

University of Regina

FACULTY OF EDUCATION

ACADEMIC UNIT REVIEW SELF STUDY REPORT

2016-2017



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1. BACKGROUND

With its deep commitment to social justice and anti-oppressive education, the Faculty of Education is a complex organization offering comprehensive programs for Bachelor, Master and Doctoral degrees to prospective and professional educators. There are approximately 1350 undergraduate students and between 450-500 graduate students. In addition to programs on the main campus, the Faculty supports teacher education at a distance through partnerships with Nunavut Arctic College (NTEP), Yukon College (YNTEP), NORTEP, Cumberland College (in Nipawin), Northwest Regional College (in Meadow Lake), Gabriel Dumont Institute (GDI) (in Prince Albert) and Continuing Education (Certificate of Extended Studies in Inclusive Education / CESIE). Many of these partnerships exemplify our commitment to Indigenous teacher education and the value we place on our relationships with Indigenous peoples in their communities.

The Faculty's mission embodies commitments to student success, research impact, and community engagement as articulated in the University and the Faculty Strategic Plans. As stated in the Strategic Plan, the Faculty values innovative and transformative teaching, learning, research, and service; research that informs teaching, learning, practice and theory; the development of successful, adaptive, responsive, engaged and flexible citizens, teachers & leaders in education; standing in solidarity with those marginalized by race, gender, sexual orientation, religion, ability, language and other forms of systemic discrimination; and, respect for and commitment to academic freedom and public engagement. Our goals include but are not limited to indigenizing and decolonizing processes, practices, and curricula; opening access to multiple modes of learning; preparing educators to teach well in increasingly complex classrooms; responding to and ethically engaging with community; collaborative work; and, resisting hegemonic education practices that work to marginalize students, communities, and ourselves. Historically, three important features of our programs have been: 1) an emphasis on the integration of theory with practice, 2) an emphasis on the development of our students as teachers over time, and 3) a strong field based orientation which has preserved field experiences in every program year of the four year undergraduate degree and the two year after degree.

The Faculty has longstanding relationships with Indigenous communities within and beyond Saskatchewan and has made a strong commitment to Indigenization of process, practices, and curriculum. In 2015, the Faculty articulated an official response to the Truth and Reconciliation Commission Calls to Action and continues to actualize these calls through teaching, research, scholarship, service, and community engagement.

Beginning in 2005 through 2006, a process of undergraduate program renewal began in the Faculty of Education which resulted in significant changes to the mission & vision of the faculty, and to core degree requirements. The renewed program was implemented in the fall of 2009 with the inclusion of Education Core Studies as anchors for teacher education: ECS 100 Knowledge & Society; ECS 110 Self & Other; ECS 200 Construction of Student, Learner and School; ECS 210 Curriculum as Cultural and Social Practice. A preliminary evaluation of the Core Studies delivery model was undertaken in 2010, and a more substantive review of the renewed program was undertaken in 2013. These reviews helped to further refine and improve delivery of Core Studies along with other required elements of the program. The review articulated the importance of continued conversations about the meaning of social justice in the process of program renewal specifically and teaching practice more broadly.

At the same time that program renewal was undertaken, a significant renewal in Faculty members occurred as a result of retirements and departures. In the last ten years, there have been approximately 40 searches for new colleagues which represent a significant investment of time and money. Of faculty members here prior to 2006, only 17 remain. Renewal such as this has allowed for an important infusion of energy and new ideas. It has also created challenges with respect to collegial governance and leadership succession planning.

Further, it has left the Faculty with gender inequity at the rank of full professor at a rate of 6:1 in favour of men.

Faculty members are simultaneously teachers, scholars and researchers who integrate theory and practice in these three inseparable roles. They support the delivery of a rich and complex array of undergraduate and graduate programs and actively engage in pre-internship and internship supervision in schools as part of their teaching responsibilities. Described in more detail later in this study, our programs include:

- The Elementary Program (pre-k-5 & middle years)
- The Secondary Program (English, Health, Mathematics, Physical Education, Science Education, Social Studies Education, Core French), and combined degree programs with the Faculty of Science and with the Faculty of Kinesiology and Health Studies.
- The Arts Education Program (Dance, Drama, Visual Arts, Music, & Literature streams).
- Bachelor of Music Education Program offered jointly with the Faculty of Media, Art & Performance.
- The Baccalauréat en éducation (for French Immersion and French first language teachers).
- Masters in Education (Curriculum & Instruction, Educational Psychology, Educational Administration, Indigenous Education).
- Masters of Adult Education and Master of Human Resource Development
- Masters in Indigenous Education (in partnership with First Nations University of Canada).
- PhD in Education (Administration, Curriculum & Instruction, AEHRD, EPSY concentrations).
- NORTEP, YNTEP, SUNTEP, FNUC, and NTEP (teacher education programs for Indigenous students).

Over the last ten years, faculty members have been involved in a number of innovative projects, many of which were/are funded by external organizations including but not limited to Canadian Institute of Health Research (CIHR), Social Sciences & Humanities Research Council (SSHRC), Canadian International Development Association (CIDA), the Stirling McDowell Foundation, the Ministry of Education, and the Saskatchewan Health Research Foundation (SHRF). Further, research and international activities are supported by two type 2 centres within the Faculty: Saskatchewan Instructional Design & Research Unit (SIDRU) and the Centre for International Education and Training (CIET). Our Faculty has made an intentional decision to resist narrow measures of what constitutes research and scholarly impact. This is reflected in our Criteria Document which underwent major revisions in 2009-2010.

Our partnerships with educational stakeholders are deeply valued and supported by the Joint Field Experience Committee, the Deans Advisory Council on the Baccalaureate en Education (BAC DAC), and through our strong relationships with the Saskatchewan School Boards Association (SSBA), the Ministry of Education, the Saskatchewan Teachers' Federation (STF), the Gabriel Dumont Institute, and the League of Educational Administrators, Directors and Superintendents (LEADS). These partnerships have been integral in establishing several important aspects of our programs which continue today. These include:

- The extended 16 week practicum (1970).
- The Internship Seminar (1972) which prepares students and their mentor teachers for the four month internship experience.
- Course requirements for teacher certification (through what was formerly the Board of Teacher Education Certification and is now the SK Professional Teachers Regulatory Board).
- The renewed undergraduate program (2009)

2. STAFFING AND RESOURCES

2.1 Staffing – Faculty, Instructors, Lab Instructors, Technicians, and Support Staff

Faculty and Staff

Name	Position and Rank	Notes
Adolph, Keith	Teacher Resource Coordinator	
Ahrendt, Marina	Program Assistant	
Armstrong, Alayne	Assistant Professor	Mathematics Education
Bazzul, Jesse	Assistant Professor	Science & Environmental Education
Bernard, Buryl	Instructor III	Health, Outdoor Education, Physical Education (HOPE)
Bockarie, Abu	Associate Professor	Acting Director, Adult Education & Human Resource Development
Boutouchent, Fadila	Assistant Professor	Bac; Education Core Studies, Science Education
Brown, Douglas	Associate Professor	Director, Centre for International Education and Training; Social Studies & Education Core Studies
Cappello, Michael	Assistant Professor	Chair, Education Core Studies
Carlson Berg, Laurie	Professor	Directrice, Baccalauréat en education (le Bac); Education Psychology
Catusanu, Florina	Assistante à la direction (le Bac)	
Christiansen, Kyla	Alternate Field Placement Coordinator	
Clarke, Paul	Professor	Associate Dean, Faculty Development and Human Resources; Education Administration
Couros, Alec	Associate Professor	Social Media & Digital Technology; IT Coordinator
de Lugt, Jennifer	Assistant Professor	Inclusive Education
Dishington, Paddy	Financial Assistant	
Farnel, Ron	Computer Centre Technician	
Fenwick, Rochelle	Faculty Administrator	
Forsberg, Nicholas	Professor	Health, Outdoor Education, Physical Education (HOPE)
Gates, Tania	Program Coordinator, Research and Graduate Programs	
Glas Nicole	Manager, Student Program Centre (Undergraduate Programs)	
Hamilton, Sharon	Program Assistant	
Hanson, Cindy	Associate Professor	Adult Education & Human Resource Development
Hart, Paul	Professor	Science Education
Hutchison, January	Academic Program Advisor	
Ji, Xia	Associate Professor	Director, Professional Development and Field Experiences Office; Science Education
Kampert, Angela	Assistant to the Associate Dean, Research & Graduate Programs	
Kesten, Cyril	Professor	Education Core Studies

Faculty and Staff (continued)

Name	Position and Rank	Notes
King, Anna-Leah	Assistant Professor	Indigenous Education/Education Core Studies
Laverdiere, Louise	Assistant to the Director, Professional Development & Field Experiences Office	
Lee, Kristina	Assistant to the Dean, Office of the Dean	
Leonard, Rechel	Program Assistant	
Lewis, Patrick	Professor	Chair, Elementary Program; Early Childhood Education
Lindsay, Laurie	Assistant to the Associate Dean, Faculty Development & Human Resources	
Machnaik, Julie	Instructor III	Education Core Studies
Martin, Ron	Associate Professor	Education Psychology
Martin, Wanneta	Assistant to: Associate Dean, Student Services & Undergraduate Programs Associate Dean, Research & Graduate Programs Director, Professional Development & Field Experiences Office	
Massing, Christine	Assistant Professor	Early Childhood Education
McDonald, Darci	Academic Program Advisor	
McNeil, Barbara	Associate Professor	Language & Literacy
McNinch, James	Professor	Director, Saskatchewan Instructional Development & Research Unit
Miller, Marilyn	Associate professor	Adult Education & Human Resource Development
Molina-Girón, Alison	Assistant Professor	Education Core Studies
Montgomery, Ken	Associate Professor	Associate Dean, Research and Graduate Programs; Education Core Studies
Morstad, Denise	Instructor III	Chair, Secondary Program; Arts Education (Music)
Muhr, Kimberly	Adjointe administrative (le Bac)	
Mulholland, Valerie	Associate Professor	Associate Dean, Student Services and Undergraduate Programs; Language & Literacy
Niessen, Shuana	Communications Officer	
Nolan, Kathleen	Associate Professor	Mathematics Education
Orban, Jerome	Instructor II	Manager, Field Placements
Osmond-Johnson, Pamela	Assistant Professor	Education Administration
Perez, Lindsay	Financial Assistant	
Pete, Shauneen	Associate Professor	Indigenous Education/Education Core Studies
Phipps, Heather	Assistant Professor	Bac; Language & Literacy (French)
Pirbhai-Illich, Fatima	Associate Professor	Language & Literacy
Ricketts, Kathryn	Assistant Professor	Arts Education (Dance)
Russell, Gale	Assistant Professor	Mathematics Education

Faculty and Staff (continued)

Name	Position and Rank	Notes
Salm, Twyla	Associate Professor	Health, Outdoor Education, Physical Education (HOPE)
Sasakamoose, JoLee	Assistant Professor	Education Psychology
Schroeter, Sara	Assistant Professor	Arts Education (Drama)
Snowshoe, Angela	Assistant Professor	Education Psychology
Spooner, Marc	Associate Professor	Education Psychology
Steeves, Larry	Associate Professor	Education Administration
Sterzuk, Andrea	Associate Professor	Language & Literacy
Taylor, Christopher	Computer Centre Technician	
Thibeault, Joël	Lecturer	Bac; Didactique du français, didactique des langues en milieu minoritaire, didactique de la grammaire
Thompson, Scott	Associate Professor	Inclusive Education
Triggs, Valerie	Associate Professor	Chair, Arts Education Program (Visual Arts)
Tupper, Jennifer	Associate Professor	Dean, Faculty of Education; Social Studies Education

Summary:

47 Faculty

22 Support Staff

* Between 2011 and 2016 written records were kept specific to contracted field supervisors for pre-internship and internship students. Over the last five years we have worked to decrease the percentage of our students being supervised by contracted supervisors and increased faculty members' involvement in field supervision.

Specific data is included here (percentage of pre-interns and interns being supervised by contracted field supervisors):

- 2016- 53.5%
- 2015- 58.4%
- 2014 -69.7%
- 2013 -64.9%
- 2012 -70.6%
- 2011 -63%

2.2 RESOURCES

2.2.1 Teaching Space

Room	Capacity	Function
ED 209	36	Classroom
ED 210	40	Arts Education Lab
ED 211, 212, 213, 214	12	Educational Psychology Lab
ED 215	36	Early Childhood Education Lab
ED 222.1	25	Dance Lab
ED 222.2	60	Drama Lab / Performance Space
ED 223.1	40	Music Education Lab
ED 228	100	Teaching Preparation Centre
ED 230	48	Classroom
ED 253	9	Mac Lab
ED 254	18	Seminar Room
ED 255	30	Computer Lab
ED 310	31	Classroom
ED 311	36	Classroom
ED 312	42	Classroom
ED 314	54	Classroom
ED 315	54	Classroom
ED 319	30	Science Lab
ED 320	30	Science Lab
ED 321	25	Science Lab
ED 341	40	Mathematics Lab
ED 388	72	Classroom
ED 390	30	Classroom
ED 391	30	Classroom

*All rooms identified as classrooms are controlled by the University.

2.2.2 Research Space

Room	Function	Principal Investigators	Funding agency
ED 221.6	Graduate Student Research Space		<i>if applicable</i>
ED 235	Graduate Student Research Space		
ED 237	Graduate Student Research Space		
ED 246	Graduate Student Research Space		
ED 247	Graduate Student Research Space		

2.2.3 Specialized Teaching Equipment and Instrumentation

Equipment/Instrumentation	Location	Notes
Lighting & Technical Equipment	ED 222.1	Used for drama education student performances
Various Musical Instruments	ED 223.1	Used for Arts Education and B.Mus.Ed. students
ZOOM Technology	ED 254	Used for on-line / blended teaching

2.2.5 Research institutes, clusters, or specialized labs

The Centre for International Education & Training (CIET) provides an infrastructure through which Education Faculty can participate in meaningful, sustainable, international development activities. CIET coordinates international projects in which education is the vehicle for sustainable social change; assists members in the planning, implementation, and funding of scholarly proposals consistent with the principles of CIET; provides Faculty of Education members and other members of the university and educational communities the opportunity to work with partners in other countries; provides opportunities for collaboration with scholars from other universities and countries; provides opportunities for visiting scholars at the University of Regina; provides the Faculty's link with partners interested in the development of collaborative international initiatives consistent with CIET's guiding principles; and represents the Faculty of Education in its relationships with the University's Office of International Cooperation and Development and the International Cooperation and Communication Committee.

The Saskatchewan Instructional Development and Research Unit (SIDRU) has a mandate to conduct research and engage in development activities that contribute to improvement of the quality of education in Saskatchewan. SIDRU serves as a focal point in the province for improving the quality of instruction through the following activities: research, curriculum and instruction development, consultative services, publication of reports on research findings, methodological approaches and critical reviews, program evaluation, facilitation of collaborative problem solving, provision of research opportunities, and securing project funding. In recent years, SIDRU has utilized its established network across the province to develop partnerships for community-based master of education degree programs and worked with The Faculty of Education in administering/delivering these degree programs. Until 2015, SIDRU partnered with Saskatchewan Polytech to offer the Faculty Certificate Program (FCP) which provided instructors at the Polytech access to Adult Education and Human Resource Development classes for professional development. SIDRU supports an annual research competition for Faculty in three areas: professional development and field experience; general education research; and, partnership and community based projects. Successful applications in each of these areas are awarded \$5000.00. Assessment is based on 4 criteria: the soundness of the research methodology, the reasonableness of the proposed timeline, the appropriateness of the proposed budget, and the merit of the research topic. The applications will be adjudicated by the Faculty's graduate research and scholarship committee.

3. SCHOLARLY OUTPUT/PROFESSIONAL ACTIVITIES/COMMUNITY

Research Symposium: Public Engagement and the Politics of Evidence in an Age of Neoliberalism and Audit Culture, July 23-25, 2015.

This symposium brought together participants from around the globe as they examined accelerating trends in higher education: neoliberalism, the politics of evidence, the audit culture, the place in the academy for public intellectualism, community-engagement, Indigenous epistemologies, and how the impact of our scholarship is, and ought to be, justly assessed. Organized by Dr. Marc Spooner & Dr. James McNinch of the Faculty of Education, an edited book collection is being published from this important event.

Invited speakers included:

- Dr. Marie Battiste, University of Saskatchewan
- Dr. Nick Carleton, University of Regina
- Dr. Norm Denzin, Urbana-Champaign [by video]
- Dr. Michelle Fine, City University of New York
- Dr. Chad Gaffield, University of Ottawa
- Dr. Rosalind Gill, City University
- Dr. Budd Hall, University of Victoria
- Dr. Yvonna Lincoln, Texas A & M, Texas College
- Dr. Marcia McKenzie, University of Saskatchewan
- Dr. Peter McLaren, Chapman University
- Dr. Christopher Meyers, California State University
- Dr. Leigh Patel, Boston College
- Dr. Sande Grande, Connecticut College
- Dr. Linda Tuhiwai Smith, University of Waikato
- Dr. Eve Tuck, State University of New York at New Paltz
- Dr. Joel Westheimer, University of Ottawa
- Charlene Bearhead, Education Lead, National Centre for Truth & Reconciliation

Secondary Teacher Education Program

The Secondary Teacher Education Program underwent a substantive program renewal. Work to develop the renewed program began in 2006 with implementation in 2009. The renewed program includes a reform of the pre-internship year that added three new compulsory courses: ECS 310, which combines inter-professional collaboration and school administration; ECS 410, assessment and evaluation; and ECS 400 Inclusive education.

Consistent with the Ministry of Education's mandate to include Treaty Education in all classrooms and subject areas, K-12, the Secondary Program, in partnership with the Office of the Treaty Commissioner adopted 2 Day Treaty Workshops for all pre-service teachers in the pre-internship year. The program is also working to ensure the integration of treaty education curriculum in specific subject area curriculum and methods courses.

There have also been many research projects supported through the Secondary Program, including Dr. Kathy Nolan's research in digital internship supervision which resulted in new ways to support pre-service learning in the field during internship. Interns and co-operating teachers in Secondary Math worked together to improve teaching and learning in high school classrooms. The program led the way in distance supervision of interns.

In another research project, two subject-areas from the Secondary Program with a total of 35 students relocated the pre-internship semester to a community high school for two consecutive winter semesters (2011-2012). This experimental program was delivered on-site by two faculty members and two sessional instructors; pre-service teachers were integrated in EAL and mathematics classrooms prior to their three-week block field experience in different schools.

Elementary Teacher Education Program

In 2006 the Elementary Teacher Education Program, along with all program areas, began the process of Program Renewal. The renewed program was implemented beginning in 2009 with ongoing reviews occurring semi-regularly since then; the most recent being the ad hoc review committee of the Elementary Teacher Education Program struck in spring 2016 and to submit recommendations in December 2016. Through research and reflective practice the members of the Elementary Teacher Education program work toward our new aims:

The Elementary Teacher Education program is committed to enacting social and ecological justice, indigenization, sustainability, health, and cultural and linguistic diversity. The program endeavours to help pre-service teachers develop a deep understanding of the complexities of life in schools and aims to support the development of critically engaged citizens in schools. By helping students develop the professional attitudes, knowledges, and skills necessary to teach in an increasingly diverse and complex environment they acquire the adaptability needed to address the challenges in today's schools. Graduates have experience with enacting innovative and responsive pedagogies, including equitable assessment and evaluation; teaching, learning, and participating in our digital world; teaching for multiple literacies; and responding with multiple levels of intervention to learning, behavioural, and health challenges in schools.

In the program, pre-service teachers learn to recognize and resist hegemonic education practices that work to marginalize particular groups and privilege others. To that end, the program takes up critical culturally responsive and anti-oppressive teaching practices; development of culturally appropriate curricula; building capacity for intercultural understanding, empathy, and mutual respect; institutional and provincial leadership in treaty education; and supporting Indigenous language revitalization.

The Elementary Teacher Education program is holistic, experiential, and integrative, focused on recovering a sense of community with each other and the world. The program endeavours to attract teacher candidates from diverse backgrounds and representative of Saskatchewan demographics. The Elementary Education program helps students develop strong, positive identities (professional teacher, citizen) both on and offline, so that they may contribute meaningfully to our schools and our society.

Integral to the third year of the Elementary Teacher Education Program is Professional Learning as Community Experience (PLACE). PLACE is a participatory process that cuts across programs and areas of specialization and focus. The aim of PLACE is to create and nurture meaningful and potentially reciprocal linkages between our academic programs and the larger communities (broadly defined) that we serve. The ultimate objective of PLACE is achieved when the knowledge that is gained in our teacher education program finds expression in the improvement of society.

Ideally, curricula and pedagogy that embody the philosophy of PLACE would reflect the Faculty of Education's emphasis on social and ecological justice. To illustrate, this could include: addressing issues related to the impact of colonial legacies in both university classrooms and schools; taking positive steps toward enhancing environmental sustainability; seeking to address various issues (e.g., homelessness) that

involve social, economic, and political elements; or actively supporting diversity and individual differences within our society.

The actual expression of the philosophy of PLACE in our coursework may assume many forms. For example PLACE may include workshops and activities, immersion camps for prospective teachers, field experience, as well as critical service learning. PLACE must capitalize upon the desire of students to learn from both textual and human resources. One challenge to a truly integrated delivery of PLACE is the highly structured nature of the program templates within the Faculty of Education. As a result, it is important that subject areas remain flexible and open to creative solutions that allow PLACE to complement their existing program templates. As professors consider how best to incorporate the philosophy of PLACE into their curricula and pedagogy, it is understood that academic freedom remains a priority. Another difficulty faced by program and subject areas concerns the identification of resources and supports that would facilitate the enactment of PLACE. In order to be maximally efficient with regards to the faculty's resources, existing curricula and methods of delivery which fit well within the PLACE philosophy should be identified and maintained (e.g., our "Wellbeing through Health, Outdoor and Physical Education [HOPE] program).” When considering the challenges outlined above, it becomes clear that a program-wide implementation of PLACE will require vigilance, acceptance, and commitment on the part of all participants. Examples of PLACE: Treaty Education Workshops, SAFE Conference, Treaty Ed Camp, Elder in residence—protocol teachings, ceremony, storytelling,

Baccalauréat en éducation française (Le Bac) Program

Le Bac contributes to the development and diffusion of scholarly knowledge by focussing research and teaching initiatives on what it means to be a teacher of one of Canada's official languages in a minority context, be it Core French, French Immersion, or Francophone and how to teach in a context of diversity. Canada is a bilingual nation and having Le Bac in the Faculty of Education is part of acknowledging the linguistic plurality in Saskatchewan schools and responding to this need by fostering professional development of future teachers who have the potential to carry new ways of thinking and doing education into the teaching communities they will serve as agents of change. Having a French presence within the Faculty of Education fosters a greater understanding of, and provides a space for dialoguing about, linguistic and cultural diversity in Saskatchewan and beyond. Our program also contributes to the diffusion of scholarly knowledge through our numerous research, professional and community collaborations. We endeavour to increasingly indigenize both methods and context across our four-year program and model best pedagogical practices consistent with emerging technologies, as budgets allow. In the second year of the four-year program, students spend 10 months at the Université Laval in Québec City. There, they are fully immersed in a Francophone majority context. We are also building ties with the Wandake First Nation in Québec City so that indigenization can be more fully integrated into each year of Le Bac.

In 2006, the Faculty of Education began a process of undergraduate program renewal. In 2007, Le Bac launched its renewed program, based on a vision statement, summarized in English as follows:

Our mission is to prepare students to teach in schools where French is the first language or the target language through three overarching foci: **“Languages - Identities - Diversities: Education in minority language contexts”**.

“Languages”, because we, Bac faculty members, as well as our students, work, teach and learn in both French and English, our two official languages. **“Identities”**, because we all are in the process of developing and negotiating multiples identities (personal, linguistic, professional, etc.) that we use in the various contexts in which we work. **“Diversities”**, because even though we are diverse, we have to work together toward a common mission and we have to prepare our students themselves to work with diverse students in their classrooms. **“Education in minority language contexts”** because all in the Bac Program work, teach, work and learn in contexts where French is a language spoken by only a minority in French immersion schools or

in francophone schools and communities throughout the province and our country. We use these three foci to inspire and transform our work as well as our students.

We adopted these three “pôles attracteurs” as we say in French, in our on-going efforts to conceptualize our teaching and to promote equity and inclusion in an ever changing world. Both through their studies in Regina and in Québec City (we have two team members based at the Université Laval), students engage in transformative work around de-constructing past and current pedagogical practices and critically constructing their linguistic, cultural and professional identities. Consistent with the programs offered in English in the Faculty of Education, our students learn to recognize and resist hegemonic education practices that work to marginalize particular groups and privilege others via critical culturally responsive and anti-oppressive teaching practices and development of culturally appropriate curricula. We strive to facilitate intercultural understanding, empathy, and mutual respect; and work with our partners to enhance treaty education in French language contexts.

Arts Education Teacher Education Program

The Arts Education program is very involved in creative, scholarly and professional work, community service initiatives and active local and global partnerships. Its most significant change is an extensive program renewal. While designed to build on the successes of the past 34 years, sustain the goals and legacy of the preceding 5 year K-12 Arts Education Program, as well as to reflect changes in contemporary arts practice and pedagogy, the renewed program continues the tradition of required courses in each of the art forms of dance, drama, literature, music and visual studies and is now augmented by offerings in creative technologies.

The renewed program aligns with other undergraduate teacher education programs at the University of Regina by including all four Education Core Studies (ECS) courses, Indigenous Studies 100 and expanded offerings in Indigenous Arts. The program also addresses anticipated changes in teacher certification by the Saskatchewan Professional Teachers Regulatory Board (SPTRB). Consequently, graduates of the program will now have enhanced exposure to English, Mathematics and Science. The combination of both familiar and innovative approaches and courses will prepare students to be effective teachers of the Saskatchewan Ministry of Education Arts Education curricula and other core curricula. The intention of the renewed Arts Education program is to achieve parity with other four-year teacher education programs in the Faculty of Education and in Saskatchewan. Similarly, the renewed Bachelor of Arts Education After-Degree (BEAD) is now consistent with existing Faculty of Education BEAD programs by reducing the requirement of 75 credit hours to 60. Other faculties were consulted throughout the process of program planning and renewal.

Research publications from the Arts Education program area faculty have contributed to community-based journals as well as to national and international peer-reviewed journals, including those indicated as Tier 1 journals in Education and Educational Research. Various faculty members sit on editorial boards or are guest editors of community journals and peer-reviewed, national and international education journals and are involved in leadership roles in national educational research associations. Internal as well as external funding has provided opportunity for the Arts Education program to plan and host conferences such as the Crossing Boundaries Conference in 2007, as well as two Investigating Our Practice conferences in 2015 and 2016.

Faculty have presented their research at conferences around the world including Taipei, Jamaica, the UK and the U.S. Arts Ed faculty are involved in a number of SSHRC funded projects and also work or have worked, extensively in research with other University of Regina faculties such as the Faculty of Media and Performance, the Faculty of Engineering, and the Centre for Teaching and Learning. Endowment funding has

also provided many excellent opportunities for students to interact with visiting lecturers who have included well-known authors and artists.

Creatively, the scholars and artists in this program area address and participate in a wide variety of experimental and contemporary art practices, artist residencies, philosophical work, and arts based critiques. Research and practice have connected with many local artists, rural artist groups, as well as national and international artists and scholars. Some of these connections have resulted in cross-Canada tours, and participation in rural highway tours and have also been instrumental in bringing in artists to the U of R from across Canada for short-term residencies, workshops, performances and speaking engagements. Arts Education has engaged in strong collaborative work and partnerships with the First Nations University of Canada, the Saskatchewan Urban Native Teacher Education Program at the Gabriel Dumont Institute in Saskatoon and individuals from the Office of the Treaty Commissioner. In its partnerships, the Arts Education program often serves as a fulcrum to augment inter-relations of other creative endeavours such as further participatory engagements that have been undertaken with many elementary and high school teachers and classrooms in the city of Regina and elsewhere in the province as well as with indigenous, Métis and global authors, artists and performers. Recent Arts Education faculty involvement has also resulted in a new partnership with the Treaty Four Gathering Organizing Committee.

Various faculty members in the Arts Education program have worked or currently work in community service and artistic partnership with organizations such as Curtain Razors Experimental Theatre group, SaskCulture and Culture Days, the Mackenzie Art Gallery, The Art Gallery of Regina, the Dunlop Gallery, New Dance Horizons, Regina Public Libraries, the Globe Theatre, Saskatchewan Playwrights, the Saskatchewan Arts Alliance, Regina Youth Ballet, Fada Dance, the Caribe Steel Orchestra, ArtSask, Saskatoon's Mendel Gallery, Carl Orff Canada, Saskatchewan Orff Chapter, National Roundtable on Education through the Arts, Saskatchewan Curriculum/Ministry of Education, the International Baccalaureate Program, and Dance of the Child International.

Several partnership projects and creative works by our faculty have been highlighted by CBC coverage including work between Arts Education, Monseigneur de Laval School, Regina artist Wilf Perreault and the Mackenzie Gallery. Other media coverage includes interviews of research talks for the CBC *Morning Edition with Sheila*, articles in the *Leader Post* and on the CBC Blog page as well as on the University of Regina website.

Program partnerships make a variety of additional opportunities available to Arts Education undergraduate students as well as to practicing teachers. On a biennial basis, certification courses in Orff Schulwerk Music Education Pedagogy are offered. ArtSask is a project partnership that provides universal access to major Canadian visual art and learning resources and is regularly accessed by Arts Education students and teachers in the province of Saskatchewan and beyond. Third year students are also involved in a Treaty Education workshop provided by the Office of the Treaty Commissioner, which provides them with a Level 1 certificate in this area.

Each year we welcome new students who have a wide range of previous experience. Student success in the Arts Education program includes extensive attention and sensitivity to curricular ways of addressing the 2015 report of the Truth and Reconciliation Commission of Canada as well as the University of Regina's strategic plan, *peyak aski kikawinaw*. Full day experiences on site at the Treaty Four Gathering in Fort Qu'Appelle and at the former site of the Labret Residential School in Labret, have been included in the Arts Education program, as well as opportunities to consider traditional and contemporary indigenous place-shaped knowledge and its potential for sustainable and attentive living.

Inclusive Education

The Inclusive Education Program area has several key successful areas and ongoing collaborations. Firstly, the Inclusive Education certificate was named just that: Certificate of Inclusive Education. It is accurate that most of the course content centres around students with disabilities, but from its very beginnings, the philosophy of the Inclusive Certificate has been clear. Dr. Scott Thompson named the Inclusive Certificate and was integral to its formation in 2003. Secondly, the Certificate is comprehensive; it is a full 10 courses (or 30 credit hours, as much demand as a Master's degree), but the decision to keep it as an undergraduate Certificate has been purposeful. The Inclusive Education area desired to effect and propagate evidence-based inclusive practices in instruction, assessment and evaluation. As a result, being an undergraduate certificate, in-service and pre-service teachers are in the same courses making for very rich learning environments. Interestingly, every school division across the province recognizes the Inclusive Education Certificate as akin to a Master's degree; having so obtained it, a teacher advances in their salary grid. Thirdly, the philosophy remains rooted within the everyday inclusive classroom. As such, students have ample opportunity to embed course content directly into their current teaching, their current schools. In this way, there are opportunities for many practica throughout the Certificate. Students typically effect visual strategies, such as Visual Self-Modeling (VASM), in the class *Autism Spectrum Disorders in the Inclusive Classroom*, or Progress-Based Monitoring (aka Curriculum-Based Measurement, CBM) and Response-to-Intervention (RTI) in the *Case-Study Approaches in the Inclusive Classroom*, or Concrete-Representational-Abstract (CRA) sequencing and Cognitive Strategy Instruction (CSI) in advanced math word problems in the *Mathematics in the Inclusive Classroom* course, to name but a few. Pre-service teachers have opportunity to pair up with in-service teachers on a variety of these applied projects. In this way, the Inclusive Certificate operates as a vehicle to foster Professional Learning Communities, a topic and an investigation that Dr. Thompson completed and published in 2007. (See reference below).

Fourthly, the success of the Inclusive Education area lies squarely within collaborations. Members of the area regularly partner with three significant school divisions in southern Saskatchewan; Lori Meyer, Superintendent of Learning for Prairie South School Division; Kathy Robson, Level 1 Coordinator for the Superintendent of Learning, Chinook School Division; and Dave DePape, Superintendent of Human Resources and Operations, Holy Trinity Catholic School Division. We have also offered our Inclusive Education Certificate through the Northern Lights School Division. The Inclusive Education Certificate is regularly offered in Regina, Moose Jaw, Swift Current, and has also been offered in Prince Albert. Because of the demand, there is a heavy reliance upon sessional instructors, some of whom are graduate students in the area; all are exemplary inclusive classroom teachers, Learning Assistance teachers or Consultants. In addition to the Certificate, the area is responsible for offering the course *Working with Diversity and Difference* to every single Bachelor of Education student; additionally, many students (pre-service teachers) in our secondary program are taking a minor in Inclusive Education.

Lastly, working directly with school divisions, we are better able to support their teachers, and tailor scheduling to student needs. As a result, we teach in evenings, on weekends and in summer. We deliver full semester-long courses, as well as intensive offerings. Some intensive courses run for three weeks with daily classes; other intensives are blended with 4-6 full-day weekend face-to-face classes with online components. We are fortunate to receive much positive feedback from our teachers, and so we leave you with a written testimonial.

Jenn Chan – Written Submission

CESIE Certificate in Extended Studies in Inclusive Education

“My name is Jenn and I am a Learning Consultant. I work with teachers and students in the areas of curriculum, instruction, and assessment. I completed my Bachelor's (2008) and Master's (2012) Degrees in Education at the University of Regina, and recently completed the **Inclusive Education Certificate** in

December (2015). I took a combination of face-to-face and blended courses during the school year work week, on Saturday's, and

over the summer, to complete the certificate in two and a half years. I even took some of my courses right in Moose Jaw, where I live and work, which cut down on driving costs and time!

I completed the Inclusive Ed Certificate Program for numerous reasons. First, it was highly recommended by my school division and colleagues. Second, I gained the background knowledge and experiences necessary to bring added value to my team members, other teachers, and most importantly, the students. Finally, I was able to increase my classification on the STF salary grid!

The best part of the certificate program were definitely the professors. In many cases they were teaching while working within a school division, and were therefore able to bring authentic and meaningful learning experiences into our work. They were passionate, flexible, and held a wealth of knowledge. Course texts were chosen strategically and were valuable in both the readings, and in collaborative class discussions. Learning activities and course work were engaging, relevant, and relatable, and most importantly, I was able to apply the theoretical and practical knowledge of what I learned into my work immediately.

Throughout the certificate program I was able to build confidence in myself as an individual, and as a collaborative team member, while gaining insight into the world of the Student Support Teacher. It is for these reasons I highly recommend the Inclusive Ed Certificate for any teacher who is interested in expanding their knowledge in Inclusive Education and who wish to develop personally and professionally within their school divisions.”

in education

in education is a peer-reviewed, open access journal based in the Faculty of Education at the University of Regina. The journal has been in existence since 1993, but published its first issue as an online journal with a new title in December of 2009.

Journal History: Prior to late 2009 the journal was a print issue titled *Policy and Practice in Education*. The final issue of *Policy and Practice in Education* (15:1) was published in August 2009. In late 2007, the editorial board of the journal made the decision to move the journal into digital format. The rationale was “in publishing research the intent is to reach as wide an audience as possible...[and] making knowledge more easily and broadly accessible suggested we look at open access publishing” (Lewis & McNinch, 2007, *Policy and Practice in Education*, 13, 1/2, p. 5). The journal accepts submissions of high quality works that travel across the qualitative and quantitative research landscape engendering conversations in thoughtful and innovative ways.

Focus and Scope of the Journal: The editorial board invites scholarly articles and reviews of works that explore ideas in teacher education, as well as broader and more inclusive discussions in education. We envision works that augment the latitude and significance of the idea of education, while acknowledging the ubiquitous growth of the digital arts and sciences in the everyday practice of life and how that might (in)form notions of formal and informal education. We encourage the submission of high quality works that travel across the qualitative and quantitative research landscape engendering conversations in thoughtful and innovative ways. This may include but is not limited to works in the following areas: ethnography, poststructuralist, postmodern and postcolonial approaches, queer theory, arts-based research, bricolage, narrative inquiry, autoethnography, critical theory, phenomenology, hermeneutics, or mixed methods.

3.1.2 Statistical summary of published and accepted scholarly work over the last ten years

	Number	Notes
Refereed journal articles	268	
Refereed conference proceedings	323	
Technical reports	92	
Book chapters	160	
Books	27	
Professional creative activity (specify):		
Other scholarly output (specify):		

Note: Please refer to Appendix 1 (pg. 38) for details on this section.

3.1.3 Grants and Contracts

Principal Investigator(s)	Funding Agency	Total Amount (% Assigned To Unit)	Dates

Note: Please refer to Appendix 2 (pg. 44) for details on this section.

4. COMMUNITY SERVICE/COMMUNITY ENGAGEMENT

Talkin' about Schooling and Society is the Faculty of Education's popular discussion series that aims to invite members of the community into conversations about education, social justice and social issues. The series has hosted: Dr. Michael Apple, Dr. Angela Davis, Alfie Kohn, Dr. Zeus Leonardo, Dr. Marcia McKenzie, Dr. Verna St. Denis, Dr. Joel Westheimer, Dr. Patti Lather, Edmund Bellegarde and many others. It is held off campus and has attracted hundreds of participants since its inception.

Socio-economic Development in Malawi through TEVET Reform, a six year multi-million dollar CIDA funded project which began in 2008. It began the work of building the capacity of the Technical, Entrepreneurial, Vocational Education and Training system with the Malawi Polytechnic. Capacity building was accomplished by designing, delivering, and renewing programs, and by developing and training managers and teachers to meet the challenges of poverty reduction and socio-economic growth in Malawi. In the context of the project, two new Bachelor's programs were developed and a new distance delivery option for the Malawi Certificate in Education was developed. Further, the establishment of a graduate degree program in technical and vocational education was achieved. The degree was the first of its kind in the region, and several members of the UR Faculty of Education co-taught courses with colleagues at the Polytechnic during the first year. The first cohort of students completed their studies in 2014.

Aboriginal Youth Leadership Camp. In 2013, under the leadership of Dr. Jolee Sasakamoose, the Faculty partnered with Kinesiology and Health Studies to bring together 13 Aboriginal youth, grades 9-11, from around the province. The camp provided opportunities for the youth to participate in athletic, social and cultural activities that encouraged and supported opportunities to display leadership in many forms.

Growing Young Movers (GYM). Supported by the Faculty and the Health, Outdoor & Physical Education (HOPE) subject area, GYM is a student centred after school program in a core community school in Regina that aims to inspire children and youth toward physical literacy and that focuses on enhancing living skills and wellness opportunities.

Project of Heart. The Faculty of Education is the regional host for Project of Heart, a national award winning interactive artistic project that aims to educate Canadians about the true history and legacies of the residential school system. Through inquiry, it seeks to commemorate the lives of thousands of Indigenous children who died as a result of the residential school experience.

Math on the Move was a partnership between the Faculty of Education and the Department of Mathematics that brought inquiry-based mathematics activities for grades 9&10 students to urban and rural communities throughout the province of Saskatchewan. Faculty member Dr. Kathy Nolan has been involved in this initiative since it began and has supported the involvement of senior undergraduate teacher education mathematics majors in its delivery.

The Balfour Project: Integrated Teaching and Learning. Dr. Val Mulholland and Dr. Cyril Kesten, in partnership with Regina Public Schools offered their teacher education students a continuous, mediated and authentic experience in a functioning school context – Balfour Collegiate. Two Balfour classes were dedicated to the project, over the 2011 winter semester, and teacher education students were integrated into the school community to the benefit of all.

Caring Across Professions Conference In May 2009, the Faculty of Education and the Interprofessional Health Collaborative of Saskatchewan brought 166 professionals from the Human-Service Sectors together at the Caring Across Professions Conference to expand networks, strengthen collaboration, hear about the collaborative work of others, and to plan for new collaborative opportunities.

Campus for All. Now fully integrated into the University of Regina, Campus for All was a community group dedicated to improving the lives of young adults with intellectual disabilities. The Faculty of Education partnered with the organization so that young adults could access Faculty of Education classes and receive support from their instructors and classmates.

Boys with Braids. On March 23, 2016, the first Regina “Boys with Braids” was held, coordinated and hosted by EPSY 217 students and their professor; Dr. JoLee Sasakamoose. The event involved children, youth, parents and caregivers interested in hearing and sharing Indigenous teaching on the sacredness of hair and in encouraging a sense of cultural pride in growing and braiding one’s hair.

Legacy of Hope Foundation: 100 Years of Loss Exhibition. In 2013, the Faculty of Education hosted the 100 Years of Loss Exhibition: Residential School System in Canada. The exhibit was integrated into several education classes, and teacher candidates provided guided tours to over 400 students in grades 4-12. The exhibit culminated in a community Memorial Walk and Feast which involved many individuals from all over the southern part of the province.

The Witness Blanket Installation was hosted by the Faculty of Education and the University of Regina in Fall / Winter 2014-15. The installation chronicled the history and narratives of the residential school era and is now permanently housed in the Canadian Human Rights Museum in Winnipeg. This installation saw more than 5000 community members and school aged students visit as they engaged in their own learning about the history of residential schools in Canada.

#TreatyEdCamp. Held for the first time in 2015, and organized by UR STARS (Student Teacher Anti-Racist Anti-Oppressive Society) the half day event offered free professional development by teachers for teachers, focused on Treaty Education. Over 200 teachers and pre-service teachers participated in concurrent sessions and it was recognized in the SK Legislature by NDP Deputy Leader Trent Wotherspoon. The event was held for a second time on October 1, 2016, expanded to a full day by the UR STARS organizing committee, and attracted over 350 participants from around the province.

Camp fYrefly. Since 2008, the Faculty of Education has supported the delivery of Camp fYrefly in Saskatchewan, an educational, social, and personal learning retreat for sexual and gender minority youth (lesbian, gay, bisexual, trans-identified, two-spirited, intersexed, queer, questioning, and allied). It focuses on building and nurturing their leadership potential and personal resiliency in an effort to help them learn how to make significant contributions to their own lives and to their schools, home/group-home environments, and communities. The camp is designed for sexual and gender minority youth between the ages of 14 and 24.

Office of the Treaty Commissioner Partnership. Since 2012, the Faculty of Education has partnered with the Office of the Treaty Commissioner to provide treaty education workshops to students in all program areas. This partnership reflects the Faculty’s commitment to treaties and the treaty relationship, which are integral to understanding the historic and contemporary realities for Indigenous and non-Indigenous peoples living in Saskatchewan.

Regina Regional Heritage Fairs. Many faculty members have volunteered as judges for the Regina Regional Heritage Fairs over the last decade, and from 2004-2008 all judging for the event was coordinated by Dr. Jennifer Tupper, who also served as a member of the Steering Committee. The Fairs see students in grades 4-8 participate in inquiry learning about specific aspects of Canada's past. The regional fairs host all of the school fair winners, with upwards of 200 students participating.

Regina Survival Guide and Map. Created by Dr. Marc Spooner, more than 5000 copies have been distributed to Regina residents, predominantly in the down town, core community and North Central neighborhoods, seeking information about services including food, emergency shelter, free clothing, needle exchange, community care, and community services. It also includes contact information for crisis intervention and mobile crisis services.

Saskatchewan Physical Education Association. Faculty and students in the Health, Outdoor and Physical Education subject area have been very involved in SPEA, a provincial, non-profit organization that provides leadership, advocacy and resources for professionals working in physical and health education. SPEA's mission is to promote and support active healthy lifestyles at all levels of the education system.

SAFE Conference, 2014 & 2016 The Social Justice & Anti-Racist Forum on Education was held at the University of Regina in both 2014 and 2016, attracting over 300 participants from across the province each time. The 2016 conference focussed on ReconciliACTION, with Métis scholar and lawyer Chelsea Vowel giving the keynote address "Reconciliation in a Time of Pipelines". Dr. Lynette Shultz from the University of Alberta was a special guest and led workshops on global citizenship education.

Walking Together: A Day of Education for Truth and Reconciliation. In partnership with the National Centre for Truth and Reconciliation, on April 14, 2016, the Faculty of Education hosted 1600 grade 4-12 students, their teachers, and members of the community from all over southern Saskatchewan in a day filled with learning about the history and legacy of residential schools in Canada. Over 125 teacher education students, faculty and staff volunteered for the event, including 60 volunteers who facilitated the blanket exercise in French and in English. Workshops were delivered by classroom teachers, SUNTEP staff, Elders, Indigenous artists and university students. The day ended with Calls to Action and a request that students & teachers take their learning back to their school communities in meaningful and intentional ways. While it was not the first Day of Education (NCTR had previously organized events in Edmonton and Winnipeg), it was the first organized by a Faculty of Education at a University. It was so successful that the University of Manitoba and the University of Prince Edward Island have agreed to plan and implement similar events in their respective locations.

Science and Environmental Education Subject Area: Support of and involvement with local and regional science fairs, faculty and students volunteering as science fair judges for the last 10 years. Since winter 2016 the Science and Environmental Education subject area has been collaborating with Yorkton Tribal Council in the area of capacity building for secondary science education in Yorkton tribal schools. Also the ESCI subject area has been active in pursuing school-university partnership to strengthen science and environmental education for K-16 students. Schools the area has collaborated with include: Sacred Heart Community School, Albert Community School, Dr. Perry Elementary School, Wilfred Hunt Elementary School, École Massey.

International Pizza & Talk: The International Pizza & Talk Series is a Centre for International Education & Training (CIET) initiative intended to create a space for visiting scholars, international students, Faculty of Education members, and community partners to share expertise and discuss issues in education. The series

has been very successful in terms of attracting participation and the UR International has taken over the coordination of this community engagement initiative.

5. PROGRAMS OFFERED

5.1 Programs

Undergraduate Programs

The Faculty of Education offers four distinct 4-year direct-entry undergraduate teacher education programs in the following areas: Arts Education; Baccalauréat en education; Elementary Education; and Secondary Education. A two-year Bachelor of Education After-Degree (BEAD) is also offered in each program for applicants with approved previous degrees. All programs include experiences in classrooms in each year of study as well as four common Education Core Studies courses. All programs lead to a Bachelor of Education degree and full professional teacher certification in the Province of Saskatchewan.

Elementary Education

The Elementary Education Program is designed to prepare teachers to teach core curriculum which includes: Arts Education, Health, Language Arts, Mathematics, Physical Education, Science and Social Studies in elementary schools. Students are selected for one of two options: Pre-K to Grade 5 and Middle Years (grades 6-9).

Offered off-campus, the PreK-5 Elementary program has been delivered at community-based sites in Meadow Lake, SK and Nipawin, SK in partnership with Northland College and Cumberland College, respectively.

Secondary Education

The Secondary Education Program is designed to prepare teachers who plan to teach in high schools (Grades 10-12). Students will complete studies in a major and minor teaching area. Major education areas: English; French (Core); Health; Mathematics; Music; Physical Education; Sciences (includes Biology, Chemistry General Science, and Physics); and Social Studies. Minor education areas: Dance; Drama; English; French; Health; Mathematics; Music; Outdoor Education; Physical Education; Sciences (includes Biology, Chemistry, General Science and Physics); Social Studies; Inclusive Education; and Visual Education.

The Faculty of Education, in partnership with other faculties, offers the following 5 year joint Bachelor of Education degrees: BEd/BKin Physical Education and Physical Literacy Program; BEd/BMus in Music Education and Music Program; and BEd/BSci in Mathematics Education and Mathematics Program.

Arts Education

The Arts Education Program is designed to prepare teachers of Arts Education for K-12 schools and alternate educational settings. Students are required to take a core of interdisciplinary Arts Education courses as well as courses in all five arts education areas: Dance, Drama, Literature, Music and Visual Arts. In addition, students will select an arts area of concentration as part of their program.

Bridging Program for Internationally Educated Teachers (IETs) (work in progress):

The racial, cultural and linguistic diversity of students in Saskatchewan K-12 Schools has increased due to an influx of immigrants and refugees in this province. A large number of these immigrant

children are speakers of English as an additional language. In addition, many of the recent immigrants to Saskatchewan are skilled professionals (doctors, engineers, nurses, teachers, etc.) who face significant challenges and barriers in finding meaningful employment that recognizes and utilizes their professional training, knowledge, and experience. Non-recognition of credentials earned overseas devalues prior experience and learning. Immigrants who have received their teacher education degrees from other countries have extensive teaching experience in their countries of origin. Post-secondary institutions have a major role to play in facilitating the integration of internationally educated teachers in the labor market in Saskatchewan.

Since 2016 the Professional Development and Field Experiences Office has been leading an action research project with the goal to create a bridging program for internationally educated teachers (IETs for short) that honors and builds upon their prior training, knowledge, and experiences. Our long term vision is to increase the diversity (racial, cultural, linguistic, etc.) of K-12 teachers in Saskatchewan. This research project focuses on: 1) understanding the socio-political context that informs current educational practices and policies that affect IETs in gaining employment in Saskatchewan 2) understanding the issues and challenges IETs encounter on this journey and 3) developing a bridging program that reflects the needs of IETs and other stakeholders in this province.

Baccalauréat en éducation (English summary)

The Baccalauréat en éducation (BAC Program) is designed to prepare teachers for first or second language schools such as Francophone or French immersion schools, and Core French programs. The BAC program offers teacher education in French in both Elementary and Secondary education, and includes one year of study at the Université Laval, PQ.

Indigenous teacher education programs (TEPs) offered in partnership:

Offered on-campus and at a variety of off-campus sites, the First Nations University of Canada (FNU) offers 4-year Bachelor of Education degrees in Indigenous Elementary and Secondary Education. The framework for these programs are based upon the University of Regina teacher education programs, emphasizing Aboriginal processes, worldviews and knowledge along with field experiences and integrated with course offerings.

Offered on-campus, the Saskatchewan Urban Native Teacher Education Program (SUNTEP) prepares prospective teachers of Aboriginal ancestry to be fully qualified Elementary teachers, sensitive to the educational needs of all students, particularly those of Métis and First Nations ancestry.

Offered off-campus, the Nunavut Teacher Education Program (NTEP) and Yukon Native Teacher Education Program (YNTEP) are offered through partnerships with Nunavut Arctic College in Iqaluit, Nunavut and Yukon College in Whitehorse, Yukon.

Offered in La Ronge, SK, the Northern Teacher Education Program (NORTEP) is comprised of courses from both the University of Regina and University of Saskatchewan. The program includes extensive field experience and two concentrations selected from Cree, Dene, English, and Indian/Native Studies or Science.

Additional professional credential programs

The Certificate of Extended Studies is a 30 credit hour program with a variety of concentrations, approved by the Saskatchewan Professional Teachers Regulatory Board (SPTRB). The program is developed for individuals, mainly with an approved degree, to reach a higher level of professional classification or fulfill a professional interest. The Certificate in Extended Studies in Inclusive Education runs continuously, and was developed in response to demand in the field. Teachers with approved international credentials are supported by the Faculty of Education with access to undergraduate courses required for Saskatchewan certification as prescribed by the SPTRB.



Graduate Programs

The Faculty of Education, in conjunction with the Faculty of Graduate Studies and Research, offers a PhD in Education, Master's of Education (MEd) degrees in Curriculum and Instruction, Educational Administration, and Educational Psychology, a Master's of Adult Education, a Master's of Human Resource Development, a French-language Master's of Education (Maîtrise en éducation française), and a Master's of Indigenous Education (with First Nations University). It also offers a Master's Certificate in Human Resource Administration in Education and a Master's Certificate in Teaching English to Speakers of Other Languages. Additionally, The Faculty of Education regularly offers Community-based Master's degrees through partnerships with regional colleges and other institutes.

PhD in Education

The PhD in Education is a mentored program designed to prepare educational leaders with knowledge and expertise in educational theory and practice, and more specialized knowledge in one of these areas: curriculum and instruction, educational administration, educational psychology, adult education, or human resource development.

Master of Education (MEd) in Curriculum and Instruction

The Master of Education degree in Curriculum and Instruction (MEd EC&I) is concerned with the professional preparation of individuals who will have roles in developing and implementing the instructional programs of educational institutions at the elementary and secondary levels. This degree can be completed in one of four program routes: Thesis, Project, Practicum, or Course.

Master of Education (MEd) in Educational Administration

The Master of Education degree in Educational Administration (EADM) is designed to serve the needs of practicing school administrators and those who wish to prepare for a career in educational administration. This degree can be completed in one of four program routes: Thesis, Project, Practicum, or Course.

Master of Education (MEd) in Educational Psychology

The Master of Education degree in Educational Psychology (EPSY) emphasizes training and research in general guidance and counselling activities. The Education Psychology area, which is most heavily involved in programs for guidance and counselling, represents a broad spectrum of interests. This degree can be completed in one of four program routes: Thesis, Practicum 1 (Educational Psychology), Practicum 2 (Counselling), or Course. The Educational Psychology practicum route is designed to meet the needs of students who may wish to become Educational Psychologist and possibly register with the Saskatchewan College of Psychologists. The Counselling practicum route is designed to meet the needs of students who wish to become counsellors.

Master of Adult Education

The Master of Adult Education (MAEd) degree is intended to prepare individuals for specialized educational roles in a variety of adult, community and continuing education settings. Some specialized areas of theory and practice within the field of adult education include: lifelong learning, adult basic education, community based learning & engagement, adult & family literacy, professional and continuing education, distance and online education, informal and non-formal education, comparative adult education, post-secondary education, intergenerational learning, social advocacy & action, community development and leadership, and labour education. This degree can be completed in one of three program routes: Thesis, Project, and Course.

Master of Human Resource Development

The Master of Education degree in Human Resource Development (MHRD) is intended to prepare individuals for specialized educational roles in organizations involved in training and development. Some specialized areas of theory and practice within the field of human resource development include: Organizational development, performance and change; career development and management; workplace learning; employee development; professional development; strategic & scenario planning; diversity leadership & training; crisis management; succession planning; organizational learning and learning organization; socially conscious human resource development; and national and international human resource development. The MHRD degree can be completed in one of three program routes: Thesis, Project, and Course.

Maîtrise en éducation française

The Faculty of Education's Maîtrise en éducation française is offered in partnership with La Cité universitaire francophone. It is intended to support the professional growth of teachers working in French in Saskatchewan. It is a program in curriculum and instruction focusing on issues specific to French language education in minority settings. French is the language of instruction as well as that used for assignments. The Maîtrise en éducation française degree can be completed in one of three program routes: Thesis, Project, and Course.

Master of Indigenous Education

The Faculty of Education, in collaboration with the Indigenous Education program at the First Nations University of Canada, offers a graduate program that aims to: prepare students as leaders in pedagogical practice in Indigenous Education; provide students with the required skills, knowledge, and competencies needed to become effective Indigenous educators; prepare students to conduct research with Indigenous peoples; provide students with opportunities to learn, to understand, and to experience different forms and systems of Indigenous knowledge; and equip students with the competencies and abilities to integrate Indigenous knowledge into school curricula. The Master of Indigenous Education degree can be completed in one of three program routes: Thesis, Project, and Course.

Community-based Master's degrees

The Community-Based Master of Education has been designed to provide a unique cohort model of graduate education to educators in off-campus locations in order to more effectively link theory to local educational issues and practice. This program is for educators seeking an innovative and meaningful graduate degree program allowing them to obtain a graduate degree in their local community, to participate in a cohort with local educational needs in mind, and to gain access to high quality, relevant professional development. A cohort of students forms a community of learners who are able to support each other in their learning using appropriate technology to communicate with each other. A program coordinator enhances program integrity by ensuring the integration of courses through interaction with instructors, and also by providing the necessary support for students.

Additionally, the program incorporates flexible course delivery (e.g., weekend sessions, summer institutes, and online distance education), the use of information technology to better support links between students and with instructors, content themes tailored to respond to community and student needs, and opportunities to engage in relevant applied research, utilizing current research methods to address contemporary educational issues in schools and communities.

To date, community-based master of education degrees have been offered in partnership with: Gabriel Dumont Institute-SUNTEP (Prince Albert, SK); NORTEP (LaRonge, SK); North West Regional College (Meadow Lake/ North Battleford, SK); South East Cornerstone School Division and Holy Family Roman Catholic Separate School Division (Weyburn/Estevan, SK); South East Regional College (Moose Jaw, SK; Weyburn/Estevan, SK); and Cumberland College (Tisdale, SK).

Master's Certificate in Human Resource Administration in Education

This master's certificate will require the completion of any four of the courses outlined below:

- EADM 822 Introduction to Human Resource Administration in Education
- EADM 823 Labour Relations and Labour Law in Education
- EADM 824 The Employment Life Cycle
- One of EADM 811 or 819 (or approved equivalent course)

Master's Certificate in Teaching English to Speakers of Other Languages (TESOL)

This 15-credit master's certificate is designed as a professional qualification for in-service teachers and candidates with a background in education, language studies, linguistics or a related field. The certificate can also be incorporated into some routes of our MEd in Curriculum and Instruction. The 5 courses that comprise the certificate provide background and offer in-depth study in the field of second language education from a range of perspectives and with a focus on research and applications to teaching.

Admission Standards

- 5.1.1. All applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research.
- 5.1.2. Master degree or certificate programs:
- 5.1.3. At the master's level, the Faculty of Education requires each applicant to have a four-year degree applicable to the program (normally a B.Ed., B.H.R.D., or B.A.Ed., or equivalent), a minimum grade point average of 70%, and, additionally, at least two years of teaching or other relevant professional experience preferred. Admission is always subject to availability of supervision (for thesis, practicum, or project students). Applicants to the *Master of Education in Educational Psychology* degree programs are to provide, in addition to the above, both a personal statement that addresses specific information pertaining to experience, interest, and preparation and two confidential recommendations that provide some commentary on the applicant's qualities that would be beneficial when helping others (e.g., when engaged in the types of duties performed by Educational Psychologists or counsellors).
- 5.1.4. Mid-Career Option
The mid-career admission option is designed for those applicants who have 10 or more years of teaching or relevant professional experience. Applicants with 10 or more years of teaching or relevant professional experience and who have successfully completed a relevant undergraduate degree, but whose GPA does not meet the minimum requirement as set by FGSR, will have their applications considered for this admission option. The relevant program and/or subject area may recommend such an applicant for the mid-career admission option to the Associate Dean (Research and Graduate Programs, Education) who may recommend acceptance into the M.Ed., MAEd, MHRD, or Maîtrise program, course route only, to the Dean of the Faculty of Graduate Studies and Research. If approved, the acceptance would be probationary; the student could seek transfer to a thesis, project, or practicum route only after being accepted as a fully qualified student by FGSR.

PhD

Admission is selective. Successful applicants will have excellent grades in previous academic work, which must include a Master's degree, demonstrated research ability, and interests for which a suitable doctoral advisor/mentor is available. Each student will be assigned to an accredited advisor/mentor upon admission to the program, and will work closely with that person throughout his or her program.

Applicants are asked to submit a curriculum vitae which provides the details of at least two years of relevant professional experience, recommendations from one professional and one academic referee, and a letter of intent which outlines the applicant's research interests and professional goals and a career resume.

Program Advising

The Office of Research and Graduate Programs in Education (ED 236) handles all academic advising for graduate students in the Faculty of Education. This responsibility falls primarily to the Program Coordinator, Graduate Programs, although both the Associate Dean, Research and Graduate Programs, and the Assistant to the Associate Dean regularly engage in program advising.

Program Experiential Learning

Both practicum route options (Educational Psychology and Counselling) are examples of large-scale experiential learning opportunities provided in the graduate studies offerings of the Faculty of Education, as are the far less frequently utilized practicum possibilities within the Curriculum & Instruction and Educational Administration program routes. The project route, available in all but the Educational Psychology program, is also a regular venue for experiential learning opportunities. Experiential learning is also frequently integrated into course offerings, particularly with an increased emphasis on indigenizing the university.

Opportunities for Interdisciplinary Work

Any prospective student may apply for an interdisciplinary course of study, at either the Master's or Doctoral level, through the Faculty of Graduate Studies and Research via the special case processes. All PhD committees require one committee member who is from a faculty other than the Faculty of Education, but from within the University of Regina, to serve as an internal-external member.

There are opportunities for students to take graduate courses from outside the Faculty of Education in nearly all of the program routes. At the doctoral level, students have room to take 3 electives; each elective can be any graduate course at the 800 or 900 level. At the master's level, it depends upon the route and the specific master's degree. Students in the course route at the master's level will have room for 3-4 graduate courses at the 800 level. Students in the thesis route at the master's level will have room for 1 graduate course at the 800 level. Students in the course route at the master's level will have room for 3-4 graduate courses at the 800 level. Students in the practicum route at the master's level will have room for 0-2 graduate courses at the 800 level. Students in the project route at the master's level will have room for 2-3 graduate courses at the 800 level.

5.2. Service teaching in support of other programs

The Faculty of Education does not engage in service teaching in support of other programs. However, other programs are supported through enrollment of Education students in specific classes.

5.3 Describe enrollment trends and projections for your unit. The relevant supporting data should be included as an appendix.

The Faculty of Education has enjoyed overall stable undergraduate enrolment over the last 10 years. In 2010, there were 1,545 students enrolled in the undergraduate program and in 2016, 1,507 students were enrolled. However, during this ten year program, areas of lower enrollment and declining growth included the Bachelor of Adult Education and Training Degree, the Business Education subject area, and the religious education minor. These three areas could not be sustained and as such, are no longer offered as options to students in teacher education. Similarly, the Certificate of Adult Education offered in partnership with the Centre for Continuing Education was phased out and ceased to be offered in 2015. Again, low demand precipitated the decision to end this area of study for students.

Our graduate programs have been an area of growth for the Faculty of Education since 2006, with a current complement of 419 students, 39 of whom are in the doctoral program. There are some enrollment challenges at the graduate level specifically in the Human Resource Development area where numbers have dropped from 27 Masters students in 2010 to 18 Masters students in 2016. The AEHRD area is exploring ways to increase HRD enrollment.

*Please refer to **Appendix 3 – Undergraduate enrollment stats (pg. 84)** and **Appendix 4 – Graduate enrollments stats (pg. 88)** for details on this section.*

5.4 Successes

Alumnus Maureen Johns was the 2012 recipient of the Canadian Teachers' Federation Outstanding Aboriginal Educator Award for her passionate advocacy for the authentic inclusion of First Nations and Métis voices in education. Alumnus Beverley Cheechoo (B.Ed. 1984) also received this award in 2010 for her leadership in Aboriginal education and excellence in teaching that reflects an Aboriginal culture.

Graduate student Kim Sadowsky was the recipient of the 2016 Governor General's History Award for Excellence in Teaching for her work in Treaty Education.

<http://www.canadashistory.ca/Awards/Teaching/Articles/2015/Kim-Sadowsky>

Graduate student Claire Krueger was a recipient of the 2014 Canadian Education Association Ken Spencer Award for her project, "We are All Treaty People: A Powerful way to bring treaty education to the classroom.

<http://reports.cea-ace.ca/kenspenceraward13-14>

Graduate student and undergraduate alumnus (B.Ed 2005) Heather Findlay received the Saskatchewan School Boards Association Award for her thesis: Just a Pepper in a Bunch of Salt: Aboriginal Students' Stories of School.

Graduate student Sylvia Smith won the Governor General's award for Project of Heart - an initiative that began in Dr. Marc Spooner's Social Justice class.

<http://www.cbc.ca/news/canada/saskatchewan/sask-woman-wins-canadian-history-teaching-award-1.1042500>

Alumnus Lindsay Stuart was the 2015 recipient of the Prime Minister's Awards for Excellence in Early Childhood Education <https://www.ic.gc.ca/eic/site/pmaece-ppmepe.nsf/eng/wy00627.html>

Alumnus Joanna Sanders (B.Ed. 2005) was the 2010-11 Recipient of the Prime Minister's Awards for Teaching Excellence. <https://www.ic.gc.ca/eic/site/pmate-ppmee.nsf/eng/wz01763.html>. She was also selected as a Saskatchewan Future 40 winner for 2016.

<http://www.cbc.ca/news/canada/saskatchewan/joanna-sanders-2016-future-40-winner-1.3492411>

Alumnus Milissa Gavel received the 2008 Prime Minister's Award for Teaching Excellence <https://www.ic.gc.ca/eic/site/pmate-ppmee.nsf/eng/wz01506.html>

Alumnus Cory Ziegler was the recipient of the Canadian Association of Teacher Education Masters Thesis Award for his thesis "Selecting an Environmental Action Project Case Study: Implications for Teachers and Students".

Faculty of Education alumni and teachers at Scott Collegiate in Regina's North Central neighbourhood, Sherrie Sveinson-Kuntz and Keeley Skrypnik developed a mother's program – Nika (Cree for mother). They blended curriculum objectives from ELA and Psychology 30 to support young mothers attending Scott Collegiate to be successful after high school.

Alumnus James Wahl (B.Ed. 1995) was the 2015 recipient of Canada's Outstanding Principals Award presented annually by the Learning Partnership, a national charitable organization with a mandate to support, promote and advance public education in Canada.

Alumnus Dr. Darryl Hunter (PhD., 2015) received the CASEA Thomas B. Greenfield Dissertation Award, the Governor General's Academic Gold Medal, and the University of Regina President's Award. He is currently an Assistant Professor in Educational Policy Studies at the University of Alberta.

Alumnus Jim Hopson (B.Ed. '75) was president and CEO of the Saskatchewan Roughriders football club from 2004-2014 and is credited with revitalizing the franchise and making it the most lucrative in the CFL. Prior to being President of the Riders, he was Director of Education for the Buffalo Plains and Qu'Appelle Valley School divisions.

Alumnus and teacher at Sacred Heart Community School, Adam Ward, was recognized in 2014 by CBC's *Future 40* for his *Giftstone Project*. <http://www2.uregina.ca/education/news/alumnus-success-story-adam-ward/>

Dr. Paula MacDowell (B.Ed. '95) is now an instructor of design, media and technology in the Faculty of Education at UBC.

Alumnus Kimberly Brown has participated in *Education Beyond Borders* in Tanzania, where she taught teachers about professional development.

Vera Tourangeau (B.Ed. '90) published the book *Miss, It Hurts* in which she shares the heartbreaking journal entries of the First Nations students she taught. She was the recipient of the 2012 U of R Alumni Distinguished Humanitarian & Community Service Award.

Alumnus Dr. Marlene McKay (PhD., 2015) is an Assistant Professor in the Department of Education Policy Studies at the University of Alberta.

Alumnus Dr. M.J. Barrett (PhD., 2010) is an Assistant Professor in the School of Environment and Sustainability at the University of Saskatchewan.

Alumnus Dr. David Chorney (B.Ed., 1992), is an Associate Professor in the Department of Secondary Education in the Faculty of Education at the University of Alberta. He was the 2014 recipient of the Rutherford Award for Excellence in Undergraduate Teaching.

Alumnus Dr. Lisa Cary (M.Ed., 1995), is a Senior Lecturer in the School of Education at Murdoch University in Western Australia.

Alumnus Dr. Peta White (PhD., 2013), is a Lecturer in Science Education in the Faculty of Arts and Education at Deakin University in Melbourne, Australia.

Alumnus Dr. Gloria Antifaiff (B.Ed., M.Ed. & PhD., 2016) is the Dean of the School of Education at Red Deer College.

Alumnus Dr. Lace Marie Brogden (B.Ed., 1989, PhD., 2007) is Dean of the Faculty of Education at Laurentian University in Sudbury, ON.

Alumnus Dr. Michelle Belisle (B.Ed., PhD., 2013) is the Director of the Educational Quality and Assessment Programme (EQAP) of the Secretariat of the Pacific Community.

Alumnus Dr. James Oloo (PhD., 2016) is the Research Coordinator for the Gabriel Dumont Institute in Saskatoon, SK.

Alumnus Dr. Michael Cappello (PhD., 2012) is an Assistant Professor and Core Studies Chair in the Faculty of Education at the University of Regina.

Alumnus Dr. Anne Marie Urban (PhD., 2010) is an Assistant Professor in the Faculty of Nursing at the University of Regina.

Alumnus Dr. Valerie Triggs (B.Ed., 1993) is an Associate Professor and Chair of the Arts Education Program, Faculty of Education, University of Regina.

Alumnus Dr. Gale Russell (M.Ed., 2006) is an Assistant Professor and Chair of the Mathematics Education subject area in the Faculty of Education, University of Regina.

Alumnus Dr. Shannon Kell (B.Ed, 2001; M.Ed. 2008; PhD., 2014) is an Assistant Professor of Health and Physical Education at Mount Royal University in Calgary.

6. Unit Budget

Deans Summary			Planned
2016-2017		Base Budget	2016-2017
Budget			
ACADEMIC SALARY COSTS			
6001	Academic Positions	\$ 4,547,817.00	\$ 4,547,817.00
6002	Instructors	\$ 499,350.00	\$ 499,350.00
	Academic Salaries		\$ 5,047,167.00
6003	Out of Scope Salaries	\$ 631,443.00	\$ 631,443.00
	TOTAL ACADEMIC		\$ 5,678,610.00
	Salary Adjustments		\$ (410,056.07)
		\$ 5,678,610.00	\$ 5,268,553.93
OTHER INSTRUCTIONAL			
6004	Overloads	\$ 22,354.00	\$ 10,000.00
6011	Lab Instructors-Practica Coaches		\$ 63,000.00
6012	Sessionals/Overloads	\$ 525,000.00	\$ 525,000.00
6014/15	Teaching Assistants		\$ -
6021	Intern Supervisors		\$ 168,779.85
6021	PreIntern Supervisors		\$ 64,399.50
6022	Student Assistants	\$ 9,020.00	\$ 9,020.00
	CUPE		
6026	Full Time Support	\$ 697,127.00	\$ 697,127.00
6027	Unsociable Hours Prem		
6028	CUPE Supplemental		
6029	CUPE Supplemental Union		\$ 1,000.00
6030	Project Staff (Elder in Residence/Web writer)		\$ 30,000.00
6031	APT	\$ 278,137.00	\$ 278,137.00
6034	ADS Stipends	\$ 9,996.00	\$ 9,996.00
6050	Professional Fees and Honouraria		\$ 500.00
6086	Moving Allowances		\$ 12,000.00
6080	Benefits	\$ 1,046,059.00	\$ 1,046,059.00
6089	Parental Leave	\$ 8,479.00	\$ 8,479.00
	SALARY COSTS - 2060	\$ 8,274,782.00	\$ 8,192,051.28
	BAC		
6001	Academic Salaries	\$ 338,841.00	\$ 338,841.00
6026	CUPE Salaries	\$ 77,422.00	\$ 77,422.00
6004/601	Sessionals/Other Salaries	\$ 34,996.00	\$ 34,996.00
6034	Administrative Stipend	\$ 3,500.00	\$ 3,500.00
6080	Benefits	\$ 76,138.00	\$ 76,138.00
	BAC Salary Costs - 2080	\$ 530,897.00	\$ 530,897.00
	TOTAL SALARY COSTS	\$ 8,805,679.00	\$ 8,722,948.28
	DISCRETIONARY - 2060		
POOL	Operating Expenses	\$ 543,478.00	\$ 553,605.00
	Research		\$ 20,000.00
POOL	DISCRETIONARY - 2080	\$ 30,704.00	\$ 15,000.00
TOTAL		\$ 574,182.00	\$ 588,605.00
	COST RECOVERY - 2060	\$ (180,000.00)	
	COST RECOVERY - 2080	\$ (2,324.00)	
TOTAL		\$ (182,324.00)	
	2060/2080 Combined Budget	\$ 9,197,537.00	
	Total Budget Available	\$ 9,197,537.00	\$ 9,311,553.28

2016 Carry Forward* \$ 374,161.00
 2015 Carry Forward* \$ 478,395.00

*Carry forward varies and is dependent on unfilled positions;

CCE Revenue Share and faculty regular load appointments through CCE.

BUDGET 2060 (Education Dean Office)	
\$ 5,678,610.00	Fac Salaries
\$ 8,479.00	Parental Leave
\$ (180,000.00)	Budgeted Recoveries
\$ 22,354.00	Overloads/Sessional costs
\$ 697,127.00	CUPE
\$ 278,137.00	APT
\$ 9,996.00	AD Stipends for deans/directors
\$ 1,046,059.00	Benefits
\$ 543,478.00	2015-16 Carry Forward
\$ 525,000.00	Sessionals
\$ 9,020.00	Student Wages

\$ 8,638,260.00 (as of November 15-2016)

BUDGET 2080 (Education Bilingual Program)	
76,138.00	Benefits
454,759.00	BAC faculty and staff
30,704.00	Disc
(2,324.00)	Budgeted recoveries

\$ 559,277.00 (as of November 15-2016)

7. SWOT ANALYSIS (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS)

Strengths

Our faculty has numerous strengths which include but are not limited to: our vision, our people, our programs, and our leadership in Indigenization and Reconciliation education.

Our vision

We have a strong sense of who we are and why we work autonomously and collaboratively in community. A vision is important because it reminds us of our purpose and provides direction as we journey forward together.

According to our 2016-2021 strategic plan “The Faculty of Education aspires to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning, and service.” Our commitment to social and ecological justice, indigenization, sustainability, cultural and linguistic diversity, lifelong learning, service, outreach, and collaborative processes is reflected in our mission statement. All of this aligns with student success, research impact, and community engagement as expressed in our university’s Strategic Plan “peyak aski kikawinaw” (One with Mother Earth /Together we are stronger www.uregina.ca/strategic-plan/). At the same time, we recognize that academic freedom is a foundational value which allows us to pursue our common vision through different, creative, and individual paths and means. After all, there are many ways to get to the top of the mountain.

Our people

Our people are our greatest strength. Support staff are committed, highly competent, and able to meet deadlines in a caring, friendly, and professional manner. Their ethic of service is student centred and staff ensure that faculty can perform their teaching, research, and service with appropriate and helpful supports.

The composition of faculty members is rich in diversity, talents, and abilities. In terms of teaching, we take this very seriously and care deeply about our students’ academic and professional growth. We support students while challenging them to think critically, to act ethically, and to engage in building better communities for all including those on the margins who face racism, sexism, heterosexism, and other forms of overt and subtle oppression. We supervise graduate students and teacher candidate interns though providing countless hours of personal, professional, and academic counselling. Some of our students have gained national recognition because of their efforts and contributions. As highlighted in the relevant documentation, our faculty is incredibly productive in terms of both the quality and quantity of scholarship. In traditional ways, many of our colleagues have tri-council funded research, have published extensively, and established national and international reputations because of the quality and quantity of research output. In non-traditional ways, a number of our faculty are leaders in Indigenous research and methodologies, other forms of community-based research, and research which has an impact on important social and governmental policy. Our commitment to collegial governance and community service is strong. Colleagues continue to come forward to serve in leadership roles and on various committees in our faculty and across campus. They give generously to the larger community by sharing their time, expertise, and talents with others. Some of our faculty have earned local, regional, national, and international awards based on exemplary service.

How we value what we do as a faculty and how we measure academic success is informed by both the collective agreement (a university-wide standard) and our own Criteria Document which we revised in substantial ways in 2009-2010. The Criteria Document is a living, evolving document which has allowed us to think more inclusively and generously about, for example, what counts as valid research and scholarly outputs. In addition to conventional scholarship based on grants and refereed publications, we recognize the importance of community-based research and research which has an impact on our social world. Along with our strategic plan, the Criteria Document is one of our strengths because it allows us to define who we are as an academic community and to act accordingly, both individually and collectively, while recognizing a diverse spectrum of possibilities for contributions to the common good.

Our programs

Our undergraduate programs have various strengths. The **Elementary Program** offers two courses in early childhood education and has recently increased the number of required hours in language and literacy from six to nine to better prepare students to teach language and literacy to their future students and to make the program more academically rigorous. Furthermore, this increase aligns with other programs in Canada. The **Secondary Program** is in the process of reducing the minor requirements from six courses to five which aligns with certification and allows for greater flexibility. Although the program specifically prepares students to teach at the high school level, all candidates complete a field component in elementary schools. This makes our graduates more flexible since many accept positions that have elementary assignments.

Recent changes to the **Arts Education Program** are illustrative of the proactive and constructive approach to program renewal that our faculty undertakes. By eliminating one year from the old program, the renewed program has parity with our other three undergraduate programs in terms of length, certification, and versatility. Consequently, it is now more attractive, comparable with other four-year Arts Education Programs, and affordable for prospective arts educators. In fact, it is the only program of its kind in Canada that prepares K-12 teachers in five disciplines (dance, drama, literature, music, and visual studies). The **Baccalauréat en 36education Program** is the only program of its kind in Saskatchewan and it prepares students to work in minority language/cultural contexts in core French, French immersion, and French first-language settings throughout the country. This program requires students to spend the second year of the regular program in Quebec City at l'Université Laval and offers them a unique opportunity for academic, linguistic, cultural, and professional growth.

The joint **Bachelor of Music Education** and **Bachelor of Music Programs** allow students to earn two degrees (one from our faculty and another from Media, Art, and Performance) in five years. We have streamlined the program by reducing the number of required credits from 137 to 120 and all performance requirements must be completed in the first three years of study. This avoids conflicts with the field experiences of our students in the schools in years four and five of their program. We likewise offer combined Bachelor of Education and Bachelor of Kinesiology Programs which enable students to receive two degrees in a five-year period.

Our Indigenous **Teacher Education Programs (TEP)** reflect a commitment to Indigenization through strong partnerships with the respective programs (**NORTEP, YNTEP, SUNTEP, and ITEP**). We work closely and collaboratively with our partners to continually update program requirements to meet the emergent and contextual needs of their respective students. The different TEP programs have unique cultural and linguistic components in each of the programs that truly mirror the diversity of Indigenous education in Canada.

Although originally conceived as programs for Indigenous populations and communities, there are non-Indigenous students enrolled in all of the TEPs.

Undergirding the undergraduate programs we offer in our faculty are the Education Core Studies (ECS) courses: ECS 100 Knowledge & Society, ECS 110 Self & Other, ECS 200 Constructions of the Student, the Learner and the School, and ECS 210 Curriculum as Cultural and Social Practice. These four courses offer a solid theoretical and foundational basis for all students that draw on theories of knowledge, anti-colonialism, anti-racism, human development, and curriculum theory. This provides coherence and a common foundation for all undergraduate students by ensuring consistency and exposure to a common set of core ideas that we believe all students should know regardless of the specific program to which a student belongs. The ECS 200 class affords students the opportunity to participate in 20 hours of service learning with a variety of local organizations such as the Mennonite Centre for Newcomers, Rainbow Youth Centre, and Dress for Success. On the English side, these larger ECS classes include students from all the different programs and provide a unique opportunity for sharing and the cross-pollination of ideas and perspectives within the broader context of K to 12 public education.

Our **Graduate Program** offerings are diverse and flexible. We target and accommodate part-time and full-time students, both provincially and internationally. Our mentored PhD program is a strength because our supervisors work closely with our students to offer quality mentorship in a caring and academically rigorous environment. Graduate students in our faculty are not obliged to work on, or even in close proximity to, the research interests of their supervisors. Consequently, they have great freedom to develop innovative research designs, while still making use of expertise from their supervisors and committee.

Our **Community-Based Programs** are worthy of mention. Consistent with our strategic plans, they have allowed us to reach beyond the walls of our university to the wider community with both credit (B.Ed. and M.Ed.) and non-credit offerings. These community-based programs reflect strong partnerships with other post-secondary institutions like the Gabriel Dumont Institute and the Regional Colleges in our province. Community-based credit programming makes it possible to serve students who otherwise would not be able to attend university which is part of our social justice and equity mandate.

The field component of our undergraduate program is another strength. In the direct entry program, students are already in schools in year one. In year two, they have a community placement in a non-traditional educational setting which provides an opportunity to grow professionally by working often with those on the margins. In year three, and in semester five, students complete seven to eight days in school as part of their ECS methods courses. In the following semester, the three-week pre-internship provides excellent preparation for the four-month internship in year four. The internship seminar, a two-day event just prior to the start of internship, provides a unique opportunity for cooperating teachers and students to build a professional relationship and to engage in serious planning and preparation. Collectively, the time students spend in schools and working closely with their cooperating teachers is substantial. We have conducted studies of the students' experience and beliefs about the value of in-school preparation. There is overwhelming support that the field experience is a cornerstone of our program. It provides a rich learning opportunity to combine theory with practice while building caring, professional, and nurturing relationships with students, cooperating teachers, and school communities.

Our programs are robust and vital because we are invested in them, pay attention to them, and renew them on a proactive and regular basis. We anticipate, continuously scan the environment, and look for opportunities to improve upon our current policies and practices. We are open to constructive critique and acknowledge that our programs are always a work in progress. We are animated by the ideal that no matter how well things are or appear to be going, we can always do better. In this regard, faculty know how to collaborate and work together in good faith both within their programs and across programs. The sense of community that pervades our work environment and breathes life into our diverse programs is strong and life-giving. Currently the AEHRD area is exploring the possibility of providing experiential learning opportunities to students in the Master of Adult Education and the Master of Human Resource Development programs.

Outside the University, our continuing relationships with our educational stakeholders (STF, LEADS, SSBA, and the Ministry of Education) are strong and reflect our ability to work purposefully, constructively, and collaboratively with our valued partners.

Our leadership in Indigenization and Truth and Reconciliation Education. The University of Regina's Strategic Plan, along with our Faculty's Strategic Plan, is anchored in its commitment to Indigenization. On campus, our Faculty has taken the lead in this area. We have the largest number of self-identified Indigenous scholars at the university (four). In 2012, we formally implemented Treaty Education, in partnership with the Office of the Treaty Commissioner, for all undergraduate programs. Prior to this, Treaty Education was an important part of the Elementary Program and integrated into several secondary subject areas. All undergraduate programs now include a minimum of three-credit hours in Indigenous studies. We are the only faculty who support an Elder in Residence Program (since 2014).

In terms of Reconciliation, and in 2015, our faculty generated an official response to the Truth and Reconciliation Commission Calls to Action. In 2016, we hosted the first Day of Education of for Truth and Reconciliation in Saskatchewan for 1600 school children and their teachers. We have recently successfully advocated for a Canada Research Chair (Tier 2) in Truth and Reconciliation Education.

All of these endeavors demonstrate our willingness to take on Indigenization and Reconciliation and to actualize them through teaching, research and scholarship, community engagement, and service.

Weaknesses

Our analysis has identified a number of weaknesses. First, our programs are inadequately funded and resourced. This plays out in a number of ways. We rely on sessionals to carry a disproportionate share of the teaching load. In the fall of 2016, we offered a total of 86 courses. Twenty-nine (29) or 33% were taught by sessionals (some of whom are graduate students and should have opportunities to teach in as part of their graduate experience). In the winter of 2017, we are offering 124 courses with sessionals teaching 74 or 60% of them (it should be noted that five Faculty members are on sabbatical and one on medical leave during Winter 2017 which created a need for an additional 14 sessionals; further, there are three searches ongoing for vacant positions). This is not to take away from the expertise, qualifications, and rich experiences that our sessionals bring but a mere recognition that we depend heavily upon them. Since 2014, four excellent colleagues have gone to other universities where fewer courses to teach and more research dollars and support have made the move more attractive. A demanding teaching load (five courses), internship supervision (the equivalent of four interns), and the demands of collegial governance/service make carrying an active research agenda difficult.

Second, our community-based degree programs rely heavily on qualified sessionals to deliver the programs. These individuals bring extensive school-based, local, and regional experience to the programs, but community-based programs lack the knowledge and perspective of tenure-track faculty. In fact, we have fewer faculty members now who have taught in, or have a commitment to, community-based programs. Without strong advocacy at the leadership level, support for community-based programs can slip off the radar and become a burden rather than an opportunity.

Third, although we have sound policies and good practices, tradition or “this is the way we have always done it” sometimes makes change difficult. We must confront, and move beyond, this attitude whenever it keeps us stuck in a status quo which is no longer congruent with our strategic plans, the needs of our students, and a changing environment. Being flexible, adaptable, and nimble are essential.

Succession planning for faculty and support staff needs attention. Inviting faculty into leadership roles has been difficult at times. We must likewise provide training for support staff in a better way so no single person is the sole possessor of the required skills, competencies, and knowledge. Sharing the expertise is necessary in the event of absences, illness, or job transfer.

Opportunities

This analysis reveals that there are numerous opportunities available to our faculty to improve upon what we are currently doing.

First, **a decline in funding and resources to our faculty is an opportunity to look closely at our vision, strategic plans, and priorities.** This raises important questions such as: What do we want to be with the limited resources we have? Where are we going? How do we sustain what we are doing in light of shrinking resources? What, if anything, must we let go of? We recognize the need to align our budget with our priorities. Difficult decisions must be made and there will always be trade-offs, which means gains and losses. Sound justification of the decisions must govern our actions. The process governing how these decisions will be made must continue to remain transparent and communication about the process must continue to be regular and ongoing.

Second, **a review of certain practices, policies, and programs is necessary.** The Saskatchewan Instructional Development Research Unit (SIDRU) is a part of the Faculty of Education. It is currently undergoing an internal review. This provides an opportunity to clarify SIDRU’s mandate, its relation to other programs in our faculty, and to reshape it in ways congruent with our strategic plans and the needs of the faculty. We also have an opportunity to review and update our graduate programs. Such a review could attend to: 1) ensuring programs are current, include opportunities for specialization and interdisciplinary collaboration, and generally cultivate space for intellectual growth; 2) enhancing enrolment and the ability to attract high caliber students from local, national, and international backgrounds; 3) providing adequate graduate student research grants, scholarships, and awards (together with the Faculty of Graduate Studies and Research); 4) determining student outcomes in relation to professional practice, career path, research, and inquiry; 5) ensuring that the learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities; 6) examining the degree of faculty involvement in the graduate program as supervisors and teachers; and 7) ensuring alignment between programs, the strategic plans of both the University and the Faculty of Education.

In terms of the field, we are always looking for ways to attract more cooperating teachers who will work with our students in supportive and productive ways. Furthermore, we should continue to consider ways to provide our students with a rural field experience to broaden their horizons and to support our partners outside Regina. We should explore more opportunities for students to have an international field experience. We must look for ways to integrate more carefully and systematically an emphasis on social justice, Indigenization, and sustainability in the field experience for students and cooperating teachers. As we prepare students for work in the classrooms, we must continue to emphasize the indissoluble nexus among the technical/practical aspects of teaching (such as preparing a lesson plan and managing a classroom), the need for professionalism, and the imperative of a strong social justice focus. All elements are indispensable for successful teaching.

Although our criteria document is strong and reflects our imprimatur and core values, we should update it to align with the new emphasis on Indigenization. We need to create a space for an Indigenous lens/perspective while recognizing that there exist different modes of research and knowledge transmission. Discussions about how we recognize, value, and narrate new approaches and work inputs/outputs for the purposes of peer review (including tenure and promotion) need to continually take place in relation to understandings of broader contexts of social oppression. These discussions must be translated into language that allows us to support each of our colleagues in fair and equitable ways while respecting the collective agreement. This is consistent with our fundamental commitment that “one-size” does not fit all.

Third, issues around workloads and faculty engagement in leadership must be addressed. We must find ways to support faculty who are active or prolific researchers while these individuals teach five courses, supervise the equivalent of four interns, and/or supervise graduate students. With a demanding workload and shrinking resources, there is a concern about the toll all of this will have on the ability of faculty to perform their duties. In the face of job intensification, we must guard against burnout from rising stress levels while managing our professional and personal lives in responsible and caring ways to achieve a work life balance that is realistic and healthy. Continued consultation between faculty members and the Office of the Associate Dean (Faculty Development and Human Resources) is crucial to establishing equitable workloads.

Leadership from faculty members is required to strengthen our ECS subject area and its course offerings. An absence of sustained faculty presence is most noticeable in the third year of the Elementary Program and in fourth year where certain courses (such as ECS 410 & EPSY 400) are offered. In terms of succession leadership planning at the faculty level, we at times require more people to step forward when called to serve.

Fourth, we must continue to offer support staff opportunities to engage in professional development. This can be done by drawing on existing resources. Much of the PD happens within the institution (e.g., DCU, UR DOCS, and Degree Audit). All staff attend training sessions and learn the software to perform their jobs. Our collective agreements allow staff to take courses to improve their skills and qualifications. We have offered sessions on change management, mental health, communication, leadership, and gender identity. Time and support for this endeavor will help staff remain up-to-date and engaged in their work.

Fifth, **we have an opportunity to configure our space in new and exciting ways.** We are integrating our student support services in one centralized location on the third floor of our building to offer students and faculty a common space for all student services. This will allow our support staff to work collaboratively, to learn from one another, to provide continuous service to our students, and to address succession issues by having more than one person trained to provide support. It also aligns with one of the pillars of the faculty and the University's strategic plan, student success. On the second floor of our building, we are decolonizing our education counselling space (ready for the spring of 2017) further to our commitment to indigenize the faculty and the university in accordance with our respective strategic plans. This will enable faculty to work with students, to engage in research, and to bring Indigenous members of the community into a respectful and unique place. Counselling will take place in a safe, welcoming, and more comfortable place that is in keeping with an Indigenous worldview.

Although our Bac program is situated in a different building on campus, we recognize the need to have a Bac office in our building accessible to all Bac staff to promote our common interests. We also are committed to holding some faculty meetings in the Bac space to bridge the gap and to remind ourselves of our colleagues who work en français. There are teaching spaces in our faculty (e.g., the drama lab and the science lab) which are outdated and require our attention to modernize them.

Sixth, **we must continue our work on Indigenization.** We have engaged in a robust beginning on this path but we can do more individually and collectively. In particular, we need to address the following question: what does it mean to be an ally? We may stumble and fall but we still need to push this agenda forward. We would benefit from having a point person on indigenous issues such as an Indigenous chair of programs. We should take advantage of more authentic ways to engage our students and ourselves with land based experiences by visiting more often sites such as the former residential school in Lebret.

We can find more and better ways to collaborate with our colleagues at the First Nations University (FNU) of Canada. We need to advocate for further success like the recent decision by the Faculty of Graduate Studies and Research to permit one of our graduate students to take an undergraduate course in indigenous languages from FNU as additional to her degree.

We must continue to support the recruitment and hiring of Indigenous scholars. Equally important, and at the University level, adequate financing is necessary to finance courses, workshops, and other ways to indigenize across campus. This support comes from the University's Office of Indigenization and the President's Office and is necessary for us to do this important work. By the same token, we must be mindful of the significant contributions that our Indigenous colleagues are making to Indigenization, both in our faculty and across campus. We must look for ways not to overburden them in this process.

Seven, **we must continue to promote our people and the strength of our undergraduate/graduate programs.** While efforts are made to share our successes, we must continue to find ways to share the message outside of Saskatchewan that we are leaders in social justice and anti-oppressive education. This will serve as a recruitment tool to attract top quality students and future faculty wishing to join us because of the innovative and progressive work we engage in.

Eight, **we must take up the call of sustainability in a more systematic fashion.** We need to think more carefully about sustainability, one of the twin pillars of the University's strategic plan. What does sustainability mean and how can we as a faculty put in measures to achieve it? How will this be taken up individually and collectively in our teaching, research, and community service?

Threats

The Saskatchewan Government recently announced a \$1 billion deficit and consequently has clawed back \$1.66 million from the University of Regina for the current academic year to help address the shortfall. Our faculty is being asked to prepare budget scenarios for the 2017/18 fiscal year based on: 1) a 3% cut and, 2) a 5% cut. In the past few years our faculty, like other units on campus, have received cuts to our operating budgets (in our faculty, three successive years of 3%) or most recently 0% for the current fiscal year. Given low commodity prices for resources such as oil and potash, tough economic times are unlikely to disappear any time soon. On the ideological front, the election of Rodrigo Duterte in the Philippines, Britain's pending exit from the European Community, and the recent election of Donald Trump in the United States all indicate a shift to right-wing populism as a political philosophy which is anathema to inclusion, social justice, and the elimination of all forms of oppression. Excessive budgetary cuts combined with a worldview that undermines social justice bring into sharp focus who we are as a faculty and what we do to champion the values and practices that promote gender equality, human rights, Indigenization, and a caring society where the common good and the public interest serve as important checks on greed, hyper individualism, and an "us against them" mentality.

Against this backdrop of shrinking budgets and changing political ideology, we are being asked to do more with less. Notwithstanding their excellent qualifications and valued experience, we rely too heavily on sessionals to teach many of our undergraduate courses. The demands of teaching five courses, counselling students, intern supervision, and supervision of graduate students are a threat to viable and active scholarship including the grant writing process which is labour intensive. Adequate internal supports for our researchers and scholars who apply for grants do not exist. We struggle to retain high quality scholars some of whom have left recently because of the promise of lighter teaching loads, more research monies, and supports to undertake their research. We cannot compete with those institutions who attract Master's and doctoral students with substantial funding. In terms of research and scholarly outputs, we feel the weight of an audit culture that values certain metrics to the exclusion of others. This poses a threat to multiple ways of being, knowing, and producing.

With further and deeper cuts on the horizon, we cannot ignore the impact of all of this on scholarship, retention, and morale. We have reached our capacity. We do not have sufficient resources and an appropriate faculty complement to continue to offer all the programs, certificates, and community-based programs that are on the books. In 2016, we eliminated one of the three days of our signature Internship Seminar. There are concerns that the remaining two days may be in jeopardy because of government cutbacks. While we do not wish to be alarmist, we want to paint a picture which is real and gives reviewers an honest assessment of some of the deep and serious challenges that we as a faculty and community must face.

Concluding thoughts

We have much to celebrate: our vision, our people, our programs, and leadership in Indigenization and Truth and Reconciliation education among others. We face a number of challenges including how to continue our important work in social justice and anti-oppressive education while supporting all colleagues with equitable workloads in light of shrinking budgets and resources. A respectful and mutually supportive relationship between staff and faculty is at the core of our community. Our people believe in, and act upon, relationships of mutual trust and respect where colleagues come together in good faith to offer the best of themselves in the service of our students and the wider community. While recognizing individual differences and the need for academic freedom, we espouse a team approach and problem solve together while looking for practical and sustainable solutions. We have much to be proud of and we have serious questions to address on the road ahead. As long as we continue to be guided by our vision, our strategic plans, a fair and open process, and by a commitment to constructive dialogue, critique, and action, we will always make significant societal contributions as we journey together. The current economic and the political climate may be at odds with what we are about, but we will not be deterred as we strive to be true to our vision and mission while in the service of others. We need not hide our light under a bushel and should continue to get the word out that the Faculty of Education at the University of Regina is a leader in teacher education and teacher engagement, centred on social justice, Indigenization, and Reconciliation education. At the same time, with pending cuts looming, we will be forced to make some very difficult decisions which may have an adverse impact on our faculty and community.

3.1.2 Statistical summary of published and accepted scholarly work over the last ten years

Name	Refereed Journal Articles	Refereed Conference Proceedings	Technical Reports	Book Chapters	Books	Professional Creative Activity	Other Scholarly Output
Armstrong, Alayne (Assistant Professor)	4	10				9 teacher professional development workshops as per academic CV.	4 projects as per academic CV.
Bazzul, Jesse (Assistant Professor)	10			4	2		Advisory Board Member – Urban Ecosystems Project as per academic CV.
Bernard, Buryl (Instructor III)						2 workshops/committees as per academic CV.	2 international school-community based projects in Cambodia as per academic CV
Bockarie, Abu (Associate Professor)		5	2			Numerous activities as per academic CV.	Numerous functions/undertakings as per academic CV.
Boutouchent, Fadila (Assistant Professor)	6	7	6	1			4 Course presentations, 4 book reviews, and 20 conference presentations as per academic CV.
Brown, Douglas (Associate Professor)	2	23	2	1	2	5 non-university committees as per academic CV.	14 invitations to present/lecture, 6 international projects as per academic CV.
Cappello, Michael (Assistant Professor)	4	10		1			
Carlson Berg, Laurie (Professor)	7	14	9		1		1 edited book (2014); Creation of a website (no longer in use, transferred to U. of R. courses); Development of course activities, including development of case study pkgs. For students; 2 refereed articles; 1 scholarly conference presentation; 1 report and 14 invitations to lecture as per academic CV.
Clarke, Paul (Professor)	16	6		4	1		

Name	Refereed Journal Articles	Refereed Conference Proceedings	Technical Reports	Book Chapters	Books	Professional Creative Activity	Other Scholarly Output
Couros, Alec (Associate Professor)	7	5		5		Numerous workshops as per academic CV.	Approx. 300 keynote/plenary presentations and 120 spotlight/invited presentations as per academic CV.
De Lugt, Jennifer (Assistant Professor)	6	15		1			
Forsberg, Nicholas (Professor)	8	13	5	3	1	Student Leadership 'Experience' as per academic CV.	
Hanson, Cindy (Associate Professor)	7	7	3	2	1	Curated Exhibition: <i>Beading between generations</i> , Mann Art Gallery, Prince Albert, Saskatchewan.	
Hart, Paul (Professor)	1	27		21			Refereed journals, book chapters and presentations at conferences (selected) as per academic CV.
Ji, Xia (Associate Professor)	4	22		4			
Kesten, Cyril (Professor)	3	3	1	2			
King, Anna-Leah (Assistant Professor)					1		
Lewis, Patrick (Professor)	13	40		6	1		1 co-edited book, 4 interviews for newspapers/magazines/websites/social media and over 3,000 tweets as per academic CV.
Machnaik, Julie (Instructor III)						Ongoing university and community service as per academic CV.	10 professional workshops and presentations as per academic CV.
Martin, Ronald (Associate Professor)	8	11	1	11			10 invitations to speak as per academic CV.

Name	Refereed Journal Articles	Refereed Conference Proceedings	Technical Reports	Book Chapters	Books	Professional Creative Activity	Other Scholarly Output
Massing, Christine (Assistant Professor)	7	1		3	1	<i>Under a different sky: Artistic explorations of home by immigrant preschool teachers, parents, and their children</i> , quilt exhibition held at Herbert Coumts Library, University of Alberta	
McNeil, Barbara (Associate Professor)	5	6	3	3	2	French in Normandy (during sabbatical, Jan.-June 2015), Community event – An Evening with Film Maker Sylvia Hamilton: The Black Experience in Canada as per academic CV.	16 book reviews, 45 presentations at conferences and seminars as per academic CV.
McNinch, James (Professor)	7	6	1	8	3		Numerous invitations to speak as keynote speaker, guest lecturer, at presentations, interviews, panelist, book and article reviews, evaluator and convenor as per academic CV.
Miller, Marilyn (Associate Professor)	3	1					17 conference presentations, 3 SIDRU presentations and 1 presentation at the Teaching and Learning Summer Institute.
Molina-Girón, Alison (Assistant Professor)	4		1	3			2 book reviews in scholarly journals as per academic CV.
Montgomery, Ken (Associate Professor)	5	1	1	1			1 invited keynote/lecture, 1 invited radio interview. 12 conference presentations and 2 journal editings as per academic CV.
Morstad, Denise (Instructor III)						Ongoing university and community service. Also performed at 36 public events as a member of two local music ensembles: Arise and Ebenezer Stone, as per academic CV.	

Name	Refereed Journal Articles	Refereed Conference Proceedings	Technical Reports	Book Chapters	Books	Professional Creative Activity	Other Scholarly Output
Mulholland, Valerie (Associate Professor)	6	2		7			5 book reviews and 39 peer-reviewed presentations as per academic CV
Nolan, Kathleen (Associate Professor)	9	12	5	15	2		
Orban, Jerome (Instructor III)						Ongoing university and community services as per academic CV.	
Osmond-Johnson, Pamela (Assistant Professor)	3	5	3	2			
Pete, Shauneen (Associate Professor)	4	1	22	2	1		
Phipps, Heather (Assistant Professor)		6		3			
Pirbhai-Illich, Fatima (Associate Professor)	6	5	1	5	1		1 edited book (in press), 2 book reviews, 3 international research group memberships, 18 invited presentations, 8 colloquia, 3 keynote addresses, 39 conference presentations and 9 brown bag presentations as per academic CV.
Ricketts, Kathryn (Assistant Professor)	3			2			Produced an International yearbook for research in Arts Education with Shifra Schonmann as per academic CV.
Russell, Gale (Assistant Professor)	7	2		3			

Name	Refereed Journal Articles	Refereed Conference Proceedings	Technical Reports	Book Chapters	Books	Professional Creative Activity	Other Scholarly Output
Salm, Twyla (Associate Professor)	9			4	2		Numerous conference presentations, reports, blog postings and other academic documents produced in the review time period. Professional consulting (pro bono) for the Ministry of Education in the Northwest Territories. Travelled twice to Iqaluit, Nunavut, to support program development 2010-2014.
Schroeter, Sara (Assistant Professor)	3	12		1		4 artistic works and performances as per academic CV.	2 Non-refereed publications as per academic CV.
Snowshoe, Angela (Assistant Professor)	5	8					
Spooner, Marc (Associate Professor)	6	15	10	2	1		Appearance in media including op-eds, letters to the editor, and interviews: over 150 in print alone, over 250 in total, and trade journal: 4 as per academic CV.
Steeves, Larry (Associate Professor)	11	1	3	2			4 invited articles as per academic CV.
Sterzuk, Andrea (Associate Professor)	8		2	4	1		
Thibeault, Joël (Assistant Professor)	2	1	3		1		9 articles in professional journals.
Thompson, Scott (Associate Professor)	17	13	2	5			3 Book and essay reviews, 42 international and national conferences, 2 other publications, 8 other presentations, and 17 workshops as per academic CV.

Name	Refereed Journal Articles	Refereed Conference Proceedings	Technical Reports	Book Chapters	Books	Professional Creative Activity	Other Scholarly Output
Triggs, Valerie (Associate Professor)	16			7	1		1 response essay as per academic CV
Tupper, Jennifer (Associate Professor)	13			11	1		4 book reviews, 2 professional publications as per academic CV. 4 invited talks, 37 peer reviewed conference presentations & workshops

268

323

92

160

27

3.1.3 Grants and Contracts – Armstrong, Alayne

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Social Sciences and Humanities Research Council (SSHRC) Doctoral grant.	\$40,000 for 2 years	2010-2012

3.1.3 Grants and Contracts – Bockarie, Abu

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Malawi TEVET (Technical, Entrepreneurial, Vocational, Technical Education and Training) Reform Project – Letter of Intent and application to Global Affairs (formerly the Canadian International Development Agency (CIDA)).	\$30,000	2006-2007
Principal Investigator	Malawi TEVET (Technical, Entrepreneurial, Vocational, Technical Education and Training) Reform Project – Funded by Global Affairs (formerly the Canadian International Development Agency (CIDA)), the project was implemented from June 2008 through August 2014.	\$3,363,146	June 2008 – August 2014.

3.1.3 Grants and Contracts – Boutouchent, Fadila

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	<i>EC&I 871 Course Development – Enjeux relatives à l'éducation des élèves Autochtones et Métis en situation linguistique minoritaire.</i> Funded by: Indigenous Advisory Circle (IAC) – Faculty of Education	\$3,000	September 2016- March 2017
Principal investigator	<i>EC&I 871 Course Development – Enjeux relatives à l'éducation des élèves Autochtones et Métis en situation linguistique minoritaire.</i> Funded by: Indigenous Advisory Circle (IAC) – University of Regina	\$2,000	July 2016 – June 2017
Principal investigator	<i>Défis de rétention des élèves dans les programmes d'éducation en français en Saskatchewan: Sondage auprès des élèves de 8^e à la 11^e année.</i> Funded by: Assemblée Communautaire Fransaskoises (ACF).	\$6,750	July 2016-2017
Principal investigator	<i>Moving from a Minority to a Majority Context: A Study of Preservice Teacher Education Experiences as Fertile Ground for Understanding Professional Development.</i> Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU).	\$3,500	January 2011 – June 2013

3.1.3 Grants and Contracts – Brown, Douglas

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Conferment of President’s Grant – President’s Special Project Fund	\$ 20,000	2013
Principal investigator	Conferment of President’s Grant – Malawi Project Proposal	\$5,000	2015

3.1.3 Grants and Contracts – Carlson Berg, Laurie

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	<i>L'inclusion des nouveaux arrivants au sein de la communauté francosaskoise.</i> Survey completed September 30, 2015; focus groups completed November 6, 2015. Funded by Francophone Immigration Network-SK, and Citizenship & Immigration Canada. Project completed on March 30, 2016. Final report submitted on September 30, 2016.	\$ 20,000	2011-2016
Co-investigator	<i>L'immigration francophone dans les Territoires et l'Quest canadien: Réalités et perspectives après 10 ans d'accueil et de services,</i> funded by: Citizenship & Immigration Canada. Principal researcher: Dr. Paulin Mulatris. Our team undertook a telephone survey and focus group research in two Canadian territories and the four provinces of Western Canada. Final report submitted on August 31, 2016.	\$137,120	2011-2016
Co-investigator	<i>Pathways to Prosperity: New directions and innovative local practices for newcomer attraction and integration,</i> funded by Social Sciences and Humanities Research Council of Canada (SSHRC). Principal researcher: Dr. Vicki Esses, University of Western Ontario; Chaired two research round tables.	\$2.5 million over 7 years	2011-2016
Principal investigator	<i>La francophonie dans toutes ses couleurs et le défi de l'inclusion scolaire,</i> Centre de recherches sur les francophonies en milieu minoritaire, grant in aid of publication. Project completed; work on expanded edition and English version (not a translation) ongoing. Collaborator on the English version is Dr. C. Brown, Associate Professor at Brandon University (my former doctoral student).	\$2,000	2013-2015
Co-investigator	<i>Éducation inclusive au Canada: analyse comparative,</i> Social Sciences and Humanities Research Council of Canada (SSHRC) Funding (Aide aux ateliers et aux colloques de recherche au Canada). Principal researcher: Dr. Nadia Rousseau, Université du Québec à Trois-Rivières. This funding enabled me to participate as part of a Pan Canadian team from April 27-30, 2012, in a working session to develop a document synthesizing research and best practices in Inclusive Education in Canada; 1 report; 1 book chapter.	\$24,400	2012

3.1.3 Grants and Contracts – Carlson Berg, Laurie

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	<i>Enhancing inclusion through critical dialogue with students</i> , Prairie Metropolis Centre, Social Sciences and Humanities Research Council (SSHRC Funding). Engaged in critical dialogue with high school students through a Speaker’s Series and a Virtual Dialogue. Students explored questions related to racial identity and inclusion and, during the Winter 2012 semester, developed their own initiative to create a more inclusive school community. Project completed on April 2012; 1 article (Canadian Issues, Fall 2012), 4 presentations.	\$21,400	2011
Principal investigator	<i>Vers une communauté interculturelle</i> , (Towards and Intercultural Community) funded by Saskatchewan Instructional Development and Research Unit (SIDRU). Conducted research with my Master’s student on immigrant parents’ social networks. Project completed.	\$3,000	2010
Principal investigator	<i>Dialogue intercultural</i> , (Intercultural dialogue), Social Sciences and Humanities Research Council of Canada (SSHRC) Cohort Grant, U. of R. President’s Office. Funding for community consultation. Completed.	\$1,000	2010
Principal investigator	<i>Teacher change through anti-oppressive education</i> , funded by Saskatchewan Instructional Development and Research Unit (SIDRU). My doctoral student and I conducted research on changes experienced by teachers enrolled in a Summer Institute on Anti-oppressive education. Project completed.	\$2,911	2009
Principal investigator	Cluster Leader and Lead Researcher, <i>Inclusion des nouveaux arrivants en milieu scolaire: vers une pédagogie de réciprocité culturelle</i> , (School-based inclusion: towards a pedagogy of cultural reciprocity), Community-University Research Alliance grant from Social Sciences and Humanities Research Council of Canada (SSHRC). Project completed.	\$91,300	2007-2010

3.1.3 Grants and Contracts – Clarke, Paul

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Project: <i>Exploring the best interests of the child: Pan Canadian and inter-professional perspectives</i> . Funded by: Social Sciences and Humanities Research Council (SSHRC) Standard Research Grant. Principal investigator: Dr. Keith Walker, University of Saskatchewan & Professor Heather Heavin, Co-investigator, University of Saskatchewan.	\$180,000	2010-2013
Principal investigator	First recipient of the <i>Canadian Association for the Practical Study of Law in Education's</i> Grant in Aid of Publication of my work, <i>Understanding curricular control: Rights conflicts, public education and the Charter</i> . Purpose of Award "...to assist in the publication of works that promise to make a significant contribution to the dissemination of knowledge about the intersection of law and education.	\$5,000	2009
	Graduate Thesis Award for LL.M. Thesis – <i>Rights conflicts, curricular control and K-12 education in Canada</i> .	\$500	2009
Co-investigator	Co-recipient of Educational Research & Professional Development Fund. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU), Faculty of Education, University of Regina. (Envelope C Competition: <i>School Leadership for Literacy and Social Justice</i>). Co-investigator: Dr. Barbara McNeil	\$5,000	2008
	Graduate Scholarship, University of Saskatchewan – to pay tuition for LL.M. degree.	\$3,000	2006
Co-investigator	Project: <i>Contextes formels, non formels et informels d'acquisition de connaissances et de compétences chez les directions d'école francophone</i> . Funded by: Social Sciences and Humanities Research Council (SSHRC) Standard Research Grant. Principal investigator: Dr. Claire Isabel (Université d'Ottawa) & Professors Clair LaPointe, (Université Laval), Lise Langlois (Université Laval), et Yamina Bouchama (Université de Moncton) as Co-Researchers.	\$93,761	2005-2008

3.1.3 Grants and Contracts – Couros, Alec

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	TEL grant: Development of EC&I 832	\$8,000	2015
Principal investigator	Contract, Ministry of Education: Facilitation of the Student First Anti-Bullying Forum	\$6,500	2015
Principal investigator	Contract, Ministry of Education: Creation of Saskatchewan Digital Citizenship Guide for Schools	\$10,000	2014-2015
Principal investigator	Contract, Ministry of Education: Facilitation of DCMOOC (a Digital Citizenship MOOC).	\$25,000	2014
Principal investigator	Contract, NORTEP: Development of Technology Plan	\$90,000	2012-2013
Principal investigator	Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant. “Storying Treaties and Treaty Relationships: Enhancing Treaty Education Through Digital Storytelling.”	\$65,909	2011-2013
Principal investigator	Grant, President’s Teaching and Learning Scholars	\$1,600	2010
Principal investigator	Grant, Canadian Council on Learning: Aboriginal Knowledge Exchange Project/ATEPnet	\$50,000	2007-2009
Principal investigator	Grant, Catherine Donnelly Foundation: Aboriginal Knowledge Exchange Project/ATEPnet	\$30,000	2007-2009
Principal investigator	Grant, Aboriginal Education Resource Centre and the Native Law Centre, University of Saskatchewan: Aboriginal Knowledge Exchange Project/ATEPnet	\$35,500	2007-2009
Principal investigator	Grant, Microsoft Partners in learning: Digital Internship Project.	\$20,000	2007-2008
Principal investigator	Grant, Partnerships for Tomorrow Phase II.	\$10,000	2008

3.1.3 Grants and Contracts – Couros, Alec

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Aboriginal Ways of Knowing/Circular Rubrics Project	\$21,000	2008
Principal investigator	Stirling McDowell Learning Assessment Project	\$30,000	2008
Principal investigator	First Year Services 101 Evaluation	\$5,500	2008
Principal investigator	Grant, Teaching and Learning Scholar	\$4,500	2007
Principal investigator	Saskatchewan Learning Grant: Digital Internship Project (Phase 3)	\$85,000	2007
Principal investigator	Saskatchewan Learning Grant: Web Based Learning Resource Development Project Assessment	\$70,000	2007
Principal investigator	Faculty Start-Up Fund/President’s Fund – Used for initiating research projects and costs for conference travel	\$5,500	2007

3.1.3 Grants and Contracts – de Lugt, Jenn

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Stirling McDowell Foundation Award. Funded by: Saskatchewan Teachers Federation.	\$6,946	2015-2016
Co- investigator	President’s Teaching & Learning. Funded by: University of Regina President’s Fund.	\$2,085	2012-2014

3.1.3 Grants and Contracts – Hanson, Cindy

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Canadian Labour Congress. Invited research position. <i>Sustaining the Labour College of Canada.</i>	\$10,000	2014
Co-investigator	International Development Research Centre (IRDC). <i>Examining Success Factors for Sustainable Rural Development through the Integrated Co-operative Model.</i> Principal investigator: Dr. Hammond Kettleson, University of Saskatchewan.	\$436,000	2012
Principal investigator	Indigenous Peoples' Health Research Centre New Scholar Award (CIHR funding). <i>Who Benefits: Residential School Compensation, Aboriginal Women and Healing.</i>	\$10,000	2012
Principal investigator	United Association of Labour Educators Research Award. <i>Sustaining Transformation: Building on the Success of the Prairie School for Union Women.</i> Co-investigator: Adriane Paavo, Department Head, Education & Equality Department, United Steelworkers Canadian National Office.	\$4,000	2013
Principal investigator	Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant. <i>Intergenerational Learning in Indigenous Textile Communities of Practice.</i> Research sites: Chile and Canada. Includes data collection and analysis, conference presentations, hiring and mentoring student research assistants and community collaborators. In 2014, this research resulted in an exhibition at a public art gallery and articles published in <i>PA Herald</i> , <i>PANow</i> , <i>Research Update</i> (UR) and Faculty of Education newsletter.	\$74,375	2012
Principal investigator	Distance and Distributed Learning Committee (DDLC). TEL funding. Development of an online course: <i>EADR 214 – Facilitating of Adult Learning.</i>	\$4,000	2012
Principal investigator	Social Sciences and Humanities Research Council (SSHRC) General Research Grant and President's Fund. <i>Building Collaborations Toward an Exploration of Learning in Ethnic Communities of Practice.</i>	\$4,000	2011
Principal investigator	Saskatchewan Instructional Development & Research Unit (SIDRU) Community-based Research Award. <i>Innovations, Opportunities and Challenges in the Story of Prairie School for Union Women.</i>	\$5,000	2011

3.1.3 Grants and Contracts – Hanson, Cindy

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Social Sciences and Humanities Research Council (SSHRC) Cohort Development Grant. <i>Intergenerational Learning and Identity Construction in Marginalized Communities of Practice.</i>	\$1,000	2011
Principal investigator	President’s Teaching and Learning Scholar Award. <i>Knowledge-Sharing for Improved Pedagogical Practices in Global Citizenship.</i> Co-investigator: Dr. Barbara McNeil.	\$2,500	2010

3.1.3 Grants and Contracts – Hart, Paul

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Monash University, Australia – Visiting Scholar Grant.	\$5,000	March 2009
Co-investigator	Linking the Tropics and sub-Arctic in Climate change Education – Foreign Affairs and International Trade Canada International Research Linkages (IRL). Co-investigator with B. Stevenson, James Cook University and C. Russell, Lakehead University.	\$10,000	2009-2014
Principal investigator	Journal of Environmental Education – Executive Editors’ Travel Grant. \$1,000 USD annually.	\$7,000 USD	2010-2016

3.1.3 Grants and Contracts – Ji, Xia

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	<i>Creating a Bridging Program for Internationally Educated Teachers in Saskatchewan</i> - Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Project: In-progress.	\$5,500	2016
Co-investigator	<i>Community Engagement and Exploration of Prairie Sky School Culture, Identity, and Values through Film Making</i> . Funded by: Saskatchewan Arts Board – ArtsSmart Grant. Project was completed. Principal investigator: Prairie Sky School.	\$10,000	2014
Principal investigator	<i>Indigenizing Science Education Curriculum in Saskatchewan</i> . Funded by: President’s Fund. Project was completed.	\$1,000	2012
Co-investigator	<i>A Pilot Project to Revise Internship Placement Evaluation and Process</i> . Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Principal investigator: Dr. Patrick Lewis. Project was completed.	\$3,500	2009
Principal investigator	<i>Connecting University Science Education Students with Community Engagement in Socioecological Issues</i> . Funded by: University of Regina President Teaching and Learning Scholarship Fund. Project was completed.	\$3,000	2009
Principal investigator	<i>Teacher Educators’ and Pre-Service Teachers’ Conception of Sustainability and Its Relationship to Their Professional Practice</i> . Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Project was completed.	\$1,600	2009

3.1.3 Grants and Contracts – Lewis, Patrick

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Aboriginal Advisory Circle for the Indigenous Inquiries Pre-conference in May at the <i>International Congress of Qualitative Inquiry</i> .	\$2,500	2014
Principal investigator	Aboriginal Advisory Circle for the Indigenous Inquiries Pre-conference in May at the <i>International Congress of Qualitative Inquiry</i> .	\$2,500	2013
Co-investigator	Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant (two years): Storying Treaties and the Treaty Relationship: Enhancing Treaty Education through Digital Storytelling. Principal investigator: Alec Couros. Co-investigators: Jennifer Tupper, Ken Montgomery and Patrick Lewis.	\$65,909	2011-2013
Principal investigator	Vice-President Academic Conference Fund awarded for <i>Talkin' about School & Society series</i> .	\$1,400	2011
Principal investigator	Humanities Research Institute (HRI) special speaker awarded for <i>Talkin' about School & Society series</i> .	\$900	2011
Co-investigator	President's Conference Fund to support the <i>Talkin' about School & Society series</i> ; in particular to support Dr. Angela Davis' visit and participation on March 7, 2011. Also funded by Humanities Research Institute (HRI) for same event.	\$1,500 (PCF) \$1,000 (HRI)	2010
	Social Sciences and Humanities Research Council President's Travel Fund for travel to three conferences; <i>6th International Congress of Qualitative Inquiry</i> , <i>Canadian Association for Curriculum Studies (CACS) Pre-conference</i> , and <i>Canadian Society for the Study of Education (CSSE)</i> .	\$1,200	2010
Co-investigator	Applied and received the President's Conference Fund to support the <i>Talkin' about School & Society series</i> , in particular to support Dr. Joel Westheimer's visit and participation on January 25, 2010.	\$3,500	2010
	Awarded the President's Travel Fund for attending conference in 2009 – <i>5th International Congress of Qualitative Inquiry</i> .	\$1,200	2009



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3.1.3 Grants and Contracts – Lewis, Patrick

Principal Investigator(s)	Funding Agency	Total Amount	Dates
	Awarded the Saskatchewan Instructional Development & Research Unit (SIDRU) grant application for Professional Development Fund. <i>Pilot Project to test Revised Internship Placement Profile Elementary Program Faculty of Education</i> University of Regina (4 Faculty members).	\$3,500	2009
	Awarded the Saskatchewan Instructional Development & Research Unit (SIDRU) grant application for Partnership/Community-Based Educational Fund. Assessment of <i>Quality of Outcomes of the Work of SCEP Centre</i> .	\$2,000	2009
	Awarded the President’s Travel Fund for attending conference in 2008. <i>Hawaii International Education Conference</i> .	\$1,200	2007
	Awarded Vice-President Academic Conference Fund: <i>Wondrous Places to Learn and Grow</i> .	\$2,000	2007
	Awarded the President’s Travel Fund for attending conference in 2007. <i>Provoking Curriculum Conference</i> [Canadian Association for Curriculum Studies (CACS)-Canadian Society for the Study of Education (CSSE)].	\$750	2006

3.1.3 Grants and Contracts – Martin, Ron

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Saskatchewan Health Research Foundation – Health Research Team Grant – Phase 3. Hadjistavropoulos, T., Thorpe, L., Whiting, S., Hunter, P., Alfano, D., Malloy, D., Kaasalainen, S., Dal Bellos Haas, V., Lix, L. & Martin, R. (Collaborators: Jaime Williams, Jance Alcron, Phil Chilibeck, Dan Kohl, Gretta Lynn Ell, Vanessa Ripley, Donna Bleakney). Community and Research Alliance for Quality of Life in Older Adults (The QOL Team).	\$717,881	2008
Co-investigator	Saskatchewan Health Research Foundation – Health Research Team Grant. This large scale project involves the development, implementation, and evaluation of interventions designed to prevent or slow down functional decline and to improve well-being and quality of care among seniors in long-term care. The interventions focus on nutritional improvements, falls prevention, better pain assessment and management, and enhancements in person-centre care.	\$2,408,500	2008
Principal investigator	Social Sciences and Humanities Research Council of Canada (SSHRC) – Standard Research Grant. This grant will fund a theoretically-based, multidimensional, longitudinal intervention that is designed to; 1) help newly-employed teachers to better manage specific work-related stressors, (i.e., problematic student behaviour, the demands associated with students with diverse needs, managing ethical/legal issues), and 2) enhance professional and personal wellness (i.e., through the ongoing use of an innovative online support network of peers and seasoned Education faculty, and an emphasis on health-promoting behaviours).	\$162,845 with an additional \$18,000 (research time stipend)	2008
Principal investigator	New Investigators Award – Saskatchewan Health Research Foundation, this grant supports a large scale research project investigating burnout and work engagement as mediators in the relationship between job characteristics and health problems, work-related commitment, and intentions to retire early.	\$67,564	2006
Co-investigator	Saskatchewan Ministry of Education – Accountability, Assessment and Records Branch, the delivery of a literature review regarding the variables influencing the achievement of special needs students.	\$4,000	2009

3.1.3 Grants and Contracts – Massing, Christine

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Barriers to Newcomer Adaptation and Settlement - Funded by Immigration, Refugees, and Citizenship Canada. Administered by the Regina Region Local Immigration Partnership.	\$19,963.80	October 2016

3.1.3 Grants and Contracts – Miller, Marilyn

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Saskatchewan Instructional Development and Research Unit (SIDRU) Research Funding Competition: “Exploring a Bridging Program for Internationally Education Teachers (IETs) in Saskatchewan” with Dr. Xia Ji, Anna Lucero, and Julie Machnaik (Co-researchers).	\$ 5,500	2016
Principal investigator	Saskatchewan Instructional Development and Research Unit (SIDRU) Research Funding Competition: “An Exploration of the Issues Underlying Accessing Sustainable Funding at the Regina Immigrant Women Centre” with Neelu Sachdev (RIWC, co-researcher).	\$3,500	2015
Principal investigator	A Case Study of Chinese Visiting Scholars at the University of Regina. Funded by Office of International Cooperation and Development (OICD) University of Regina. Co-applicant: Dr. Dongyan Blachford.	\$3,500	2005-2006

3.1.3 Grants and Contracts – Molina-Girón, Alison

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	External Grant: Social Sciences and Humanities Research Council Insight Development Grant – Digital Citizenship: Investigating the civic and political engagement of Canadian Youth.	\$57,251	June 2016
Principal investigator	Internal Grant: GRG/President’s Fund Grant. President’s Office, University of Regina. Youth civic engagement: Investigating how youth see themselves participating in public life. A pilot study.	\$5,000	June 2014
Principal investigator	Contract: The Distance and Distributed Learning (DDL) Centre - To develop ECS 210 Curriculum as Social and Cultural Practice Online.	\$16,000	July 2016

3.1.3 Grants and Contracts – Montgomery, Ken

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	External Research Funding: <i>Contract with the Church Council on Justice and Corrections (CCJC)</i> . National level evaluation of Circles of Support and Accountability (CoSA), Saskatchewan Justice Institute. Dr. Jill Chouinard (Principal Investigator); Ken Montgomery (Project Manager 2012-2013). Contract was completed under the supervision of Mr. Steve Palmer, my successor in the position of Director of the Saskatchewan Justice Institute (now the Collaborative Centre for Justice and Safety).	\$239,156	2012-2014
Co-investigator	External Research Funding: <i>Contract with the Church Council on Justice and Corrections (CCJC)</i> – Proposal for evaluating the Circles of Support and Accountability (CoSA), Saskatchewan Justice Institute. Dr. Rick Ruddell (Principal investigator); Ken Montgomery (Project Manager). Contract is completed.	\$23,340	2012
Co-investigator	External Research Funding: <i>SSHRC Insight Development Research Grant: “Storying Treaties and the Treaty Relationship: Enhancing Treaty Education through Digital Storytelling.”</i> Alec Couros (Principal Investigator), Jennifer Tupper, Patrick Lewis and Ken Montgomery, University of Regina.	\$65,909	2011-2013
Co-investigator	Internal Research Funding: University of Regina & First Nations University “Develop Recommendations for a First Nations University Degree Program in Mental Health and Addictions at the Northern First Nations University Campus in Prince Albert.” Hirsch Greenberg (Principal Investigator) and Ken Montgomery.	\$48,840	2011
Principal Investigator	Internal Research Funding: Social Sciences and Humanities Research Council (SSHRC) General Research Grant Fund/President’s Fund.	\$2,486	2010
Principal Investigator	Internal Research Funding: University of Regina, Faculty of Education Research Fund with matching funds from the University President’s Office.	\$5,000	2009

3.1.3 Grants and Contracts – Nolan, Kathy

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	<i>Reconceptualizing Secondary Mathematics Teacher Education: Critical and Reflexive Perspectives.</i> Funded by: Social Sciences and Humanities Research Council (SSHRC) Insight Grant. (3 year award: \$42,235 + \$44,720 + \$41,200).	\$128,155	2012-2016
Principal investigator	<i>Math on the Move;</i> Agreement – First Nations, Inuit and Métis Communities to Enhance Opportunities. Funded by: Pacific Institute for the Mathematical Sciences (PIMS) and SK Ministry of Education. (\$50,000 – University of Regina, focusing on <i>Math on the Move</i> ; \$50,000 – University of Saskatchewan).	\$100,000	September 1 2012 – August 31, 2013
Co-investigator	Aboriginal Perspectives in Mathematics (Grade 6 Focus). Funded by: Saskatchewan Instructional and Development Research Unit (SIDRU). Co-investigator: Dr. Harley Weston, Dept. of Math, University of Regina.	\$10,000	2011-2012
Co-investigator	Aboriginal Perspectives in Mathematics (Grade 4 Focus). Funded by: Saskatchewan Instructional and Development Research Unit (SIDRU). Co-investigator: Dr. Harley Weston, Dept. of Math, University of Regina.	\$10,000	2010-2011
Co-investigator	<i>Math on the Move.</i> Funded by: Natural Sciences and Engineering Research Council (NSERC) of Canada Promo-Science award for 3 year project. Co-investigator: Dr. Harley Weston, Dept. of Math, University of Regina.	\$30,000	2005-2007

3.1.3 Grants and Contracts – Osmond-Johnson, Pamela

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal Investigator	Building the Professional Capital of Saskatchewan’s Teachers: The SPDU facilitator community. Funded by McDowell Foundation.	\$10,000	July 2016-July 2017
Co-investigator	The Status of Teacher Professional Learning in Canada. Funded by Learning Forward.	\$130,000	Sept. 2015-Dec. 2016

3.1.3 Grants and Contracts – Pirbhai-Illich, Fatima

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Understanding invitation and hospitality as dimensions of decolonizing pedagogies when working with minoritized youth. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU) and University of Regina.	\$3,500	2015
Co-investigator	<i>Understanding hospitality and invitation as dimensions of decolonizing pedagogies when working with marginalized youth.</i> Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Co-investigator: Martin, F. (University of Exeter).	\$3,000	2014
Principal investigator	First Western Canada Conference on American Sign Language – English Bilingual Education. University of Regina, University Conference Fund.	\$3,000	2013
Co-investigator	Developing Curriculum-based Instructional and Assessment Instruments for Linguistically and Culturally Diverse Communities: Multiliteracies in Teacher Education. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Co-investigator: Austin, Theresa (University of Massachusetts)	\$2,500	2009
Co-investigator	Social Sciences and Humanities General Research Grant Fund/President’s Fund. Investigating Multiliteracies Integration Development through Evaluating Authentic Assessments, Saskatchewan Instructional Development and Research Unit (SIDRU).	\$2,500	2008
Principal investigator	Engaging Urban Aboriginal Adolescents in Critical Multiliteracies. Funded by: Saskatchewan Instructional Development and Research Unit (SIDRU).	\$4,000	2007
Principal investigator	Engaging Adolescent Aboriginal Students in Critical Multiliteracies. Social Sciences and Humanities Research Council General Research Grant Fund/President’s Grant.	\$4,999	2007
Principal investigator	University of Regina, Faculty of Education Research start-up funds.	\$3,000	2007
Principal investigator	University of Regina, Vice-President’s Research and International grant.	\$2,500	2007

3.1.3 Grants and Contracts – Ricketts, Kathryn

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal Investigator	<i>Difference and the Arts: Finding new language for curriculum design</i> – University of Regina, President’s Research Seed Grant- Social Sciences and Humanities Research Council (SSHRC).	\$5,100.60	2016-2017
Principal Investigator	<i>Difference and the Arts: Finding new language for curriculum design</i> – University of Regina Humanities Research Fellowship.	\$4,776.80	2016-2017
Co-investigator	<i>Reconceptualizing Teachers’ Roles for Canada’s Creative Economy</i> – Funded by: Social Sciences and Humanities Research Council (SSHRC) Insight – Collaborator.	\$275,087.00	2016-2020
Co-investigator	<i>Art for Social Change: An Integrated Research Program in Teaching, Evaluation and Capacity Building.</i> Funded by: Social Sciences and Humanities Research Council (SSHRC) Partnership – Collaborator.	\$2,496,559.00	2012-2016
Co-investigator	<i>Embodied Multimodal Mathematics Learning for Students with Sensory Impairments</i> – Funded by: Social Sciences and Humanities Research Council (SSHRC) Insight – Collaborator.	\$108,000.00	2015-2018
Co-investigator	<i>Creative and Cultural Ecosystems on the Prairies: Visioning, Realizing and Valuing a Creative Society on the Prairies LOI 2016.</i> Funded by: Social Sciences and Humanities Research Council Partnership (SSHRC) – Collaborator.	\$20,000.00	2016
Principal investigator	<i>Voices from the Land: Our Shared History, Our Shared Future (Collaborator).</i> Faculty of Education, Indigenous Advisory Circle Fund.	\$3,000.00	2016-2017

3.1.3 Grants and Contracts – Salm, Twyla

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	<i>Understanding Comprehensive Substance Abuse Prevention in Good Spirit School Division.</i> Funded by: Good Spirit School Division and Canadian Centre for Substance Abuse.	\$14,000	2015-2017
Principal investigator	<i>Understanding Interprofessional Collaboration in Mental Health Teams.</i> Funded by: Greystone Centre for Interprofessional Collaboration Research Fund.	\$3,000	2013
Co-investigator	<i>Exploring the Issue of Failure to Fail Incompetent Students: A Multidisciplinary Project.</i> Funded by: President’s Teaching and Learning Scholars Grant Program. Co-investigators: Florence Luhanga (Faculty of Nursing) and Randy Johner (Faculty of Social Work).	\$2,000	2012
Principal investigator	<i>Teaching for a Better World – Phase 2 – Cooperating Teachers and Internship Evaluation.</i> Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Co-investigator: Valerie Mulholland.	\$2,000	2012
Principal investigator	Contract: Ministry of Education - Health Education in Early Learning.	\$3,000	2011
Principal investigator	Contract: Prairie Valley School Division – Programs for Gifted Learners.	\$3,000	2011
Principal investigator	<i>Special project from the Saskatchewan Teachers Federation.</i> The project will support faculty who are reviewing the evaluation template for interns in both the secondary and elementary programs.	\$8,000	2010
Co-investigator	<i>Exploring an Alternative Approach to Classroom Environments for Pre-Service Teachers.</i> Social Sciences and Humanities Research Council (SSHRC) General Research Grant Fund/President’s Fund.	\$3,573.20	2010
Co-investigator	<i>Understanding and Accessing Accountability in Education.</i> Funded by: Ministry of Education. Principal investigator: Andrea Sterzuk, co-investigator: Valerie Mulholland.	\$40,000	2010

3.1.3 Grants and Contracts – Salm, Twyla

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	<i>Evaluating the Pedagogical Significance of an Instructional Strategy on “Second Life: as a Teaching and Learning Space for Students.”</i> Funded by: Centre for Teaching and Learning, University of Regina.	\$3,200	2008
3Principal investigator	Building Interprofessional Competencies Across Sectors to Improve Health and Learning. Funded by: Ministry of Education.	\$3,000	Dec. 1, 2008- March 31, 2010
Principal investigator	<i>Improving Learning Outcomes Through Interprofessional Collaboration.</i> Funded by: Ministry of Education.	\$3,000	March 1–June 30, 2008
Co-investigator	<i>A Regina, Saskatchewan Proposal for the Community Coordination, Training and Technical and Data Analysis for the Homeless Individuals and Families System (HIFIS) Initiative.</i> Funded by: Human Resources and Skills Development Canada.	\$205,683	2007
Co-investigator	<i>St. Francis Interprofessional Collaboration Pilot Project.</i> Funded by: Health Canada, Patient-Centered Interprofessional Team Experience. Team: Greenberg, H., Pitzel, M., & Salm, T. Cripps, D., Smadu, M., Maslany, G.	\$16,500	2006-2007
Co-investigator	<i>Interprofessional Classroom Experiences in Southern Saskatchewan.</i> Funded by: Health Canada, Patient Centered Interprofessional Team Experience. Team: Bassendowski, S., Petrucka, P., Hadjistavropoulos, H., Salm, T., Greenberg, H., Cripps, D., Wildeman, N., & Bourassa, C.	\$48,000	2006-2007
Principal investigator	Funded by: Health Canada - Patient-Centered Interprofessional Team Experience. Team members: Salm, T., Greenberg, H., Pitzel, M. & Smadu, M., Maslany, G., Mack, K. & Cripps, D. University of Regina Match Funding Faculty of Education New Faculty Grant Greystone Investments (wrote the proposal for the grant that was given to the Faculty of Education).	\$40,000 \$2,500 \$3,000 \$100,000	2006-2007 2006 2006 2006
Co-investigator	<i>Understanding Interprofessional Education in Rural SK.</i> Funded by: Health Canada - Patient-Centered Interprofessional Team Experience. Team: Pitzel, M., & Salm, T., Greenberg, H., Cripps, D., Smadu, M., Maslany, G.	\$12,500	2006

3.1.3 Grants and Contracts – Sasakamoose, JoLee

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Creative solutions to easing victimization’s effects. Funded by: Public Health Agency of Canada (PHAC), Innovation strategy: Supporting the health of victims of domestic violence and child abuse through community programs. Co-investigators: Dusel, J., Giesbrecht, C., Sasakamoose, J., and Carleton, N.	\$598,893	October 2016- August 2020
Principal investigator	Saskatchewan Center for Patient Oriented Research (SCPOR) Trainee Funding.	\$23,000	Nov. 2016-Nov. 2017
Co-investigator	Developing an integrated healthcare delivery model for Indigenous communities in Saskatchewan. Funded by: Canadian Health Research Foundation (CIHR), Planning and Dissemination grant. Co-investigators: Skinner, S., Katapally, T., Pandey, M., Sasakamoose, J.	\$11,169	October 2016- October 2017
Principal investigator	Indigenous and Western Based Healing Approaches that Meet Spiritual Needs to Strengthen Relapse Prevention as Identified by Elders. Funded by: Saskatchewan Institute Development & Research Unit (SIDRU). Co-investigator: Lavallie, C.	\$5,000	2016
Co-investigator	Cultural Safety Evaluation Training and Research Lab, Canada Foundation for Innovation, Leaders Opportunity Fund. Total program: \$512,946 (CFI contribution: \$205,178). Co-investigator: Bourassa, C., and Sasakamoose, J.	\$512,946	2016
Co-investigator	Addressing social and structural drivers of HIV and sexually transmitted infections among diverse young women in Canada: A mixed methods, multi-site cohort study. Funded by: Canadian Health Research Foundation, Transitional Operating Grant. Co-principal investigators: Logie, C., Bourassa, C., Loutfy, M. and Sasakamoose, J.	\$150,000	2016
Co-investigator	The Concept and Role of Place for First Nations Youth Mental Health. Collaborative Innovation Development Grant, Saskatchewan. Funded by: Health Research Foundation. Co-principal investigators: Snowshoe, A. and Sasakamoose, J.	\$39,990	2016
Principal investigator	Developing Healthier Lives for Aboriginal youth. Funded by: Ehrlo Foundation, Regina, Saskatchewan.	\$20,000	2015

3.1.3 Grants and Contracts – Sasakamoose, JoLee

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-Principal investigator	Center of Excellence for Research in Cultural Safety Establishment, Community Foundations for Innovation. Co-principal investigators: Bourassa, C., and Sasakamoose, J.	\$300,000	2015
Principal investigator	Aboriginal Youth Health Advocacy and Leadership. Funded by: Community Initiatives Fund, Regina, Saskatchewan.	\$15,000	October 2014
Co-investigator	Aboriginal Heritage Healing Arts: Engaging Youth to be Part of the Solution, on behalf of the Ranch Ehrlo Society Paper. Crane Community Arts Centre in community-university partnership with the University of Regina. Submitted to Canadian Heritage Society Youth Take Charge Program. Co-principal investigators: Scandrett, A. and Sasakamoose, J.	\$100,000	September 2014
Principal investigator	Educational psychology counselling stream: Curriculum Indigenization Funding, Aboriginal Advisory Circle to the President, University of Regina.	\$5,000	November 2013
Principal investigator	Aboriginal youth health advocacy and leadership. Community Initiatives Fund, Regina, Saskatchewan.	\$50,000	October 2013
Co- investigator	Iyiniw-Oskatisak Pamihisowak: Using Indigenous Knowledge for a Healthier Aboriginal Youth, Group Grant Phase III. Funded by: Saskatchewan Health Research Foundation. Co-investigators: Blackbear (Sasakamoose), J., Brooks, C., Episkenew, J., Goulet, L., Linds, W., Marchildon, G., Marsh, C., Poudrier, J., & Reading, C.	\$750,000	October 2012
Principal investigator	Indigenizing and Capacity Building within the University of Regina. Regina Urban Aboriginal Strategy (RUAS).	\$9,500	2013
Principal investigator	Health Advocacy and Research Training (HART) with Aboriginal Youth: a Pilot Study Phase 1, Saskatchewan Instructional Development & Research Unit (SIDRU) Research Fund Competition.	\$3,500	2012
Principal investigator	Many Voices, One Journey: Survivors' Experiences of the Residential School Reconciliation Process. New Investigator Grant – Indigenous Peoples Health	\$15,000	May 2011

3.1.3 Grants and Contracts - Spooner, Marc

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	NORTEP-NORPAC Technology Implementation Partnership Initiative. With Dr. Alec Couros (P. I.)	\$ 91,500	2012-2013
Co-investigator	Homeless Individuals & Families Information System (HIFIS) Funded by: Homelessness Partnership Strategy (HPS) [Service Canada/HRSDC] 3rd. Renewal co-investigator with Dr. Rebecca Schiff (Health, MUN) and Hirsch Greenberg (P.I.) (Justice Studies, U. of R.)	\$140,000	2010 & 2011
Co-investigator	Homeless Individuals & Families Information System (HIFIS) Funded by: Homelessness Partnership Strategy (HPS) [Service Canada/HRSDC] 2 nd . Renewal co-investigator with Dr. Twyla Salm (Education) and Hirsch Greenberg, P.I. (Justice Studies, U. of R.)	\$140,000	2009 & 2010
Principal Investigator	Taking Stock, Taking Action: A Mid-Term Assessment of, and formative reply to, the 2007 Regina Community Plan Phase III. Funded by: Homelessness Partnership Strategy (HPS) [Service Canada/HRSDC]	\$40,000	2009 & 2010
Principal Investigator	Examining Learning-Enhanced Re-presentations of Classroom Interactions: Extending the learning community. Funded through: President's SSHRC General Research Fund (\$5,000), U. of R. Teaching and Learning Scholar 2009 (\$3,265), Saskatchewan Instruction Development Research Unit (SIDRU - \$2,000)	\$10,265	2009 & 2010
Principal Investigator	"Youth, democracy and restorative justice" CIDA/AUCC grant in a program designed to contribute to the democratic and economic reform process in Eastern Europe. Co-Investigators – Dr. Alec Couros and Rhonda Nelson.	\$10,000	2007 & 2008
Co-investigator	Homeless Individuals & Families Information System (HIFIS) Funded by: Homelessness Partnership Strategy (HPS) [Service Canada/HRSDC] co-investigator with Dr. Twyla Salm (Education) and Hirsch Greenberg, P.I. (Justice Studies)	\$153,000	2007 & 2008

3.1.3 Grants and Contracts - Spooner, Marc

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal Investigator	“Inter-institutional Collaborations and Learning-enhanced Re-presentations of Lectures” Funded by: University of Regina Teaching and Learning Scholars TDC/CAT	\$8,000	2007 & 2008
Co-investigator	“Digital Internship Project: co-investigator with Dr. Vi Maeers, Dr. Alec Couros, Dr. David Friesen and Ashley Quark. Funded by: SaskLearning.	\$85,000	2007 & 2008
Principal Investigator	“Community Voices” Funded by: The City of Regina (through funding from the National Homelessness Initiative, now (HPS) [HRSDC]	\$12,000	2006 & 2007
Principal Investigator	“Exploring the links between conditions in Central America and North Central Regina.” Funded by: Faculty Start-up fund/President’s fund.	\$5,500	2006 & 2007

3.1.3 Grants and Contracts – Sterzuk, Andrea

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	A study of the influences of teacher preparation and transition to school communities on pre-service teachers' understandings and constructions of English language variation. Funded by: President's Fund and Social Sciences and Humanities Research Council (SSHRC) General Research Grant Fund, University of Regina.	\$5,000	2012
Principal investigator	A study of the influences of teacher preparation and transition to school communities on pre-service teachers' understandings and constructions of English language variation. Funded by: Social Sciences and Humanities Research Council (SSHRC) Standard Research Grant.	\$24,263	2011
Principal investigator	A study of the influences of teacher preparation and transition to school communities on pre-service teachers' understandings and constructions of English language variation. Funded by: University of Regina Social Sciences and Humanities Research Council (SSHRC) 4A Grant.	\$5,000	2011
Principal investigator	A study of the influences of teacher preparation and transition to school communities on pre-service teachers' understandings and constructions of English language variation. Funded by: University of Regina Social Sciences and Humanities Research Council (SSHRC) Cohort Development Grant.	\$1,000	2010
Principal investigator	English as a Foreign Language (EFL) Student and Teacher Perceptions of English in Globalized Times. Funded by: Humanities Research Institute Research Award.	\$1,400	2009
Principal investigator	From Nationalism to Globalization: A Critical Exploration of Englishes, Standard Language Ideologies, Policy and Practice in Higher Education. Funded by: President's Fund and Social Sciences and Humanities Research Council (SSHRC) General Research Grant Fund, University of Regina.	\$4,365	2009
Principal investigator	Academy Influences on Student Teacher Beliefs about Language Variation and Literacy Development. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU).	\$2,000	2009

3.1.3 Grants and Contracts – Sterzuk, Andrea

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	The Struggle for Legitimacy: Indigenous Students in Settler Schools. Funded by: University of Regina President’s Social Sciences and Humanities Research Council (SSHRC) Fund.	\$3,600	2008
Principal investigator	Proposed Research Agenda – Funded by: University of Regina Matching Funding and Faculty Start-up Funding.	\$5,500	2008
Principal investigator	Dialect speakers and academic achievement: First Nations children in standard English classrooms. Funded by: McGill University Internal Social Sciences and Humanities Research Council (SSHRC) Grant.	\$1,820	2006

3.1.3 Grants and Contracts – Snowshoe, Angela

Principal Investigator (s)	Funding Agency	Total Amount	Dates
Principal investigator	The concept and role of place for First Nations youth mental health. Funded by: Saskatchewan Health Research Foundation.	\$39,900.00	2016 (Incomplete)
Co-investigator	Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The Mental Health First Aid-First Nations Initiative. Funded by: Canadian Institutes of Health Research.	\$200,000.00	2013 (Incomplete)
Co-investigator	<i>Kitinikêwin misiwanaçihisowin</i> : Arts-based wellness promotion for suicide prevention among Aboriginal youth. Funded by: Canadian Institutes of Health Research.	\$210,362.00	2013 (Incomplete)
Co-investigator	The Fourth R© promoting youth well-being through healthy relationships. Funded by: Public Health Agency of Canada Innovation Strategy, Phase II.	\$2,486,029.00	2011 (Complete)
Co-investigator	Mental Health First Aid Canada First Nations pilot course evaluation. Funded by: Mental Health Commission of Canada.	\$34,998.00	2012 (Complete)

3.1.3 Grants and Contracts – Thompson, Scott

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	The Development of Inclusive Educational Practices for Beginning Teachers. Funded by: Social Sciences and Humanities Research Council Insight Grant. Principal investigator: Jacqueline Specht, University of Western Ontario. Co-investigators – Dr. Scott Thompson and Dr. Wanda Lyons (University of Regina)	\$488,800	2015-2018
Co-investigator	Voices of Inclusion: An Appreciative Inquiry to Showcase Best Practices of Inclusionary Education in Saskatchewan. Funded by: Saskatchewan Ministry of Social Services and President’s Research Fund. Principal Investigator: Dr. Vianne Timmons. Team: Dr. Scott Thompson, Dr. Wanda Lyons, Dr. Stephen King.	\$20,000	2013-2016
Principal investigator	Supporting the <i>Student Poster Session</i> at the Western Canadian Conference on Leadership in Inclusive Education. Co-Principal investigator: Dr. Wanda Lyons.	\$1,500	2010
Co-investigator	Disability Policy Alliance (CDPA): Learning Collaborative and Equity Coalition. Funded by: Social Sciences and Humanities Research Council (SSHRC) CURA. Principal investigator: Mary Ann McColl (Queen’s University). Co-leaders of the Education Team, University of Regina: Vianne Timmons and Scott Thompson.	\$1,000,000	2008-2013
Principal investigator	Disabling Inclusive Education: Enabling Theory and Practice from the Ground Up. Funded by: Social Sciences and Humanities Research Council (SSHRC). Co-investigator: Aylward, L.	\$75,751	2008-2011
Principal investigator	Evaluation of “A Campus for All”: A Program Designed to Improve Access to Higher Education for Students with Intellectual Disabilities. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU).	\$7,500	2008
Principal investigator	Applied Behavior Analysis: Standards of Practice, General Guidelines and Students with Autism Spectrum Disorders (ASD). Report prepared for Saskatchewan Learning Children’s Services, Regina, SK (pp.1-47). Funded by: Saskatchewan Ministry of Education.	\$5,000	2007

3.1.3 Grants and Contracts – Thompson, Scott

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Principal investigator	Enabling Inclusive Teacher Education through Disabling Theory. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU). Co-investigator: Cherland, M.	\$3,500	2006
Co-investigator	Cognitive Strategy Instruction, Schema-Based Instruction and Other Metacognitive Strategies for Students with Learning and Developmental Disabilities: A Multi-Site Action Research Project. Funded by: Dr. Stirling McDowell Foundation for Research into Teaching Inc. Principal investigators: Howell-Dalziel, K. & Ford, L.	\$5,063	2006
Co-investigator	Qu(e)rying inclusive practice: Exploring and challenging homophobia in curricula and classrooms. Presented at <i>Learning from Practice: An Exchange of Teacher Knowledge and Research</i> : Saskatoon, SK. Funded by: Dr. Stirling McDowell Foundation for Research into Teaching Inc. Principal investigator: McNinch, J. Co-investigators: Thompson, S. and Totten, M.	\$5,000	2005
Principal investigator	Teaching and Learning about Disabilities/Exceptionalities from Indigenous Perspectives. Funded by: Indigenous Peoples' Educational Projects Fund. Co-investigators: Farrell-Racette, S. & Phillips, R.	\$2,500	2005

3.1.3 Grants and Contracts – Triggs, Valerie

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Investigating Our Practices, 2016. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU).	\$500	2016
Co-investigator	Investigating Our Practices, 2016. Funded by: Dean's Discretionary Fund awarded for conference funding (2015).	\$1,000	2016
Co-investigator	Investigating Our Practices, 2015. Funded by: Saskatchewan Instructional Development & Research Unit (SIDRU) 2015.	\$500	2015
Co-investigator	Investigating Our Practices, 2015. Funded by: Dean's Discretionary Fund awarded for conference funding, 2014.	\$1,200	2015
Co-investigator	Investigating Our Practices, 2015. Funded by: President's Conference Fund, 2014.	\$500	2015
Co-investigator	Sustainable Stage. Funded by: University of Regina Marketing Funds (2014). Principal investigator: Dr. K. Irwin	\$2,500	2014
Co-investigator	Powering a Mobile Stage with Alternative Energy Sources. Funded by: President's Sustainability and Community Engagement Fund. Principal investigator: Dr. K. Irwin, Faculty of Media, Arts and Performance.	\$5,000	2014
Principal investigator	Vice-President (Research), Scholarly Research Award.	\$2,500	2013
Co-investigator	Sustainable Stage. Funded by: Coca-Cola Refreshments Canada Company. Principal investigator: Dr. K. Irwin.	\$5,000	2013
Co-investigator	Sustainable Stage. Funded by: University of Regina Marketing Funds. Principal investigator: Dr. K. Irwin.	\$2,500	2013
Principal investigator	Vice-President (Research), Scholarly Award, matched by Faculty of Education.	\$2,000	2013

3.1.3 Grants and Contracts – Tupper, Jennifer

Principal Investigator(s)	Funding Agency	Total Amount	Dates
Co-investigator	Social Sciences and Humanities Research Council of Canada Insight Grant, <i>Aboriginal Perspectives at the Cultural Interface: Researching the Interventions.</i>	\$239,000	2016-2020
Principal investigator	Stirling McDowell Foundation Award, <i>High School Teachers Working Towards Reconciliation: Examining the Teaching and Learning of Residential Schools.</i>	\$19,933	2016-2017
Co-investigator	Social Sciences and Humanities Research Council of Canada Insight Development Grant, <i>Storying Treaties and the Treaty Relationship: Digital Storytelling to Enhance Treaty Education.</i>	\$67,909	2011-2014
Principal investigator	Social Sciences and Humanities Research Council of Canada Standard Research Grant, <i>High School Students' Understandings and Experiences of Citizenship.</i>	\$117,000	2006-2010
Principal investigator	SSHRC 4A Award, Office of Research Services, University of Regina. <i>Treaty Education for Justice Oriented Citizenship.</i>	\$5,000	2011
Principal investigator	President's Fund General Research Grant, University of Regina. <i>Preparing Beginning Teachers for Treaty Education.</i>	\$4,949	2009

3.1.3 Grants and Contracts – Saskatchewan Instructional Development & Research Unit (SIDRU)

Principal Investigator(s)	Funding Agency	Total Amount	Dates
	SIAST Faculty Certificate Program. Contracted service delivery of Adult Education certificate program to Institute of Technology as professional development for new instructions (\$50,000 per year since 2005).	\$50,000	2005-2015
	Faculty Certificate Program Review. Contract paid by SIAST for program review by Alan Quigley.	\$15,000	2012
	Malawi TEVET Reform Project – In June 2008, the University of Regina was awarded a \$4.5 million Canadian International Development Agency (CIDA) grant to provide social, economic, and educational development in Malawi, Africa. This 5 year project was set up through the research centre at the University of Malawi Polytechnic. Principal investigator: Dr. Abu Bockarie.	\$4.5 million	2010-2014
	<i>Imagining the Future: High School Programming and Space Utilization to 2035.</i> Contract with the Regina Public School Board, Darryl Hunter (Consultant).	\$18,000	
	NORTEP Technology Needs Assessment. Dr. Alec Couros and Dr. Marc Spooner were the researches for this SIDRU project funded by Northern Teacher Education Program.	\$50,000	2012-2013
	<i>Hearing their Voices</i> – Research project funded by the Ministry of Education.	\$100,000	2013-2014
	<i>Teacher Time</i> – Research Project funded by the Saskatchewan Teachers' Federation.	\$25,000	2013

3.1.3 Grants and Contracts – Saskatchewan Instructional Development & Research Unit (SIDRU)

Principal Investigator(s)	Funding Agency	Total Amount	Dates
	<p><i>fYrefly in Schools</i> – Since 2015, this public/private partnership provides policy, in-service, and other resources to support Gender and Sexual Diversity in Schools. In 2016 this service was funded by the Ministry of Education (\$65,000), TD Canada Trust (\$100,000), Community Initiative Funds, and Sask Power (\$150,000). Over the 2015-2016 school years, there were 62 separate events. These included outreach to 400 school-age students, 275 pre-service teachers, 825 in-service teachers and support staff, 110 school and division based administrators and 255 community members. This work was across 2 large rural school divisions and Regina’s 2 urban divisions. Planning is underway to hire another <i>fYrefly in Schools</i> co-ordinator to be based in Saskatoon.</p>	\$65,000	2015-2016
	<p><i>fYrefly in Schools</i> – TD Canada Trust to continue to support Gender and Sexual Diversity 2014-2015 and 2015-2016. Another application has been submitted for a further two year extension.</p>	\$100,000	2014-2015 2015-2016
	<p><i>fYrefly in Schools</i> – Commitment over 3 years from Sask Power to support Gender and Sexual Diversity.</p>	\$150,000	2016-2017 2017-2018 2018-2019

5.3 Undergraduate enrollment stats

Fall Census Date UnderGrad Enrolments by Programs & Majors: Education

LEVEL	Degr Code 1	Program Code	Program Desc	Major Code 1	Major1 Desc	Major Code 2	Term						
							201030	201130	201230	201330	201430	201530	201630
UG	000000	EDUNDECIDED	Education Program undecided	0000	Undeclared	Null	1						
	Total							1					
000001	EDEXCH	Exchange Education	NA	Non-Applicable	Null			1	1	1		2	2
	EDRES	Education Restricted	NA	Non-Applicable	Null					2	3		
	EDSFCPVIS	SIAST Faculty Cert Prgm Vistg	NA	Non-Applicable	Null			1					
			VIS	Visiting Letter of Permission	Null	37	28	36	33	40	1		
	EDSPEC	Special Student	NA	Non-Applicable	Null	7	11	10	7	14	10	9	
	Total							44	41	47	41	56	16
BACED	EDBACELAD	Bac en éduc élém (après dipl)	NA	Non-Applicable	Null	4	6	8	8	14	15	17	
	EDBACELEM	Bac en éduc élém	NA	Non-Applicable	Null	18	33	40	47	35	38	42	
	EDBACELMBA	Combined Bac Ed Elem/BA Fr..	NA	Non-Applicable	Null	2	1	6	4	12	14	12	
	EDBACSEAD	Bac en éduc sec (après dipl)	DFLL	Did Français Langue Et Lect	Null	1	1	7	7	4	6	5	
	EDBACSECD	Bac en éduc sec	DFLL	Did Français Langue Et Lect	Null	30	26	29	25	25	29	34	
			DFRN	Français de base	Null				1	3	3	2	
	EDBACSECBA	Combine Bac Ed Sec/BA French	DFLL	Did Français Langue Et Lect	Null	3	6	7	11	9	8	9	
			EFRN	French Education	Null								2
Total							58	73	97	103	102	113	123
BAET	EDBAET	Bach of Adult Ed & Training	NA	Non-Applicable	Null	23	18	12	8	6	1		
	Total							23	18	12	8	6	1
BED	EDARTSED	BEEd Arts Education	0000	Undeclared	Null					1	1	1	
			EDAN	Dance Education	Null	3	8	13	13	14	12		
			EDRA	Drama Education	Null	22	19	18	23	16	19	1	
			ELIE	Literature Education (Elem.)	Null			3	4	4	7	1	
			ELIS	Literature Education (Sec.)	Null				3	8	9	9	2
			ELIT	Literature Education	Null	5	4	3	1				
			EMUS	Music Education	Null	14	14	10	10	9	7	3	
			EVIS	Visual Arts Education	Null	52	54	46	45	34	31	4	
	EDARTSEAD	BEEd Arts Educ (After Degree)	EDAN	Dance Education	Null	2	2						1
			EDRA	Drama Education	Null	6	6	4	1	1	2		
			ELIE	Literature Education (Elem.)	Null						1		
			ELIS	Literature Education (Sec.)	Null			2	3	4	4	1	
			ELIT	Literature Education	Null	2	1						
			EMUS	Music Education	Null	2	2	1		1	2		

5.3 Undergraduate enrollment stats

Fall Census Date UnderGrad Enrolments by Programs & Majors: Education

LEVEL	Degr Code 1	Program Code	Program Desc	Major Code 1	Major1 Desc	Major Code 2	Term							
							201030	201130	201230	201330	201430	201530	201630	
UG	BED	EDARTSEDAD	BEd Arts Educ (After Degree)	EVIS	Visual Arts Education	Null	7	9	6	9	7	7		
		EDBEDBSC	Combined BEd/Bsc	ECHM	Chemistry Education	Null		1	1	1				
				EMTH	Mathematics Education	Null	6	4	2	1				
				EMTI	BEd/BSc Mathematics	Null					6	7	6	5
		EDBEDELMBA	Combined BEd Elem/BA	NA	Non-Applicable	Null	1	1						
		EDBEDGEN	BEd General	NA	Non-Applicable	Null		2						
		EDBEDMMYBA	Combined BEd MMY/BA	NA	Non-Applicable	Null	1	1						
		EDBEDSECBBA	Combined BEd Sec/BA	EENG	English Education	Null	16	10	3					
				ESST	Social Studies Education	Null	6	4	1					
		EDBEDSECBKIN	Joint BEd Sec BKin	EPE	Physical Education	Null					1			10
				PLIT		Null				7	16	12		
				PLIT	Physical Literacy	Null								1
		EDEAE	BEd Arts Education	EAES	Arts Education	Null								63
		EDEAEAD	BEd Arts Ed (After Degree)	EAES	Arts Education	Null								10
		EDELEM	BEd in Elementary Education	NA	Non-Applicable	Null	103	90	27	52	80	54	49	
		EDELEM6TO9	BEd MMY (6-9)	NA	Non-Applicable	Null	55	80	98	94	96	97	101	
		EDELEM6TO9AD	BEd MMY (6-9) After Degree	NA	Non-Applicable	Null	3	12	12	12	16	16	15	
		EDELEMAD	BEd Elem (After Degree)	NA	Non-Applicable	Null	20	8	1			3	3	
		EDELEMMY	BEd Elementary (Middle Years)	NA	Non-Applicable	Null	54	25	2					
		EDELEMMYAD	BEd Elem (M Yrs) After Degree	NA	Non-Applicable	Null	5							
		EDELEMPK3	BEd Elementary (Pre K3)	NA	Non-Applicable	Null	92	63	38	12	1			
		EDELEMPK3AD	BEd Elem (Pre K3) After Degr..	NA	Non-Applicable	Null	5	2						
		EDELEMPK3BA	Combined BEd Elem (Pre K3)..	NA	Non-Applicable	Null	2	1						
		EDELEMPK5	BEd Elem (Pre K5)	NA	Non-Applicable	Null	134	199	262	284	288	312	319	
		EDELEMPK5AD	BEd Elem (Pre K5) After Degr..	NA	Non-Applicable	Null		7	18	32	36	41	36	
		EDNORTEP	BEd Elem (NORTEP)	NA	Non-Applicable	Null	95	88	81	83	65	64	64	
		EDNTEP	BEd (NTEP)	NA	Non-Applicable	Null	78	72	62	54	56	58	84	
		EDNTEPAD	BEd (NTEP) After Degree	NA	Non-Applicable	Null		5	5	1			2	
EDSEC	BEd Secondary	EBIO	Biology Education	Null	20	24	18	20	15	14	21			
		EBTM	Business Technology & Media..	Null	15	13	11	8	2					
		EBUS	Business Education	Null	5	5	1	1						
		ECHM	Chemistry Education	Null	27	23	28	25	16	10	14			
		EENG	English Education	Null	75	84	87	90	91	102	87			

5.3 Undergraduate enrollment stats

Fall Census Date UnderGrad Enrolments by Programs & Majors: Education

LEVEL	Degr Code 1	Program Code	Program Desc	Major Code 1	Major1 Desc	Major Code 2	Term										
							201030	201130	201230	201330	201430	201530	201630				
UG	BED	EDSEC	BEd Secondary	EFRN	French Education	Null	14	12	9	9	8	5	2				
				EHE	Health Education	Null	49	51	45	38	32	27	22				
				EMTH	Mathematics Education	Null	59	58	56	40	44	39	34				
				EMUS	Music Education	Null	1	1									
				EPE	Physical Education	Null	83	81	69	68	61	55	53				
								EHE				1					
								ESST		1							
								EPHY	Physics Education	Null	9	9	6	6	3	1	3
								ESCI	Science Education	Null				1	3	3	2
								ESST	Social Studies Education	Null	64	62	61	63	63	70	75
						EDSECAD	BEd Secondary (after degree)	EBIO	Biology Education	Null	3	3	2	8	9	10	8
								EBTM	Business Technology & Media..	Null	8	9	7	1			
								EBUS	Business Education	Null	1						
								ECHM	Chemistry Education	Null	1	2	2	1	1		1
								EENG	English Education	Null	7	5	5	9	10	5	5
								EFRN	French Education	Null	1	2	1				
								EHE	Health Education	Null	4	7	9	11	9	7	6
								EMTH	Mathematics Education	Null	1	1	2	3	3	4	6
								EMUS	Music Education	Null	5	4	7	8	4	4	3
								EPE	Physical Education	Null	8	6	6	5	4	6	7
								EPHY	Physics Education	Null				1			1
								ESCI	Science Education	Null	1	1					2
								ESST	Social Studies Education	Null	4	6	9	14	15	13	20
						EDSUNTEP	BEd Elem (SUNTEP)	NA	Non-Applicable	Null	39	43	35	50	41	37	36
						EDYNTEP	BEd Elem (YNTEP)	NA	Non-Applicable	Null	31	31	25	18	18	23	22
						EDYNTEPAD	BEd Elem (YNTEP) After Deg..	NA	Non-Applicable	Null							11
						Total					1,326	1,338	1,223	1,257	1,213	1,200	1,216
					BEDIND	EDFNU	~BEd Elem (Indian Educ)	NA	Non-Applicable	Null	6	18	25	25	19	8	
						EDFNUAD	~BEd Elem (Indian Educ) Af D..	NA	Non-Applicable	Null	2		1	1			
						Total					8	18	26	26	19	8	
					BEDINE	EDBEDINE	BEd Elementary Indigenous Educ	0000	Undeclared	Null	2	5	5	10	17	26	20
								DELE	R-Elementary Education	Null				1	1		
								EIST	Indigenous Studies Education	Null			1	4	2	1	

5.3 Undergraduate enrollment stats

Fall Census Date UnderGrad Enrolments by Programs & Majors: Education

LEVEL	Degr Code 1	Program Code	Program Desc	Major Code 1	Major1 Desc	Major Code 2	Term							
							201030	201130	201230	201330	201430	201530	201630	
UG	BEDINE	EDBEDINE	BEd Elementary Indigenous Educ	INDG	Indigenous Studies	Null	1	1						
				NA	Non-Applicable	Null	62	41	50	61	48	52	116	
		EDBEDINEAD	BEd Elem Indig Educ (After D..	NA	Non-Applicable	Null	6	1		1		1	2	
		Total					71	48	56	76	68	81	138	
	BEDINS	EDBEDINS	BEd Secondary Indigenous Educ	EENG	English Education	Null	2	3	1	2	1	1		
				EHE	Health Education	Null	1		1	1	1	1		
				EIST	Indigenous Studies Education	Null	6	7	11	12	11	6	11	
				EPE	Physical Education	Null			2	2				
				ESST	Social Studies Education	Null		1	1					
		EDBEDINSAD	BEd Sec Indig Educ (After Deg)	EIST	Indigenous Studies Education	Null	1	2	1		1	2	3	
				ESST	Social Studies Education	Null			1	1		1	2	
		Total				10	13	18	18	14	11	16		
	BEDSIE	EDFNUSEC	~BEd Sec (Indian Education)	EINS	Indian/Native Studies Educ	Null		2	1	1	1			
		EDFNUSECAD	~BEd Sec (Ind Ed After Degre..	EENG	English Education	Null				1	1	1		
		Total						2	1	2	2	1		
BMUSED	EDBMUSED	Bach of Music Education	EMUS	Music Education	Null	3	2	2	4	3	2	1		
	Total					3	2	2	4	3	2	1		
CDTE	EDCERTDTE	~Cert Dance Teacher Educati..	NA	Non-Applicable	Null			2	1					
	Total							2	1					
CESED	EDCERTTEXT	Cert of Extended Studies in Ed	NA	Non-Applicable	Null	1	1	1	2	2	2	2		
	Total					1	1	1	2	2	2	2		
	Total					1,545	1,554	1,485	1,538	1,485	1,435	1,507		
	Grand Total					1,545	1,554	1,485	1,538	1,485	1,435	1,507		

5.3 Graduate enrollment stats

Fall Census Date Graduate Student Enrolments by Programs & Majors: Education

				Term						
				201030	201130	201230	201330	201430	201530	201630
Education 000001	GEDNDEDUC Non-Degree Education	EDUC	Education	5	1	4	5	3		
	Total			5	1	4	5	3		
MAED	GEDMTAED-M MAED Thesis	AED	Adult Education	5	4	2	8	5	10	11
	GEDMTAED-O MAED Course Based	AED	Adult Education	20	16	26	15	14	11	19
	GEDMTAED-P MAED Project	AED	Adult Education	1	3	3				
	Total			26	23	31	23	19	21	30
MCERT	GEDCEHRAE Master's Cert in HRAE	HRAE	Human Resource Admin in Educ	2	3	2	2	1	1	1
	GEDCETESL-- Master's Certificate in TESOL	TESL	Teach Engl to Spkrs Othr Lang				3	2	4	5
	Total			2	3	2	5	3	5	6
MED	GEDMEC&I-M MED C&I Thesis	C&I	Curriculum & Instruction	39	42	45	46	43	43	42
	GEDMEC&I-O MED C&I Course	C&I	Curriculum & Instruction	89	77	66	119	142	125	122
	GEDMEC&I-P MED C&I Project	C&I	Curriculum & Instruction	38	34	52	6	4	4	3
	GEDMEEADMM MEd EADM Thesis	EADM	Educational Administration	3	4	1	1	2	2	2
	GEDMEEADMO MEd EADM Course	EADM	Educational Administration	39	43	47	67	50	66	60
	GEDMEEADMP MEd EADM Project	EADM	Educational Administration		18	34	15	3	2	1
	GEDMEEPSYG MEd EPSY Practicum Route 1	EPSY	Educational Psychology				4	18	22	27
	GEDMEEPSYH MEd EPSY Practicum Route 2	EPSY	Educational Psychology				1	7	17	17
	GEDMEEPSYM MEd EPSY Thesis	EPSY	Educational Psychology	13	9	9	7	5	4	4
	GEDMEEPSYO MEd EPSY Course	EPSY	Educational Psychology	28	33	30	20	24	25	31
	GEDMEEPSYP ~MEd EPSY Project	EPSY	Educational Psychology	1	3	1				
	GEDMEEPSYR ~MEd EPSY Practicum	EPSY	Educational Psychology	32	26	29	17	8	5	1
	Total			282	289	314	303	306	315	310
	MEDF	GEDMFC&I-M French MED C&I Thesis	DPD	Dév de Programme et Didactique		6	5	2		1
GEDMFC&I-O French MED C&I Course		DPD	Dév de Programme et Didactique				4	1	5	7
GEDMFC&I-P French MED C&I Project		DPD	Dév de Programme et Didactique	10	4	3	10	10	5	2
Total				10	10	8	16	11	11	16
MHRD	GEDMDHRD-M MHRD Thesis	HRD	Human Resource Development	1	2	1	1	2	4	3
	GEDMDHRD-O MHRD Course	HRD	Human Resource Development	22	19	15	12	12	8	15
	GEDMDHRD-P MHRD Project	HRD	Human Resource Development	4	2	2	2		2	
	Total			27	23	18	15	14	14	18
PHD	GEDPHEDUCD2 PhD EDUC Thesis Post-Masters	EDUC	Education	37	35	44	35	41	42	39
	Total			37	35	44	35	41	42	39
Total			389	384	421	402	397	408	419	
Grand Total			389	384	421	402	397	408	419	