

**VISION & FUTURE GOALS  
AND  
SUMMARY OF ACCOMPLISHMENTS**

**DECANAL REAPPOINTMENT SUBMISSION BY:**

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## STATEMENT OF VISION AND FUTURE GOALS

### INTRODUCTION

It has been a tremendous privilege to serve as Dean of the Hill and Levene Schools of Business (Faculty of Business Administration) for the last four years. This vision statement and description of future goals are my plans and commitments should I be renewed. My vision is based on the many insights and learnings I experienced as a new Dean, as well as our new strategic plan. I look forward to the possibility of five more years of learning and leading with a deeper understanding of *as one who serves*.

### VISION

Last fall we released a new [strategic plan \(2021-2025\) for the Hill and Levene Schools of Business \(Schools\)](#). That plan identifies five strategic priorities which align with the five areas of focus outlined in the [University of Regina's 2020-2025 Strategic Plan, All Our Relations](#). Those priorities include: Discovery; Truth and Reconciliation; Well-Being and Belonging; Environment and Climate Action; and, Impact and Identity. Our plan also outlines 10 goals that are specific to our Schools' vision, mission and path through to the end of 2025. Our strategic plan was developed as a consultative and iterative process which involved extensive engagement with faculty and staff members, as well as feedback from student surveys and focus groups with our community partners (e.g., Leaders Council; Advisory Boards). That plan underpins *our* shared vision that as Dean I will lead, support, and empower to bring it to fruition.

Our new strategic plan articulates a compelling vision and mission for the Schools.

*Vision. Where responsible business comes to life through education and research.*

*Mission. In business education and research, we foster meaningful experiential learning and engagement in local, national and international communities, and demonstrate commitment to inclusivity and social justice.*

To achieve this vision and mission, students must be consistently exposed to an enriching, relevant, and academically robust experience, both in and outside of the classroom. We want students to choose our Schools because they will be challenged to contemplate the economic and social impact of business in our local, national and global communities. This is a place where students build a strong foundation of knowledge, skills, and abilities and they graduate career-ready and eager to create positive change as business leaders.

My intent is not to repeat the material detailed in our thorough and thoughtful strategic plan. Here I will discuss instead the key areas that, as Dean in my second term, I would champion and move forward in alignment with the strategic priorities and goals outlined in that plan.

### REBUILDING CONNECTION & COMMUNITY

*In alignment with the Strategic Priorities: Discovery; Well-Being & Belonging; Environment & Climate Action; and, Impact & Identity.*

Half of my first term as Dean has been leading through a pandemic. The impact this pandemic has had on all of our lives is truly profound and there is no doubt that this was, and continues to be, a difficult time for students, faculty and staff. While I am optimistic about the future of our Schools, I would be remiss not to reflect upon and recognize that for the next two to three years, as I complete my current term and move into a possible second term, a significant part of my leadership as Dean will be to support students, faculty and staff as we navigate through the lasting negative impacts of a pandemic.

As such it will be critical to:

- build our brand and generate awareness of program excellence to attract new domestic and international students;
- renew our current students' sense of hope and excitement about what a program from Hill and Levene can offer them;
- support staff to build a greater sense of stability, coherence, and unity;
- rebuild a sense of community and connection among faculty; and,
- reignite and enhance our relationships with alumni and other partners in the community.

Having served as the Dean through the pandemic, I bring an insider's knowledge of our pain points and our bright lights. I want to serve the Schools through the rest of this storm to bring us to a more sustainable and healthy future.

Due to the pandemic, students who completed their programs in spring 2020, fall 2020 and spring 2021 missed the in-person convocation experience. While we implemented initiatives to celebrate virtually, for many of our new **alumni** those efforts did not match what they had envisioned to mark the completion of their programs. We have to do more to recognize and celebrate these recent graduates and all of our alumni so they continue to feel connected to the Schools and proud of their accomplishments. Part of my vision for a second term as Dean is to hold an annual alumni event as a means to re-connect with recent (and not so recent) alumni and to create a new tradition which current and future alumni look forward to annually.

During the pandemic, we regularly surveyed **students** to better understand their needs and concerns and we responded as best as we could given the complexity of the circumstances (e.g., invested in state of the art hyflex classrooms; invested in supports for faculty to convert courses to remote delivery; created a student relief fund). We established faculty working groups to offer recommendations to me on how best to support faculty and students through such challenging times. Alongside the Associate Deans, I also held regular town halls with students. These efforts offered us rich insight into issues, many of which were not on our radar. As we move out of the pandemic and into my second term as Dean I would continue with these and similar initiatives to ensure we provide our students with sufficient and diverse outlets to be heard and so that we can better respond to their needs. I will also re-institute regular get-togethers with our student group leaders as they have their ears to the ground and understand the needs and wants of our students.

We found innovative ways to engage with members of the broader community, including our **Leaders Council** and the **Advisory Boards** over the past two years. It is hard, however, to feel truly connected and engaged when we are unable to meet regularly in-person and when we are unable to provide opportunities for our community partners to engage in-person with students and faculty. In my second term as Dean, we will work to more fully integrate our growing entrepreneurial education ecosystem into the flourishing entrepreneurial ecosystem in the city and province. As part of this, we will mobilize our new memorandum of understandings with Economic Development Regina and Women Entrepreneurs Saskatchewan (WESK). I also look forward to growing the membership of our Leaders Council and engaging our Advisory Board members in new ways.

On the faculty and staff sides, we have recently witnessed significant changes in our **staff** and **faculty** complement. Promotions internal to the Schools, elsewhere at UofR and beyond, retirements, and numerous new hires have meant that in many ways our climate at the Schools is different. Early into the pandemic we also implemented a staff restructuring process, that which commenced prior to remote working and continued to unfold during remote working conditions. We have gained some wonderful new colleagues and built efficiencies through these significant changes. However, the fear, sadness and uncertainty that has come with the pandemic alongside the unsettling feelings that naturally come with a restructuring process mean we are still struggling through these changes and some people are feeling disconnected, disappointed, exhausted, confused and frustrated.

I know how hard staff and faculty work and how much they care about our students. It is, and will be, a priority for me as Dean, as I complete my first term and move into a second term, to work with the Faculty Administrator and support her in re-building a sense of community and engagement among staff. With my faculty colleagues, I commit to transparent and collegial decision-making, providing needed

teaching and research supports, and to re-building our sense of community through celebrating our teaching, research and service excellence.

Rebuilding community and connection with internal and external stakeholders will not be easy but having experienced the past two years as part of the Schools, I am confident that I am the right person to weather this storm.

## STUDENT ENRICHMENT

*In alignment with the Strategic Priorities: Discovery; Truth & Reconciliation; and, Impact & Identity.*

To enrich our students' career-readiness and build new pathways into our full degree programs, working through the Undergraduate and Graduate Program Committees, we will continue to identify new *possible* for-credit micro credentials. Such opportunities may exist in the areas of data analytics and agribusiness at the undergraduate level and entrepreneurship at the graduate level. Our Centre for Management Development (CMD) will adopt a renewed emphasis on experiential learning, and in partnership with the Hill Business Students Society (BSS), it will develop new non-credit micro credentials for business students (e.g., equity, diversity, inclusion and Indigenization; leader development through volunteerism).

In my second term as Dean I will continue to work with University Advancement and Communications and our community partners to secure increased awards for business students. In addition to scholarships, there is great value in creating student enrichment awards which reduce the financial barriers that some students face, for example, in participating in the JDC West Business Case Competition (e.g., awards to pay the registration fees for some students) or in participating in other national and international conferences and competitions. I will work to secure continued support for our Levene Indigenous Pathways program, as well as sponsorship and donor support to build and sustain programming for the soon to be launched Hill and Levene Entrepreneurial Collision Space.

Investing to create more welcoming study and collaborative student spaces on the 5<sup>th</sup> and 6<sup>th</sup> floors of the Education Building will also be part of enriching business students' experience as they complete their programs with Hill and Levene. These investments will occur while we continue planning for a new dedicated building.

## INTERNATIONAL ACCREDITATION, TEACHING AND RESEARCH

*In alignment with the Strategic Priorities: Discovery; Truth & Reconciliation; Well-Being & Belonging; Environment & Climate Action; and, Impact & Identity.*

This coming fall we will submit our initial self-evaluation report (iSER) to the Association to Advance Collegiate Schools of Business (AACSB) as part of our international accreditation journey. We are making tremendous progress and have built some strong momentum but accreditation is still three to five years away for us. Supporting, empowering and investing in areas which will facilitate our eventual success in this area will be one of the most pressing goals in my second term as Dean. The pursuit (and achievement) of AACSB accreditation is a process of learning and growth for us that will ultimately result in: international recognition of our excellence in teaching, research, and impact; enhance our reputation; and, provide a path through which we can better serve our students through our programming. There is both symbolic and real value in earning AACSB accreditation. As we face enrollment challenges coming out of the pandemic, the importance of being AACSB accredited becomes vividly apparent, especially given nearby competitor business schools are already accredited. While most domestic students are yet to fully appreciate the significance of us being AACSB accredited, this is well recognized by international students and by the faculty members we strive to recruit and retain.

Filling vacant tenure-track positions in areas of greatest need will have to be prioritized if we are to meet the standards of accreditation, as accredited schools are expected to have sufficient full-time qualified faculty to teach in core areas (e.g., majors; specialized degrees) and who engage in scholarly

research. As part of our accreditation journey and in alignment with our vision and mission, I will continue to support the Centre for Teaching and Learning (CTL) Scholar located in our Schools and the development of an assurance of learning system (as led by the Undergraduate Program Committee, Graduate Program Committee, and Teaching Committee). The introduction of new teaching innovation grants for faculty members, intended to advance experiential learning, conscious capitalism, community engagement and career-readiness, will also serve as a means to recognize and celebrate teaching excellence in our Schools.

To emphasize the synergies between research and teaching, prior to the start of my second term we will introduce a pilot writing and publishing teaching case cohort program (for instructors and faculty-rank). Case study research that results in teaching cases is critical in bridging theory and practice for scholars and students alike. The research process involved and assessment of quality is similar to that applied to other types of research outputs. A quality case is grounded in the collection and analysis of extensive primary and secondary data, informed by existing literature in a particular area (e.g., social enterprise, diversity, derivatives) and assessed through a peer-review process. This program will build upon existing faculty competencies in case writing developed through our Hill Ivey partnership. It will facilitate pathways to publishing teaching cases in peer-reviewed journals. The cases published through this program will be designed to develop values-driven leaders and advance responsible and diversity based business programming (e.g., with consideration to the principles of equity, diversity, inclusion and Indigenization). My hope is that this programming will be so successful so we will be able to offer it on a bi-annual or annual basis.

In addition to securing support to continue with the range of research scholar positions that currently exist in the Schools, strategic investments in special calls for research funds related to our values and strategic priorities (e.g., sustainability, community engaged research, agribusiness) will be developed in collaboration with the Associate Dean Research and Schools' Research Committee. Alongside new opportunities for faculty members to engage in international research collaborations (*see next section*), a research strategy will be developed to support faculty members who secure external research funding and pursue community-engaged research. Directing additional financial support to our research based MSc degree will also serve to make the program more attractive for both faculty and students. This is another way through which we can realize the goal of excellence in research. As Dean, I am committed to ensuring we achieve this in my second term.

## INTERNATIONALIZATION STRATEGY

*In alignment with the Strategic Priorities: Discovery; Well-Being & Belonging; and, Impact & Identity.*

In my second term as Dean, we will revisit our drafted internationalization strategy (that which was drafted before the pandemic) with an intent to replicate the soon to be signed agreement with the Instituto Panamericano de Alta Direccion de Empresa, Universidad Panamericana (IPADE) for the "Mexico Chair" in the Levene Graduate School of Business (*see list of accomplishments for more details*). In collaboration with UR International, the establishment of two or more similar Chairs with current and / or new partners in such locations as UK, France, China, and India will offer new and novel research and teaching collaborations and an enriched learning experience for our students. These partnerships will be based on reciprocity, social accountability and sustainability. Such international partnerships and projects will also serve to grow our inter-cultural competence.

My vision and plans for a second term as Dean also include the development of an international short term teaching and research pilot program (e.g., one to four month periods). We will also re-start and enhance study abroad opportunities and supports for Hill and Levene students. An international student recruitment strategy that aligns with the regions of focus where we establish Chairs and the international teaching and research pilot program will be a necessary part of our renewed internationalization strategy. These efforts will also serve to enhance the Schools' (and UofR's) reputation internationally.

## CONCLUSION

We have a new strategic plan which outlines a clear path forward for the Schools. We have a strong foundation but we must build our brand and reputation in the regional, national and international landscapes. To do this, my attention in a second term as Dean will be primarily focused on directing support and resources to: the **achievement of AACSB accreditation**; the development of **new micro credentials for our students** (credit and non-credit); the implementation of a **robust internationalization strategy**; the **expansion of our entrepreneurship ecosystem** (social enterprise, Indigenous entrepreneurship; women's entrepreneurship); and, the **enhancement of our physical space** (current and potential new facilities).

As your Dean in a second term I will strive to enact a leadership style which is marked by openness, responsiveness and enthusiasm. I believe that being decisive and results-oriented can work effectively alongside consultation and an appreciation for the collegial process to make for better decision-making. I am committed to creating opportunities, mutual respect, continuous learning, empowering others, accountability, transparency and experimentation.

## SUMMARY OF ACCOMPLISHMENTS 2018-2022

### INTRODUCTION

I began my term as Dean of the Hill and Levene Schools of Business in July 2018. Despite the challenges we have faced to date during the pandemic for half of my term as Dean, *we* have realized a long list of noteworthy accomplishments. I can take sole credit for very few of the accomplishments noted here. Rather, most of these accomplishments are the result of the hard work, dedication, and innovation of the Associate Deans, staff and faculty who stepped up and initiated, led, or supported these initiatives. Some of these accomplishments are also down to the leadership of our students and alumni or the support of our partners in other areas of the University and in our community. As Dean, I see my role as being a facilitator, catalyst, and champion to create opportunities and to empower and support others. This statement documents *OUR* accomplishments at the Schools over the past four years.

### STUDENT SUPPORT & ENRICHMENT

The shift to remote delivery for nearly two years has undoubtedly affected the student experience in less than ideal ways, however, we have still made incredible headway in student support and enrichment.

- Secured new and continued annual donor support for UR Investing (for YCharts), Enactus Regina, ICBC, JDC West, Hill BSS and Accounting Fellowship Program in the new five year gift agreement with CPA Saskatchewan.
- Increased student case competition and conference support from \$3,500 to \$5,000 per team annually.
- Provided seed funding to Enactus Regina, secured support for ICBC team participation at the national level, and provided additional funding to JDC West.
- Secured funding for the creation of the Executive in Residence in Agribusiness.
- Created the Hill and Levene Schools Student Relief Fund intended to offset smaller financial burdens faced by business students related to technology, text books and other similar areas.
- Created the Senkow Student Research Awards to provide research support and recognize student research excellence at the undergraduate and graduate levels.
- Supported the successful submission to the Certified Management Consultants of Canada for our Levene programs to become recognized as a partner institution and provide a pathway for graduates to the CMC designation.
- Supported the successful submission to the Charter Professionals in Human Resources (CPHR) SK to accredit our HR major of the BBA degree. An application for our MHRM program has also been submitted and is under review.
- Supporting the development of an application to the Certified Financial Analysts (CFA) of SK to accredit our Finance Major of the BBA degree (in progress).
- Renewed the Hill Ivey agreement (twice) to provide scholarship opportunities for Hill students to attend Ivey School of Business (at Western University).
- Invested in videography to profile our [Hill Study Abroad student experience](#).
- Initiated the Mitacs Internship opportunity via the Centre for Management Development during COVID when co-op placements were in decline (with a focus on not for profits and small business).
- Supported the development of the [Hill and Levene Student Code of Professional & Ethical Conduct](#).
- Participated in the development of various videos intended to help students feel connected and supported in their programs (e.g., [Dean's four part series for new students](#); [Student Recognition Event](#)).

- Supported the pilot of new orientation sessions for students starting their Hill program (e.g., “Effective Communication Strategies”, “What I Wished I Knew When I Started My Program”)
- Advocated for (and succeeded) a one year tuition freeze for MBA, MHRM, MAdmin (Leadership) and MSc programs. At the same time, tuition rates across these programs were realigned to be consistent.
- Supported the development of a multi-year awards strategy for Levene students (with an emphasis upon: entrance awards; MBA program; larger awards).
- Supported the offering of a special topics course for the President of BSS on the experiential learning of leadership.

### ACADEMIC PROGRAMMING

Most academic program initiatives are guided by the relevant Associate Dean through the Undergraduate and Graduate Program Committees. As Dean my role is to support program innovation and increased accessibility for students, and direct resources to facilitate such initiatives.

- Supported the development of the Ideation, Creativity and Entrepreneurship Certificate at the undergraduate level to replace the Entrepreneurship Major of the BBA degree, that which was undersubscribed. Students can now complete a major in one area \*and\* this certificate in entrepreneurship.
- Supported the development of a joint degree with Kinesiology and Health Studies. This is the Bachelor of Business Administration / Bachelor of Sports and Recreation Studies Internship (Sport and Recreation Management Internship major) Joint Program.
- Supported the development of the International Business Certificate at the undergraduate level to replace the International Business Major of the BBA degree, that which is undersubscribed (in progress). If approved students will be able to complete a major in one area \*and\* this certificate in International Business.
- Supported the dissolution of the qualifying program for our BBA program, that which served to stigmatize and disadvantage students who entered the program with an average lower than 85% from high school.
- Supported the development of a virtual international course (Doing Business in Mexico) for Levene students.
- Supported the development of new courses at the graduate level in Indigenous Leadership, Indigenous Entrepreneurship, Indigenous Management, and Entrepreneurship.
- Supported the development of online courses in BUS100 and BUS260, and invested in the development of *autonomous* online courses for the MBA Foundations 1.5 credit courses (in collaboration with the Centre for Continuing Education).
- Supported the development of online EMBA pre-workshops to increase student accessibility and enhance program flexibility (in collaboration with the Centre for Continuing Education).
- Supported the re-design of the MBA program intended to make the program more accessible, relevant, and attractive.
- Supported the rationalization of MBA specialization degrees due to low enrollments. This resulted in the suspension of two specialization degrees to allow the School to re-direct recruitment and marketing efforts to programs with more potential demand and allow us to better serve students in subscribed programs.

### EQUITY, DIVERSITY & INCLUSION (EDI)

The Dean’s Executive Committee (Dean, Associate Deans, Faculty Administrator) reflects members of several equity deserving groups and I believe this subtly signals to faculty, staff, and students the importance of EDI in our Schools. As a scholar and leader I am committed to EDI and I believe we have



made positive strides, specifically in the area of women's equity and inclusion. We still have much more to do to ensure we are an inclusive culture for staff, faculty and students who represent other equity deserving groups.

- Re-envisioned the focus of the RBC Women in Leadership Executive in Residence to focus on women's leadership *and* entrepreneurship.
- Secured funding and led the establishment of the [SK Women Entrepreneurship Knowledge Hub \(WEKH\)](#) at the Schools. This has resulted in a variety of programming and research initiatives (e.g., webinars for women entrepreneurs in ag, Indigenous women entrepreneurs, financial resources for women entrepreneurs; Report on Women Ag Entrepreneurs in SK).
- Facilitated a School-level teaching workshop on Diversity in Teaching Cases.
- Initiated the HerStory speaker series featuring a woman leader in the community (pre-COVID). Speakers have included Kathryn Pollack (Chief Procurement Officer, Ministry of SaskBuilds and Procurement); Melissa Coomber-Bendtsen (CEO, YWCA); Prabha Mitchell (CEO, WESK); Tina Beaudry-Mellor (former Minister of Advanced Education); Aimee Schulhauser (Owner of Tangerine and various other entrepreneurial ventures). The series was funded by the RBC Women in Leadership Executive in Residence Program.
- Signed a memorandum of understanding with Women Entrepreneurs Saskatchewan (WESK) to support women entrepreneurs across the province as a collaboration between WESK and the Schools, the RBC Women in Leadership Executive in Residence program, and the SK WEKH (housed at the Schools).
- Organized a one day women's entrepreneurship conference for industry and students with speakers from University of Alberta, Newcastle University (UK), and Babson College (US).
- Identified the *We for She Award* as the focus for the Schools' Advancement annual appeal (in collaboration with University Advancement and Communications).
- Provided research support for a MSc student to conduct research on women's leadership.
- Supported the development of the UR Investing [Women in Finance campaign video](#).
- Supported the hiring of a tenure-track faculty member with expertise in Women in Leadership.

## RECONCILIATION

We have stated that we are committed to reconciliation and the Truth and Reconciliation Calls to Action. We have only begun to scratch the surface in this journey and we have much to do to grow, learn and move forward in demonstrating a real commitment through action in this area.

- Secured external funding for a Levene Indigenous Pathways Program and initiated a working group (led by the Program Lead Indigenization) to propose recommendations to the Dean. Key outcomes included a requirement for all Levene students to complete the *4 Seasons of Reconciliation* professional development training and multi-year awards for Indigenous students pursuing a Levene graduate program (up to six awards annually of \$20,000 each).
- Supported the delivery of a Schools-specific non-credit certificate for faculty members – the Learning Circle on Decolonizing our Curriculum.
- Encouraged all staff and faculty to complete *4 Seasons of Reconciliation* professional development. All members of the Dean's Executive Committee and all staff have completed it.
- Supported the continuation of our Program Lead Indigenization position and related initiatives.
- Secured external funding for the establishment new awards for Indigenous students in the undergraduate program (two entrance awards and one ongoing award supported by CPA SK).
- Developed the Rawlinson Executive in Residence in Indigenous Entrepreneurship (offering annual programming for cohorts of students across campus, not just business students).
- Signed an agreement for the Hill and Levene Schools of Business to become a member of the Leadership Circle for Indigenous Inclusion with *Indigenous Works*, a national non-profit

organization with a mandate to improve the inclusion and engagement of Indigenous people in the Canadian economy.

## STUDENT RECRUITMENT

Until this most recent academic year, head count of students for the Hill School of Business had been increasing at a healthy rate from 1591 students in Fall of 2018 to 1628 students in Fall of 2020. Like most other academic units across campus, this current year we have witnessed a decline in total head count and credit hours and it is expected that this will occur again in Fall 2022. We have engaged in an extensive review to better understand this decline and there is no doubt that the lasting impact of the pandemic (e.g., remote delivery; restrictions on international travel / student VISA approval) is a significant contributing factor. There is a depleted enrolment funnel in both domestic and international markets with more business students graduating during the pandemic (e.g., taking extra courses to complete sooner) and fewer students starting (e.g., domestic students possibly taking a year off or choosing other schools which offered in-person delivery in Fall of 2021; fewer new international students because of restrictions on travel and VISA approvals). The Hill School has historically had a higher average of international students than the overall institution (20.1% compared to 14.6%) which means the negative impact on restrictions on international travel and VISA approvals are amplified for our School. We have invested considerably in various recruitment initiatives and staffing supports. Some of these are outlined below. This will be an area of focus in the coming months and year. Our experience at the graduate level is that it takes 18 – 36 months to rebuild a healthy enrolment funnel.

At the graduate level (before and during my term as Dean), we invested in staffing and marketing to improve what was a deleted enrollment funnel. These investments are paying off. We have seen an increase in the number of applications from 394 in 2018 to 1339 in 2022 and total registered students increased from 207 in 2018 to 294 in 2021. Most of this growth has come from international markets and in our MHRM and MAdmin (Leadership) programs. Very recently we have started to see an increase in applications and offers for our MBA program. It is unclear at this point if and how our student numbers at the graduate level will be affected this current year but we anticipate there will be some negative fallout given the continued restrictions on international travel and VISA approvals.

- Created a term APT position, Manager of Marketing, Recruitment and Communications.
- Reconfigured one permanent APT position to focus on recruitment for Hill and Levene (reclassified from APT3 to APT4).
- Invested in the development of a Hill ‘Playbook’ and a Levene ‘Playbook’ for prospective students.
- Signed articulation agreements with Medicine Hat College, SaskPoly (re-signed), SIIT (re-signing with First Nations University).
- Supported the development of a strategic enrollment planning system for undergraduate and graduate recruitment and retention (including the development of a strategic recruitment and marketing plan).
- Invested considerably in digital marketing to generate awareness and interest.
- Developing new high school entrance awards with targeted high schools (in progress) intended to provide up to \$5000 in additional awards for each of seven high schools.
- Reconfigured the SBTA High School Business Case Competition awards to increase the support offered to high school students who enroll in the Hill School following graduation.
- In partnership with CCE offering a high school accelerated program to offer BUS100 to high school students.
- Supported the re-vamped virtual recruitment information sessions for Hill and Levene students.
- Developed a recruitment video in partnership with Enrolment Services.
- Signed an agreement with the BC Institute of Technology’s National Advanced Placement & Prior Learning Program (N-AAPL).
- Created the Harvard Business School Online Accelerate Award to incentivize Hill students to apply more quickly into the Levene MBA program.

- Supported the Hill School to be part of the Registrar Office's pilot of the centralization of processing transfer credit.

### **STAFF RESOURCES, DEVELOPMENT, SUPPORT & RECOGNITION**

We initiated a staffing restructure process to enhance our student responsiveness, increase coordination across both Schools (e.g., reduce duplication; provide more leadership support for staff operating in similar portfolios of activities), and direct resources to strategic areas that were understaffed (e.g., marketing, recruitment, budgeting, strategic projects, accreditation). This resulted in two new term APT positions including, the Manager of Budgeting, Strategic Projects & Accreditation and the Manager of Marketing, Recruitment, & Communications. It also resulted in a new term CUPE term position for Levene Admissions Support. There is no doubt that this change process has caused considerable stress for staff. With the retirement of several staff, leaves of absences, promotions of staff within and elsewhere in the University, difficulty in retaining staff in term positions, and new hires, all while working remotely there is considerable disruption and frustration felt by some members of staff. As we work towards more stability in the next six months to one year, we will review the new structure and realign as needed.

Other efforts to invest in staff development, support and recognition include:

- Committed resources for dedicated IT co-op student support (two per semester) since 2020. This support is intended primarily for instructors for remote delivery and hyflex offerings but these co-op students also provide support to staff for various events.
- Committed resources to a new term position in the Dean's Office / Associate Dean's Office to manage course evaluations and provide administrative support to the Executives in Residence. This position also provides much needed administrative support to the Associate Deans.
- Directed discretionary funds for the Faculty Administrator to identify and offer professional development for all staff. Programming in the areas of resilience and optimism, unconscious bias, gender and sexual diversity, and team building have been offered.
- Created the annual *Staff Going Above and Beyond Award* (with funding for a ten year span).
- In collaboration with FGSR implemented a pilot program to decentralize graduate admissions from FGSR to the School (the effectiveness of this initiative is still under review).
- Revised job descriptions for most APT and CUPE staff positions as part of the restructuring process. Several APT positions increased a level as a result of this work.
- Invested in leadership coaching and leader professional development for the Faculty Administrators and managers.

### **FACULTY DEVELOPMENT, RESEARCH & TEACHING SUPPORT & RECOGNITION**

- Secured donor support to create the annual CPA Teaching Innovation Award and the CPA Research Impact Award (funding from CPA SK for a period of five years)
- Changed the terms of reference for the annual Dean's Research Grants to permit funds to be used to support conference participation.
- Invested to provide support for special calls for research funding for COVID related research and agribusiness.
- Developed three new Research Scholars (two funded through external support) – Teaching & Learning Scholar; CPA Scholar in Data Analytics; Research Scholar in AgriBusiness.
- Provided support to a Hill and Levene faculty member to lead on the Saskatchewan part of the [Global Entrepreneur Monitor Report](#).
- Created the Mexico Chair as an agreement between the Instituto Panamericano de Alta Direccion de Empresa, Universidad Panamericana (IPADE) and the Levene Graduate School of Business. IPADE is ranked as one of the top graduate business schools in Latin America and

the purpose of the Chair is to increase knowledge about Mexico within the Canadian academic community and society, as well as to encourage exchanges and cooperation between IPADE and the Levene School (to be signed in April 2022).

- Directed resources to support faculty members while they reconfigured their courses for remote delivery. This included support for group and individual consultations with instructional designers; \$1800 budget for every full-time faculty member to invest in relevant supports for remote delivery; and, IT co-op student support located in the Schools.
- Provided opportunities for faculty members to attend the graduate international course as part of our internationalization strategy (five faculty members participated over two years, in addition to the instructor assigned to the course).
- Renewed the Hill Ivey agreement (twice) providing continued opportunities for faculty members to partner with an Ivey School of Business faculty member to write and publish a case on a Western Canadian organization. The renewed agreement in 2018 also involved the creation of Visiting Faculty members from Ivey School of Business (five in specific areas such as Entrepreneurship, Agribusiness, International Business, among others).
- Initiated and supported the hiring of six tenure track appointments (vacant positions) in HRM, Leadership, Accounting and Marketing and several new (and continued) term appointments in areas of high need.
- Supported the Associate Deans to engage in leadership development opportunities.
- Supported an opportunity for a faculty member to become the co-academic director of the Directors Education Program (and complete the ICD training as part of this).
- Supported / coached six faculty members in their preparation of materials for tenure and / or promotion (two for tenure / promotion; four promotion).

#### ALUMNI CONNECTION, EXTERNAL ENGAGEMENT, BRANDING AND REPUTATION

- Provided regular email updates to Leaders Council and Advisory Board members (every 6 – 8 weeks).
- Hosted the 15<sup>th</sup> anniversary year of the JDC West case competition in January 2020 (co-chairs Hill alumni Cari-Lynn Schoettler and Mason Gardiner). More than 600 students, faculty advisors and guests from across Western Canada were on-site and in the city during the event.
- Hosted a 50<sup>th</sup> anniversary of the awarding of the first BAdmin degree, *Bringing Bacchus Back*. This involved an ambassador / promotion committee comprised of BAdmin / BBA grads and the development of videos (pre and post). More than 100 people attended the event. See post event video [here](#).
- Unveiled the Hill Alumni pin which is presented to graduating students at convocation.
- Initiated the Virtual Levene Speaker Series with donor support from Gordon Rawlinson. Speakers have included Laura Huang (Harvard Business School), Arlene Dickinson (Celebrity; Entrepreneur), Joanna Griffiths (Founder of Knix), Vanessa Bohns (Cornell University).
- Partnered with Economic Development Regina to conduct the Schools' first Economic and Social Impact Study.
- Rebranded and re-envisioned the Schools' bi-annual publication (Horizons) to the annual themed [Hill Levene Review](#) (e.g., Entrepreneurship; Agribusiness).
- Re-envisioned the annual Research Bulletin to the [Research & Professional Impact Annual Report](#).
- Initiated the [Research with Impact](#) Series to disseminate faculty research to a non-academic audience.
- Invested in branded swag for attendees at the annual Leaders Council Annual Student Recognition Event.

- Created the Honoring Integrity, Leadership and Legacy Award to be awarded annually at the Hill Dinner.
- Invested in press releases and advertising in collaboration with University Advancement and Communications to promote the success of JDC West and ICBC student case teams; appointment of Executive in Residence; and new articulation and other agreements. Nearly all of the press released were picked up by Academia and in turn reaching a national audience.
- Modified the Hill Legacy Program fees and structure to ensure that all students graduating with a Hill BBA degree can receive a ring upon graduation.
- Led on the development and submission of the Schools' international accreditation eligibility application to AACBS (approved late fall 2020).
- Signed a memorandum of understanding with Economic Development Regina to partner on entrepreneurship initiatives and ag tech.
- Supported the drafting of an alumni engagement strategy (paused during COVID because in-person events weren't possible).
- Served on the Saskatchewan Chamber of Commerce Labour Council.
- Served on the Economic Development Regina Board.
- Co-chaired the Ag Steering Committee for Economic Development Regina (with Kyle Jeworski, CEO of Viterra and alum of Hill).
- Invested in various virtual initiatives to celebrate graduating students during the pandemic (see here for an example of one of the events [Convocation virtual celebrations](#)).
- Supported the development of a new branded certificate for graduating students.

## INFRASTRUCTURE & FACILITIES

As we plan for a new building for the Schools, we also realize that we must make better use of the limited space we currently occupy on the 5<sup>th</sup> and 6<sup>th</sup> floor of Education Building. Our space is central to creating community, enhancing student experience, flexibility and accessibility, improving the well-being of staff and faculty, and building our brand and identity in the region and nationally.

- Played a key role in the development and submission of a new building business case to the Ministry of Advanced Education. Supported by the Dean's New Building Advisory Group.
- Secured donor support for the development of the Levene Streaming Room (ED514) to facilitate a high quality remote delivery and increase accessibility for Levene students and programs.
- Invested in the re-design of two classrooms to facilitate a high quality remote delivery experience for undergraduate students and instructors (ED616; ED623).
- Invested in office upgrades for administrative staff (ED518) and the creation of an Associate Dean's Office to enhance coordination and collaboration amongst the ADs and access to all three ADs on the 5<sup>th</sup> floor of Education Building.
- Supported the re-configuration of staff office locations to place more staff on the same floor and in closer proximity.
- Reduced the size of the Dean's Office (relocated to 6<sup>th</sup> floor) to provide additional space for the creation of a Hill and Levene Entrepreneurial Collision Space (to be launched in spring / summer 2022).
- Invested in upgrades to the graduate student lounge and research lab space for research assistants and postdoc students.
- Invested in sit-stand desks for all staff and faculty (those who wanted them).
- Invested in Hill and Levene brand markers on 5<sup>th</sup> and 6<sup>th</sup> floor (e.g., wall signs / murals; reception area branded desk wraps).

## ADVANCEMENT & DEVELOPMENT

As noted throughout this document, during my tenure as Dean we have: signed a multi-year donor agreement with CPA Saskatchewan (\$325k) which has been directed to student and faculty initiatives; secured and directed donor support for the Executive in Residence in Agribusiness and Research Scholar (\$150k); secured donor support for the Levene Streaming Room and Levene Indigenous Pathways Program (\$200k); and directed donor support to the Virtual Levene Speaker Series (\$50k). Numerous other awards have been re-signed or newly created during my tenure as Dean.

- Supported the development of a (successful) proposal to be part of University Advancement and Communications advancement pilot program.
- We have worked closely with University Advancement and Communications in the development of various cases for support (including a new building), enhanced stewardship and donor development. Several proposals are currently under consideration by prospective donors.
- Responded to a request by our named Hill School donor to develop a more thorough and in-depth donor report on the various aspects of the Hill gift agreement which is now prepared annually and provided to the donor.

### STRATEGY, GOVERNANCE, POLICY AND PROCEDURES

Strategy development, strategic reporting, collegial governance, and the development and update of policy and procedures are processes which may sometimes be fraught with conflict and differences in opinion. However, these processes are necessary and important parts of ensuring shared understanding, coherence and sustainability for an academic unit.

- Initiated an annual faculty people planning process to assess pressure points and identify highest priority needs for faculty hires.
- Initiated an extensive financial planning and budgeting system.
- Initiated the development of an annual report on the Hill and Levene Strategic Plan progress including the development and reporting on metrics (with versions for internal and external stakeholders).
- Established four working groups led by faculty and staff to take leadership and provide recommendations to the Dean (to guide decision making). These included: 1. Remote Learning Spring / Summer 2020; 2. Pedagogy and Programming (February / March 2021); 3. Student Well-Being (February / March 2021); and 4. Facilities. The formation of these groups has been a wonderful demonstration of collegial decision making, and colleagues stepping up and being empowered to be engaged to mobilize change.
- Initiated and supported the development of the Hill and Levene new Strategic Plan (2021-2025).
- Led on the drafting of our Internationalization Strategy grounded in four pillars – student experience, research capacity, cultural competence and student recruitment.
- Revised the Academic Recruitment Policy.
- Re-vamped the Associate Deans' portfolios and modified the teaching release to make the expectations of the positions more reasonable and sustainable.
- Revisited terms of references for the Undergraduate Program Committee, Graduate Program Committee, Scholarship Committee, Dean's Research Grants, and various Research Scholar positions.
- Developed a Teaching Overload Guidance Document for the Schools.
- Developed & revised Guidance for Remote Delivery and COVID Safety Protocols every semester for the past two years.
- Carried out the Associate Dean Search Committee process for three positions in 2020 (at the end of their terms) and the Associate Dean Research & Graduate Programs process in 2021 when the person accepted a decanal position at another University (and updated TORs).
- Supported an internal audit process of the Centre for Management Development.

- Initiated the development of a sessional instructor review process (as required by the collective agreement).

### PERSONAL ACADEMIC /LEADERSHIP ACCOMPLISHMENTS

I have continued to engage as an active researcher and teacher during my tenure as Dean. I firmly believe it is unfair to expect something of others that I am unable to accomplish myself. This also provides me with insight into the everyday joys and struggles that my colleagues in the Schools face and how I might better support them as they engage in their teaching, research and service responsibilities. Some of the highlights since 2018 include:

- While there is no formal requirement for me to teach during my tenure as Dean, I have taught five courses since 2018. Two of these were special course offerings with only one student enrolled and these courses adopted a focus on Indigenous ways of learning and knowing.
- I have served as advisor on two EMBA capstone projects, supervisor of one MAdmin (Leadership) research project, and external examiner to a MA in Clinical Psychology.
- I have published seven peer reviewed journal articles (all co-authored), published six invited journal contributions and one report, served as Editor of the *Case Research Journal* (January 2018 – December 2021), and served as Guest Editor of a special issue on trends in women's entrepreneurship in *Gender in Management: An International Journal*. I have also delivered numerous presentations and workshops at academic and non-academic conferences.
- As part of my collaborative work with the *Women Entrepreneurship Knowledge Hub*, I am a co-investigator on the SSHRC Partnership Grant on "Inclusive Innovation and Entrepreneurship Network" led by the PI at Ryerson University.
- I have served as an interviewer and moderator at numerous events in the city, across the province, nationally and internationally.
- I have served as an external reviewer for four degree / program reviews at business schools in Canada and external referee for eight tenure and promotion applications at national and international institutions.
- I serve on the National Executive Committee for the Senior Women Academic Administrators of Canada (SWAAC) and I am the Regional Chair Western for the Business Schools' Association of Canada Board.
- I am particularly proud to have been recognized by Enactus Canada as Campus Administration of the Year (2020) and by the UofR ta-tawâw Student Centre for a Neekaneewak Leadership Award (2019). Both of these awards resulted from nominations by students who felt I enacted a commitment to student enrichment and Indigenization.

### CONCLUSION

We have accomplished much over the past four years at the Hill and Levene Schools of Business. In addition to the leadership required to rebuild a sense of community among faculty and staff, for the rest of first term as Dean, I intend to direct my attention and support to: completing the submission of our initial self-assessment report for international accreditation; rebuilding a healthy enrollment funnel for the Hill School; improving our Levene admissions process; preparing plans for the potential \$18 m federal grant from Employment and Social Development Canada to develop a national non-credit creativity, innovation and entrepreneurship training program to be facilitated through the Centre for Management Development; revising our academic Performance Criteria Document (last updated in 2011); and, building a compelling rationale to secure approval to fill our currently vacant tenure-track positions.