



HILL & LEVENE SCHOOLS OF BUSINESS
STRATEGIC PLAN

2021-2025



Hill and Levene Schools of Business Strategic Plan 2021-2025 aligns with the University of Regina's 2020-2025 Strategic Plan, *All Our Relations: kahkiyaw kiwâhkômâkaninawak*. The five areas of focus in the University's strategic plan include: Discovery; Truth and Reconciliation; Well-being and Belonging; Environment and Climate Action; and, Impact and Identity. These areas frame the priorities for the Schools for this strategic plan.



VISION

Where responsible business comes to life through education and research.

Responsible business contributes to the sustainable development of workplaces, organizations, and communities, responds to the needs of and builds upon the strengths of local communities, takes into account the expectations of diverse stakeholders, and places equity and equality front and centre. Respect for, and stewardship of, the natural environment is part of this.

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.

VALUES

Student-Centred

We aim to help all students connect with learning opportunities in ways that ensure they develop their independence, agency, knowledge, and skill sets to pursue their life and career goals.

Ethical Conduct and Professional Practice

We are guided by the principles of collegial governance, procedural fairness, inclusivity, and transparency in decision-making. Professional standards and codes for ethical conduct outlined by professional bodies (e.g., CPA, CFA, CPHR) also inform our teaching, research, and everyday conduct.

Commitment to Truth and Reconciliation

We respect Indigenous heritages and commit to increasing our knowledge of Indigenous ways of knowing and doing. We aspire to walk together and strengthen our relationships which are based on mutual respect and accountability.

Curiosity

Continuous learning is at the heart of what we do, where faculty, staff and students engage in critical thinking and the pursuit of new knowledge. We believe that research is critical to the ongoing discovery of new knowledge. This pursuit also means that through research and teaching we challenge current ways of thinking and work to inform responsible practices and systems for all types of organizations.

Inclusivity & Diversity in Thought and Action

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

Sustainable Practice

We will strive to adopt a triple bottom line approach to sustainability and account for the economic, social, and environmental impacts that our actions have on the world. We are committed to advancing sustainability through our education, research, and practice.

STRATEGIC PRIORITY I. DISCOVERY

At Hill and Levene, in and out of the classrooms, students, staff, and faculty engage in discovery: where dissemination and development of new knowledge and personal insights arise from active learning and the intersections of teaching and research. Discovery is about creating an empowering learning environment. In such a context, students acquire the relevant disciplinary knowledge, skills, and abilities, as well as develop critical thinking, entrepreneurial spirit, and a responsible business mindset to ensure their career readiness and positive contribution to local communities and beyond.

GOAL: STUDENT EXPERIENCE & EXCELLENCE IN TEACHING

OBJECTIVE

To facilitate opportunities for a transformational learning experience for students.

Possible Actions:

- increased flexible international learning experiences for students through virtual and study abroad initiatives
- creation of new collision spaces for students to engage in interdisciplinary social enterprise, entrepreneurial and research-related activities
- explore the feasibility of a non-profit or public sector community based project requirement for all BBA students
- create and promote micro credentials and / or career readiness badges (non-credit and credit, the former through the Centre for Management Development) (e.g., agribusiness, sustainability)
- create new professional pathways for graduating students by completing our applications to be recognized by CFA and CPHR

MEASURES OF SUCCESS

Number of students graduating with certificates and other micro credentials (e.g., international designation); percentage of courses with experiential learning components; graduates' level of satisfaction.

OBJECTIVE

To envision student success as a wrap-around process which starts at recruitment and carries through to graduation.

Possible Actions:

- enhance the orientation process and develop a preparatory program for new students
- provide additional supports for students to facilitate their academic success throughout their program (e.g., writing supports; awareness of well-being resources; academic integrity; Indigenous worldviews)
- invest to ensure a sustainable and healthy enrolment funnel and student retention

MEASURES OF SUCCESS

Student retention 1st to 2nd year; completion rates; conversion of student applications; student enrolment.

OBJECTIVE

To support a teaching culture characterized by ongoing reflection, regular professional development, continuous improvement, peer learning, and celebration.

Possible Actions:

- celebrate teaching excellence in new ways and in everyday practices
- create annual learning circles with certificates for completion
- enhance onboarding for new academic staff, including sessionals
- introduce and support teaching portfolio development as a part of the regular faculty review process
- develop an assurance of learning system to align with our AACSB accreditation journey

MEASURES OF SUCCESS

Number of faculty completing teaching and learning certificates.

GOAL: EXCELLENCE IN RESEARCH

OBJECTIVE

To support researchers in making meaningful and regular research contributions in alignment with a community engaged focus and our AACSB accreditation strategy.

Possible Actions:

- develop a research strategy which recognizes diversity in impact, quality and quantity of scholarly contributions, including community engaged scholarship
- enhance emphasis on the synergies between research and teaching
- facilitate opportunities for international research collaboration
- develop additional supports for faculty applying for and with external research funding, and to reduce other research related barriers
- introduce and support research strategy portfolio development as a part of regular faculty review process

MEASURES OF SUCCESS

Alignment with AACSB standards related to research; number of faculty members applying for and receiving external funding.

OBJECTIVE

To increase opportunities to enhance case teaching ability, writing and publishing with a responsible business focus.

Possible Actions:

- renew Hill Ivey partnership and case writing partnership
- provide support for writing and publishing teaching cases in peer reviewed journals
- increase focus on and support for highlighting businesses led by representatives of equity deserving groups and topics related to sustainability, entrepreneurship, and agribusiness

MEASURES OF SUCCESS

Number of cases published, especially with an EDI, Indigenization, entrepreneurship, agribusiness and sustainability focus / protagonist (Ivey and in peer reviewed journals).



GOAL: AACSB ACCREDITATION

OBJECTIVE

To successfully advance our AACSB accreditation process.

Possible Actions:

- develop an assurance of learning system and measures to support and ensure teaching effectiveness
- engage in an ongoing review of the faculty people plan to ensure recruitment for vacant and new tenure track positions to cover most needed areas and reduce reliance on sessional coverage
- develop a research strategy which defines participating and supporting faculty and scholarly academic, practice academic, scholarly academic and instructional practitioners (as per the standards)
- ensure continued alignment between our espoused mission and our contributions in teaching, research and service
- prepare and submit the initial and final self-evaluation report (ISER and SER)

MEASURES OF SUCCESS

Total scholarly contributions; total peer-reviewed journal articles; alignment with AACSB standards related to teaching and research; indirect and direct measures to assess assurance of learning (to be determined); class size in comparison to AACSB averages.

GOAL: STAFF DEVELOPMENT

OBJECTIVE

To empower all staff to live a culture of continuous learning and improvement.

Possible Actions:

- create annual professional development plans for all staff and provide accompanying support
- offer ongoing individual and team professional development for all staff related to equity, diversity and inclusion and Truth and Reconciliation
- implement ways to celebrate staff for going above and beyond
- sustain regular team building activities within and across portfolios

MEASURES OF SUCCESS

Percentage of staff engaging in professional development activities annually.

GOAL: INDIGENIZATION

STRATEGIC PRIORITY II.

TRUTH AND RECONCILIATION

We are committed to reconciliation through teaching, research, and service efforts and to advancing progress on the Truth and Reconciliation Call to Actions 57 (public sector organizations) and 92 (businesses).¹ This commitment will enhance learning and strengthen relationships by honouring the past, present, and future to create a new shared vision for the next generations.²

¹ Call to Action 57 (Public sector organizations): "We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism." Call to Action 92 (business): "Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism." <https://www.rcaanccirnac.gc.ca/eng/1450124405592/1529106060525#chp2>

² Much of this description is taken from the UofRegina Strategic Plan Area of Focus Truth and Reconciliation <https://www.uregina.ca/strategicplan/>

OBJECTIVE

To increase accessibility and new opportunities for Indigenous students.

Possible Actions:

- develop and implement a strategy to ensure regular offerings of more courses via hybrid and asynchronous delivery
- sustain multi-year financial awards for Indigenous students
- explore the possibility of a partnership with CPA SK and First Nations University to deliver the Certified Aboriginal Financial Manager designation

MEASURES OF SUCCESS

Number of Indigenous students enrolled and completing programs; percentage of courses offered through flexible delivery modes.

OBJECTIVE

To create a culture where a commitment to Truth and Reconciliation is embedded in thought and action, in all we do.

Possible Actions:

- review faculty hiring ads to incorporate an expectation for all hires to demonstrate a commitment to Truth and Reconciliation in their teaching, research and / or service
- create teaching learning circles to enhance knowledge and ways to action a commitment to Truth and Reconciliation in our courses
- explore the addition of required Indigenous related content in BBA and graduate degrees
- introduce a requirement for all students, faculty and staff to complete 4 Seasons of Reconciliation training
- expect a demonstrated commitment to Truth and Reconciliation as a part of the annual performance review process for staff and faculty

MEASURES OF SUCCESS

Percentage of faculty and staff members who have completed professional development related to Indigenization every two years; percentage of students graduating who have completed coursework with embedded aspects related to Indigenization; percentage of faculty members who have embedded Indigenous ways and knowing into their teaching, research and / or service activities.



STRATEGIC PRIORITY III.

WELL-BEING AND BELONGING

We strive to create an environment where students, staff, and faculty have a healthy balance in their emotional, physical, and mental well-being. We are committed to creating and promoting equitable systems that foster justice, diversity, and inclusion for students, faculty, and staff.

GOAL: HEALTHY LIVING

OBJECTIVE

To build practices which support the well-being of students, staff and faculty.

Possible Actions:

- increase awareness of wellness resources available to students
- create a student relief fund to address smaller financial burdens
- provide supports for faculty and staff healthy workplace practices
- introduce an annual faculty, staff and student healthy living challenge

MEASURES OF SUCCESS

Staff and faculty satisfaction as it relates to well-being supports (measured every two years).

GOAL: EQUITY, DIVERSITY, AND INCLUSION

OBJECTIVE

To demonstrate an ongoing commitment to equity, diversity, and inclusion in all we in all we say and do.

Possible Actions:

- advance an internationalization strategy where partnerships are based on reciprocity, social accountability, and sustainability
- explore sustained programming through the Executives in Residences
- support gender and sexual diversity and unconscious bias training for all staff and faculty every two years
- create an EDI non-credit certificate for students through the CMD (e.g., gender and sexual diversity; unconscious bias)
- ensure faculty and staff hiring processes prioritize equity, diversity and inclusion practices and decision making
- explore how the Schools can play a meaningful role in supporting the United Nations' sustainable development practices

MEASURES OF SUCCESS

Percentage of faculty and staff completing gender and sexual diversity and unconscious bias training every two years; student participation in EDI non-credit certificate; percentage of hires of EDI candidates.

GOAL: SUSTAINABILITY

STRATEGIC PRIORITY IV.

ENVIRONMENT AND CLIMATE ACTION

We adopt a broader understanding of sustainability than the one presented in the UofR strategic plan. This understanding includes environmentalism and also a commitment to long term thinking, conscious capitalism and shared value³, well-being, social equity, economic development, and strategic enrolment management.

³ Conscious capitalism and shared value recognize that the purpose of for-profit organizations must extend beyond profit. Shared value is intended to enhance the competitiveness of an organization while also advancing economic and social impact.

OBJECTIVE

To develop a sustainability focus and mindset in teaching, research and everyday practices.

Possible Actions:

- adopt a triple bottom line approach to decision making
- introduce an annual faculty, staff and student sustainability challenge
- introduce new student initiatives related to sustainability (e.g., topics related to sustainability in courses; URInvesting and sustainability investing initiative; collision space to engage in engage in conscious capitalism and entrepreneurship)
- invest to support opportunities for sustainability related research projects
- explore how the Schools can play a meaningful role in supporting the United Nations' sustainable development practices

MEASURES OF SUCCESS

Student involvement in sustainability challenge; percentage of courses with content covering sustainability.

OBJECTIVE

To create a system of long term planning and action as it relates to staff and faculty retention, succession planning, and career advancement.

Possible Actions:

- ensure regular updating of staffing manuals
- create a system of support to ensure back-up support for staffing positions
- create professional and growth development plans for staff
- provide academic leadership professional development opportunities for faculty
- engage in regular faculty people planning including filling vacant tenure track positions and reducing reliance on sessional hiring to ensure areas of highest need are addressed in recruitment efforts

MEASURES OF SUCCESS

Alignment with AACSB standards on faculty coverage; staff satisfaction and engagement (measured every two years).

STRATEGIC PRIORITY V.

V. IMPACT AND IDENTITY

We engage in activities which result in positive social, environmental and economic impact. Our Economic and Social Impact Study⁴ in 2019 demonstrated that we are making a significant and positive impact on our city, region and province. We see what we do as closely interconnected to the communities that surround us and we strive to be responsive to the needs of the region.

⁴ <https://www.uregina.ca/business/assets/about-us/EDR-ImpactStudy.pdf>

HIGHLIGHTS FROM THE HILL & LEVENE ECONOMIC AND SOCIAL IMPACT STUDY 2019

ECONOMIC IMPACT:

The two Schools generated **\$211 million** in economic activity, or **\$140 million** in GDP to the provincial economy in 2018.

1 in 280 jobs in Regina depend directly or indirectly on the Hill & Levene Schools of Business.

1,722 students spent **\$10.1 million** in Regina in 2018.

83% of Hill graduates in 2017-18 already had employment in place.

74% started work in their relevant fields of study.

RELEVANT RESEARCH

Faculty members produce cutting-edge research in areas such as **Agribusiness, Indigenous Entrepreneurship, Women's Entrepreneurship, and Health & Safety**. This research aligns with the key drivers of economic growth in our province.

SOCIAL IMPACT

Since 2010, the Business Student Society has raised over **\$300,000** for Carmichael Outreach through the 5 Days for the Homeless initiative.

Since 2017, students involved in our JDC West case competition teams raised nearly **\$75,000** for Hope's Home and logged more than **10,000** volunteer hours.

⁴ <https://www.uregina.ca/business/assets/about-us/EDR-ImpactStudy.pdf>

GOAL: COMMUNITY CONNECTION

OBJECTIVE

To maintain and enhance meaningful connections with and a positive impact upon surrounding communities, as well as those we engage with at national and international levels.

Possible Actions:

- support and celebrate faculty and staff involvement with charitable organizations in local, national and international communities
- create new experiential learning opportunities and career readiness credentials for students through the CMD
- review, support and create programming activities (credit or non-credit) that align with key sectors and needs in the province (e.g., agribusiness; tech)
- develop executive and professional development programming through the CMD which responds to local needs
- enhance facilities to create opportunities so the community (at large) can come to us on campus

MEASURES OF SUCCESS

Student placement rate upon graduation (in province and in general); number of co-op placements; student participation in experiential learning opportunities and career readiness skills training offered through the CMD.



GOAL: BRAND AWARENESS & REPUTATION

OBJECTIVE

To enhance the brand awareness and reputation of the Schools regionally, nationally, and internationally.

Possible Actions:

- establish an annual signature alumni event
- create a brand ambassador strategy (current students and alumni)
- continue to invest in strategic branding and communication initiatives (e.g., national coverage of activities)
- build a strategic enrolment management strategy, including domestic and international recruitment strategies
- enhance facilities including a new building
- advance our AACSB accreditation

MEASURES OF SUCCESS

Media hits in local and national outlets; positive brand recognition in SK, MB and AB; student satisfaction and referral rates; employer satisfaction





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