is growing and the school is responding to the increased appetite for leadership development. In the 2010–11 school year, 25 participants took the one Public Executive Training Program that was offered, 1,004 people signed up for the school's 39 PSC Executive Training Programs, and 112 people took the Contract Executive Training Program. Under the Public Service Commission (PSC) contract, JSGS offers a number of executive training programs that include Policy Forums, Horizontal Policy Initiatives, Middle Manager Sessions, Executive Development Sessions, Deputy Minister Briefings, and Policy Workshops. To date, this contract has offered 113 events that have provided training for 2,526 participants.<sup>249</sup> In the 2012–13 calendar year, PSC plans to increase senior and executive leader participation in JSGS learning and development opportunities. It will also expand its Executive Internship placement program to include project placements in a variety of policy branches.

### Policy Development Workshops

To make its leadership development programs as widely available as possible, JSGS also offers two types of policy workshops: Custom and Public, which are designed for public servants in the mid and senior executive range. Past organizations include a number of Government of Saskatchewan ministries, a provincial agency, three Crown corporations, and two non-profit organizations. Custom workshops are tailored to meet the particular needs of specific organizations and feature real-life case studies. Public workshops are also offered on a regular basis, which cover a wide range of practical skills (including communication, financial management, leadership, and policy development).<sup>250</sup> As demonstrated in the registration numbers in Table 12, demand for the school's expert consultation and training services far exceeds supply,<sup>251</sup> with 550 public servants still wanting the training that is offered.

**Table 12**  
Workshop Registrations

Program Year	Workshop Seats Available	Registrations
2008–9	350	550
2009–10	650	1,125
2010–11	700	1,250

Source: The Johnson-Shoyama Graduate School of Public Policy.

<sup>248</sup> Johnson-Shoyama Graduate School of Public Policy, *Public Executive Development Program*.

<sup>249</sup> Johnson-Shoyama Graduate School of Public Policy, *2010–11 Achievement Record*.

<sup>250</sup> Johnson-Shoyama Graduate School of Public Policy, *Policy Development Workshops*.

<sup>251</sup> Johnson-Shoyama Graduate School of Public Policy, *2010–11 Achievement Record*.

## Government Support

The federal and provincial governments often call upon JSGS to research and form committees to address specific policy issues. Examples include the recently commissioned report on the programs and policies of the Regional College system, as well as the uranium and potash industries. Many of the recommendations found in JSGS reports have since been adopted.<sup>252</sup> JSGS sees itself as a facilitator of dialogue and is committed to ensuring that the policy debate in Saskatchewan remains highly informed and interactive. Its programs emphasize skill development, professionalism, and helping to improve the administrative and policy-making capacity of the Government of Saskatchewan.

*Our greatest impact comes from our ongoing relationship with the Government of Saskatchewan, and in particular in our training activities for the public service, which includes everyone from the Deputy Ministers on down. We engage in training activities from the most senior to the most recently hired public servants. In addition to this activity, we participate in major policy debates, including issues such as the Potash takeover, Aboriginal policy, education, and taxation. Our goal is to be part of the evolution of policy debate and dialogue by holding forums, invited speakers, lecture series, and other outreach events.*<sup>253</sup>

–Dr. Ken Rasmussen, Associate Director, JSGS

*My relationship with the Johnson-Shoyama Graduate School is a valuable link between the public service and academia. I am able to engage in the academic stream as an instructor and also use the federal internship program to bring students into federal workplaces. The internship program has been an important component in our federal public service renewal efforts.*<sup>254</sup>

–Sharon Lee Smith, Assistant Deputy Minister for Western Economic Diversification

This strong relationship between the school and the provincial government is reflected in all aspects of JSGS programs.

## Connecting With the Public

To increase public awareness of important public policy issues, JSGS offers a series of public lectures throughout the year. (See Table 13.) Smaller-scale symposia usually draw about 100 audience members, but the larger public lectures draw substantially bigger crowds. For the larger lectures, the school attracts expert speakers and registrants from all over the world. As can be seen in the event attendance records (see Table 14), these lectures are clearly meeting the public's need for information about important public policy issues.

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<sup>252</sup> Rasmussen, interview.

<sup>253</sup> Ibid.

<sup>254</sup> Johnson-Shoyama Graduate School of Public Policy, 2010–11 *Achievement Record*.

**Table 13**

Number of Events

	2008–09	2009–10	2010–11
Public lectures	37	22	33
Symposiums	1	2	1
PSC seminar series	0	0	5
Other seminars	0	0	2

Source: The Johnson-Shoyama Graduate School of Public Policy.

**Table 14**

Event Attendance

	2008–09	2009–10	2010–11
Public lectures	1,444	568	1,818
Symposiums	91	193	125
PSC seminar series	0	0	105
Other seminars	0	0	70

Source: The Johnson-Shoyama Graduate School of Public Policy.

The school's major events target issues of public interest and concern. Previous examples include

- Taking Charge: Towards an Integrated Energy Policy for Saskatchewan (March 8, 2012).
- Taking Stock of Potash: A public policy panel (September 10, 2011).
- The Future of Pensions: A public policy conference (March 8, 2010).

## Future Growth

The school's influence continues to grow. The school has targeted health care as a key priority and is developing a Master's in Health Administration. Governance training is being prepared for 130 health boards, as well as for the boards of Saskatchewan's colleges and universities. JSGS is also developing more international linkages for its students and including the option of taking part of their programs at other universities. The school is also hoping to expand into the non-profit area, as support and capacity-building for this sector is becoming an increasingly large component of program delivery, both in Saskatchewan and across Canada. The school will also be expanding its program offerings in Aboriginal leadership and governance.<sup>255</sup> As Dr. Rasmussen states: "We are a leadership-focused organization that is designed to create better leaders in the public sector, in the health care sector, in the colleges sector, and so on. I see us expanding into all of these areas. We have a specific role in bringing about leadership and good governance. That's our mandate."<sup>256</sup>

<sup>255</sup> Rasmussen, interview.

<sup>256</sup> Rasmussen, interview.



## Case Study 2

### Becoming a World Leader in Carbon Capture and Storage Technology and Development

The University of Regina has developed world-class expertise on carbon capture and storage (CCS). CCS involves capturing CO<sub>2</sub> emissions, the most abundantly released greenhouse gas, from industrial facilities and power plants and then transporting it by pipeline to storage facilities underground. In Saskatchewan, where the energy sector's CO<sub>2</sub> emissions grew by 4.2 million tonnes between 1990 and 2009,<sup>257</sup> CCS offers significant future reduction potential. The University's capacity to conduct CCS research is attracting top-notch academics, supporting industry collaborations, increasing patent revenues, and building Regina's reputation as a global leader in this area.

#### The Research Objective

Currently, CCS is a very expensive method of reducing emissions. Retrofitting an existing power plant with CCS technologies currently increases the cost of electricity production between 37 per cent and 76 per cent.<sup>258</sup> Transportation, storage, and monitoring are part of the overall cost of CCS; however, they are small in comparison to the capturing stage. Large government and business research investments are currently needed to reduce costs and achieve commercial viability.

According to the IEA/CSLF Report to the Muskoka 2010 G8 Summit, five large-scale CCS projects are already in operation, with plans to launch “an additional 20 large-scale CCS by 2010,” and “19 [to] 43 large-scale CCS integrated demonstration projects by 2020.”<sup>259</sup> The University of Regina is involved in one of these five projects currently in operation—the Weyburn-Midale project. About 2.8 million tonnes of CO<sub>2</sub> are captured annually at a coal power plant in North Dakota. The CO<sub>2</sub> is then piped and injected into an oil field in Weyburn, Saskatchewan.

The University's role involves research at every stage of the process, especially its commercialization potential. Specific initiatives include the:

- Petroleum Technology Research Centre, a partnership that manages the Weyburn-Midale Monitoring and Storage Project.
- International Test Centre for CO<sub>2</sub> Capture, which develops technologies to extract CO<sub>2</sub> from the emissions of power plants and industrial processes, and works with key stakeholders such as Encana and RWEpower.
- International Performance Assessment Centre for Geological Sequestration of Carbon Dioxide, which evaluates the performance and risk of injecting CO<sub>2</sub> underground, and recommends policies and regulations for large-scale CCS deployment.

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<sup>257</sup> Environment Canada, *National Inventory Report 1990–2009: Greenhouse Gas Sources and Sinks in Canada*.

<sup>258</sup> International Energy Association, 2011 *World Energy Outlook*.

<sup>259</sup> International Energy Agency, *Carbon Capture and Storage: Progress and Next Steps*.

## Strategic Importance of CCS to the University

The University recognizes that CCS is strategically important to both its research community and the province. It could generate results that materially contribute to economic growth and activity in Saskatchewan. The University enjoys unique advantages in pursuing carbon capture and storage technology and development. First, it is located in a province that sits over the Western Sedimentary Basin, Canada's most suitable geological storage location for CO<sub>2</sub>. Second, there are local economic benefits for the oil industry, as captured CO<sub>2</sub> can be injected underground to increase the rate and amount of oil that is extracted. Known as enhanced oil recovery, this technique is being used in Weyburn. This particular facility is the largest contributor to the royalties the province collects from the oil and gas industry.<sup>260</sup>

The University's research expertise in this field has attracted significant funding through the Government of Saskatchewan and SaskPower's \$3.5 million investment in the new SaskPower Clean Energy Research Chair. As Robert Watson, SaskPower's President and Chief Executive Officer, notes, "These investments in our province's universities will further the innovative work taking place on carbon capture and storage in the province, and help ensure the technology evolves so coal can remain as part of SaskPower's sustainable supply plan. They will also ensure SaskPower can meet its ongoing need for qualified engineers with homegrown Saskatchewan talent."<sup>261</sup>

SaskPower also recently announced a \$60 million investment partnership with Hitachi Ltd. to create a new carbon capture testing facility (CCTF) at SaskPower's Shand Power Station, near Estevan, Saskatchewan.<sup>262</sup> Scheduled to open in 2014, the CCTF is a key part of SaskPower's "Clean Coal Project," which will manage the greenhouse gas emissions of coal-fired power plants by applying cutting-edge carbon capture technologies. The project combines Hitachi's Carbon Capture technology expertise with SaskPower's ability to integrate CCS technologies into commercial projects.<sup>263</sup> Governments and investors around the world are currently investing billions of dollars to get 20 CCS projects off the ground, to meet the G8 targets. These new investments represent significant opportunities for the University of Regina, which can supply research expertise in addition to qualified engineers, operators, and chemistry technicians.

Three researchers at the University of Regina—Raphael Idem, Paitoon Tontiwachwuthikul, and Don Gelowitz—received the University's annual Award for Innovation. Their findings on the optimal equipment needed at CO<sub>2</sub> plants, their efficient operations, economics and other process improvements are being rigorously tested and demonstrated at the International Test Centre as well as at a large provincial coal power plant, the Boundary Dam Power Station. Their research is driving improved cost effectiveness in carbon capture.

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<sup>260</sup> Canada Foundation for Innovation, *Outcome Measurement Study on Energy Research at the University of Regina: Institutional Roll-Up Report 2009*.

<sup>261</sup> SaskPower, *SaskPower Invests in Electrical Engineering and Carbon Capture and Storage*.

<sup>262</sup> SaskPower, *Test Facility Partnership Announced*.

<sup>263</sup> Hitachi, *Hitachi Announces Partnership With SaskPower on Test Facility for CO<sub>2</sub> Capture Technology*.

*Research being conducted at the University of Regina in collaboration with SaskPower is helping to place Canada at the forefront of efforts to reduce carbon emissions from coal-burning power plants.*

– Mike Monea, President of Carbon Capture and Storage Initiatives, SaskPower

### **Moving Research Findings to Commercialization**

CCS research activities are paying off for the University, in part through the numerous patents and licensing agreements. For example, technologies developed at the International Test Centre led to a September 2008 global licensing agreement between HTC Pureenergy (the International Test Centre's partner) and Doosan Babcock Energy and Doosan Heavy Industries and Construction.<sup>264</sup>

In addition, the University is involved in a forthcoming CCS project that will capture CO<sub>2</sub> from a refinery in Regina, transport it by pipeline, and then store it underground in central Saskatchewan. The project will begin in 2013 with SaskEnergy and Enbridge building the transportation pipeline. The Petroleum Technology Research Centre has been studying the suitability of the injection site since 2009, and will establish the monitoring and verification program. This project involves additional government and industry partners, such as SaskPower and Sustainable Development Technology Canada (SDTC).<sup>265</sup>

### **Positioning the University Where Research Will Be Needed**

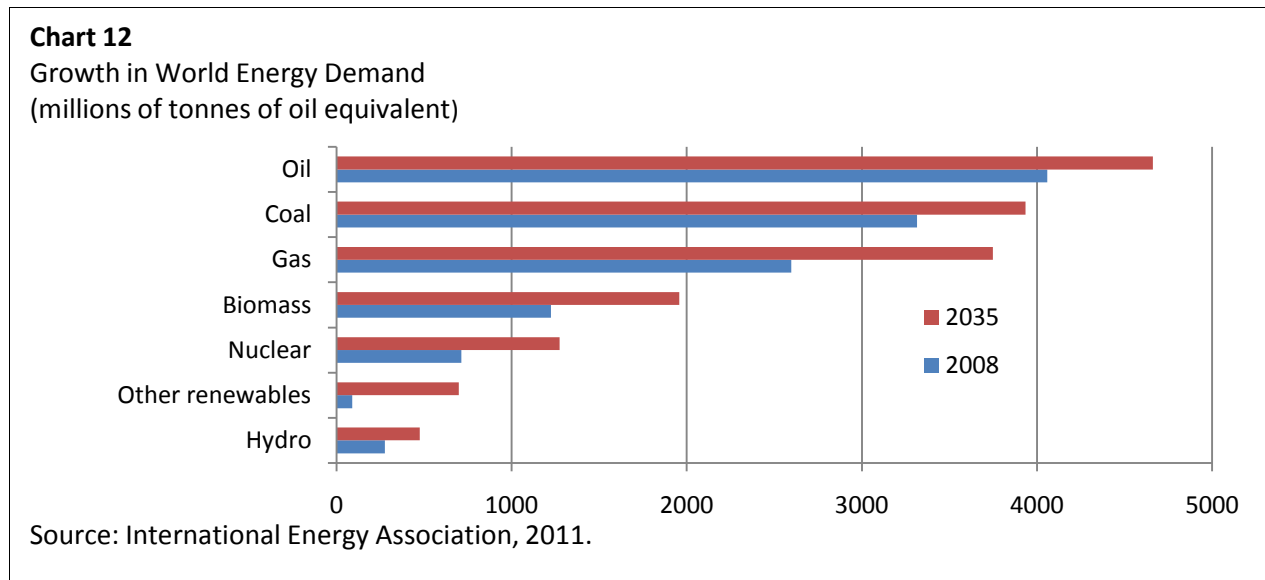
Moving forward, world demand for coal, oil, and gas are projected by the International Energy Association to grow by 19 per cent, 15 per cent, and 44 per cent between 2008 and 2035 respectively. (See Chart 12.)<sup>266</sup> Therefore, demand for CCS technologies that reduce the amount of CO<sub>2</sub> released into the atmosphere is also expected to grow.

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<sup>264</sup> Carbon Capture and Storage Journal, *HTC Pureenergy Signs Global Licensing Agreement With Doosan*.

<sup>265</sup> Preston, *Aquistore: Saskatchewan's Deep Saline Formation Carbon Capture Storage Project*.

<sup>266</sup> International Energy Association, *2011 World Energy Outlook*.



Many countries—including Poland, South Africa, and the United States—and provinces, such as Alberta and Nova Scotia, will continue to depend on fossil fuels as a major source of energy. Coal production will continue to account for a significant share of China's future energy supply mix, and the Chinese government is looking for ways to limit CO<sub>2</sub> emissions growth. A large number of Chinese researchers from a variety of universities, including Hunan University and North China Electric Power University, have visited the University of Regina to learn about its CCS research.<sup>267</sup> The need for these technologies to reduce human contribution to climate change, and the University's growing international reputation in CCS research, will be instrumental to its long-term success.

### Economic Opportunity

The University is one of the world's foremost institutions in developing and deploying CCS technologies. The University's growing international reputation in CCS is drawing the attention of leading researchers from around the world. In addition, its CCS research and associated technologies are leading to industry collaborations. Companies such as SaskPower have established links with the University to gain access to its CCS technologies when they are fully developed, to help reduce their greenhouse gas emissions and corporate environmental footprints. The University's efforts are helping Saskatchewan position itself as a global leader in clean energy.

<sup>267</sup> International Energy Association, *2011 World Energy Outlook*.

### Case Study 3

#### Creating a Hub of Health Innovation

Clinical psychologists in the University of Regina's Department of Psychology have made important contributions in the areas of pain management and online therapy for anxiety and depression. As leading world experts, their innovative therapies and tools are transforming health care delivery in provinces throughout Canada. Pain management for the elderly, particularly for those with dementia, is a key research focus.

#### Developing Pain Assessment Tools for Use in Health Care Facilities

Thomas Hadjistavropoulos, Professor of Psychology, studies pain in older adults, particularly those with severe dementia. Because seniors with dementia may have difficulty communicating that they are in pain, they “are several times less likely to receive adequate analgesia than those without [dementia].”<sup>268</sup> The inability to communicate their pain means that dementia patients may be suffering in silence; it also means that the diagnosis of certain conditions, such as gastrointestinal conditions, may be delayed, which could lead to poor health outcomes and higher health care costs.<sup>269</sup>

There is also a significant human cost to undetected pain among seniors with dementia. According to Doreen Charman, a registered nurse who has worked in long-term care for over twenty years, undiagnosed pain “affects every aspect of a person's quality of life, and their ability to respond to their environment.”<sup>270</sup> As a result, untreated pain in a dementia patient can lead to loss of appetite, weight loss, and despondency.<sup>271</sup> Dementia patients may also manifest their pain symptoms by acting out, which can create a stressful environment for caregivers, family members, and other patients in health care facilities.<sup>272</sup>

Recognizing the difficulty that caregivers often face assessing pain in patients with dementia, Hadjistavropoulos and his former graduate student, Shannon Fuchs-Lacelle, created the *Pain Assessment Checklist for Seniors With Limited Ability to Communicate* (PACSLAC). The checklist is a clinically oriented tool that caregivers now use to “assess pain in patients/residents who have dementia and are unable to communicate verbally.”<sup>273</sup> It has been widely adopted, both in Canada and abroad. Hadjistavropoulos notes that he has “given permissions to close to three hundred facilities across the world to use it,” and the checklist has been translated into eight languages.<sup>274</sup>

Anecdotal evidence suggests that the PACSLAC is an easy-to use, effective tool. According to Maryse Savoie, Director of Strategic Affairs at Ste. Anne's Hospital, a facility in Montréal, Quebec that has adopted the assessment checklist, “It takes less than a minute to use because it's

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<sup>269</sup> Hadjistavropoulos, T., interview; Charman, interview.

<sup>270</sup> Charman, interview.

<sup>271</sup> Ibid.

<sup>272</sup> Fuchs-Lacelle, “A Study of Older Adults With Severe Demantia,” 705; Charman, interview.

<sup>273</sup> Fuchs-Lacelle and Hadjistavropoulos, T., “Development and Preliminary Validation.”

<sup>274</sup> Hadjistavropoulos, T., interview.

very user friendly.”<sup>275</sup> She adds, “It structures the nurse’s assessment, it facilitates communication with the doctors, and it leads to better pain management.”<sup>276</sup> In addition, Deborah Coleman, Continuing Care Consultant with the Sunrise Health Region in southeast Saskatchewan, where the PACSLAC has become part of regional protocol, notes that “it’s been helpful in identifying pain not only as a symptom but as a causative factor, and assists us in proper treatment.”<sup>277</sup>

A 2008 study published in *The Clinical Journal of Pain* concludes that the use of the checklist has had a positive impact on pain management in seniors with dementia.<sup>278</sup> The study found that, compared with the control group, “regular use of the PACSLAC improved pain management practices over time as reflected in increased usage of analgesic medications (prescribed on [an] ‘as needed’ basis).”<sup>279</sup> Furthermore, the study indicates that the checklist mitigates the stress levels of caregivers who manage dementia patients. Fuchs-Lacelle and her colleagues observe that “nurses who used the PACSLAC reported decreased distress and burnout over time.”<sup>280</sup>

These findings suggest that Hadjistavropoulos’ work plays a role in reducing pain in—and improving the quality of life of—seniors with dementia. Enabling caregivers to detect pain in patients with dementia could also lead to the earlier diagnosis of pain-related conditions, which could translate into reduced health care costs for governments and improved patient care.

### Adapting Innovative Technologies

Heather Hadjistavropoulos, Professor of Psychology, studies depression and anxiety, two of the “most common mental health problems” among adults.<sup>281</sup> In addition to being widespread, depression and anxiety “tend to be chronic and recurrent,” and they “cause a high degree of burden”<sup>282</sup> in a variety of areas, ranging from personal well-being, to social relationships, to worker productivity. They are also chronically undertreated.<sup>283</sup> Moreover, although mental health awareness in Canada has been increasing in recent years, mental health illnesses are still associated with a great deal of stigma.

Hadjistavropoulos collaborated with two other units at the University—Computer Science and Public Policy—and four community mental health clinics in southern Saskatchewan, to develop an online therapy unit designed to deliver therapist-assisted Internet cognitive behaviour therapy to those suffering with depression, anxiety, and panic.<sup>284</sup> Although recent research has found that online therapy is similar to face-to-face cognitive behavioural therapy, it has not been widely available in Canada. The Online Therapy Unit for Service Education and Research (Online

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<sup>275</sup> Savoie, interview.

<sup>276</sup> Ibid.

<sup>277</sup> Coleman, interview.

<sup>278</sup> Fuchs-Lacelle and Hadjistavropoulos, T., “Development and Preliminary Validation.”

<sup>279</sup> Ibid.

<sup>280</sup> Ibid.

<sup>281</sup> Hadjistavropoulos, H., e-mail.

<sup>282</sup> Hadjistavropoulos, H. and others, “Considerations in the Development of a Therapist-Assisted Internet Cognitive Behavior Therapy Service.”

<sup>283</sup> University of Regina, *Online Therapy Unit for Service, Education, and Research: Background*.

<sup>284</sup> Hadjistavropoulos, H., e-mail.

Therapy USER) at the University of Regina is working to address this gap.<sup>285</sup> The unit licensed online-therapy technology from the National eTherapy Centre in Australia, developed a web application to “allow community providers and students under supervision to deliver” the therapy, and provided training on how to deliver it.<sup>286</sup>

Early results show that the University of Regina's Online Therapy USER is having a positive impact on the mental health and well-being of residents in southern Saskatchewan. It is also improving the ability of health care professionals to provide online therapy. To date, the unit has treated 91 patients, and has trained more than 77 therapists to deliver therapist-assisted Internet cognitive behaviour therapy.<sup>287</sup> A recent survey notes that therapy providers are very happy with the service, and they gave the Online Therapy USER high ratings.<sup>288</sup> Clients report similar levels of satisfaction. According to Hadjistavropoulos, “preliminary outcomes show that clients who complete the program experience a significant reduction in anxiety and depression and significant improvement in work and social adjustment.”<sup>289</sup>

This innovative mode of delivering therapy offers numerous advantages for clients: it provides “improved access to mental health services” and “greater convenience.”<sup>290</sup> It could also prove to be a more affordable alternative to traditional therapies.<sup>291</sup> Moreover, because clients may receive treatment in their own homes, online therapy may mitigate the “stigma associated with seeking mental health treatment.”<sup>292</sup> Reducing this stigma could encourage more people to get help, which would enable them to be healthier and more productive members of society.<sup>293</sup>

## A Promising Future

The University of Regina, through its Department of Psychology, is playing—and will likely continue to play—an important role in improving health care within Saskatchewan and abroad. This research success demonstrates that investing in “pockets of excellence” on issues of major concern in clinical psychology, to develop innovative therapies and solutions that address such issues as pain in the elderly, is having positive social and economic impacts on individuals, families, and the broader community.

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<sup>285</sup> Hadjistavropoulos, H., e-mail.

<sup>286</sup> *Ibid.*

<sup>287</sup> *Ibid.*

<sup>288</sup> On a scale of 1 to 10, with 10 being high, providers rated the online program as an 8.29, and the website application as a 9.07 (Hadjistavropoulos, H., e-mail).

<sup>289</sup> Hadjistavropoulos, H., e-mail.

<sup>290</sup> Hadjistabropoulos, H., “Considerations in the Development of a Therapist-Assisted Internet Cognitive Behavior Therapy Service.”

<sup>291</sup> Hadjistavropoulos, H., e-mail.

<sup>292</sup> *Ibid.*

<sup>293</sup> *Ibid.*

## Case Study 4

### Promoting Humanities Research

Working with the University of Regina and its federated colleges, the Humanities Research Institute (HRI) actively promotes collaboration, innovation, and interdisciplinary work through its support of humanities-related scholarship and research. By supporting the creation and dissemination of knowledge, HRI fosters an environment in which culture and the humanities scholarship are valued and shared, both on campus and with the broader community. HRI “fosters new ways of thinking about ourselves and the world, and is designed to create a vibrant intellectual community among University of Regina students, faculty, and staff, and the broader provincial, national, and international world that [it] serves.”<sup>294</sup>

#### Why Humanities Research Matters

The academic disciplines that study the human condition—such as philosophy, literature, languages (both modern and ancient), history, religion, as well as visual and performing arts (such as theatre, music, and dance)—are considered humanities. Also included are areas often referred to as social sciences, such as cultural studies, linguistics, communication studies, technology, anthropology, and law. Humanities researchers engage “in questions that address the human condition in the world we exist in. Through concerns of art, history, philosophy, culture, and language, humanities scholars help us to understand the complex nature of our world. By engaging these areas of study with developments in science, technology, and industry, humanities researchers are able to help us to negotiate the rapid changes and developments that threaten to overwhelm.”<sup>295</sup>

By highlighting the importance of the human dimension, HRI shows how the arts, sciences, culture, and technology are intrinsically linked. Humanities scholars address key issues, such as technological change and how technology affects our existence. HRI's ability to bring members from the humanities and scientific communities together helps broaden the minds of Regina citizens, creates powerful communities of connection, and encourages creative approaches to addressing real-world issues. According to Dr. Christian Riegel, Director of HRI and founder of the Interdisciplinary Themes organization<sup>296</sup> and the Interactive Media, Poetics, Aesthetics, Cognition, and Technology (IMPACT) research group,<sup>297</sup> “... all aspects of storytelling are humanities' concerns. HRI helps people see that everything they do is part of a story. If we lose this connection, we lose our ability to understand our position in the world and what our future will be like.”<sup>298</sup>

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<sup>294</sup> Humanities Research Institute, *About*.

<sup>295</sup> Humanities Research Institute, *Why Do the Humanities Matter?*

<sup>296</sup> An organization that promotes scholarly exchange and interdisciplinary research.

<sup>297</sup> A group that conducts research in a wide variety of fields, including media studies, cognitive science, engineering, literature, and aesthetics.

<sup>298</sup> Riegel, interview.



## Creating a Vibrant Campus Community

HRI is interdisciplinary in nature and broad in scope. It “initiates, supports, and plans [humanities] research and scholarly activities”<sup>299</sup> by:

- facilitating research collaboration and innovation;
- funding research projects;
- helping researchers locate other external funding opportunities;
- helping students attend scholarly conferences;
- organizing the humanities conferences;
- creating a vibrant campus research community through its Profiling Scholars Symposia;
- promoting high-quality scholarship through its programming and online journal showcase ([www.humanitiesresearchjournal.ca](http://www.humanitiesresearchjournal.ca)); and
- developing research relationships with scholars around the world through its Visiting Scholars Program.

The Profiling Scholarship Series brings University of Regina scholars together to talk informally to students, colleagues, and other University community members about scholarly projects in the humanities fields. This scholarship series bridges the gaps between faculties and departments, and encourages students from different disciplines to learn about new fields. Although aimed at an academic audience, the series is also open and free for the public, regularly drawing an additional 15–20 community members per event.<sup>300</sup> Presenters are University of Regina humanities researchers who have achieved both national and international acclaim, and are dedicated to promoting social and cultural awareness on a local, provincial, national, and international scale. HRI's financial support of numerous book launch events ensures that their research can be shared with those living outside of Regina.

University of Regina groups that HRI regularly partners with include.<sup>301</sup>

- Luther College
- Champion College
- University of Regina Student Union
- University of Regina Women's Centre
- URFA Status of Women Committee
- U of R Queen Initiative
- Talkin' About School and Society
- French Immersion Education

## Expanding Beyond the University

HRI also creates powerful relationships with communities outside the University through its collaborations and partnerships. HRI works with a variety of arts groups and features a wealth of public cultural programming. Regular public events, which are sponsored and organized by HRI,

<sup>299</sup> Humanities Research Institute, *Category Archive for 'Profiling Scholarship Series.'*

<sup>300</sup> Riegel, interview.

<sup>301</sup> *Ibid.*

include the Barbara Powell Memorial Lecture, additional public lectures, Literary Reading Series, film screenings, and art shows.<sup>302</sup>

The annual Barbara Powell Memorial Lecture is HRI’s largest free-admission event. It is, geared toward the general public and draws widely from the local community, easily filling a 200+ seat lecture hall. The lecture is widely advertised throughout the city. Speakers include leaders in the fields of scholarship, politics, conservation, and film. Some past lecture topics include:

- *Everything Becomes Alive: The Pleasures and Meanings of Shared Reading in the Twenty-First Century*—Dr. Danielle Fuller, Director, Regional Centre for Canadian Studies, University of Birmingham, U.K.
- *Making Sense of Mass Murder. Holocaust Perpetrators in Perspective*—Mark Roseman, Pat M. Glazer, Chair of Jewish Studies and History Professor at Indiana University, U.S.
- *Planetary Politics: The Personal Is Political Again*—Elizabeth May, Leader of the Green Party of Canada.
- *Pongo in Peril*—Dr. Biruté M.F. Galdikas, primatologist, conservationist, ethologist, and the world’s leading authority on the endangered orangutans of Southeast Asia.
- *Based on a True Story: The Urge to Adapt History*—Dr. Linda Hutcheon, Distinguished University Professor of English and Comparative Literature, University of Toronto.
- *Curtailed Rights, Lost Dignity: The Struggle of Afghan Women*—Nelofer Pazira, actress and documentary producer.

HRI’s wealth of community programming and cultural activities helps develop meaningful relationships between the University and the broader community. HRI usually conducts two to three literary readings a year. Its two biggest partners are the Canada Council and the Saskatchewan Writers Guild. (See Table 15.) Partnering with these organizations helps HRI’s ability to network, promote its events, and attract a broader audience. Other partners, such as The George Reed Foundation, help HRI connect with particular groups, such as those interested in using technology to help people with disabilities.

**Table 15**  
Community Partners

Partners Through HRI-Funded Activities <sup>303</sup>	Organizations HRI Works With <sup>304</sup>
The Saskatchewan Arts Board	The Canada Council
Knowhere Productions	The Saskatchewan Writers Guild
Sage Hill Writers Experience	The George Reed Foundation
Saskatchewan Playwrights Association	St. Peter's College
First Nations University of Canada	Several local high schools
Planned Parenthood Regina	
Youth Educating About Health Program	

Source: The University of Regina.

<sup>302</sup> Humanities Research Institute, *What Does The Humanities Research Institute Do?*

<sup>303</sup> Riegel, e-mail.

<sup>304</sup> Ibid.

HRI is also a key supporter of community research projects. HRI provided financial assistance for the flux fitness portion of Dr. Charity Marsh's Scott Collegiate program (discussed in detail in Chapter 6) and her Flatland Scratch Workshop Series—six free public events featuring elements of music as contemporary storytelling, music production and performance technologies, hip-hop culture, and electronic music culture.<sup>305</sup> As such, HRI acts as a convener, bringing groups from different spheres together to highlight the value that humanities research has on the lives of Saskatchewan citizens. Through its cultural programming, HRI provides free access to events that the general public can enjoy. It brings community groups and organizations together, and plays an important role in bridging the gap between academia and the world beyond the University's campus.

### **Looking to the Future**

HRI is bridging the gap between the academic and public worlds. It helps the University disseminate its research and create an attractive cultural environment that the broader community can enjoy. Currently, HRI is primarily funded by the University, although it also receives donations from individuals. Dr. Marsh notes that with a skeleton staff and a small budget, HRI is having a big impact on community groups throughout Regina through its support of community-based research.<sup>306</sup> Unfortunately, funding limitations make program expansion difficult.<sup>307</sup> More administrative and funding resources would allow HRI to connect with other community groups and provide more cultural programming for Regina citizens, increasing both the number and scale of the events it offers. Steadily increasing participation rates for HRI-funded activities indicate that HRI is meeting a public need for cultural programming. The ability to attract writers with larger reading fees to Saskatchewan would ensure that public interest in its cultural programming continues to grow. Additional funding would enable HRI to better leverage its existing partnerships and increase the impacts it is currently having on both the academic world and the public at large.

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<sup>305</sup> University of Regina, *Series Examines Contemporary Music and Dance Cultures*.

<sup>306</sup> Marsh, interview.

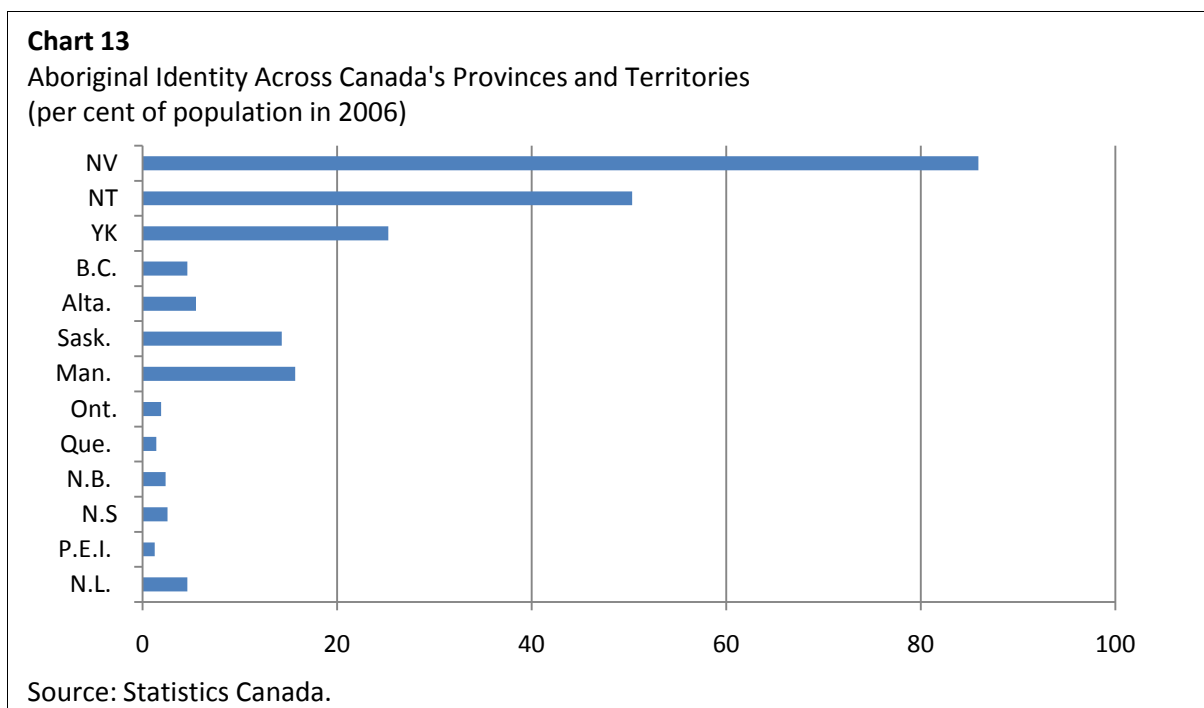
<sup>307</sup> Riegel, interview.

## Case Study 5 Increasing Aboriginal Engagement

Across Canada, Aboriginal populations are growing.<sup>308</sup> These populations have lower educational outcomes<sup>309</sup> and disproportionately higher unemployment.<sup>310</sup> These factors lead to lower incomes in comparison to non-Aboriginals.<sup>311</sup> This situation represents an opportunity for the University of Regina. In response, the University is seeking increased engagement with Aboriginal communities through its strategic planning, president’s tours, and the creation of the Aboriginal Advisory Circle. Its goal is for Aboriginal students to comprise 20 per cent of the student population. The University’s strategy is to increase engagement with Aboriginal communities to draw larger numbers of Aboriginal students. The University also seeks to improve Aboriginal student success through its on-campus programming, support services, and community outreach.

### Changing Demographics in Saskatchewan

The 2006 Saskatchewan Census recorded 141,890 self-identified Aboriginals, almost 15 per cent of the province’s population.<sup>312</sup> This number represents “an absolute increase of 1.36 per cent from the 2001 population share of almost 14 per cent,” which is 9 per cent higher than the 2001 Census and 28 per cent higher than the 1996 Census.<sup>313</sup> The number of self-identified Aboriginals in Saskatchewan continues to increase—a national trend. (See Chart 13.)



<sup>308</sup> Statistics Canada, *Aboriginal Peoples in Canada in 2006: Inuit Métis and First Nations, 2006 Census*.

<sup>309</sup> Canadian Council for Aboriginal Business, *Aboriginal Education*.

<sup>310</sup> Canadian Council for Aboriginal Business, *Aboriginal Labour Force*.

<sup>311</sup> Canadian Council for Aboriginal Business, *Aboriginal Income Gap*.

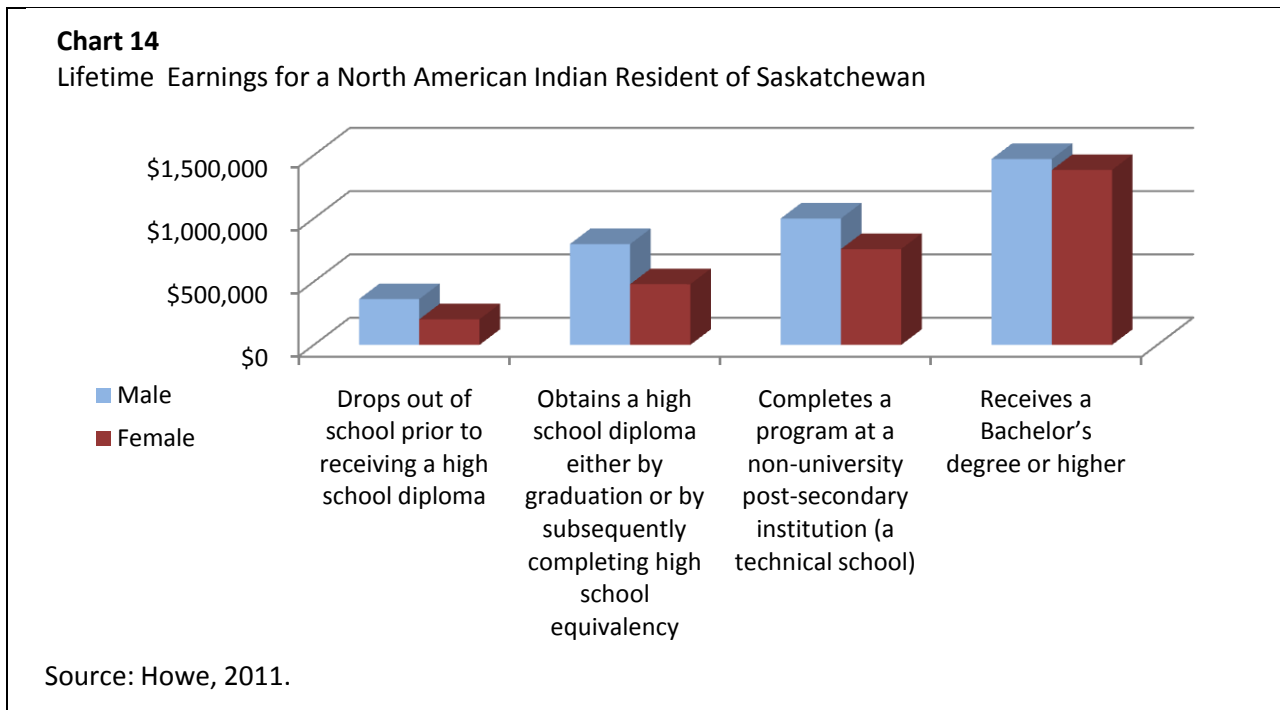
<sup>312</sup> Statistics Canada, *Aboriginal Peoples in Canada in 2006: Inuit Métis and First Nations, 2006 Census*.

<sup>313</sup> Canadian Council for Aboriginal Business, *Saskatchewan's Aboriginal People*.

### Labour Force Implications

The Canadian Centre for Policy Alternatives reports that “... in 2006, the median income for Aboriginal Peoples was \$18,962—30 per cent lower than the \$27,097 median income for the rest of Canadians.”<sup>314</sup> The centre further notes that although income inequality remains high despite increases in educational attainment, “Aboriginal Peoples with university degrees have overcome much of the income gap between them and the rest of Canadians.”<sup>315</sup> Increasing educational attainment levels for Aboriginal populations therefore represent a large untapped economic opportunity. In fact, the Centre for the Study of Living Standards estimates that the “cumulative benefit for the consolidated Canadian government of increased Aboriginal education and social well-being is up to \$115 billion over the 2006–26 period.”<sup>316</sup>

As the province with the second largest Aboriginal population (following Manitoba), the potential economic benefits of increasing Aboriginal education levels in Saskatchewan are substantial. The University of Saskatchewan’s Dr. Eric Howe estimates that in Saskatchewan, bridging the education gap between Aboriginals and the rest of the population would generate \$90 billion in monetary and other social benefits. Dr. Howe’s calculation considers Aboriginal income levels based on educational attainment (Chart 14) and other types of benefits, such as reduced usage of Saskatchewan’s health care system.”<sup>317</sup> This data shows that improved educational outcomes for Aboriginal populations will significantly impact the future prosperity of the province.



<sup>314</sup> Wilson, *The Income Gap Between Aboriginal Peoples and the Rest of Canada*.

<sup>315</sup> Ibid.

<sup>316</sup> Centre for the Study of Living Standards, *The Effect of Increasing Aboriginal Educational Attainment on the Labour Force, Output and the Fiscal Balance*.

<sup>317</sup> Howe, *Bridging the Aboriginal Education Gap in Saskatchewan*.

## New Strategic Priorities

The University of Regina recognizes how important Aboriginal populations are to the economic and social success of the province. It is responding with a strategic commitment to build long-term relationships with First Nations and Métis communities across Saskatchewan. These relationships will help the University better understand the unique needs of Aboriginal students. The University's goal is to listen to, learn from, and work with Aboriginal communities and organizations to meet their learning needs and reflect their cultures across the University's campus and programs. This commitment is a major component of the University's 2009–2014 Strategic Plan, *mâmahohkamâtowin: Our Work, Our People, Our Communities*. (*Mâmahohkamâtowin* is a Cree word meaning “cooperation; working together toward common goals”).<sup>318</sup>

## Connecting With Aboriginal Communities

Dr. Vianne Timmons, the University of Regina's President and Vice-Chancellor, has been touring First Nations and Métis communities, speaking directly with Chiefs and community representatives to better understand how the University can adapt to meet the post-secondary educational needs of Aboriginal students.<sup>319</sup> Her tours have connected her to over two dozen different Aboriginal communities across Saskatchewan. The University is using their feedback to make its programs more accessible and attractive for Aboriginal students. For example, many Aboriginal students are now able to complete portions of their degrees in their home communities. Feedback from these communities also encouraged the University to advocate for more provincial capital for additional child care spaces. The 2012–13 provincial budget, which allocates an additional \$1 million to the University of Regina for additional child care facilities, student residence spaces, and a parkade, is an important measure of the University's role in ensuring that these needs are met.

*In Saskatchewan, there are over 70 individual First Nations communities, which have their own culture and way of doing things, and their own challenges and opportunities. One of the key messages that I would take away is that it's not a one-size-fits-all approach by any means. We're trying to tailor to the needs of individual communities and to listen very carefully to their expression of those needs.*<sup>320</sup>

– Dr. Thomas Chase, Provost and Vice-President (Academic)

## Creating an Aboriginal Advisory Circle

Another avenue of engagement that Dr. Timmons has recently implemented is the University of Regina's Aboriginal Advisory Circle, which met for the first time on October 20, 2011. The

<sup>318</sup> University of Regina, *mâmahohkamâtowin: Our Work, Our People, Our Communities—Strategic Plan 2009–2014*.

<sup>319</sup> University of Regina, *President's Message—November 2011*.

<sup>320</sup> Chase, interview.

Aboriginal Advisory Circle comprises about 18 University of Regina faculty and staff members drawn from disciplines across the University that represent a variety of First Nations and Métis groups. Dr. Doyle Anderson, President of the First Nations University of Canada, is an invited guest. The group members are highly committed to Aboriginal enterprise and success.<sup>321</sup> The Advisory Circle's goal is to "help address the challenges Aboriginal students face while pursuing post-secondary education, and identify solutions to help ensure the campus is dedicated to and focusing on meeting Aboriginal student needs."<sup>322</sup> Members consult with the campus community and provide recommendations to the President's Office and University Executive Team directly.

*The Advisory Circle is designed to advise the President and Provost on what the university should be doing to meet the needs of today and tomorrow's Aboriginal students in the widest sense of the term. What do we need to do in terms of curricula? What do we need to do in terms of student support? What do we need to do in terms of bursaries? What do we need to do in terms of physical facilities, including Aboriginal theming, campus artwork, campus gathering spaces, Aboriginal food in our food services, and daycare facilities? What can we as a campus do to reflect the reality of Saskatchewan in 2012? How can we meet the needs of those students, not just reactively, but by trying to anticipate?*<sup>323</sup>

– Dr. Thomas Chase, Provost and Vice-President (Academic)

Feedback has already led to curriculum changes. The University is altering its approach to teaching and knowledge construction in various disciplines by incorporating Aboriginal beliefs, customs, and knowledge into the University framework. Drawing on the disciplines of ethnomusicology, visual arts, and media production, the University of Regina is offering a wider range of courses with Aboriginal history, culture, and content. A full academic program review is also currently under way.

### **Providing Campus Support Systems**

The University has long promoted and incorporated Aboriginal culture as part of events that it hosts each year. Many of these events are held in conjunction with the First Nations University of Canada (FNUUniv). They showcase important aspects of Aboriginal education, art, and culture. Examples of joint events include guest lectures, such as Senator Lillian Dyck's "The Importance of Post-Secondary Education for Aboriginal Youth," and special events, such as the Pipe Ceremony and traditional Pow Wow. Both Aboriginal and non-Aboriginal students are encouraged to attend these events to learn more about First Nations and Métis culture.

The Aboriginal Student Centre (ASC) at the College West campus provides important support systems and resources. The four key areas that ASC programs focus on are: student success; cultural and traditional awareness; Aboriginal mentorship; and outreach. ASC provides a number of programs, including;

- nitôncipâmin omâ ("We are Here") student success program;

<sup>321</sup> Chase, interview.

<sup>322</sup> University of Regina, *University of Regina Taking New Steps to Support Aboriginal Student Success*.

<sup>323</sup> Chase, interview.

- kâspohtamâtotân Aboriginal mentorship program;
- cultural awareness (through crafts, pipe ceremonies, sharing circles, and cultural/traditional advisors);
- Elder advisors from across Saskatchewan; and
- seminars and luncheons.

The ASC's nitôncipâmin omâ (We are Here) student success program is a new initiative designed to help Aboriginal students achieve academic success by providing supplemental learning opportunities. A cohort of 20 students and a success facilitator take three courses together over the fall and winter semester. The facilitator joins the students in these classes and organizes pre- and post-lecture learning sessions to expand upon and clarify the lecture information. Facilitators also provide additional support by answering questions and helping students prepare for quizzes and midterms. A series of seminars on a variety of subjects (including note-taking, essay writing, exam preparation, avoiding procrastination, resume writing, using library information, etc.) provides students with the tools they need to study properly and succeed in an academic setting. Aboriginal students in this program also work with the University of Regina's career coordinator, who helps students prepare for, find, and conduct successful job interviews.<sup>324</sup> In addition, Aboriginal students pair-up with student mentors who have been at the University for a year or two. First-year student, Vanessa Peigab, speaks highly of the help she received from her mentor, saying "she teaches in a way that we can understand."<sup>325</sup> The first cohort completed the program in March 2011. They credit both the academic assistance and the community support systems as important components of their success.

## Community Outreach

ASC also provides community outreach opportunities. Through the kâspohtamâtotân Aboriginal Mentorship Program, ASC connects Aboriginal students at the University of Regina with Aboriginal students at the elementary and secondary school level. Through the positive relationships that are built, University of Regina students are actively promoting both higher learning and the opportunities that are available on their own campus. Aboriginal University of Regina students make excellent role models and often serve as the primary source of information for many elementary and high school students who will be the first in their families to seek a University education. By fostering community connections and a desire for higher learning, the University of Regina hopes that its students will help inspire a desire for post-secondary education.<sup>326</sup>

Creeson Agecoutay, a second year pre-Journalism student from the Cowessess reserve, says that the Aboriginal Student Centre "instantly become [his] home away from home" when he left the reserve to study at the University of Regina. Agecoutay says that, "being a mentor in the... kâspohtamâtotân program allows me to help other students understand what to expect from University. In turn, I give them the moral support that I got when I started my classes."<sup>327</sup> Meagan Gardner, a second-year Human Justice student from the Eagle Lake Band in Ontario, says that

<sup>324</sup> University of Regina, *Aboriginal Student Centre—University of Regina*.

<sup>325</sup> YOURblog, *Oma Program Helps Newly Admitted Students Adjust to University*.

<sup>326</sup> University of Regina, *Aboriginal Student Centre—University of Regina*.

<sup>327</sup> University of Regina, *Realize. It Starts With You*.



being an ambassador and a mentor has given her opportunities to become involved with the University. She has participated, learned from, and shared her knowledge through the many workshops available to her with other students.<sup>328</sup> Through these student mentorship programs, the University of Regina is helping Aboriginal students connect to both the University and the communities that surround it.

### **Measuring Program Success**

A steadily-increasing number of Aboriginal students are recognizing the value of the courses, degrees, and inclusive programs the University of Regina has to offer. In the fall of 2011, the University of Regina saw a marked improvement in first-term enrolment by self-declared Aboriginal students, recording its highest year-over-year increase,<sup>329</sup> with 139 additional Aboriginal students enrolling. This increase in Aboriginal first-term enrolment brings the University's total Aboriginal enrolment to 9.8 per cent, a 14.4 per cent change over the previous year.<sup>330</sup> To meet its 20 per cent Aboriginal student target, the University of Regina will need to continue to engage Aboriginal communities, adapt its programs to meet their needs, and provide the appropriate academic and community support systems. The University of Regina is seeking to increase its Aboriginal student population through a series of programs designed to increase Aboriginal enrolment and student success. Many of these programs are in the early stages of development. But, although evidence concerning how soon the desired goal can be achieved is not yet available, the University's commitment and efforts are promising.

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<sup>328</sup> University of Regina, *Realize. It Starts With You*.

<sup>329</sup> University of Regina, *President's Message—November 2011*.

<sup>330</sup> McGovern, *2011 Fall Term (201130) Registration Statistics Supplemental Report "A" With 2010 Comparison: Enrolment by Student Cohorts*.

## Case Study 6

### Improving Educational Outcomes

Through its Faculty of Education, the University of Regina is educating teachers that are raising the quality of Saskatchewan's elementary and high school systems. This case study describes some of the unique features of its programs and highlights some of the significant impacts its associated Teacher Education Programs are having on Aboriginal communities. It focuses on three key program areas: those offered through the University of Regina campus, the First Nations University of Canada's (FNUniv) Department of Indigenous Education, and the Northern Teacher Education Program (NORTEP).

#### The University of Regina's Faculty of Education

The University of Regina's Faculty of Education has six undergraduate programs: Elementary, Secondary, Arts, Music, Baccalauréat, and Adult Education and Training. It also offers several affiliated undergraduate programs, including Indigenous Education through First Nations University. Its graduate program is the largest at the University of Regina, featuring master's and doctoral programs that span six key areas of study: Educational Administration, Curriculum and Instruction, Educational Psychology, Développement de programmes et didactique, Adult Education, and Human Resource Development. The faculty also offers Certificate Programs in Adult Continuing Education, Dance Teacher Education, Extended Studies in Inclusive Education, and Human Resource Development<sup>331</sup> and is "committed to the ideals of service, outreach, and the collaborative processes that flourish in a community of caring and mutual respect."<sup>332</sup>

#### Unique Program Features

All Faculty of Education students take courses in Indigenous pedagogy and special education as well as assessment and evaluation, Indigenous studies and treaty education, and the inclusion of sexual minority and gender-variant studies. The faculty was also the first to require that students take a School and Society course that features a service learning component. In addition to their teaching practicums, students are also required to volunteer with community organizations, such as Big Brothers and Big Sisters, the YMCA, the Salvation Army, and health clinics. According to Dr. James McNinch, Dean of the Faculty of Education, "Society is a big classroom and people learn in many different contexts. This service component helps our students broaden their view of the world and society and understand that teaching and learning happen beyond the confines of schools and classrooms."<sup>333</sup>

Faculty of Education students receive extensive training and teaching opportunities in local schools. They observe how schools and teaching are organized in their first year; take the service-learning component in their second year; have two pre-internships in local, rural, inner-city, or reserve schools in their third year; and have full practicums in their fourth year. In preparation for their teaching internships, students also receive three-day seminars where they meet the teachers

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<sup>331</sup> University of Regina, *Faculty of Education Mission Statement*.

<sup>332</sup> Ibid.

<sup>333</sup> McNinch, interview.

with whom they will be working. These seminars prepare the students for teaching and help them build stronger mentor/apprenticeship relationships before the four month internship begins. The roles of play, imagination, spirituality, and the body are emphasized throughout the U of R programs.

The University of Regina also offers many community-based master's programs in cities such as La Ronge, Meadow Lake, North Battleford, Estevan, and Moose Jaw. These programs serve students who have difficulty accessing the University and want to stay in their communities. The Faculty of Education partners with local school divisions and colleges to design programs that meet specific educational needs. Local school boards often sponsor the professional development of their teachers by paying for their master's programs. Many of these partnerships center on the concept of community-based action research, where the teachers are able to directly share their expertise with students and their school administrators.<sup>334</sup>

### **Faculty of Education Graduates Find Jobs**

Many universities across Canada offer more educational program seats than there are jobs available. For example, Manitoba's four universities produce twice as many graduates as the job market can support. In the Greater Toronto Area alone, over 5,000 extra teachers are unable to find positions.<sup>335</sup> Many teachers who go through these programs must move to other cities and provinces, or go abroad, to find work. In contrast, the University of Regina offers a sustainable number of program seats and the majority of its graduates are able to find work in Saskatchewan. The Faculty of Education surveys its graduates one year after they have completed their degrees and the average reported employment rate for the most recent year in the field of education is approximately 97 per cent.<sup>336</sup> Although the majority of its students come from Saskatchewan, the faculty also attracts teachers from other Canadian provinces. The skills acquired through Faculty of Education degrees are very marketable. Through its associated Aboriginal Teacher Education Programs, the University of Regina has, over the past 30 years, graduated thousands of First Nations and Métis students who are in high demand. Their degrees often translate to other positions, and both industry and government regularly seek these students out to offer positions in their respective fields.<sup>337</sup>

### **Awards for Contributions to the Field of Education**

Faculty of Education students and faculty members have won numerous awards for their contributions to the field of education. A number of alumni have also recently been honoured, including Joanna Sanders Bobiash and Sylvia Smith. Bobiash, who currently works at Wilfrid Walker School in Regina, Saskatchewan, received the Prime Minister's Award for Teaching Excellence. She encourages her students to explore and design Canadian heritage projects and recently helped her class create a bilingual video describing their vision of the future and the impact of technology on their lives. Bobiash is actively involved in helping schools implement

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<sup>334</sup> McNinch, interview.

<sup>335</sup> Ibid.

<sup>336</sup> Ibid.

<sup>337</sup> Ibid.

technological changes, running both an educational technology blog and a professional learning twitter network.<sup>338</sup>

In 2011, Sylvia Smith—a University of Regina master's student who now teaches at Elizabeth Wyn Wood Alternative High School in Ottawa, Ontario—won the nation's top teaching prize, the Governor General's History Award for Excellence in Teaching. Incorporating Indigenous concepts of education and literacy, Smith designed an innovative educational tool kit called *Project of the Heart* to help students understand Indigenous traditions and the history of Indian residential schools.<sup>339</sup> A key program objective is “to encourage ‘ownership’ of this historic injustice by enacting gestures of reconciliation for the past.”<sup>340</sup> Her program is currently shared in elementary, secondary, and post-secondary schools across Canada. Many provincial Ministries of Education are looking at her research and the Saskatchewan Ministry of Education has asked her to provide a workshop for its members. Her work was also featured at the national Truth and Reconciliation Commission's Winnipeg event in June 2010.

The University of Regina's Faculty of Education is working hard to improve the educational capacity of the province and is impacting future generations of students in innovative and meaningful ways. Dr. McNinch notes, “There is a lot of idealism here. Our Faculty of Education is animated by a strong social justice and equity perspective. We are upfront about that. We want to help teachers believe in a better world, a world that they can have a part in changing. That kind of energy is certainly a characteristic of this faculty and it animates our partnerships.” McNinch goes on to say, “Our ultimate impact is on children. We are in the business of preparing teacher educators, but our influence, hopefully, is on improving the lives of all the children of Saskatchewan. This is quite motivating for us as a faculty. It means that we're not just accountable to the university students in our own classes, but that we have a direct link and a sense of accountability for and responsibility to every child in this province and beyond.”<sup>341</sup>

### **Indigenous Education at First Nations University of Canada**

The Education Faculty at FNUniv offers four bachelor programs: Elementary (Indigenous Education), Secondary (Indigenous Education), After-Degree Elementary (Indigenous Education), and After-Degree Secondary (Indigenous Education). Although the main emphasis of the elementary programs is Language Arts, students take other specializations such as Indian Languages, Indian Art, Indigenous Studies, Indian Health Studies, and other core curriculum areas (such as science, reading, math, and social studies). In the secondary programs, FNUniv offers majors in Indigenous Studies and Indigenous Visual Arts as well as a minor in Indigenous Languages, with other majors available through the Faculty of Education at the U of R. Indigenous Education also offers the First Nations Language Instructor Certificate program, in partnership with the Centre for Continuing Education at the U of R. Community-Based (Extension) Continuing Education Programs include certificate specializations in areas like Administrative Development, Indian Community & Career Counselling, and First Nations.

<sup>338</sup> Government of Canada, *Prime Minister's Awards for Teaching Excellence*.

<sup>339</sup> University of Regina, *University of Regina Graduate Student Wins 2011 Governor General's History Award for Excellence in Teaching*.

<sup>340</sup> Ibid.

<sup>341</sup> McNinch, interview.

## Incorporating Aboriginal Culture and Content

Aboriginal content is incorporated into all subject areas to help future teachers address the issues and meet the needs of Aboriginal students. In addition to their final 16-week practicum, all students must do a band school placement. They also participate in two culture camps in the fall and winter, which provide the opportunity to work with different First Nations communities, Elders, and cultural groups. These program aspects help promote First Nation control of First Nation Education.

An important aspect of FNUniv's programming is the central role that Elders play. FNUniv's "holistic approach to post-secondary education begins with the Elders, whose presence, wisdom, and counsel are the mainstay not only for students but also for the University as a whole. Their knowledge of First Nations' tradition, culture, and spirituality creates a unique support service."<sup>342</sup> The Elders that FNUniv works with are powerful advocates for increasing the educational levels in their communities.

*No man living has the right to take away our education, because that's our young people's future. It will become a way of life for them and a way to make a living.*<sup>343</sup>

– Elder Isadore Pelletier

*In order to achieve your goal in education, one has to make it a way of life, as education is a lifelong process.*<sup>344</sup>

– Elder Velma Goodfeather

## Impacting First Nations Communities

A large number of FNUniv's graduates tend to stay in their home communities. This helps reduce teacher turnover rates in First Nations communities and gives stability to the school system.<sup>345</sup> FNUniv graduates are also active in their communities through their coaching and extracurricular activities, introducing new programs that were not available to band students in the past. One of Dr. Linda Goulet's students introduced a new after-school modelling program to teach and promote First Nations clothing design. Her students gained both confidence and design skills, and were often asked to attend conferences and shows. FNUniv graduates who teach in Black Lake offer extracurricular activities at their school on evenings and weekends. Serving as a community centre outside of school hours, the school has become a community hub for learning and socializing.<sup>346</sup>

Dr. Angelina Weenie, the Head of Indigenous Professional Departments at FNUniv says that "Some of our students get hired even before they complete their programs. The demand for First

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<sup>342</sup> First Nations University of Canada, *Elders*.

<sup>343</sup> Ibid.

<sup>344</sup> Ibid.

<sup>345</sup> Weenie, interview.

<sup>346</sup> Goulet, interview.

Nations teachers and administrators is high.”<sup>347</sup> Dr. Goulet adds that many of FNUUniv's graduates take important leadership roles in curriculum development, in connecting with First Nations communities, and as provincial education advisors. They often serve as consultants and act as committee advisors. The pedagogy they model is one of self-determination. They educate others on the effects of colonization, the importance of culture, and the history of First Nations people.<sup>348</sup> Many FNUUniv students have gone on to develop their content that focuses on the history of their own communities and explores the pressures on their own communities that have led to language and cultural loss. These students play an important role in stimulating the reclamation and rejuvenation of culture and language, using it to decolonize. They act as role models and strong advocates for the importance of education.<sup>349</sup>

### **Meeting the Needs of Aboriginal Learners**

The community-based programming that FNUUniv offers is crucial to educational advancement as many Aboriginal students cannot afford to move away to attend university and simultaneously care for their families. FNUUniv has a proud history of adapting its programs to meet the educational needs of these communities in unique and innovative ways. Yet challenges remain. One of the main barriers Aboriginal students face is the difficulty in accessing financial support. Dr. Goulet says that a number of the First Nations communities FNUUniv works with have identified students who are eligible and want to come to FNUUniv, but who are unable to access Indian and Northern Affairs Canada (INAC) funding to do so.<sup>350</sup> In addition, the government funding freezes that accompanied FNUUniv's financial and administrative restructuring meant that the six additional community-based courses that were ready for implementation had to be put on hold.<sup>351</sup> First Nations Language education in the province is currently underfunded and insufficient resources are available to address special needs issues. In addition to expanding its community-based programming (FNUUniv currently offers graduate classes in Indigenous pedagogy, Indigenous epistemology, and research methods), FNUUniv would like to offer a graduate program in First Nations Leadership, as Aboriginal educational experts are needed at the principal and superintendent level to help local schools effectively incorporate Aboriginal culture.

The University of Regina is currently seeking ways to expand its academic partnership and offer more programs through FNUUniv. It is exploring new ways of collaborating and sharing its resources.<sup>352</sup> As integrated, yet unique institutions with their own academic integrity, the University of Regina and FNUUniv have a long history of co-determination, working together to meet the needs of Aboriginal students. Through its community relationships and Aboriginal programming successes, FNUUniv has a vital part to play in the University of Regina's strategy of Aboriginal inclusion. As Dr. Weenie notes, “The U of R supported us when nobody else would. [During times of financial uncertainty] the U of R stepped up, making sure our doors didn't close.

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<sup>347</sup> Weenie, interview.

<sup>348</sup> Goulet, interview.

<sup>349</sup> Ibid.

<sup>350</sup> Ibid.

<sup>351</sup> Weenie, interview.

<sup>352</sup> McNinch, interview.

Historically, the U of R has always been open and supportive of First Nations education and initiatives.<sup>353</sup>

### **Affiliated Teacher Education Programs**

The University of Regina's Faculty of Education has four additional affiliated programs:

- Northern Teacher Education Program (NORTEP)
- Nunavut Teacher Education Program (NTEP)
- Saskatchewan Urban Native Teacher Education Program (SUNTEP)
- Yukon Native Teacher Education Program (YNTEP)

The majority of the 300–400 students in these affiliated teacher education programs are Aboriginal. The University of Regina recognizes the importance of Aboriginal control over Aboriginal education and respects the beliefs and values of Indigenous peoples. For this reason, it provides academic rigour, but also encourages independence in developing courses and curriculum that meet the needs of its affiliated programs' communities. As Dr. McNinch states: "We understand, and have understood for the past 30 years, that Indigenous control of Indigenous education leads to self-determination and self-government. Treaty education is an important concept because we are all treaty people."<sup>354</sup>

### **NORTEP: Successfully Promoting Aboriginal Education in Northern Saskatchewan**

The Northern Teacher Education Program – Northern Professional Access College (NORTEP-NORPAC) is based in LaRonge and offers classes from both the University of Regina and the University of Saskatchewan. Its programs feature extensive field experience with concentrations in Cree, Dene, English, Indian/Native Studies, and science.<sup>355</sup> In 1976, the Northern Lights School Division (NLSD)<sup>356</sup> asked for the creation of a program to help combat high teacher turnover rates and a lack of Aboriginal teachers in the North. At the time, although 75 per cent of the school division's students were Aboriginal (many speaking Dene or Cree as their first language),<sup>357</sup> less than one per cent of the teachers in northern Saskatchewan were Aboriginal,<sup>358</sup> and 97 per cent of the English-speaking teachers were from southern Saskatchewan. In response, the NORTEP program was established in 1977. Originally offering teaching aids and Native language instruction, the program partnered with the University of Regina to include a Bachelor of Education and a Bachelor of Arts program, with Graduate Degrees in Curriculum Instruction and Administration. The program currently serves 45 communities across northern Saskatchewan.

Providing training for teachers in northern Saskatchewan has dramatically improved teacher retention rates. Of the 354 teachers that NORTEP has trained, over 91 per cent are currently teaching in various northern Saskatchewan school divisions. Two-hundred and sixty of these

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<sup>353</sup> Weenie, interview.

<sup>354</sup> McNinch, interview.

<sup>355</sup> University of Regina, *Northern Teacher Education Program*.

<sup>356</sup> Formerly known as the Northern School Board

<sup>357</sup> NORTEP/NORPAC, *NORTEP Success Story*.

<sup>358</sup> *Ibid.*

teachers are from northern Saskatchewan and the majority of them are Aboriginal. In the NLSD, this change represents a 21 per cent increase in First Nations and Métis teachers. In 1977, the teacher turnover rate in the Northern Lights School Division (NLSD) was 75 per cent.<sup>359</sup> According to Elizabeth Thunderchild, a superintendent for the NLSD, this rate had dropped to 17.5 per cent in 2010.<sup>360</sup> In the mid 1970s, band schools in northern Saskatchewan had no Aboriginal teachers. Today, band schools employ 80 NORTEP graduates.<sup>361</sup>

NLSD regularly offers scholarships to support the development of its teachers, paying for their studies in exchange for a teaching commitment of one to two years. Most of these new teachers are Aboriginal, which has increased the percentage of Aboriginal teachers across the district. To support educational leadership development, NLSD has also sponsored approximately 24 teachers who took master's degrees in Curriculum Instruction at the University of Regina<sup>362</sup>. To date, six Aboriginal principals and seven Aboriginal vice-principals are now working in the NLSD.<sup>363</sup> In addition to teaching, NORTEP graduates fill other educational and leadership roles in their communities. The current mayor of La Ronge is also a NORTEP graduate.<sup>364</sup>

### **Tailoring Programs to Meet Aboriginal Needs**

To meet the needs of the Aboriginal students in northern Saskatchewan, NORTEP's delivery model includes two reading weeks and provides opportunities for students to work in their own communities for portions of the program. The community-based programs feature a holistic approach, incorporating academic rigour with Northern-based curriculum and world-views. These cultural and community perspectives create vibrant classrooms where Aboriginal culture is valued and promoted. NORTEP is meeting the provincial government's mandates by including Aboriginal cultural content in all subject areas. Aboriginal Elders and knowledge helpers are often brought into the classrooms and students are taught the value of their own cultures. NORTEP students are taught how to effectively work in Aboriginal communities and high social distress areas. Thunderchild also notes that NORTEP graduates are known for their active community contributions. NORTEP graduates in Buffalo Narrows helped plant flowers to make their community more beautiful. Those in Cole Bay started community gardens, and others in Buffalo Narrows created a program where elementary school students put gift baskets together for Elders in their community.

The success of the community-based Master's in Curriculum Instruction encouraged the University of Regina and NORTEP to create another community-based master's program for 25 graduates, which will be offered in LaRonge this summer. This new program consists of three streams: Aboriginal Languages, Inclusive Education, and Math and Sciences Teaching. NORTEP-NORPAC Board Chair, Joe Daigneaul, notes, "It is important that our communities have access to graduate level training in northern Saskatchewan so that we are able to address, for

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<sup>359</sup> Ibid.

<sup>360</sup> Thunderchild, interview.

<sup>361</sup> Ibid.

<sup>362</sup> Ibid.

<sup>363</sup> Ibid.

<sup>364</sup> Michell, Interview.



example, the ever-widening gaps in Aboriginal education.”<sup>365</sup> Herman Michell, Executive Director of NORTEP-NORPAC, further states: “We strongly believe that these are three priority areas in the North that require graduate level expertise in order to tackle some of the complex challenges facing our schools and communities.”<sup>366</sup> NORTEP has also partnered with the University of Saskatchewan to create a Master's in Educational Administration, which produced 20 graduates.

*There is continued high demand across the province for community-based graduate level programs. This renewed partnership with NORTEP-NORPAC provides crucial professional development for teachers. The Faculty of Education believes being in and of community means building community*<sup>367</sup>

– Dr. James McNinch, Dean of the Faculty of Education, University of Regina

### **Promoting Aboriginal Language and Future Educational Capacity**

NORTEP graduates have strong connections to their communities and many are actively involved in the resurgence of Aboriginal language and culture. An important part of the provincial government's strategic commitment to protecting, promoting, and preserving Aboriginal languages involves increased active usage. Many of the students in northern Saskatchewan enter the school system speaking Cree, Dene, and Michif. Teachers who have trained in NORTEP's Aboriginal languages stream can promote these languages in the classroom and help their students learn English. Many Aboriginal children find the transition to English in schools easier when their teachers have gone through a bilingual immersion program. These teachers are also able to promote parental involvement, as they can communicate with the parents of their students in their own languages.<sup>368</sup>

*Aboriginal teachers help their students achieve a sense of belonging. They encourage ownership of what is happening in the schools and are excellent role models... I would hope that there is some recognition for the fact that [NORTEP] is an extremely positive program that is moving forward. It's making a real difference in the North. What we need is for everyone to see this in a positive light so we can continue to move forward with it.*<sup>369</sup>

– Elizabeth Thunderchild, Superintendent, Northern Lights School Division

Dr. Herman Michell, Executive Director of the NORTEP program, speaks highly of the educational support he receives from the University of Regina. He cites his inclusion in the University's education meetings as an important aspect of NORTEP's success, stressing that this “ensures that we're able to stay up to speed with the changes that happen at the university level. Because of our close connection with the University, I'm able to keep abreast of what's

<sup>365</sup> University of Regina, *University of Regina Partnership Forms Community-Based Master's Program*.

<sup>366</sup> Ibid.

<sup>367</sup> Ibid.

<sup>368</sup> Thunderchild, interview.

<sup>369</sup> Ibid.

happening there and can bring that information back to the organization and make the necessary changes within. [The University of Regina has] been really open. They are really good in terms of getting communities involved with the University.” Michell further notes that “Education is a shared responsibility and our students have complex needs. The success of our program requires shared expertise and a strong relationship between the University of Regina and the community. We’re here to train people to live and work in the North and that has been the success of our program, in that we keep people up here and we keep people within the Province. Most of the students that we attract are already entrenched within their own communities. They’ll never leave their communities.”<sup>370</sup>

Michell is also a member of the Northern Labour Market Committee, which is dedicated to building a common vision of prosperity for northern Saskatchewan. Working with a variety of stakeholders, including CEOs from mining companies and other directors of education, his committee is building partnerships that will reduce social distress and unemployment rates by improving educational opportunities in Saskatchewan’s north.

Northern Saskatchewan needs more teachers, and programs such as NORTEP are working hard to fill this gap. Teaching has become a valued profession in First Nations communities, with a strong focus on community development, traditional programs, and cultural promotion.<sup>371</sup> Teachers in northern Saskatchewan are welcomed with open arms and northern school divisions are looking to the University of Regina and its affiliated programs to meet the North’s teaching needs.<sup>372</sup>

### **Looking to the Future**

The province’s growing population requires new investments in education. Although the University of Regina’s Faculty of Education and its associated programs are building educational capacity across the province, the growth of Aboriginal populations underscores the need for additional investments in Aboriginal program development. The education faculty must balance these plans against available budget, and set priorities accordingly. As the examples above show, community-based learning programs that target the particular needs of Aboriginal learners serve as important success story models for future program expansion.

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<sup>370</sup> Michell, interview.

<sup>371</sup> Thunderchild, interview.

<sup>372</sup> Ibid.

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