



University  
of Regina

*JUSTICE STUDIES*

*ACADEMIC UNIT REVIEW SELF STUDY REPORT*

*2021 - 2022 (JANUARY 31, 2022)*

## 1. BACKGROUND

Our Justice Studies Program exists at the cutting edge of numerous serious societal issues. Our instructors bring these societal issues to their classes, for example: work on environmental and climate action, exploring the “defund the police” movement (it is not new!), movement toward restorative justice in Canada, understanding and embracing Indigenous worldviews in public policies, a COVID-driven call to re-open the decades-long debate about a basic minimum income for all, encouraging crime prevention through community development, offender rehabilitation programming, and advocacy for social programs that are the basis for preventing crime.

Our program began in 1971 with a request from the Saskatchewan Association of Criminology and Corrections for a program of studies in the general area of criminal justice systems. The University and the Association established a Joint Committee to develop the program. They received three years of developmental funding from the Solicitor General of Canada and created the Human Justice Services Program, housed in the Faculty of Social Work. The Human Justice Services Program was approved by the Senate and Board of Governors in 1973 and began offering the Bachelor of Human Justice and a Certificate in Criminal Justice. The School of Human Justice was established in 1980. In 1998 the School of Human Justice (SHJ) moved to the Faculty of Arts; there were 536 students in the program at that time.

In June 2003 the School of Human Justice became the Department of Justice Studies within the Faculty of Arts. This new Department became the academic home to the three undergraduate programs: the Bachelor of Human Justice, the Bachelor of Arts in Police Studies, and the Bachelor of Arts in Justice Studies. The *2005 Justice Studies Unit Review* indicated there were 438 majors in our program.

The program was formulated on a philosophy that emphasized the need for a strong liberal arts base on which to build specialized knowledge in criminal justice and to provide a broad perspective on the field. While the initial focus was on criminal justice, the program was designed to ensure students had exposure to social, legal, and community justice as well. Social justice was and is a significant theme. The program was developed to ensure that students had the ability to critically analyse and evaluate a multitude of issues and programs.

The integration of theory and practice has always been an important feature of our program, which was designed as a multi-disciplinary professional degree that included practice focused in the real world. In addition, portions of the curriculum were designed to be taught by academically qualified justice professionals, rather than academics. Our program has had and continues to have strong practice connections with the community via program reviews, student placements, guest speakers in courses, and project-focused experiential learning opportunities in individual courses.

Over the past 50 years, our program has experienced much change as we continued to alter our curriculum to maintain currency. We currently offer a Bachelor of Human Justice, a Bachelor of Arts in Police Studies (BAPS), a Diploma in Justice Studies, a Certificate in Justice Studies, a Minor in Justice Studies, a Minor in Law and Society, and a Certificate in Law and Society. It is noteworthy that our graduate program opened to students in 2004, but it was suspended in early 2020 because of the lack of faculty capacity.

## 2. STAFFING AND RESOURCES

### 2.1. Staffing\* - faculty, instructors, lab instructors, technicians, and support staff

Name	Position and Rank	Notes
<b>Dr. Muhammad Asadullah</b>	Assistant Professor	Hired Jul 2019 Tenure-Track
<b>Dr. Gloria DeSantis</b>	Associate Professor	Hired: Jul 2015 Retirement: Jun 2022
<b>Mr. David Flomo</b>	Lecturer; Practicum Program Coordinator	Hired: Jan 2019 Tenure Track
<b>Dr. James Gacek</b>	Assistant Professor	Hired: Jul 2019 Tenure-Track
<b>Dr. Nick Jones</b>	Professor	Hired Jun 2006 Seconded, Executive Director of CIPSRT
<b>Ms. Heather Nord</b>	Lecturer	Hired: Jul 2018 Term position to Jun 2023
<b>Dr. Rick Ruddell</b>	Professor	Hired Sep 2010 Law Foundation of Saskatchewan Chair in Police Studies
<b>Ms. Corie Smith</b>	Department Administrator	Hired Dec 2001 Joined JS Oct 2004
<b>Dr. Adam Vaughn</b>	Assistant Professor	Hired Jan 2022 Tenure-Track
<b>Dr. Stuart Wilson</b>	Associate Professor, Economics Head, Justice Studies	Hired Jul 2000, Economics Appointed JS Head Jun 2021
<b>Mr. Hirsch Greenberg</b>	Instructor Emeritus	Hired Jul 2001 Retired Dec 2019
<b>Dr. Margot Hurlbert</b>	Associate Member, Justice Studies; Professor, Canada Research Chair in Climate Change, Energy and Sustainability Policy, JSGS	Hired Jul 2005 Transferred to JSGS Jan 2019
<b>Dr. Michelle Stewart</b>	Associate Member, Justice Studies; Associate Professor, Department of Gender, Religion and Critical Studies	Hired Jun 2011 Transferred to Dept of Gender, Religion & Critical Studies Jan 2019
<b>Dr. Dawn Anderson Monica Deters Dr. John Foster Dr. Joshua Freistadt Janelle Jackiw Robert Mills Rob Nestor Lori Walker Jeffrey Walters Steve Wyatt</b>	Sessional Instructors	These are sessionals and recently retired instructors who have been teaching for us for at least the past 10 years ... diverse educational and professional backgrounds

\*In alphabetical order.

We currently have only one full-time tenured faculty member in our Department, Dr. DeSantis, who has announced her retirement effective June 30 2022. The other full-time positions we currently have include four recent tenure-track hires - one practicum coordinator who started in January 2019, Mr. Flomo, two justice professors who started in July 2019, Drs. Asadullah and Gacek, and one police studies professor who started in January 2022, Dr. Vaughan - and one term instructor who specializes in legal studies, Ms. Nord. The Law Foundation of Saskatchewan Chair in Police Studies, Dr. Ruddell, teaches two courses per year as part of his Law Foundation Chair in Police Studies position; since this position is primarily funded through an endowment, the Faculty of Arts contributes a small portion of salary and benefits. Dr. Nicholas Jones is currently seconded and serves as the Executive Director of CIPSRT. As of June 2021, we have a Department Head from another academic unit from the Faculty of Arts, Dr. Stuart Wilson.

This faculty turnover was a result of a series of departures from our Department that has created a sense of instability in our Department, despite recent hirings. The departures included: Dr. Hurlbert who took up a position as a Canada Research Chair at the Johnson Shoyama Graduate School of Public Policy (2017); Dr. Britto who took up a faculty position at California State University (2019); Dr. Stewart who moved to the Department of Gender, Religion, and Critical Studies (2019); Mr. Greenberg who retired in 2019; and Dr. Jones who left to become Interim Dean of FGSR in 2019 and more recently serves as Executive Director of CIPSRT. Finally, between September 2010 and January 2021, six people have worked in the Department Head role. The short-term nature of some of those appointments and the resulting turnover has made it difficult for JS to do long-term planning.

According to Arts Budget Advisory Data compiled Oct 21 2021, JS has the second largest number of majors, at 362, and the highest number of majors per full-time equivalent (FTE) faculty, at 52, with 7 FTE members. In comparison, Psychology has more majors (N=659) but also more faculty (17 FTE members), and it has 39 majors per standard FTE member. We rely heavily on sessionals and term instructors to deliver courses. Our FTE instructors have the capacity to teach 30 classes, and our Department requires 52 classes (in-house + CCE) to teach the 1,700 students enrolled in our classes (2020/21). This means that a sizeable portion of our classes have to be delivered by sessional instructors, and mostly through CCE. These sessionals are not delivering service courses that drive up credit hours. Rather, sessionals are teaching courses that are central to the JS curriculum. For example, the following core courses that are required for JS students to get their degree are taught each year by sessionals: JS 100, JS 240, JS 280, JS 317, JS 318, JS 319, JS 350, JS 370, and JS 381. We believe that permanent instructors who can contribute to the service and teaching needs of our department should be teaching a majority of these courses in order to maximize continuity, stability and integrity of our program.

In January 2022, we hired another tenure-track professor for our police studies program. This keeps us at 7 FTE faculty to meet the needs of 362 majors (we had a term instructor last year on a now expired contract). In our 2005 Unit Review, there were 4.5 faculty members, thus we are doing better today but our 52 FTE per major ratio remains the highest in the Faculty of Arts. We are fortunate to have talented term instructors and sessionals who have been teaching in our program for many years and are committed to teaching our students, however, they cannot fully commit to mentoring our students through service work given the nature of the sessional environment.

Faculty members' curriculum vitae are included in Appendix A.

## 2.2. Resources

### 2.2.1. Teaching Space

Room	Capacity	Function
N/A		

### 2.2.2. Research Space

Room	Function	Principal Investigators	Funding agency
N/A			

### 2.2.3. Specialized teaching equipment and instrumentation

Equipment/Instrumentation	Location	Notes
N/A		

### 2.2.4. Research equipment and instrumentation

Equipment/Instrumentation	Location	Funding agency	Notes
N/A			

### 2.2.5. Research institutes, clusters, or specialized labs

Mr. Hirsch Greenberg (JS), Dr. Nick Jones (JS) – in collaboration with faculty members from other faculties came together to form the Collaborative Centre for Justice and Safety – a Type 1 (university-wide) research centre. CCJS was created in 2013 to address overlap and potential efficiencies by consolidating two similar research institutes in order to meet numerous challenges and issues facing the first responders and public safety sector in Canada and around the world. Of primary relevance to the Department of Justice Studies, a number of funded research projects (e.g., Economics of Policing, Indigenous Policing, Regina Police Service Community Survey, Disclosure). CCJS also provided the initial home for the Canadian Institute for Public Safety Research and Treatment (CIPSRT). CCJS was dissolved in 2021 and its projects transferred to CIPSRT.

In 2020, The Canadian Institute of Public Safety Research and Treatment (CIPSRT) was created following significant funding through a service agreement with Public Safety Canada. As part of the National Research Consortium, CIPSRT serves as the Knowledge Exchange Hub for knowledge synthesis, translation, and exchange that relies upon the best contemporary research evidence supporting an overall mission to help current and former public safety personnel, their leaders, and their families to maintain and improve their mental health and well-being. CIPSRT also houses PSPNET – an internet-delivered cognitive behaviour program tailored for public safety personnel as well as numerous other research projects. Dr. Jones (JS) is currently seconded to CIPSRT as the Executive Director and other JS faculty are involved in research projects in the Centre.

The Law Foundation Chair in Police Studies affords the opportunity for the University of Regina to pursue a number of research and educational initiatives. Specifically, the Chair affords the opportunity to significantly impact research, education and policy with regard to policing at both the provincial and national levels. This position is primarily funded by an endowment from the Saskatchewan Law Foundation. (See Appendix B.)

### 3. SCHOLARLY OUTPUT

#### 3.1.1. Summary

Justice Studies does not have formal research clusters internally and has focused its planning on having a good distribution of faculty that can offer a coherent undergraduate program while also being solid and active researchers.

All seven department members maintain active research agendas, both individually and as part of larger research teams. We all pursue tri-council and other national and international funding opportunities, and disseminate our research to our academic peers and to the wider public.

The department has cross-cutting areas of strength in policing (Jones, Ruddell, Vaughan); ethnography (Asadullah, Gacek); criminology (Asadullah, Gacek, Jones, Ruddell, Vaughan); social justice and non-profits in society (DeSantis); corrections (Gacek, Wilson); social work and mental health (Flomo, Greenberg); human rights and public policy (DeSantis); restorative justice (Asadullah); and research methods, including but not limited to qualitative (Asadullah, DeSantis, Gacek, Vaughan); quantitative (Jones, Ruddell, Vaughan, Wilson); and participatory action (DeSantis) in nature.

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

	Number	Notes
<b>Refereed journal articles</b>	86	
<b>Refereed conference proceedings</b>	53	
<b>Technical reports</b>	35	
<b>Book chapters</b>	38	
<b>Encyclopedia entries</b>	4	
<b>Other scholarly output (specify):</b>	24	Articles in professional or non-peer reviewed journals
<b>Books</b>	2	
<b>Book reviews</b>	6	
<b>Invited presentations</b>	2	
<b>Pedagogical materials</b>	22	University undergraduate course textbooks

These numbers count both single and multiple author publications, but do not double count publications by two authors in the department. It includes work by current members of the department, regardless of whether they were here when it was published. It includes work published since 2012 by Hirsch Greenberg (retired in 2019, now emeritus instructor).

### 3.1.3. Grants and Contracts

<b>Principal or Collaborating Investigator(s)</b>	<b>Funding Agency</b>	<b>Total Amount (% Assigned to Unit)</b>	<b>Dates</b>
PI Asadullah (with CI Gacek)	University of Regina President's Research Seed Grant	\$4,803	2020-2022
PI Asadullah	Social Sciences and Humanities Research Council of Canada	C\$67,351.00	2021-2023
CI Asadullah	Social Sciences and Humanities Research Council of Canada	C\$.188,802.00	2021-2024
Co-PI Asadullah	Ministry of Public Safety and Solicitor General, British Columbia	C\$100,101.00)	2020-2021
PI Asadullah	University of Regina Internal Research Grant	\$12,000	2020-2023
PI DeSantis	Community Initiatives Fund Saskatchewan	\$209,888	2015-2017
PI Gacek	University of Regina Internal Research Grant	\$12,000	2020-2023
CI Gacek	Canadian Institute of Health Research	\$999,970 (CIHR) \$300,000 (IBM) \$30,000 (UCCO) \$10,000 (USJE) \$154,500 (MUN)	2020-2023
PI Gacek	Social Sciences and Humanities Research Council of Canada	\$69,730	2021-2023
PI Gacek (with CI Asadullah)	University of Regina Centre for Teaching and Learning	\$5,000	2021-2023
PI Greenberg	Ministry of Justice, Government of Saskatchewan	\$22,000	2014-2017
Co-PI Jones	Public Health Agency of Canada	\$2,935,704	2022
PI Jones	Canadian Association of Police Governance	\$17,825	2021

<b>Principal or Collaborating Investigator(s)</b>	<b>Funding Agency</b>	<b>Total Amount (% Assigned to Unit)</b>	<b>Dates</b>
PI Jones	Research MOU with Ministry of Justice, Government of Saskatchewan	\$150,000/year	2020-2025
PI Jones	Research MOU with Correctional Services Canada	\$100,000/year	2020-2025
Co-PI Jones (with Co-PI Ruddell)	Estevan Police Service	\$6,000	2020
Co-PI Jones (with Co-PI Ruddell)	Weyburn Police Service	\$6,000	2020
Co-PI Jones (with Co-PI Ruddell)	Regina Police Service	\$29,558	2019
Co-PI Jones	Social Sciences and Humanities Research Council of Canada	\$44,587	2019
PI Jones	Community Safety Knowledge Alliance	\$8,005	2017
PI Jones	President's/Social Science and Humanities Research Council of Canada Research Grant – University of Regina	\$3,000	2014
PI Jones	Ministry of Justice, Policing and Corrections (through the Saskatchewan Justice Institute)	\$35,505	2013
PI Jones	RCMP F – Division	\$77,070	2013
PI Jones	Research MOU on behalf of University of Regina	\$63,000	2012
PI Ruddell	Church Council on Justice and Corrections	\$23,340	2012
PI Ruddell	Church Council on Justice and Corrections	\$239,980	2012

<b>Principal or Collaborating Investigator(s)</b>	<b>Funding Agency</b>	<b>Total Amount (% Assigned to Unit)</b>	<b>Dates</b>
Co-PI Ruddell (with Co-PI Jones)	Ministry of Corrections, Public Safety and Policing, Government of Saskatchewan	\$33,946	2013
Co-PI Ruddell (with Co-PI Jones)	RCMP	\$43,000	2013
Co-PI Ruddell (with Co-PI Jones)	RCMP	\$77,070	2013
Co-PI Ruddell (with Co-PI Jones)	Regina Police Service	\$25,000	2013
PI Ruddell	U.S. National Institute of Justice	\$498,418	2014
Co-PI Ruddell	RCMP	\$284,000	2015
Co-PI Ruddell (with Co-PI Jones)	Regina Police Service	\$25,000	2015
PI Ruddell	Public Safety Canada	\$7,000	2016
PI Ruddell	Public Safety Canada	\$6,500	2016
Co-PI Ruddell (with Co-PI Jones)	Regina Police Service	\$26,720	2017
PI Ruddell	Community Safety Knowledge Alliance	\$8,000	2018
PI Ruddell	Community Safety Knowledge Alliance	\$7,500	2019
Co-PI Ruddell (with Co-PI Jones)	Regina Police Service	\$26,720	2019
PI Ruddell	Community Safety Knowledge Alliance	\$7,000	2019
PI Wilson	Ministry of Corrections and Policing Research Collaboration	\$515,000	2018-2023
PI Wilson	Ministry of Corrections and Policing Research Collaboration	\$338,000	2015-2018
CI Wilson	Children's Hospital Foundation of Saskatchewan	\$49,000	2017-2019
PI Wilson	Collaborative Centre for Justice and Safety-RCMP Research Collaborative Grant	\$29,000	2013-2021

#### 4. COMMUNITY SERVICE INITIATIVES

The Justice Studies Department has historically maintained a relationship with various local, national or in some cases international communities since its inception. One of the key relationships that the program has with local, provincial and federal organizations is through its practica program. Every student enrolled in the HJ program is required to do an introductory and advanced practicum. Harnessing and maintaining relationships with various local, provincial federal, and in some cases international organizations is vital to the Department's program delivery.

Dr. Asadullah has collaborated with a number of community-based justice organizations including John Howard Society of Saskatchewan, Elizabeth Fry Society of Saskatchewan, Saskatchewan Restorative Justice Network. He received the prestigious Neekaneewak Indigenous Leadership Award in 2020 and the John Howard Society Community Justice Award in 2021. He was also on the Organizing Committee for the first Decolonization & Justice Conference held at the University of Regina, on November 4 2021.

Dr. Gloria DeSantis serves social justice nonprofit organizations by facilitating workshops and seminars on critical issues (e.g. advocacy legislation). She also brings the community into her classrooms by forming partnerships with nonprofits with whom she co-creates student assignments. Public policy work is another area of service; a highlight of her work was when she was invited to appear as an expert witness before the Senate Special Committee on Charitable Legislation in Ottawa.

Dr. James Gacek has been sought out for expert interviews by news outlets like CBC Regina, CBC Saskatoon, Ici Saskatchewan, CTV Regina, Francopresse and Global News Regina, and has been approached to write editorials for The Regina Leader-Post and The Conversation Canada.

David Flomo is a Registered Social Worker, and is a member of the Canadian Association of Social Workers (CASW), the International Federation of Social Workers (IFSW), the Saskatchewan Soccer Association (ASA), the Regina Soccer Referees Association, and serves as the president of the Saskatoon Soccer Referees Association. Last summer, Flomo spent his summer in Liberia working with local universities on asset-building.

Heather Nord has consulted on proposed legislative and regulatory issues in the nursing profession, including preparing submissions to government on proposed legislative changes and bylaw amendments for the Saskatchewan Association of Licensed Practical Nurses on scope of practice, liability and core competencies. She gave workshops on criminal law to "F.A.S.D. Court Navigators", local Indigenous workers hired to assist persons with F.A.S.D. prepare for and attend court.

Dr. Rick Ruddell has carried out community service with the RCMP in Alberta and Saskatchewan and has worked with municipal police services throughout Saskatchewan, including the Estevan, Moose Jaw, Prince Albert, Saskatoon, and Weyburn Police Services. He has worked with the Ministries of Corrections, Policing and Public Safety and Justice in Saskatchewan, the Correctional Service of Canada, and served as a subject matter expert with Public Safety Canada and prepared a report for Parliament. Since 2011 he has participated in over 74 media interviews for local, provincial, and national media outlets.

Dr. Nicholas (Nick) Jones is a member of the Canadian Association of Police Governance research and policy group as well as a member of the First Nations Police Governance Council. He also teaches at the Saskatchewan Police College in their recruit class on restorative justice and has previously taught on ethics.

Dr. Michelle Stewart is the Lead for the Integrated Justice Program focused on frontline support for Indigenous individuals with disabilities who are justice-involved. She leads a Gladue Writing Team (the only project of its kind) that offers Gladue Reports at no cost. Dr. Stewart has trained justice and community workers regionally, nationally and internationally on complex disabilities, racialized policing, colonialism, and the justice system.

Additional service and details are included in Appendix C: Community Service.

## 5. PROGRAMS OFFERED

### 5.1. Programs

#### A. Undergraduate Programs

Programs administered by the Department of Justice Studies and standards are listed in the 2021-22 Undergraduate Calendar pp.109-113. JS offers: 1. Bachelor in Human Justice (BHJ) – 120 credit hours; 2. Bachelor of Arts in Police Studies (BAPS) – 120 credit hours with either the Professional Track (competitive admission in 4<sup>th</sup> year, requires employment with an approved sponsoring police service and 30 credit hours of professional training), or the Academic Track; 3. Diploma in Justice Studies – 60 credit hours; 4. Certificate in Justice Studies – 30 credit hours; and 5. Minor in Justice Studies – 18 credit hours. JS is also a partner in two Collaborative Programs: 1. Certificate in Law and Society – 30 credit hours; and 2. Minor in Law and Society – 18 credit hours.

JS requires BHJ students to complete two practicum placements, JS 290 (6 credit hours and 292 hours at the placement) and JS 490 (15 credit hours and 390 hours at the placement). BAPS Professional Track students are required to complete 30 credit hours of professional training while BAPS Academic Track students are required to complete JS 290 (6 credit hours, 292 hours at the placement), and 24 credit hours of additional course requirements on top of the 90 credit hours similarly required of both BAPS programs.

Program advising is currently conducted by Arts Student Services and in the Department by the Head, with informal advising conducted by faculty. Student demand for advising is exceptionally high due to the large number of majors and students, the small number of faculty, and the professional nature and training of its programs. JS has historically offered many courses in the online, WEB-based, Televised, and blended formats. Students are encouraged to take courses offered by other departments that are complementary, many of which serve as approved electives in JS programs.

#### B. Graduate Programs

After six years of internal debate and analysis, we suspended our graduate program in January 2020 because we failed to deliver this program in even a minimally-acceptable way. We currently have one Masters student and one Doctoral student in our program; they are being supported by one faculty member to finish their degrees.

The following facts are what led to this suspension: lack of faculty to run graduate courses; lack of faculty to supervise graduate students and to sit on graduate student committees; over the past 5 years, we have admitted only 2-3 students/year based on matches with faculty expertise thus there are not enough students to create a healthy cohort for a vital exchange of ideas; lack of faculty/staff to work on recruitment and then to support students once they arrive; and, we cannot compete with funding levels provided by other universities. During the 2-year suspension period, members of our Department have agreed to continue to brainstorm about what can be done. We believe we need to conduct research about the structure (e.g. thesis-based, course-based), substantive focus areas (i.e. what should/could be our unique offering), infrastructure of our program (e.g. a dedicated faculty member to work with and better support students), and improving marketing/outreach. Some ideas we have started to explore include: create a cross-disciplinary master's program in Faculty of Arts that would serve all departments; partner with other Faculties and Departments on campus such as JSGS to deliver courses to our students; and, offer an online MA program and engage faculty from across Canada in running it.

Please see Appendix D for more information on our graduate program.

## 5.2. Service teaching in support of other programs

Our JS Department does not do "service teaching" in support of other programs across campus. We do not have formal arrangements with any unit on campus to deliver required courses. However, in general, students from many different faculties on campus take our courses as electives. The most popular course among these non-JS majors, is *JS 100 Introduction to Justice*. Students from numerous Faculties take this course, for example: Business, Kinesiology and Health Studies, and Social Work. Students from within the Faculty of Arts who are majoring in English, Anthropology, Economics and History – to name but a few - also enrol in this course. These students from across campus enrol in this course during their first, second, third or fourth year of studies. This creates high demand for this course, so we offer numerous sections of it, both online and face-to-face.

Non-JS majors from across campus also register in our second and third year JS courses if they have the appropriate prerequisites. Again, these courses serve as electives for these students. After taking some of our courses, some students go on to do a minor in Justice Studies, enrol in the JS Certificate or diploma, pursue a minor in law and society, etc.

## 5.3. Enrollment trends

Data prepared by the Office of Institutional Research indicates that total UG credit hours increased from 3,342 in the academic year 2011/12 starting May of 2011, to a high of 6,021 in 2019/20, an increase of 80%. The total number of convocating Bachelors students varied somewhat around a mean, from 46 in calendar year 2012, to 53 in 2020, however, it jumped to 75 in calendar year 2021, reflecting a substantial release of students due to past growth in majors. The number of JS first Majors increased from 268 in the Fall of 2012 to 350 in the Fall of 2020 (an increase of 31%), and fell to 309 in the Fall of 2021, when an abnormal University-wide drop in enrolment was experienced, and also as a result of an abnormally high number of convocating students in 2021. A small note may be important here as JS, like other departments, does have students pursuing double degrees and JS majors as second majors, who are not included in our majors totals. JS files in August of 2021 suggested there were 255 Human Justice and 169 Police Studies majors, for a total of 424 majors.

The OIR data indicate that students in JS programs are predominantly female, averaging 60% of JS students from the Fall of 2012 to the Fall of 2021, with a high of 65% in the Fall of 2021. JS has experienced growth in self-declared indigenous students, from 9.3% in the Fall of 2012, to 17.5% in the Fall of 2021. The proportion of international students in JS programs has varied from 1.7% to 4.5%, averaging 2.8%, and with a sharp increase in the Fall of 2021, to 4.5% from 1.9% the previous year.

Credit hours, the number of students, and the number of completions at the graduate level have all fallen since 2011/12, and graduate admissions were suspended in January 2020.

Please see Appendix E for Data prepared by the Office of Institutional Research.

#### 5.4. Successes

The following section provides a short list of students who graduated from the Department of Justice Studies and for whom the department has information about their work placements.

1. Terry Coleman, Former Police Chief, Moose Jaw Police Service, SK.
2. Barbara Tomporowski, Director, Restorative & Indigenous Justice at the Ministry of Corrections, Policing and Public Safety, SK.
3. Andrew Negraeff, Parole Officer at the Correctional Service Canada
4. Angela Miller, Program Effectiveness Consultant at the Child and Family Programs, Ministry of Social Services, SK.
5. Brian Lunde, Counsel, at SGI Canada; Voted Regina's Best Lawyer in 2017
6. Vanessa Lila Dickie, Vital Statistics at the Government of Alberta.
7. Derek Shogren, Manager of Residence Life at the University of Regina, 2021 University Safety Award recipient and 2021 University Spirit award recipient.
8. Danielle Petersen, Police officer at Calgary Police Service, Won two awards in police academy.
9. Mark Wells, Corrections Officer at the Government of Saskatchewan, Elected as a Vice-President (VP NUPGE) of SGEU in 2021. On the board of directors for Saskatoon Search and Rescue since 2014.
10. Katie Bergman, Copywriter at the United Way, Winnipeg, Published author of “When Justice Just Is” (2015), Served with various international non-profits addressing human trafficking in North America, Europe, and Asia.

#### **Students Feedback on “what they enjoyed the most during their time in the Dept. of Justice Studies”**

- 1) I have loved the variety of classes, they have all given me skills in critical thinking, opening my mind and changing my mindset which is incredibly valuable. I have liked the fact that we get to do a practicum and work somewhere. Or doing Community based learning with Gloria’s classes
- 2) The professors were all approachable and knowledgeable. I learned a lot about multiple aspects of justice and helping others. My current job may be more closely related to social work, social science and computer science but my training in social justice and community service is helpful in my work.
- 3) The instructors were excellent and having the opportunity to learn Justice Studies from both the criminal and the social Justice aspects was extremely beneficial. I now feel everyone should learn about Canadian laws and our Justice system, particularly youth.
- 4) I really took advantage of my time to get involved with the students' society and thus interacted more with the faculty than some students and I feel that was really worthwhile. It was nice to actually have professors know my name and be invested in my success.
- 5) The care professors had for students. I appreciated the support and the commitment they had towards my success.

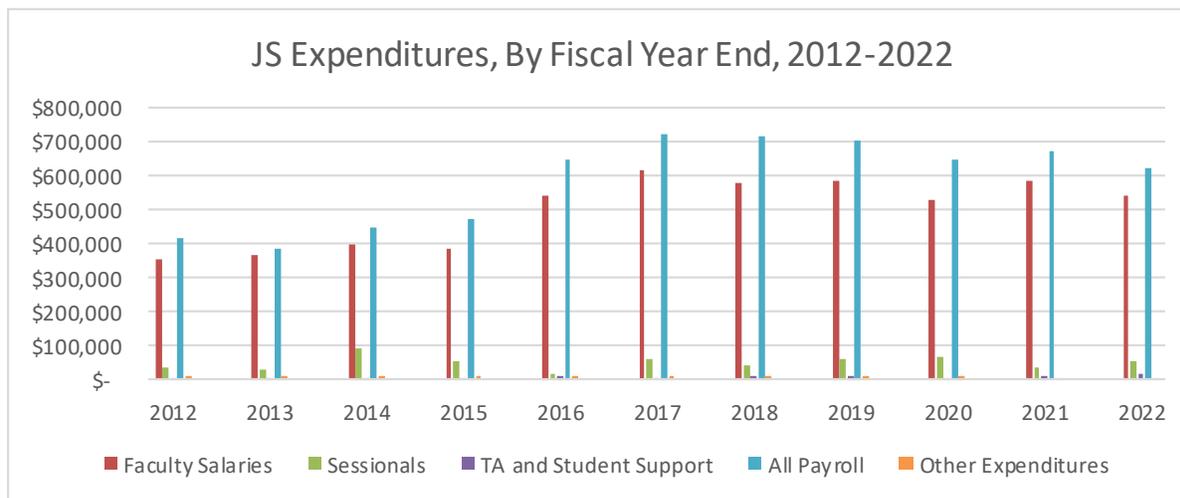
*Decolonization and Justice: An Introductory Overview*, an open access educational resource, emerged from the undergraduate students’ final assignment in JS-419 on Advanced Seminar in Criminal Justice at the University of Regina's Department of Justice Studies. This book focused on decolonization of multiple justice-related areas, such as policing, the court system, prison, restorative justice, and the studies of law and criminology. This is quite likely one of the few student-led book projects in Canada covering the range of decolonization topics. Ten student authors explored the concept of decolonization in law, policing, prison, court, mental health, transitional justice and restorative justice. The resource can be accessed through Pressbooks at <https://opentextbooks.uregina.ca/decolonizingjustice/>.

## 6. UNIT BUDGET

The Department of Justice Studies currently has 7 full-time faculty members. 4 members have 4-course loads (one of whom is retiring on June 30 2022), 2 members have 6-course loads, and one member has a 2-course load. Requests for sessional stipends are made each year based on student demand, program and course requirements, and full-time staff complements and expected leaves.

JS has recently had a budget of \$22,000 for Teaching Assistants and Student Support, and a discretionary budget for all other expenditures of \$10,000. The Department's discretionary budget is also enhanced by the receipt of Centre for Continuing Education (CCE) revenues for courses it offers through CCE; those funds have in the past been used to establish and fund scholarships and awards, speaker visits, and other special initiatives.

The following Figure and Table show spending by broad category for 2012-2022. Note that the expenditures for the fiscal year ending in 2022 include spending up to January 10 2022 as well as salary commitments to the end of the fiscal year. In addition, JS expenditures do not include sessional expenditures covered by CCE.



Fiscal Year	Faculty Salaries (No. of FT Faculty*)	Sessional Salaries	TA and Student Support	All Payroll	Other Expenditures	All Expenses	CCE Revenue
2012	\$ 356,398 (5)	\$ 38,952	\$ 4,098	\$ 414,085	\$ 8,911	\$ 416,059	\$ 6,937.25
2013	\$ 364,323 (5)	\$ 27,028	\$ 2,361	\$ 386,228	\$ 9,533	\$ 402,020	\$ 3,385.96
2014	\$ 394,915 (5)	\$ 93,641	\$ 2,520	\$ 447,405	\$ 14,062	\$ 454,827	\$ 4,791.12
2015	\$ 386,393 (4)	\$ 56,120	\$ 3,300	\$ 475,014	\$ 9,958	\$ 485,689	\$ 4,882.60
2016	\$ 540,232 (6)	\$ 15,332	\$ 10,935	\$ 648,296	\$ 8,766	\$ 652,362	\$ 5,476.12
2017	\$ 614,070 (6)	\$ 58,896	\$ 5,774	\$ 721,965	\$ 10,384	\$ 728,383	\$ 5,716.10
2018	\$ 581,170 (6)	\$ 43,964	\$ 11,121	\$ 712,730	\$ 11,721	\$ 719,061	\$ 7,890.10
2019	\$ 582,623 (6)	\$ 61,600	\$ 8,506	\$ 700,803	\$ 12,974	\$ 710,921	\$ 8,929.06
2020	\$ 529,361 (6)	\$ 69,069	\$ 7,052	\$ 644,340	\$ 11,297	\$ 646,355	\$10,682.23
2021	\$ 583,081 (6)	\$ 37,295	\$ 12,624	\$ 672,452	\$ 8,229	\$ 669,033	\$13,148.20
2022	\$ 541,539 (6)	\$ 55,204	\$ 16,652	\$ 620,813	\$ 2,629	\$ 618,670	\$ 5,772.10

Note: \* These Full Time Faculty numbers do not include Dr Rick Ruddell, the Law Foundation Chair in Police Studies, whose salary is covered by an endowment.

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

On April 19, 2021, 14 faculty, instructors and staff gathered for an afternoon SWOT retreat guided by an external facilitator. The following is a summary of the 15-page retreat report; Appendix F offers “Imagining our Future” details. It is noteworthy that we have not yet fully grasped the extent of the positive and negative impacts of the pandemic as we contemplate the present and future of our Department including: tension between some students’ expectations for more online courses and practica near home yet other students yearn for F2F classes again; impacts on international students; impacts on faculty and the way we think about teaching. COVID has changed us a lot – made us more empathetic and forced us to reflect on our priorities – more aware of the need to reach out to students and understand their reality.

### **STRENGTHS (INTERNAL TO THE DEPARTMENT)**

Organization/structure/processes – continue to maintain our social justice foundation - a focus on the causes; active and involved faculty members with a range of breadth and experiences in the justice field (academic, theoretical and practical); mutual, positive, warm relationships with each other (more so than other units on campus - we have very few issues with ego and internal politics); an excellent place to work collaboratively especially given sessionals bring a wealth of practical experience and connections; appears to be an increase in student enrolment over the past few years from 327 in 2010 to a high of 360 in 2017 but over the longer term enrolment has decreased (note: the number of majors in 2005 was 438 and in 1998 it was 536); we have the potential for a vibrant JSS given the number of majors.

Research – some collaborative research undertaken with others on and off campus; much potential to grow our research profile if we bring back our graduate program.

Teaching - 360 majors in our program with fresh, bright, energetic minds; joyful and meaningful learning environment; high enrolments in our courses by majors and non-majors are a testament to the quality of our teaching as well as the attraction to the field of justice generally; passionate instructors; the amount of energy our faculty currently has around doing things better for our students; increased learning & research opportunities within the Department for Indigenous people will attract scholars and students; more online courses = access to more students; when we bring back our grad program, think about different streams (e.g. course-based) and that there are a lot of professionals in the field who could help mentor; we already have many professional mentors involved in our program.

### **WEAKNESSES (INTERNAL TO THE DEPARTMENT)**

Organization/structure/processes - high faculty turnover during the past 10 years has led to a collective sense of instability and unsustainability; there is a need to regularly keep our majors informed about courses changes, seminars, etc. yet we have serious internal communication challenges and students are way ahead of us in their use of social media as a communication tool (i.e. we do NOT use social media nor do we have someone with this specific expertise, no e-newsletters, and a static website with very few updates).

Research – Re-establish a meaningful graduate program; negative impact of lack of graduate program on the Department’s standing within the UofR and the wider research community.

Teaching - pressure on existing faculty from high student enrolment; trend toward explicitness of evidence-based policy making yet our program does not have strong research focus; some trend data on enrolments in our courses (see Appendix G, *SWOT Notes from Ar. 19, 2021 Retreat*) shows an odd situation with 300-level courses being uncharacteristically high, which begs many questions (e.g. is

this reflective of too much service teaching of students in other disciplines, are we ensuring our students have ready access to our courses before others do, should we introduce more second year courses to serve these students from other disciplines and keep our upper year courses for our major/minors?); the pandemic, virtual learning, mental health issues are all creating barriers to joyful learning; need to be more empathetic to students' needs outside of the classroom – need to continue to make this our priority.

### **OPPORTUNITIES (EXTERNAL ENVIRONMENT)**

Positive reputation of our JS Department in the community; positive reputation and productive relationships with community agencies; increasing demands to professionalize disciplines within the justice system; the concept of justice is evolving in Canada and in many ways diverging from its historical role; growing sensitivity/awareness/understanding in the justice field of race/world views/culture issues (e.g. the treatment of Indigenous people within Canadian society and the justice system); growth of social movements such as BIPOC (Black, Indigenous and People of Colour), EDID (Equity, Diversity, Inclusion and Decolonization), LGBTQ2, violence against the environment, sexual harassment of women, etc. impact our curriculum; the world is becoming a bit bipolar - the battle seems to be between extremes but we can play a role in leading discussions; trend toward trauma informed lenses in research and practice; leverage technology (Zoom) to create a global JS student-alumni network (e.g. mentorship program); UofR is very well situated unlike any other justice departments in the country (e.g. access to Police College and RCMP Depot); we have a role to play in dispelling myths with students about climate change denial (based on empirical facts); change of leadership at the Dean's level in the Faculty of Arts (i.e. social justice orientation).

### **THREATS (EXTERNAL ENVIRONMENT)**

Decrease in government funding of universities (e.g. austerity budgets, program cuts) and corporatization of universities; competition with other universities/colleges (e.g. trend toward community engaged learning, Wilfred Laurier University new online Honour BA in Policing Program, UofS offers Certificate in Criminology and Addictions, new Alberta online course on Poverty and the Law); ongoing questioning of efficacy of a university liberal arts education; changes in expectations of learners (e.g. need for micro-credentials); trend in governments to hire students with graduate degrees yet we suspended our program; challenge getting what is needed to properly support our program (i.e. faculty complement has not increased enough to meet demand in 15 years); no resources in our Department allocated to support international students; discrimination/violence in policing exists yet our Department did not issue a statement about this when people were traumatized about the killing of George Floyd (similar problem about the justice system and Colten Boushie); lack of collaborative work and integration with other University Units (e.g. SK Police College, CIPSRT, Collaborative Centre for Justice and Safety, and external agencies); barriers (e.g. cost and requirements for physical presence on campus) will continue to inhibit access for marginalized people.

It is noteworthy that before this April 2021 retreat took place, two ad hoc committees had already proactively identified: a) questions about Indigenous content in our JS curriculum (e.g. TRC, UNDRIP) and b) deficiencies in student writing skills. Both of these committees undertook the equivalent of SWOT work in these areas. The detailed work undertaken by these committees can be found in Appendices H and I, respectively. We also recently conducted alumni and student surveys and those results are presented in Appendices J and K.

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## APPENDIX A: FACULTY CURRICULUM VITAE

## Muhammad Asadullah

Position: Assistant Professor

E-mail: [Muhammad.Asadullah@uregina.ca](mailto:Muhammad.Asadullah@uregina.ca)

Phone: 306-585-4035

### Education and Professional Development

- PhD in Criminology, School of Criminology, Simon Fraser University, Canada, 2015 – 2019.
- MA in Criminology, School of Criminology, Simon Fraser University, Canada, , 2012 – 2014.
- MA in Conflict Transformation, Centre for Justice and Peacebuilding, Eastern Mennonite University, USA, 2009 – 2011.
- BA (Honors.) in English Language & Literature, the Department of English, University of Dhaka, Bangladesh, 2002 – 2007.
- Certificate course on *Indigenous Canada*; Instructor: Dr. Paul L. Gareau, University of Alberta, AB, Canada, Dec, 2021.
- Certificate course on *Mi tel'nexw Leadership Transformation*, Instructors: Chepximiya Siyam' Chief Janice George & Skwetsimeltxw Willard 'Buddy' Joseph, of L'hen Awtxw Weaving House, and Ta7talíya Michelle Nahanee & Lloyd Attig, Mi tel'nexw Leadership Society, BC, Canada, Sep-Nov, 2020 .
- Certificate course on *First Nations principles of OCAP®* (Ownership, Control, Access and Possession), Algonquin College, ON, Canada. May-Aug 2020.
- Certificate Course on *Building Research Relationships with Indigenous Communities*, Instructors: Moses Gordon and Tammara Quewezance, Indigenous Peoples' Health Research Centre First Nations University of Canada, Jan 2020.
- Certificate course *Restoring Right Relationship Circle*, Instructors: Christine Spinder and Sandra Greene, Nov. 2018-Jun 2019.
- Nonviolent Communication (NVC) Certification, Instructors: Angela Walkley, Mitch Miyagawa & Raj Gill, Nov 2016-Nov 2018.
- Certificate Program in University Teaching and Learning; Instructors: Shauna Jones & Sarah Louise Turner, Simon Fraser University, 2017.

### Employment History

**Assistant Professor**, Department of Justice Studies, University of Regina, SK, Canada, Jan 2020 – present

**Lecturer**, Department of Justice Studies, University of Regina, SK, Canada, Sep 2019 – Dec 2019

**Sessional Faculty**, School of Criminology, Simon Fraser University, BC Canada, May 2016 – Aug 2019

**Criminology Instructor**, Department of Criminology, Kwantlen Polytechnic University, BC, Sep 2018 – Dec 2018

**Guest Lecturer**, Institute of Social Welfare and Research, University of Dhaka, Bangladesh, Nov 2016 – Dec 2016

**Course Consultant**, Open Learning Program, Thompson Rivers University, BC, Canada, Sep 2016 – Apr 2017

**Online Course Instructor**, Centre for Online and Distance Education, Simon Fraser University, BC, Canada, May 2015 – Apr 2016

**Sessional Faculty**, Peace and Conflict Studies, University of the Fraser Valley, BC Canada, *Jan 2015 – Apr 2015*

**Co-Course Developer**, Centre for Online and Distance Education, Simon Fraser University, BC, Canada, *Sep 2014 – Dec 2014*

### Teaching History

Fall 2021: *JS 319 Criminological Theories* at the University of Regina, SK, Canada.  
 Fall 2021: *JS 316 Mediation & Dispute Resolution* at the University of Regina, SK, Canada.  
 Winter 2020: *JS 318 Restorative and Community Justice* at the University of Regina, SK, Canada.  
 Winter 2021: *JS 419 Advanced Seminar in Criminal Justice* at the University of Regina, SK, Canada  
 Fall 2020: *JS 319 Criminological Theories* at the University of Regina, SK, Canada.  
 Fall 2020: *JS 316 Mediation & Dispute Resolution* at the University of Regina, SK, Canada.  
 Winter 2020: *JS 318 Restorative and Community Justice* at the University of Regina, SK, Canada.  
 Fall 2019: *JS 316 Mediation & Dispute Resolution* at the University of Regina, SK, Canada.  
 Summer 2019: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Winter 2019: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Summer 2018: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Fall 2018: *CRIM 1215 Interpersonal & Professional Development* at Kwantlen Polytechnic University, BC, Canada.  
 Winter 2017: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Fall 2016: *CRIM 220 Research Methods in Criminology* at Simon Fraser University, BC, Canada.  
 Fall 2016: *CRJ 448 Restorative Justice in Educational Settings* at Simon Fraser University, BC, Canada.  
 Summer 2016: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Winter 2016: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Winter 2016: *CRJ 448 Restorative Justice in Educational Settings* at Simon Fraser University, BC, Canada.  
 Fall 2015: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Winter 2015: *PACS 3103 Conflict Transformation* at the University of the Fraser Valley, BC, Canada.  
 Winter 2014: *CRIM 315 Introduction to Restorative Justice* at Simon Fraser University, BC, Canada.  
 Fall 2013: *CRIM 135 Introduction to Canadian Law and Legal Institutions* at Simon Fraser University, BC, Canada.

### Student Supervision

Amber Holmes	Thesis Committee Member	Sep 2020-Dec 2021
Jenelle Palfreyman,	Thesis Committee Member	Aug-Dec 2018

### University Service

- 1) Associate Member, Centre for Restorative Justice (CRJ), Simon Fraser University, *Jan 2020-present*  
 Role: Attend quarterly meetings; offer strategic leadership support for the CRJ; promote CRJ's activities nationally and globally
- 2) Member, American Society of Criminology, *Nov 2018 – present*

- Role: Present in annual conference; attend regular workshops and symposiums
- 3) Member, European Society of Criminology, *August 2020-present*  
Role: Present at annual conference; participate in regular RJ Working group meeting
- 4) Member, Canadian Criminal Justice Association, *Jun 2013 – present*  
Role: Attend annual conference; participate in regular events and workshop
- 5) Member, *South Asian Society of Criminology and Victimology*, *Jan 2013 – present*  
Role: Attend annual conference; participate in regular events and workshop
- 6) Board Member, Saskatchewan Restorative Justice Network, *Jan 2020- present*  
Role: Attend monthly an hour and half long board meetings; participate in different subcommittee
- 7) Board Member, Salish Sea Empathy Society, *Jan 2018- present*  
Role: Attend monthly board meetings; participate in different working groups; offer support for monthly book club
- 8) Working Group Member: Faculty Development and Involvement working group.  
University of Regina, *Dec 2020-Apr 2021*  
Role: This working group is one of the several working groups created as a part of the ongoing strategic enrollment and retention planning project assisted by high-education consulting firm RNL. The working group is responsible for developing an action plan in this area.
- 9) Chair, Graduate Thesis Defence; Student Name: Sk Kafi Ahmed, Thesis Title: *Development of Failure and Consequence Analysis Frameworks for Natural Gas Transmission Pipeline*, Department of Industrial Systems Engineering, University of Regina, *Nov 2020*
- 10) Conference Committee Member: Decolonization and Restorative Justice Conference 2021. University of Regina, *Jan 2020- Dec 2021*  
Role: Leading, planning regular meetings; coordinate meetings with collaborates such as the ta-tawâw Student Centre and John Howard Society of Saskatchewan; contacting prospective keynote speakers and panelists.
- 11) Chair, Undergraduate Scholarship Committee, Faculty of Arts, University of Regina, *Oct 2020-present*  
Role: Chair regular meetings; facilitate discussion on nominations for numerous undergraduate awards and scholarships.
- 12) Member, Council Committee on Undergraduate Awards (CCUA), University of Regina, *Sep 2020-present*  
Role: Represent faculty of Art in CCUA; participate in regular meetings; discuss and vote on nominations for numerous undergraduate awards and scholarships.
- 13) Member, Undergraduate Scholarship Committee, Faculty of Arts, University of Regina, *Sep 2019-Sep 2020*  
Role: Participate in regular meetings; discuss and vote on nominations for numerous undergraduate awards and scholarships from the Faculty of Arts

- 14) Founding Member: Decolonizing Research Group, Social Policy Research Center, University of Regina, *Sept 2019-present*  
Role: Plan and organize quarterly meetings; Coordinate with other researchers and organizations interested in the field of decolonization.
- 15) Member, Law Foundation of Saskatchewan Lecture Committee, University of Regina, *Feb 2020-present*  
Role: Participate in regular meetings; identify and select speaker for Annual Law Foundation of Saskatchewan Lecture.
- 16) Member, Hiring Committee, Department of Justice Studies, University of Regina, *Feb-Mar 2020*  
Role: Shortlisting the candidates, attending in all meetings, interview the shortlisted candidates
- 17) Volunteer, Glen Anaquod Memorial Tipi Raising Competition, The ta-tawâw Student Centre, University of Regina, *Sep 2019*
- 18) Board Member, *Vancouver Association for Restorative Justice*, *Sep 2014 – Aug 2019*  
Role: Participated in monthly board meetings and led a number of working groups.
- 19) Member, *Decolonization, Indigenization and Reconciliation Committee*, Kwantlen Polytechnic University, *Sep, 2018– Dec 2018*

### Scholarly Research

#### Books:

Asadullah, M. (Eds.) (2022). *Decolonization and Justice: An Introductory Overview*. Regina, SK: Open Book Press.

#### Book Chapters

Asadullah, M., Kashyap, R., Tiwari, R., & Sakafi, N. (2021). RJ in India, Nepal and Bangladesh. Gavrielides, T. (Ed.) *Comparative Restorative Justice*. (pp. 223-244). London, UK: Springer.

Morrison, B., Asadullah, M., & Pawlychka, C. (2020). Juvenile justice and restorative justice: Reflecting on developments in British Columbia. Winterdyk, J & Smandych, R. (Ed.) *Youth at Risk and Youth Justice: A Canadian Overview* (pp. 436-460). Don Mills, Ontario: Oxford University Press.

#### Peer Reviewed Journal Articles

Asadullah, M., & Tomporowski, B. (2021). COVID-19 and Restorative Justice. *The Annual Review of Interdisciplinary Justice Research*, 10(0), 92-120.

Asadullah, M. (2021). Decolonization and Restorative Justice: A Proposed Theoretical Framework. *Decolonization of Criminology and Justice*, 3(1), 27-62.

<https://doi.org/10.24135/dcj.v3i1.25>

Asadullah, M., & Morrison, B. (2021). Exploring the growth and development of restorative justice in Bangladesh. *The International Journal of Restorative Justice*, 4(2), 253-282.

<https://doi.org/10.5553/TIJRJ.000074>

Asadullah, M., & Morrison, B. (2021). "Communities are not at the periphery, rather they are at the centre of Restorative Justice in BC": An Inquiry into the praxis of Restorative Justice in British

Columbia, Canada. *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, 24(2), 172–196. <https://doi.org/10.1080/10282580.2021.1881893>

Asadullah, M. (2020). Community praxis: Exploring a community engagement framework for restorative justice in British Columbia, Nova Scotia, and Bangladesh. *Journal of Community Safety and Well-Being*, 5(3), 110-119. <https://doi.org/10.35502/jcswb.125>

Ruddell, R., & **Asadullah, M.** (2020). Exploring criminal justice in Nova Scotia. Oxford University Press.

Asadullah, M. (2018). *Book Review [The Immortal Life of Henrietta Lacks, by Rebecca Skloot]*. *Contemporary Justice Review*, 21:3, 340-342.

Asadullah, M. (2016). Victor's Justice or Restorative Justice: Exploring the value of participation for Bangladesh's future reconciliation process. *Contemporary Justice Review*, 19(13), 347-362.

Jozaghi, E., and **Asadullah, M.** (2016). **The Role of Faith Based Programs in Transforming the Lives of Young People Struggling with Addictions and Mental Health Issues**. *Journal of Substance Use*, 2016(0), 1-7.

Asadullah, M. (2013). Indigenous Justice System in the Chittagong Hill Tracts: An Exploratory Listening Project in Bangladesh. *Alaska Journal of Dispute Resolution*, 2013(1), 87-100.

#### **Non-refereed contributions**

Abramson, A., **Asadullah, M.**, Pastran, X., Fulks, J., & Baumgartner, M. (August 31, 2021), Final Report on *Exploring Indigenous-led justice and Restorative Justice in British Columbia and Saskatchewan: A Comparative Action Research Project*, Ministry of Public Safety & Solicitor General, BC, Canada.

Asadullah, M. (December 10, 2021), *Conference Report*, 1<sup>st</sup> Decolonization and Justice Conference, Department of Justice Studies, University of Regina, SK, Canada.

Asadullah, M. (2018). *Book Review [The Immortal Life of Henrietta Lacks, by Rebecca Skloot]*. *Contemporary Justice Review*, 21:3, 340-342

Asadullah, M. (2013). *COMMUNITY POLICING AND RESTORATIVE JUSTICE: EXPLORING COMMON THEMES*. *Justice Report*, Volume 28, Ottawa, Ontario, Canada: Canadian Criminal Justice Association (CCJA), 25-29.

## Gloria C. DeSantis, Ph.D.

Associate Professor, Department Head, Justice Studies

[gloria.desantis@uregina.ca](mailto:gloria.desantis@uregina.ca), (306) 585-5066

### Education and Professional Development

**Doctor of Philosophy**, Interdisciplinary Studies, Canadian Plains Studies, University of Regina, (2008)

**Master of Arts**, Regional Planning, University of Waterloo, Waterloo, Ontario (1986)

**Bachelor of Arts (Hon.)**, Psychology and Geography, Wilfrid Laurier University, Waterloo, Ontario (1984)

### Employment History

Associate Professor, Department of Justice Studies, University of Regina, July 2015 – present. Tenure and promotion achieved spring 2019. Areas of focus: social justice, health inequities, advocacy role of nonprofits in society, human rights, social determinants of crime.

Founder and Designer, Voluntary Sector Studies Network (VSSN), Luther College at the University of Regina (2015-present). Founded the Voluntary Sector Studies Network that is governed by a steering group comprising students, faculty and nonprofit organization representatives; the first of its kind in Saskatchewan. Created the *Certificate in Nonprofit Sector Leadership and Innovation*; it was approved/adopted by University Senate in June 2016. It is a partnership between Faculty of Arts, Luther College, and CCE. Secured a community-based grant of \$209,888 to further build this new Network.

Community-Based Research and Public Policy Advocacy Consultant (pro bono) (2007-present). Assist nonprofit organizations with their research and advocacy work.

Research Associate (socio-health), Saskatchewan Population Health and Evaluation Research Unit, University of Regina, Regina, SK. (2011-2014). Engaged in primary research on *Origins and import of health inequities in Saskatchewan*.

Post-Doctoral Research Fellow, Political Science Department and Saskatchewan Population Health and Evaluation Research Unit. Awarded by Saskatchewan Health Research Foundation (SHRF) (2009-2011).

Executive Director, Social Planning Council of Cambridge & North Dumfries, Cambridge, ON (1997- 2002)

Self Help Centre Manager, Social Planning and Research Council of Hamilton-Wentworth (1995-1997).

Senior Planner, Social Planning & Research Council of Hamilton-Wentworth, Hamilton, ON (1992-1995)

Research Director, Social Planning and Research Council of Hamilton-Wentworth, Hamilton (1987-1992).

### Teaching History

Year 2020 - JS 280 Introduction to Social Justice (winter, 52 students)

Year 2019- NSLI 320/JS 384 Advocacy Strategies and Skills (winter 2019, 14 students), JS 280 Introduction to Social Justice (winter 2018, 58 students), JS 317 Democracy, Justice & Social Change (2 sections: night class & daytime class, 43 students) (fall)

Year 2018 - JS 100 Introduction to Justice (fall 2018, 181 students), JS 383 Social Justice Movements (fall 2018, 22 students), PANL5010 (fall 2018) – Carleton University, host supervisor for 3 graduate students in the Philanthropy and Nonprofit Leadership (PANL) Master's Program (<https://calendar.carleton.ca/grad/courses/PANL/>), JS 280 Introduction to Social Justice (winter 2018, 68 students), NSLI 320/JS 384 Advocacy Strategies and Skills (winter 2018, 11 students)  
Year 2017- JS 100 Introduction to Justice (fall 2017, 138 students), JS 383 Social Justice Movements (fall 2017, 15 students), NSLI 320/JS 384 Advocacy Strategies and Skills (winter 2017, 20 students), JS 381 Foundations of Human Rights (winter 2017, 29 students)  
Year 2016 - JS 100 Introduction to Justice Studies (fall 2016, 142 students), JS 310 Food, Hunger and Social Justice, JS 310 (fall 2016, 9 students), NSLI 200 Foundations of the Nonprofit Sector (fall 2016, 21 students), JS 310 Food, Hunger and Social Justice (winter 2016, 23 students)  
Year 2015- JS 381 Foundations of Human Rights (fall 2015, 24 students), Nonprofits in Society IDS 290, Interdisciplinary Studies at Luther College  
Year 2014- Nonprofits in Society IDS 290, Interdisciplinary Studies at Luther College  
Year 2013 - Health Studies 200, Faculty of Kinesiology and Health Studies, University of Regina  
Year 2011 - Social Economy and Public Policy GSPP 849, Johnson-Shoyama Graduate School of Public Policy, Strategic Planning for Nonprofit and Public Organizations GSPP 847, Johnson-Shoyama Graduate School of Public Policy, Contemporary Health Issues, Health Studies 301  
Year 2010 - History of the Voluntary Sector and its Evolving Funding Regimes, GSPP 890, Johnson-Shoyama Graduate School of Public Policy

#### Student Supervision

Name	Position	Dates of supervision
Chiara Wolfe	Research Assistant	Summer 2018
Ritva Gahimbare	Research Assistant	Summer 2017
Jennifer Billan	Research Assistant	Fall 2015
Samantha Racette, Katie Ottley	Research Assistants	Fall 2015
Angela Tremka	Practicum student	Fall 2015
Angela Tremka & Hanna Karman	Research Assistants	Fall 2014
Tara Todd	Research Assistant	2011-2012

#### University Service

**President of the Canadian Association for Nonprofit and Social Economy (2017-present)**  
**Invited as expert witness to the Canadian Senate Special Committee on Charitable Legislation** in Ottawa (Nov. 2018). Presented evidence from my Ph.D. and book, *The Shifting Terrain* (2017).

**JS Department Graduate Coordinator (2018-2020)**

**Member of UofR Congress of the Humanities & Social Sciences 2018, Champions committee**

**Advocacy workshop (May 2019)**, co-facilitated half day workshop on new advocacy laws in Canada

**Faculty of Arts Undergraduate Scholarship Committee member (2018-2020)**

**Faculty liaison with Justice Studies Student Society JSSS** (Sept. 2017-Sept. 2019).  
**Consultant VSSN and NSLI Certificate Advisory Group** (monthly meetings, 2015-2017)  
**National T3010 User Group (member, 2015-present)**  
**Member of the Ministry of Education, Provincial Social Sciences Curriculum Reference Committee** (Sept. 2017-present). Focus of this work is on social sciences curriculum renewal for high schools in SK.  
**Invited by a provincial association, Saskatchewan Seniors Mechanism**, to run a half day workshop on how to do "collective action framing" in order to bring about societal change on ageism (Nov. 2018).  
**Invited by South Saskatchewan Community Foundation** to present an overview of what academics are working on in the nonprofit sector (e.g. governance issues, trends in financing the sector...) (Sept. 2018).  
*I've only reported on the past 4 years due to space restrictions; this offers a flavor of my service work.*

#### Scholarly Research

##### Peer Reviewed Publications

- DeSantis, G. (2018). Pursuing Justice through Human Rights. In M. Hurlbert (Ed., second edition) *Pursuing Justice: An Introduction to Justice Studies*. Winnipeg: Fernwood.
- Mulé, N. & DeSantis, G. (Eds.) (2017). *The Shifting Terrain: Nonprofit Public Policy Advocacy in Canada*. Kingston: McGill-Queen's University Press.
- DeSantis, G. & Mulé, N. (2017). Advocacy: A Contested yet Enduring Concept in the Canadian Landscape. In N. Mulé & G. DeSantis (Eds.), *The Shifting Terrain: Nonprofit Public Policy Advocacy in Canada* (pp. 3-32). Kingston: McGill-Queen's University Press.
- Mulé, N. & DeSantis, G. (2017). A "Political Activity": The Inherent Politicization of Advocacy. In N. Mulé & G. DeSantis (Eds.), *The Shifting Terrain: Nonprofit Public Policy Advocacy in Canada* (pp. 293-320). Kingston: McGill-Queen's University Press.
- Garcea, J. & G. DeSantis (2016). Provincial Funding of Human Service Nonprofit Organizations in Saskatchewan: A Trend Analysis of Provincial Funding Regimes. In Peter Elson, Ed., *Funding Policies and the Nonprofit Sector in Western Canada*. Toronto: University of Toronto Press.
- DeSantis, G. (2014). Community-based participatory research: Critical reflections about delicate processes of inclusion/exclusion. In *Journeys in Community-Based Research*, B. Jeffery, et al. (Eds.). Regina, SK: University of Regina Press.
- DeSantis, G. (2013). Policy advocacy experiences of nonprofit organizations: Caught between rocks and hard places with multiple constituents? *The Canadian Geographer*, Vol. 57, no. 4.
- DeSantis, G. (2013). Voluntary organizations working on the social determinants of health: cause for concern? *The Philanthropist*, Vol. 25, no. 1.
- DeSantis, G. (2010). Voices from the margins: Policy advocacy and marginalized communities. *Canadian Journal of Nonprofit and Social Economy Research*, Vol. 1, no. 1, p. 23-45.

##### Peer Reviewer

No author name disclosed (Nov. 2017). Common Health: social movements, health justice and urban commons. *Health Tomorrow: Interdisciplinarity and Internationality Journal*. Completed double-blind peer review of this journal article.

### Technical, Policy and Action Reports

- DeSantis, G. (June 2016). *Certificate in Nonprofit Sector Leadership and Innovation*. Approved at the University of Regina Senate as a new area of study in Saskatchewan. Offered in partnership by the Faculty of Arts, Luther College and CCE. It was based on my two years of collaborative research.
- DeSantis, G., Todd, T., et al. (2014). *Saskatchewan voluntary sector early work on the determinants of health 1905-1950: Some unsettling questions inspired by history*. Regina, SK: SPHERU, University of Regina, available at <http://www.spheru.ca/publications/files/Historical%20voluntary%20sector%20work%20on%20health.pdf>
- Hackett, P., Bacsu, J., McIntosh, T., Sari, N., DeSantis, G., and Daschuk, J. (2013). *Wolseley healthcare: A journey through time*. Saskatoon, SK: Saskatchewan Population Health and Evaluation Research Unit. Available from, [www.spheru.ca](http://www.spheru.ca).
- DeSantis, G. (2013). *Exploring determinants of health, interventions and outcomes reported by CIF funded organizations: A Discussion Document*. Regina, SK: Community Initiatives Fund.
- DeSantis, G., Bolen, C. & Stone, W. (2011). *A Snapshot of Regina Organizations at Work on the Determinants of Community Well-Being*. Regina, SK: SPHERU, University of Regina, available at <http://www.spheru.ca/publications/files/Orgs%20work%20on%20Regina%20SDOHs%20FINAL.pdf>
- Banks, B., S. Bell, G. DeSantis, et al. (2010). *Let's do Something about Poverty!* Regina: Poverty Free Sask.

David Flomo, MPH, MSW  
Tel: 306-585-5237 (Office)  
Lecturer/Practicum Coordinator  
[David.flomo@uregina.ca](mailto:David.flomo@uregina.ca), (306) 585 5237

### Education and Professional Development

2017: Master of Public Health, Saint Louis University School of Public Health, Saint Louis,  
Missouri

2003: Master of Social Work, George Warren Brown School of Social Work,  
Washington  
University in Saint Louis, Saint Louis, Missouri

2001: Bachelor of Arts in Community Development, Minor in Business Administration  
Daystar  
University, Nairobi, Kenya.

#### Professional Credentials:

2009 - Present: Registered Social Worker (RSW), Licensed to provide psychosocial intervention

### Employment History

**Current: Lecturer of Justice Studies and Practicum Coordinator**, Faculty of Arts,  
University  
of Regina, Regina, Saskatchewan.

2018 - Present: Adjunct Lecturer: **University of Regina Faculty of Social Work,  
Saskatoon  
Campus**. Courses taught:

Spring 2019: SW482- **International Themes in Social Work and Social Welfare**  
Fall 2018: SW100 – **Introduction to Social Work**

2015 - 2018: **Program Chair** and Instructor of Social Work, Faculty of Health and  
Community  
Studies, **NorQuest College**.

#### Courses Taught:

- a. Community Development (SOWK 2010)
- b. Social Work in Organizations (SOWK 2070)

**2009 – 2015: Program Manager**, Children, Youth, Family and Community Services and Immigration and Settlement Service –Refugees Assistance Program (RAP), Catholic Social Services, Edmonton, Alberta.

### Teaching History

#### Fall 2021:

1. JS 290 - **Introductory Practicum: Field Placement**
2. JS 291 - **Professional Communications and Report Writing**
3. JS 490 - (Online) - **Advanced Practicum: Field Placement**

#### Winter 2021:

4. JS 290 - **Introductory Practicum: Field Placement**
5. JS 490 - (Online) - **Advanced Practicum, Field Placement**
6. JS 492 - (Online) - **Major Project**

#### Fall 2020:

1. JS 290 - **Introductory Practicum: Field Placement**
2. JS 490 - (Online) - **Advanced Practicum, Field Placement**
3. JS 291 - **Professional Communications and Report Writing**

#### Winter 2020:

7. JS 290 - **Introductory Practicum: Field Placement**
8. JS 490 - (Online) - **Advanced Practicum, Field Placement**
9. JS 492 - (Online) - **Major Project**

#### Fall 2019:

4. JS 290 - **Introductory Practicum: Field Placement**
5. JS 490 - (Online) - **Advanced Practicum, Field Placement**
6. JS 492 - (Online) - **Major Project**
7. JS 291 - **Professional Communications and Report Writing**

#### Winter 2019

1. JS 290 - **Introductory Practicum: Field Placement**
2. JS 490 - (Online) - **Advanced Practicum, Field Placement**
3. JS 492 - (Online) - **Major Project**

#### Fall 2018:

1. JS 290 - **Introductory Practicum**
2. JS 490 - (Online) - **Advanced Practicum, Field Placement**
3. JS 291 - **Professional Communications and Writing**

### University Service

**2018 – Present:** Member, Saskatchewan Soccer Association (Referee President)

**2018 – Present** Member, Saskatchewan Association of Social Workers (SASW)  
 2012 – Present: Canadian Association of Social Workers, Individual member  
 2009 – 2018: Alberta College of Social Workers (Member, Children’s Committee, International Social Work Practice and Health Committees and 2012 & 2014 Conference Planning Committee Co-Chair).  
 2009 – Present: International Federation of Social Workers (IFSW)  
 2009 – Present: Canada Soccer Association (CSA)  
 2009 – 2018: Alberta Soccer Association (Referee), Alberta, Canada  
 2009 – 2018: Edmonton District Soccer Referee Association, (EDSRA)

### Scholarly Research

Kereyo, P. & **Flomo, D.** (2012). Removing the Barriers to New Canadian’s Health Disparity: New Canadian Health Network In M. Baffoe, M., Cheung, L., Asimeng-Boahene & B. Ogbuagu (Ed.), *Strangers in New Homelands: The social deconstruction and reconstruction of “Home” among immigrants in the Diaspora* (pp. 104 – 20). Cambridge, UK: Cambridge Scholars Publishing.

Harris MA, Oelbaum R, & **Flomo, D.** (2007). Changing and Adhering to Lifestyle Changes: What Are the Keys? *American Journal of Lifestyle Medicine*, 1(2).

**TODAY Study Group** (2007). Treatment options for Type 2 diabetes in adolescents and youth: a study of the comparative efficacy of metformin alone or in combination with rosiglitazone or lifestyle intervention in adolescents with Type 2 diabetes. *Pediatric Diabetes*, 8: 74–87, 2007.

**STOPP-T2D Prevention Study Group** (2007). Presence of Diabetes Risk Factors in a large US Eighth-Grade Cohort. *Diabetes Care* 29(2): 2006

#### Presentations/Lectures:

**Flomo, D. T.** (2019, June) “*Strategies around Weight Loss in Diabetes: Considering Cultural Factors*” 79<sup>th</sup> Scientific Session of the American Diabetes Association (June 7 - 11, 2019), San Francisco, California, USA

**Flomo, D.T.** & Nicholas, D. (2012, July) “*Integrating Clinical Practice and Classroom Learning through Heightened Hospital/University Partnership*” International Council on Social Work Conference (July 8-12, 2012) Social Work Social Development 2012: Action and Impact, Stockholm, Sweden.

**Flomo, D. T.,** & Kereyo, P. K. (2011, April) “*Immigrants building a nation: The Social Workers’ role*”, Alberta College of Social Workers Annual Conference (April 28 – 30, 2011)

Social Workers as Nation Builders: Speaking Truth to Powers, Calgary, Alberta

**Flomo, D. T.,** & Kereyo, P. K. (2010, November) “*Removing the barriers to new Canadians health disparity: New Canadians Health Network*” University of Manitoba School of Social Work



Strangers in New Homelands 2010 Conference: Creating 'home' away from home' conference, Winnipeg, Manitoba.

## Dr. James Gacek

Assistant Professor  
 James.Gacek@uregina.ca, (306) 585-4104,

### Education and Professional Development

2019	<b>Doctor of Philosophy</b> (Criminology)	Edinburgh Law School University of Edinburgh
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### Employment History

Sept 2019-present	<i>Assistant Professor</i> , Department of Justice Studies, University of Regina
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### Teaching History

Undergraduate Courses:	‘The Criminal Justice System’ (JS 240-001; Second-year Justice Studies course) ‘Environment and Justice’ (JS 412-001; Fourth-year Justice Studies course) ‘Advanced Issues in Corrections and Community Justice’ (JS 440-001; Fourth-year Justice Studies course) ‘Discrimination and Justice’ (JS 460-001; Fourth year Justice Studies course)
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### Student Supervision

None to report.

### University Service

July 2020-present	Faculty of Arts Representative to the Faculty of Graduate Studies and Research, University of Regina.
July 2020-present	Faculty of Arts Representative to the Faculty of Education, University of Regina.
January-April 2020	Hiring Chair, Department of Justice Studies, University of Regina.

### Scholarly Research

#### Books

- Jochelson, R., & Gacek, J. (Eds.) (2019). *Sexual Regulation and the Law – A Canadian Perspective*. Bradford, ON: Demeter Press.
- Jochelson, R., Gacek, J., & Menzie, L. (2017). *Criminal Law and Precrime: Legal Studies in Canadian Punishment and Surveillance in Anticipation of Criminal Guilt*. New York: Routledge.

## Book Chapters

- Gacek, J. & Sparks, R. (2020). "The carceral state and the interpenetration of interests: commercial, governmental, and civil society interests in criminal justice." In Kevin Albertson, Mary Corcoran, and Jake Phillips (Eds.). *Marketisation and Privatisation of Criminal Justice*. University of Bristol: Policy Press. Pp. 47-58.
- Bookman, S. & Gacek, J. (2017). "The Mean Streets of Winnipeg: Entanglements of Crime and Place in Film." In Steven Kohm, Pauline Greenhill, and Sonia Bookman (Eds.), *Screening Justice in Canada: Canadian Crime Films, Culture and Society*. Halifax and Winnipeg: Fernwood Publishing. Pp. 98-115.
- Gacek, J. (2017). "Doing Time Differently: Imaginative Mobilities to/from Inmates' Inner/Outer Spaces." In Jennifer Turner and Kimberley Peters (Eds.), *Carceral Mobilities: Interrogating Movement in Incarceration*. Abingdon: Routledge. Pp. 73-84.
- Walby, K., Lippert, R. & Gacek, J. (2016). "Securitizing 'National Interests': Canadian Federal Government Departments, Corporate Security Creep, and Security Regimes." In Randy Lippert, Kevin Walby, Ian Warren, and Darren Palmer (Eds.), *National Security, Surveillance, and Terror: Canada and Australia in Comparative Perspective*. London: Palgrave. Pp. 155-176.

## Journal Articles

- Gacek, J. & Jochelson, R. (equal co-authorship). (2020). Animals as Something More than Mere Property: Interweaving Green Criminology and Law. *Social Sciences* 9(122): 1-16.
- Ricciardelli, R., Carleton, N., Gacek, J., & Grohl, D. (2020). Understanding needs, breaking down barriers: Examining mental health challenges and wellbeing of correctional staff in Ontario, Canada. *Frontiers in Psychology* 11(1036): 1-10.
- Ricciardelli, R., Czarnuch, S., Carleton, N., Gacek, J., & Shewmake, J. (2020). Canadian Public Safety Personnel (PSP) and Occupational Stressors: How PSP Interpret Stressors on Duty. *International Journal of Environmental Research and Public Health* 17(4736): 1-16.
- Gacek, J. (2020). Corporate Greenwashing and Canada Goose: Exploring the Legitimacy-Aesthetic Nexus. *International Journal of Crime, Justice and Social Democracy, OnlineFirst*: 1-15.
- Gacek, J. (2020). In the Era of E-Carceration: Criminal Justice Trends and Concerns with Electronic Monitoring. *Annual Review of Interdisciplinary Justice Research*, 9, 32-56.
- Ricciardelli, R., Phoenix, J., & Gacek, J. (2020). "It's Complicated": Canadian Correctional Officer Recruits' Interpretations of Issues Relating to the Presence of Transgender Prisoners. *The Howard Journal of Crime and Justice*, 59(1), 86-104.
- Gacek, J. (2019). Stuck in the Carceral Web: Prisoners' Experiences of Electronic Monitoring. *Criminological Encounters*, 2(1), 35-52.
- Gacek, J. (2019). Confronting Animal Cruelty: Understanding Evidence of Harm Towards Animals. *Manitoba Law Journal*, 42(4), 315-342.
- Jochelson, R. & Gacek, J. (equal co-authorship). (2019). Reconstitutions of Harm: Novel Applications of the *Labaye* Test since 2005. *Alberta Law Review*, 56(4), 991-1038.

- Sparks, R. & Gacek, J. (2019). Persistent Puzzles: The Philosophy and Ethics of Private Corrections in the Context of Contemporary Penalty. *Criminology and Public Policy*, 18(2), 379-399.
- Jochelson, R. & Gacek, J. (equal co-authorship). (2018). ‘Ruff’ Justice: Canine Cases and Judicial Law Making as an Instrument of Change. *Animal Law Review*, 24(1), 171-195.
- Gacek, J. (2018). “Me Time”: (Re)Presenting Self and Carceral Spaces. *Annual Review of Interdisciplinary Justice Research*, 7, 346-371.
- Gacek, J. (2017). Species Justice for Police Eagles: Critiquing the Dutch ‘Flying Squad’ and Animal-Human Relations. *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, 21(1), 2-15.
- Gacek, J. & Jochelson, R. (equal co-authorship). (2017a). Placing ‘Bestial’ Acts in Canada: Legal Meanings of ‘Bestiality’ and Judicial Engagements with Sociality. *Annual Review of Interdisciplinary Justice Research*, 6, 236-261.
- Gacek, J. & Jochelson, R. (equal co-authorship). (2017b). ‘Animal Justice’ and Sexual (Ab)use: Consideration of Legal Recognition of Sentience for Animals in Canada. *Manitoba Law Journal*, 40(3), 335-362.
- Gacek, J. & Kohm, S. (2016). The ‘Frozen’ Heart of the Continent: Place-Myths and Winnipeg in Canadian Crime Films. *Canadian Graduate Journal of Sociology and Criminology*, 5(1), 4-17.
- Kohm, S. & Gacek, J. (2016). Visualizing Cultural Criminology: See(k)ing Justice in the Films of Atom Egoyan. *Annual Review of Interdisciplinary Justice Research*, 5, 15-41.
- Sanscartier, M. & Gacek, J. (2016). Out, Damned Spot: Socio-Economic Hygienic Practices of Business Improvement Districts. *Canadian Journal of Urban Research*, 25(2), 73-85.
- Woolford, A. & Gacek, J. (2016). Genocidal Carcerality and Indigenous Residential Schools in Canada. *Punishment & Society*, 18(4), 400-419.

## Nicholas (Nick) A. Jones

Professor Justice Studies & Executive Director, CIPSRT  
[nick.jones@uregina.ca](mailto:nick.jones@uregina.ca), (306) 585 4862

### Education and Professional Development

- 2006      **Doctor of Philosophy** (Sociology: Crime & Deviance Concentration)  
 Department of Sociology, University of Calgary  
 Calgary, Alberta  
 Dissertation: Adjudicating the perpetrators of genocide: A preliminary investigation into the judicial response to genocide in Rwanda.
- 1997      **Master of Science** (Administration of Justice)  
 Department of the Administration of Justice, San Jose State University  
 Thesis: Alcohol: Legal issues and the environment of licensed premises in Alberta
- 1994      **Bachelor of Arts** (Double major: Sociology and Psychology)  
 Departments of Sociology and Psychology, University of Calgary

### Employment History

- June 2019 – Current      Interim Dean  
 Faculty of Graduate Studies (until December 31, 2020)
8.      JUNE 2019 – CURRENT INTERIM EXECUTIVE DIRECTOR, CANADIAN INSTITUTE FOR PUBLIC SAFETY RESEARCH & TREATMENT (CIPSRT) (UNTIL DECEMBER 31, 2020)
- June 2019 – Aug 2020      Interim Associate Vice-President (Research) (until August 31, 2020)
9.      JULY 2018 – JUNE 2019      ASSOCIATE DEAN (RESEARCH AND GRADUATE), FACULTY OF ARTS
10.      JULY 2019 – CURRENT      PROFESSOR (JUSTICE STUDIES)
11.      JULY 2010 – JUNE 2019      ASSOCIATE PROFESSOR (JUSTICE STUDIES)
12.      NOV 2006 – JUNE 2010      ASSISTANT PROFESSOR (JUSTICE STUDIES)
- July 2006 – November 2006      Lecturer (Justice Studies)

### Teaching History

**Undergraduate:** JS 100, JS 230, JS 318, JS 319, JS 332, JS 341, JS 431, JS 498AB, JS 499AA, JS 499AD, PLST 448/JS 494, International Studies 498/499: IS Honours, HJ 408AJ: Globus Summer Institute (team-taught course), SOST 203: Social Science Methodology  
**Graduate:** JS 890AC, JS 890AQ, JS 890AS, JS 890AV: Directed Readings in Restorative Justice, JS 890AX, JS 890BD, JS 890 BE

### Student Supervision

Name	Position	Dates of supervision
Amber Schick	Supervisor - MAJS	2019 - current
Amber Holmes	Supervisor - MAJS	2019 - current
Greg Willcocks	Supervisor - MAJS	Completed 2019
Olufunke Okochi	Supervisor - MAJS	Completed 2017
Mary Aspinall	Supervisor - MAJS	Completed 2016
Renee Hoffart	Supervisor - MAJS	Completed 2016
Danielle Pieracci	Supervisor - MAJS	Completed 2015
Krystal Glowatski	Supervisor - MAJS	Completed 2013
Robert Mills	Supervisor - MAPS	Completed 2012
Crystal Giesbrecht	Committee Member – PhD JS	2019 - current
Samantha Horswill	Committee Member – PhD Psych	Completed 2017
Terrence Coleman	Committee Member – PhD PS	Completed 2012

In addition to those listed above, I have served as a committee member for 15 MA theses (13 Justice Studies, 1 Political Science, and 1 Psychology) who have all completed in the last 10 years. I also supervised 1 undergraduate honours student (international studies) and 3 justice studies undergraduate student summer research projects funded by McDougall Gauley Fellowship.

### University Service

**University** – Dean’s Council, CCR, AIR, SEP (academic), Special Advisor to VPR (clusters), CCJS Steering Committee, SJI Steering Committee, and others.

**Faculty** – Performance Review, Budget Advisory, Space Committee, FGSR Council, CRC Hiring Committee, Deans’ Reappointment Committee, and others

**Department** – Police Studies Coordinator, Graduate Coordinator, Department Head, and numerous hiring committees, and others

### Scholarly Research

#### Book

Jones, N. A. (2010). *The courts of genocide: Politics and the rule of law in Rwanda and Arusha*. Routledge-Cavendish, UK.

#### Peer-Reviewed Journal Articles

Jones, N.A., Ruddell, R., & Summerfield, T. (2019). Community policing: Perceptions of officers policing indigenous communities. *Canadian Journal of Criminology and Criminal Justice*, 61(1): 41-65.

Ruddell, R. & Jones, N.A. (2018). Policing the “middle of nowhere”: Officer working strategies in isolated communities. *Policing: A Journal of Policy and Practice*. (Available on-line February 09, 2018 <https://academic.oup.com/policing/advance-article/doi/10.1093/police/pay007/4850523>)

Carleton, R. N., Korol, S., Mason, J.E., Hozempa, K., Anderson, G., Jones, N.A., Dobson, K.S., Szeto, A., & Bailey, S. (2018). A longitudinal Assessment of the Road to Mental Health

- Readiness among a Canadian Municipal Police Sample. *Cognitive Behavioural Therapy*, 47(6), 508 - 528. doi:10.1080/16506073.2018.1475504 Available online 18 June 2018.
- Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., LeBouthillier, D. M., Duranceau, S., Sareen, J., Ricciardelli, R., MacPhee, R. S., Groll, D., Hozempa, K., Brunet, A., Weekes, J. R., Griffiths, C. T., Abrams, K. J., **Jones, N. A.**, Beshai, S., Cramm, H. A., Dobson, K. S., Hatcher, S., Keane, T. M., Stewart, S. H., & Asmundson, G. J. G. (2018). Suicidal ideation, plans, and attempts among public safety personnel in Canada. *Canadian Psychology*, 59(3), 220 - 231. Available online 08 February 2018.
- Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., LeBouthillier, D. M., Duranceau, S., Sareen, J., Ricciardelli, R., MacPhee, R. S., Groll, D., Hozempa, K., Brunet, A., Weekes, J. R., Griffith, C. T., Abrams, K. J., **Jones, N. A.**, Beshai, S., Cramm, H. A., Dobson, K. S., Hatcher, S., Keane, T. M., Stewart, S. H., & Asmundson, G. J. G. (2018). Mental Disorder Symptoms among Public Safety Personnel in Canada. *Canadian Journal of Psychiatry*, 63(1), 54 – 64. DOI: 10.1177/0706743717723825  
<http://journals.sagepub.com/doi/full/10.1177/0706743717723825>
- Hoffart, R. & **Jones, N.A.** (2018). Intimate partner violence and intergenerational trauma among Indigenous Women. *International Criminal Justice Review*, 28(1), 25 – 44. DOI: 10.1177/1057567717719966. (Available originally on-line 24 July 2017) **Awarded the Richard J. Terrill: “Paper of the Year Award” for 2018**
- Jones, N.A.**, Ruddell, R., & Winterdyk, J. (2017). Crime, political economy, and imprisonment: A cross-national analysis. *Annals of the Bucharest University – The Laws Series* (pp. 20 – Kiedrowski, J., **Jones, N.A.** & Ruddell, R. (2017). “Set up to fail?” An analysis of self-administered Indigenous police services in Canada. *Police Practice and Research*, 18(6), 584 - 598. <http://dx.doi.org/10.1080/15614263.2017.1363973>
- Glowatski, K., **Jones, N.A.**, & Carleton, R.N. (2017). Bridging police and communities through relationship: The importance of a theoretical foundation for restorative policing. *Restorative Justice: An International Journal*. 5(2), 267 – 292. DOI: 10.1080/20504721.2017.1343416.
- Sawatsky, M., Ruddell, R., & **Jones, N.A.** (2017). A quantitative study of Prince Albert’s crime/risk reduction approach to community safety. *Journal of Community Safety and Well-Being* 2(1), 3 – 12.
- Jones, N. A.**, Ruddell, R., & Sharpe, D. (2017). Does place shape perceptions of the police? A comparison of university students and community members. *Annual Review of Interdisciplinary Justice Research – Volume 6*, 140 – 167.
- Ruddell, R., Lithopolous, S., & **Jones, N.A.** (2014). Crimes, costs and well-being: Policing isolated communities. *Policing: An International Journal of Police Strategies & Management*, 34, 779-793.
- Ruddell, R. & **Jones, N. A.** (2013). Social media and policing: Matching the message to the audience. *Safer Communities*, 12, 64-71.
- Jones, N. A.**, Parmentier, S. & Weitekamp, E. (2012). Dealing with international crimes in post-war Bosnia: A look through the lens of the affected population. *European Journal of Criminology*, 9, 533 – 564.
- Jones, N. A.**, & Nestor, R. (2011). Sentencing circles in Canada and the Gacaca in Rwanda: A comparative analysis. *International Criminal Justice Review*, 21, 39 -66.

#### Peer-Reviewed Book Chapters

In the past 10 years, I have published 10 peer-reviewed book chapters.

**Technical Reports**

In the past 10 years, I have published 24 technical reports.

**Conference Presentations**

In the past 10 years, I have made 32 presentations at academic conferences.

## Heather Nord

Instructor

[Heather.nord@uregina.ca](mailto:Heather.nord@uregina.ca)

306 585 4055

### Education and Professional Development

M.B.A. in Executive Management, University of Regina

J.D. (Juris Doctor), College of Law, University of Saskatchewan

B.A. (Anthropology), University of Regina

### Employment History

Instructor, Department of Justice Studies and the Faculty of Business Administration, University of Regina (Sessional and continuing full-time Term Appointment)

Lawyer, Miller Thomson, Regina, Saskatchewan

### Teaching History

I have taught over 75 courses at the University of Regina over the past 10 years. The course titles are as follows:

JS 100 001: Introduction to Justice

JS 100 397 Introduction to Justice

JS 100 0A1 Introduction to Justice

JS 230 001: Introduction to Canadian Law

JS 319 991: Women and the Law

JS 317 991: Justice, Democracy and Social Change

JS 332 001: Law and Society

JS 418 001: Restorative Justice and the Law

Bus 307: Introduction to Business Law

Bus 405: Business, Government and Society

*List courses taught over the last ten years.*

### Student Supervision

I supervised many undergraduate Teaching Assistants over the years in my courses (several each semester depending on the courses being taught that semester).

I supervised a Justice Studies Graduate Student in his Masters of Justice Studies (Policing) degree, noted below.

Name	Position	Dates of supervision
Greg Willcocks	Justice Studies Graduate Student (MA Justice Studies)	2018-2019: Graduate Committee Member
		<i>expand table as required with tab key</i>

**University Service**

Ad Hoc Communications Committee, Department of Justice Studies  
 Ad Hoc Student Writing Committee, Department of Justice Studies  
 Monthly Department Meetings, Department of Justice Studies  
 Faculty of Arts Council, Faculty of Arts, University of Regina  
 Masters Graduate Committee, Department of Justice Studies (graduate committee member)  
 Justice Students Society, University of Regina (advisor)  
 Business Students Society, University of Regina (advisor)  
 Western Canada First Year Business Case Competition, Faculty of Business Administration, University of Regina (competition judge)  
 Executive MBA Program, Faculty of Business Administration, University of Regina ((guest lecturer and Alumnus supporter)  
 Law Society of Saskatchewan  
 Canadian Bar Association  
 Saskatchewan Trial Lawyers Association  
 Legal Education Action Fund  
 Regina Immigrant Women Centre (pro bono legal work, workshops and government referral services)  
 Business and Professional Women of Regina (professional workshops and lectures)  
 Institute of Public Administration of Canada  
 Regina Antique Auto Association  
 Consulting on a volunteer and professional basis for numerous non-profit health sector organizations.  
 Volunteer for numerous charitable organizations in Regina.

*Summarize your University and external community service over the last 10 years*

**Scholarly Research**

N/A: My contract does not include research requirements.

Rick Ruddell, Ph.D.  
 Law Foundation of Saskatchewan Chair in Police Research  
[email.address@uregina.ca](mailto:email.address@uregina.ca) (306) 337 8541

#### Education and Professional Development

N.A.

#### Employment History

Appointed LFS Chair (Associate Professor) in September 2010: Promoted to Full Professor in July, 2013

#### Teaching History

16 x Undergraduate Justice Studies Courses  
 2 x Graduate Courses: Plus directed readings graduate courses (approximately 10)

#### Student Supervision

Name	Position	Dates of supervision
<b>Crystal Giesbrecht</b>	Ph.D. Student (Special Case)	July 2019 to present
<b>Amad Alhijili</b>	M.A. Student (Thesis)	Graduated 2013
<b>Jason Fenno</b>	M.A. Student (Thesis)	Graduated 2013
<b>Chris Jackson</b>	M.A. Student (Thesis)	Graduated 2020
<b>Samantha Lytle</b>	M.A. Student (Thesis)	Graduated 2014
<b>Janel Matt</b>	M.A. Student (Thesis)	Graduated 2017
<b>Judith Orthner</b>	M.A. Student (Thesis)	Graduated 2018
<b>Murray Sawatsky</b>	M.A. Student (Thesis)	Graduated 2016
<b>Steven Wyatt</b>	M.A. Student (Course Based)	Graduated 2019
<b>Erin Donnelly</b>	M.A. Student (Course Based)	In Progress: Admitted 2019
<b>Ericka Keranen</b>	M.A. Student (Course Based)	In Progress: Admitted 2018
<b>Krista Schaffer</b>	M.A. Student (Course Based)	In Progress: Admitted 2018
<b>Chair: Incomplete (N=3)</b>	M.A. Students (Thesis Based)	From 2010 to 2015
<b>Committee Member</b>	Ph.D. (U of R) x 4 students	From 2010 to Present
	M.A. (U of R) x 9 students	From 2010 to Present

<b>External Examiner</b>	M.A. (Various Universities) x 4	From 2010 to Present
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### University Service

President's/SSHRC General Research Grant Fund Advisory Committee – 2013 – 2016  
 Advisory Committee on the Partnership Grant – 2015  
 Collaborative Centre on Justice and Safety, Board Member – 2016-2018  
 Law Foundation of Saskatchewan Lecture Series – 2010-present  
 Faculty of Arts Nominating Committee – 2010-2011  
 Faculty of Arts Performance Review – July 2014 to June 2015  
 Faculty of Arts Research and Graduate Studies – January 2017 to May 2017  
 Faculty of Arts Research and Graduate Studies – August 2018 to May 2021  
 Police Studies Program Advisory Committee – 2010 - present  
 Justice Studies Search Committee – 2010 - present  
 Graduate Committee – 2010- present  
 Chair - Criminal Justice Search Committee – 2013, 2019  
 Member – Criminal Justice Search Committees – 2011, 2014  
 Perceptions of the University of Regina Campus Security report – January 2018.

### Scholarly Research

#### Books Since 2010

- Ruddell, Rick, G. Larry Mays, and L. Thomas Winfree, Jr.  
 2021 Contemporary corrections: A critical thinking approach. New York: Routledge.
- Ruddell, Rick  
 2020 Exploring criminal justice in Canada, 2<sup>nd</sup> ed. Toronto: Oxford University Press.
- Mays, G. Larry and Rick Ruddell  
 2019 Making sense of criminal justice, 3<sup>rd</sup> edition. New York: Oxford University Press.
- Ruddell, Rick  
 2017 Oil, gas, and crime: The dark side of the boomtown. New York: Palgrave Macmillan.
- Ruddell, Rick  
 2017 Policing rural Canada: The police, partners and public safety. Whitby, ON: de Sitter Publications
- Ruddell, Rick  
 2017 Exploring Criminal Justice in Canada. Toronto: Oxford University Press
- Mays, G. Larry and Rick Ruddell  
 2014 Making sense of Criminal Justice, 2<sup>nd</sup> ed. New York: Oxford University Press.

Mays, G. Larry, and Rick Ruddell

2012 Do the crime, do the time: Juvenile criminals and adult justice in the American Court system. Santa Barbara, CA: Praeger.

Ruddell, Rick (Editor)

2010 American jails: A retrospective examination. Richmond, KY: Newgate Press.

Note: Only the current edition of these books are listed in the C.V.

### **Publications Since 2010**

#### **Peer Reviewed Articles**

N=45

#### **Book Chapters**

N= 13 (Note: None of these chapters were published in the books listed above)

#### **Articles in Professional or Non-Peer Reviewed Journals**

N= 6

#### **Encyclopedia Entries**

N = 4

#### **Book Review**

N = 1

#### **Government and Technical Reports**

N = 30

#### **Refereed Conference Presentations**

N = 39

#### **Pedagogical Materials (e.g., Exploring Criminal Justice in Saskatchewan)**

N = 22 (Note: Only the current edition of these materials is listed in the C.V.)

Note: A current C.V. is available at: [www.rickruddell.com](http://www.rickruddell.com)

Adam Vaughan, Assistant Professor  
 adam.vaughan@uregina.ca, (512) 921-0911,

### Education and Professional Development

PHD (2017), Simon Fraser University, Criminology; MA (2009), University of Regina, Justice Studies; BA (2007) Wilfrid Laurier University, Criminology; BSc (2005), Wilfrid Laurier University, Psychology

### Employment History

Assistant Professor (January 2022 - Present), University of Regina, Department of Justice Studies; Assistant Professor (August 2018 - December 2021), Texas State University, School of Criminology and Criminal Justice; Postdoctoral Fellow (August 2017-August 2018), The Michael Smith Foundation for Health Research; Project Manager (September 2012 - August 2018), Justice Institute of British Columbia, Office of Applied Research and Graduate Studies

### Teaching History

University of Regina:

JS 343 – Community Policing (undergraduate seminar, taught winter 2022)

Texas State University:

CJ 2310 – Police Systems and Practice (undergraduate lecture, taught fall 2018, spring/fall 2019, spring/fall 2020, spring/summer 2021); CJ 5322 – Police in Society (Master’s seminar, taught fall 2019, spring 2021); CJ 5322A – Police in Society (Master’s executive program seminar, taught fall 2020, and fall 2021); CJ 7314 – Policing (Doctoral seminar, taught spring 2020)

Simon Fraser University:

CRIM 131 - Introduction to the Criminal Justice System (undergraduate lecture, taught spring 2013); CRIM 220 - Research Methods in Criminology (undergraduate lecture, taught fall 2012); CRIM 2310 - Introduction to Policing (undergraduate lecture, taught summer 2015)

### Student Supervision

Name	Position	Dates of supervision
Robert Dial	MSCJ Student	August 15, 2019 – December 5, 2019
Ashley Blinkhorn	MSCJ Student	August 15, 2019 – April 27, 2020
Bryce Stoliker	PHD Student	September 1, 2018 – June 15, 2020
Duwayne Poorboy	MSCJ Student	September 1, 2019 – March 2021
Aaron Duran	PHD Student	February 15, 2020 – September 20, 2021
Duwayne Poorboy	PHD Student	August 15, 2021 – Present

### University Service

Member, Transnational Health Research Initiative. (October 10, 2019 - Present); Member, Academic Computing Committee. (September 1, 2019 – December 31, 2021); Member, Continuity of Education Workgroup (Covid-19 response team). (April 1 – December 31, 2021);

Member, MSCJ Research Committee. (September 1, 2018 – December 31, 2021); Member, PhD Research Committee. (September 1, 2020 – December 31, 2021); Member of the Working Group on Mental Health and Policing, Royal Society of Canada (2021-Present); Virtual scholar in residence, Canadian Society of Evidence-Based Policing (2022)

### Scholarly Research

#### Peer-reviewed articles

- Vaughan, A. D., Hewitt, A. N., Verdun-Jones, S. N., & Brink, J. (2021). A retrospective records study of patterns in mental health and criminal justice service use by people found not criminally responsible on account of mental disorder. *Criminal Behaviour and Mental Health*, 31(5), 331-342. <https://doi.org/10.1002/cbm.2216>
- Lavergne, R., Shirmaleki, M., Loyal, J.P., Jones, W., Nichols, T., Schutz, C., Vaughan, A. D., Samji, H., Puyat, J., & Small, W. (Accepted / In Press). Emergency department use for mental and substance use disorders: Descriptive analysis of population-based, linked administrative data in British Columbia, Canada. *BMJ Open*.
- Jones, A. M., Vaughan, A. D., Roche, S. P., & Hewitt, A. N. (Accepted / In Press). Policing Persons in Behavioral Crises: An Experimental Test of Bystander Perceptions of Procedural Justice. *Journal of Experimental Criminology*. <https://doi.org/10.1007/s11292-021-09462-1>
- Stoliker, B., Verdun-Jones, S., & Vaughan, A. D. (Accepted / In Press). Psychological and sociological perspectives on suicide: A multi-level examination of suicidal thoughts and attempted suicide among prisoners. *Archives of Suicide Research*. <https://doi.org/10.1080/13811118.2020.1738294>
- Stoliker, B., Vaughan, A. D., Collins, J., Black, M., & Anderson, G. (Accepted / In Press). Building personal resilience following an online resilience training program for BScN students. *Western Journal of Nursing Research*. <https://doi.org/10.1177/01939459211017240>
- Vaughan, A. D., Hart, T., Hewitt, A., & Felson, M. (Accepted / In Press). The Promise and Challenge of Activity-Based Crime Rates: A Comparison of the USA, Canada, and Australia. *European Journal on Criminal Policy and Research*, 27, 397–413. <https://doi.org/10.1007/s10610-020-09461-4>
- Di Nota, P., Stoliker, B., Vaughan, A. D., Anderson, G., & Anderson, J. (2021). Stress and memory: A systematic state-of-the-art review with evidence-gathering recommendations for police. *Police Practice and Research: An International Journal*, 41(1). <https://doi.org/10.1108/PIJPSM-06-2020-0093>
- Huey, L., Anderson, J., Bennell, C., Koziarski, J., Campbell, M. A., & Vaughan, A. D. (2021). Caught in the Currents: Evaluating the Evidence for Common Downstream Police Response Models in Calls Involving Persons with Mental Illness. *Facets*, 6(1), 1409-1445. <https://doi.org/10.1139/facets-2021-0055>
- Huey, L., Ferguson, L., & Vaughan, A. D. (2021). The Limits of Our Knowledge: Tracking the Size and Scope of Police Involvement with Persons with Mental Illness. *Facets*, 6(1), 424–448. <https://doi.org/10.1139/facets-2021-0005>
- Stoliker, B., Verdun-Jones, S., & Vaughan, A. D. (2020). The relationship between age and suicidal thoughts and attempted suicide among prisoners. *Health and Justice*, 8(14), 1-19. <https://doi.org/10.1186/s40352-020-00117-3>

- Vaughan, A. D., Stoliker, B., & Anderson, G. (2020). Building personal resilience in Primary Care Paramedic students and subsequent skill decay. *Australasian Journal of Paramedicine*, 17(1), 1-8. <https://doi.org/10.33151/ajp.17.803>
- Carleton, R. N., Afifi, T., Taillieu, T., Turner, S., Mason, J. E., Ricciardelli, R., McCreary, D. R., Vaughan, A. D., Anderson, G.S., Krakauer, R. L., Donnelly, E. A., Camp, R. D., Groll, D., Cramm H. A., MacPhee, R. S., & Griffiths, C. T. (2020). Assessing the relative impact of diverse stressors among public safety personnel in Canada. *International Journal of Environmental Research and Public Health*, 17(1), 1–25. <https://doi.org/10.3390/ijerph17041234>
- Carleton, R. N., Afifi, T., Turner, S., Taillieu, T., Vaughan, A. D., Anderson, G.S., Ricciardelli, R., MacPhee, R. S., Cramm, H. A., Czarnuch, S. A., Hozempa, K., & Camp, R. D. (2020). Mental health training, attitudes towards support, and screening positive for mental disorders. *Cognitive Behavior Therapy*, 49(1), 55-73. <https://doi.org/10.1080/16506073.2019.1575900>
- Anderson, G. S., Black, M., Collins, J., & Vaughan, A. D. (2019). Researching resilience in Bachelor of Science in Nursing (BScN) students. *International Journal for Cross-Disciplinary Subjects in Education*, 10(3), 4098 – 4102. <https://doi.org/10.20533/ijcdse.2042.6364.2019.0499>
- Vaughan, A. D., Hewitt, A., Hodgkinson, T., Andresen, M., & Verdun-Jones, S. (2019). Temporal patterns of Mental Health Act Calls to the police. *Policing: A Journal of Policy and Practice*, 13(2), 172–185. <https://doi.org/10.1093/police/pay060>
- Vaughan, A. D., Hewitt, A., Andresen, M., Verdun-Jones, S., & Brantingham, P. (2019). The importance of gender in the spatial distribution of police interactions involving emotionally disturbed persons: An examination of call types. *Police and Society*, 29(2), 137–154. <https://doi.org/10.1080/10439463.2017.1373110>
- Vaughan, A. D., Monica, L., Andresen, M., Wuschke, K., Hodgkinson, T., & Campbell, A. (2018). Concentrations and specialization of mental health-related calls for police service. *Victims and Offenders*, 13(8), 1153–1170. <https://doi.org/10.1080/15564886.2018.1512539>
- Vaughan, A. D., Wuschke, K., Hewitt, A., Hodgkinson, T., Andresen, M., Brantingham, P., & Verdun-Jones, S. (2018). Variations in Mental Health Act calls to police: An analysis of hourly and intra-week patterns. *Policing: An International Journal of Police Strategies and Management*, 41(1), 24–40. <https://doi.org/10.1108/PIJPSM-10-2016-0153>
- Anderson, G., Vaughan, A. D., & Mills, S. (2017). Building personal resilience in paramedic students. *Journal of Community Safety and Well-Being*, 2(2), 51–54.
- Vaughan, A. D., Zabkiewicz, D., & Verdun-Jones, S. (2017). In-custody deaths of men related to mental illness and substance use: A cross-sectional analysis of administrative records in Ontario, Canada. *Journal of Forensic and Legal Medicine*, 48(1), 1–8. <https://doi.org/10.1016/j.jflm.2017.03.002>
- Thompson, A., Vaughan, A. D., Pearce, L., & Moran, C. (2017). Perceptions of psychosocial training on behavioural responses in emergency operations centres. *International Journal of Mass Emergencies and Disasters*, 35(1), 61–83.
- Vaughan, A. D., Moran, C., Pearce, L., & Hearty, L. (2016). The influence of organizational support on the life course of trauma in emergency responders from British Columbia. *Journal of Workplace Behavioral Health*, 31(3), 125–143. <https://doi.org/10.1080/15555240.2016.1195693>
- Vaughan, A. D., Hewitt, A., Andresen, M., & Brantingham, P. (2016). Exploring the role of the environmental context in the spatial distribution of calls-for-service associated with emotionally

disturbed persons. *Policing: A Journal of Policy and Practice*, 10(2), 121–133.

<https://doi.org/10.1093/police/pav040>

#### Book Chapters

Vaughan, A. D. (2020). Improving estimates of the quantity and quality of persons involved in the opioid crisis. In K. M. Lersch & J. Chakraborty (Eds.), *Geographies of behavioural health, crime, and disorder: The intersection of social problems and place* (pp. 37-57). Cham, Switzerland: Springer.

Vaughan, A. D., & Andresen, M. (2018). The cost of mental health related calls on police service: Evidence from British Columbia. In R. J. Mitchell & L. Huey (Eds.), *Evidence based policing: An introduction* (pp. 173–186). Bristol, United Kingdom: Bristol University Press and Policy Press.

## Stuart J Wilson

Associate Professor, Economics; Head, Justice Studies  
[stuart.wilson@uregina.ca](mailto:stuart.wilson@uregina.ca), (306) 337-2230, (306) 585-4038

### Education and Professional Development

Ph.D. Economics, Queen's University at Kingston ON (2000)  
 M.A. Economics, Concordia University, Montreal QC (1996)  
 B.A. Economics, Concordia University, Montreal QC (1993)

### Employment History

Head, Department of Justice Studies, 2021-present  
 Head, Department of International Languages, 2015-2018  
 Head, Department of Economics, 2008-2013  
 Academic Coordinator, Arts Work Experience Internship and Co-operative Education Program, 2002-2008  
 Associate Professor, 2006-present  
 Assistant Professor, 2000-2006, Tenure, 2004

### Teaching History

ECON 100 – Introduction to Economic Issues; ECON 201 – Introductory Microeconomics;  
 ECON 202 – Introductory Macroeconomics; ECON 231 - Money, Banking and Financial  
 Institutions; ECON 302 – Intermediate Macroeconomics; ECON 321 – Econometrics; ECON  
 363 – Population Economics; ECON 402 - Advanced Macroeconomics; ECON 421/496AA:  
 Advanced Econometrics/Econometric Methods; ECON 431 – Advanced Monetary Economics;  
 ECON 480 – Capstone Seminar in Economics ; ECON 802 – Macroeconomics/Macroeconomics  
 for Public Policy; ECON 821/824 – Econometrics/Econometrics and Data Analysis; ECON 831  
 – Applied Macroeconomics/Monetary Economics; ECON 835 – Economics of Public Safety;  
 ECON 890AB – Demographic Change and Public Policy; ECON 892AA – Microeconomics of  
 Financial Intermediation

### Supervision (2012-2021)

Name	Position	Dates of supervision
Amy Peirone	Post-Doctoral Fellow	<i>October 2021 - present</i>
Amber Holmes	Research Associate	<i>September 2021 - present</i>
Jocelyne Lemoine	Research Associate	<i>May 2020 - March 2021</i>
Georgi Boichev	Post-Doctoral Fellow	<i>July 2015 - December 2017</i>
Rifkatu Yashim	MAEPA Graduate Student	<i>2018</i>
Kombe Mohamed	MAEPA Graduate Student	<i>2017-2018</i>
Olber Rodrigues	MAEPA Graduate Student	<i>2017-2018</i>
Josette Douglas	MAEPA Graduate Student	<i>2017-2018</i>
Tina Yang	MAEPA Graduate Student	<i>2016-2017</i>

Jason Penner	MAEPA Graduate Student	2013-2016
Keren Jia	MAEPA Graduate Student	2015-2016
Navin Rai	MAEPA Graduate Student	2014
Qing Han	MAEPA Graduate Student	2013-2014
Taylor Pardy	MAEPA Graduate Student	2013-2014
Alfred Adenuga	Undergraduate Student	2021 – present
Ade Adebajji	Undergraduate Student	2020-2021
Thomas Hugo	Undergraduate Student	2013
Jason Penner	Undergraduate Student	2012
Amy Demyen	Undergraduate Student	2012

#### University and Community Service (2012-2021)

I have served on various curriculum review committees for the Department of Economics and the Department of International Languages. I have served on many recruitment committees for the Department of Economics, the Department of Politics and International Studies, the Department of International Languages, for the Faculty of Business (Finance, Accounting) and the Johnson-Shoyama Graduate School. I have served on various University of Regina Faculty Association Committees (Pensions and Benefits, Budget, Finance, Member Mobilization, Negotiations Advisory Board). I have served on the University's Executive of Council Committee, the Council Committee on Budget, and on the Academic Program Review Elected Task Force.

I served on the Saskatchewan Chamber of Commerce Finance Committee from 2012 to 2017, providing general feedback as well as background reports and policy proposals for the committee. I have served as Director and Treasurer for Camp Zimrat Yah Inc, a non-profit organization that organizes and runs summer camps for youth, since 2009. I am responsible for corporate governance, secretarial duties and chairing meetings. I serve as a Founding Director for two organizations incorporated in January of 2021 to promote sustainable agriculture in developing countries, ACUBENE PBC Inc. [Private Benefit Corporation, Delaware, US] & ACUBENE HELPING HANDS Inc. [Charitable Non-Profit, Saskatchewan, CANADA]. I led the development of the articles of incorporation and corporate by-laws, filed incorporation forms, and deal with government correspondence. I am responsible for corporate governance, secretarial duties and chairing meetings.

#### Scholarly Research (2012-2021)

##### Peer-Reviewed Publications

- Wilson, S., Lemoine, J. (2021) Methods of Calculating the Marginal Cost of Incarceration: A Scoping Review. *Criminal Justice Policy Review*.  
<https://doi.org/10.1177/08874034211060336>.
- Wright, K.D., Kim, J., Ratcliffe, C.R.D., Walker, K.L., Sharpe, D., Wilson, S., & Raazi, M. (2021). Pilot examination of the efficacy of the Internet-delivered, preoperative, preparation program (I-PPP). *Journal of Clinical Psychology in Medical Settings* 28(3):1-10. DOI:10.1007/s10880-020-09754-0.

- Wilson, S. (2020). Weekend remand admissions and case review in Saskatoon. *Journal of Community Safety and Well-Being*, 5(3), 127–132. DOI: 10.35502/jcswb.127.
- Wright, K.D., Kim, J., Ratcliffe, C.R.D., Sharpe, D., Wilson, S., O'Brien, J. & Raazi, M. (2020) Internet-delivered, preoperative, preparation program (I-PPP): the effect of the timing of delivery on anxiety in children undergoing day surgery procedures, *Children's Health Care*, 49:3, 303-319. DOI: 10.1080/02739615.2020.1734459.
- Wilson, S. (2018). Assessing the impact of economic and demographic change on property crime rates in Western Canada. *Journal of Community Safety and Well-Being*, 3(2), 52-58. DOI: <https://doi.org/10.35502/jcswb.60>.
- Wilson, S., Guliani, H., & Boichev, G. (2016). On the economics of post-traumatic stress disorder among first responders in Canada. *Journal of Community Safety and Well-Being* 1(2), 26-31. DOI: <https://doi.org/10.35502/jcswb.6>.
- Wilson, S., & Emery, JEH (2012). Why didn't Americans want compulsory health insurance after WWI? An application of the lifecycle model. *Economics Research International* Volume 2012, Article ID 231473, DOI:10.1155/2012/231473.

#### Published Reports

- Wilson, S. (2021). The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase V Report, Collaborative Centre for Justice and Safety, February 2021.
- Wilson, S. (2017b). Perceptions and Expectations of Economic and Demographic Change and of Community Safety in Saskatchewan. The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase IV Report, Collaborative Centre for Justice and Safety, December 2017.
- Wilson, S. (2017a). Saskatchewan Crime Patterns and Determinants. The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase III Report, Collaborative Centre for Justice and Safety, May 2017.
- Wilson, S., Sagynbekov, K., Pardy, T., & Penner, J. (2016). Influences on Criminal Behaviour - Theory and Evidence. The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase II Report, CCJS, June 2015.
- Wilson, S., & Sagynbekov, K. (2014). Overview of Demographic, Economic, Crime and Policing Trends in Saskatchewan.” The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase I Report, CCJS, February 2014.
- Wilson, S. (2014). Resource Revenues and Heritage Funds Revisited. *Western Policy Analyst* Vol 5 Issue 4 June 2014, pp. 9-12.
- Wilson, S. (2012). Resource Revenues and Heritage Funds. *Western Policy Analyst* Vol 4 Issue 2 December 2012, pp. 1-3.
- Wilson, S., Penner, J., & Demyen, A. (2012). A call for a new Saskatchewan Heritage Fund? Department of Economics Discussion Paper No.109 (October 2012).

### Conference Papers and Lectures

- “Marginal Cost Estimates for Sentenced and Remanded Inmates in the Canadian Prairie Provinces.” Paper presented at the 2021 annual conference of the Western Economic Association International - Virtual Sessions June 27-July 1 2021.
- “Crime and Housing Prices: Evidence from Regina, 2005-2015.” Paper presented at the 2019 annual conference of the Canadian Economics Association, Banff AB June 1 2019. Co-authored by Samuel Gamtessa.
- “Economic and Social Costs”, presented at the National Conference on PTSD: Working together to inform Canada’s federal framework on PTSD, Ottawa ON, April 9-10, 2019.
- “Saskatchewan’s Changing Demographics: A Census-Based Approach.” Report presented at the *Benefits of Diversity* Saskatchewan Law Society Seminar, October 24, 2018.
- “Assessing the impact of economic and demographic change on crime rates in Western Canada, and the resource boom on crime in Saskatchewan.” Paper presented at the Western Economic Association International 13<sup>th</sup> International Conference, Santiago Chile, January 3-6, 2017.
- “Economics of Corrections,” presented at the Canadian Interoperability Technology Interest Group’s Ninth Public Safety Interoperability Conference, Toronto ON, December 1 2015.
- “Recent Crime Trends in Western Canada.” Paper presented at the Canadian Criminal Justice Association’s 35<sup>th</sup> Congress, held in Regina, SK, October 2, 2015. Georgi Boichev and Ken Sagynbekov as co-presenters.
- “Economics of Trauma,” Presented at the PTSD: First Responders and Community Workers Forum session, Canadian Criminal Justice Association’s 35<sup>th</sup> Congress, Regina, SK, September 30, 2015. Harminder Guliani and Georgi Boichev as co-presenters.
- “Centenary Reflections: On the Economic Impact of the Great War on Canada.” Paper presented at the University of Regina, Centenary Reflections Lecture Series, October 22, 2014.
- “The rise of the Canadian social safety net and the demographic transition: cost implications of population dynamics.” Paper presented at the 8<sup>th</sup> BETA Workshop in Historical Economics, Strasbourg France, May 12, 2012.

### External Awards/Contracts

- Ministry of Corrections and Policing Research Collaboration contract, 2018-2023 (\$515,000), 2015-2018 (\$338,000).
- Collaborative Centre for Justice and Safety-RCMP Research Collaboration grant, 2013-2021 (\$29,000).
- Children’s Hospital Foundation of Saskatchewan grant (co-applicant), Kristi Wright and Mateen Razi, leads, 2017-2019 (\$49,000).

## Hirsch Greenberg, BA, MSW

Instructor Emeritus

[Hirsch.Greenberg@uregina.ca](mailto:Hirsch.Greenberg@uregina.ca) (306) 530-6465

Master of Social Work, University of Regina, Faculty of Social Work, 1992  
 Bachelor of Arts, University of Regina, Faculty of Arts, 1977

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July 1, 2012 – June 30 2015 Department Head  
 July 1, 2002 – December 2019, Instructor III, Tenured (2004), Merits x 3

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*University of Regina*

JS 090 Orientation, JS 276 Professional Ethics, JS 290 Introductory Practicum, S 291  
 Professional Communications and Report Writing, JS 490 Advanced Practicum, JS 492 Major  
 Project, JS 313 Mental Health and Addictions, JS 390 Interprofessional Collaboration

*Saskpolytech*

2008 – present Victim Services Coordinator Workshops

*Saskatchewan Police College*

2010 – 2016: Professional Ethics

*Regina Alternative Measures Program*

2014 Case Management practices,

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Name	Position	Dates of supervision
<b>Kathy Giamberadino</b>	Graduate Committee	2011
<b>Samantha Michaels</b>	Graduate Committee	2012
<b>Ashley Major</b>	Supervisor	2010
<b>Andrea Scheske</b>	Undergrad project supervision	2014

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2014 – Regina Police Service Strategic Planning Community Consultation participant  
 2014 – Discovering Your Direction: Presentation to high school students, May 21, 2014  
 2012 – Community Research Unit project supervisor: Carmichael Outreach, *Homelessness*  
 2011 - Community Research Unit project supervisor: Tember Ulmer- *Premature deaths in North Central* (Working title)  
 2011 - Community Research Unit project member:  
     Dianna Graves - *Crime free multi-housing*  
 2009 – present Circles of Support and Accountability  
 2002 - present Regina Alternative Measures Program Board of Directors

2018 to 2019 Performance Review Committee  
 2018 to 2019 URFA Council of Representatives  
 2018 to 2019 URFA Executive Committee member  
 2018 to 2019 URFA Grievance Chair  
 2016 to 2019 Research Ethics Board  
 2015 President, Canadian Criminal Justice Association (September 2015-October 2018)  
 2015 Dean's observer Department of English Search Committee  
 2013 (October) President Elect, Canadian Criminal Justice Association  
 2013 (September) Chair, Collaborative Centre for Justice and Safety  
 2013 (July) – REB committee  
 2013 (July) to 2016 (July) – SAC committee: fall 2014, chair of the committee  
 2012 (July) to June 2015– Head, Department of Justice  
 2012 (July) to June 2015 – Dean's Executive Committee, member  
 2012 (July) to June 2015– Police Advisory Board member  
 2010- 2011 Search Committee: Law Foundation of Saskatchewan in Police Studies  
 2010 - present Board member: Canadian Criminal Justice Association  
 2008- 2011 Chair: Undergraduate Studies Committee, Department of Justice Studies, University of Regina  
 2008- 2010- Board member: Regina Homeless Committee

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Grekul, J., Greenberg, H. (2020). *Aboriginal youth crime*. In Winterdyk, J. & Smandych, R. (2014) 4th edition. *Youth at risk and youth justice*. Oxford Press, Toronto, On.

Greenberg H. (2014). *A Justice Experience at the University of Regina: A History of an Interdisciplinary, Academic, Liberal Arts Program*. The Annual Review of Interdisciplinary Justice, (pp. 120-134) Winnipeg, MB

Greenberg H. (2012). *Identity*. Justice Report. Vol. 27. No. 3. Canadian Criminal Justice Association. Ottawa, On.

Hulbert, M., Durst, D. and Greenberg, H. (2011). *Restorative justice in Aboriginal communities*. In K. Brownlee, R. Neckoway, R. Delaney and D. Durst. *Social Work & Aboriginal Peoples: Perspectives from Canada's Rural and Provincial Norths*. Thunder Bay, On. Centre for Northern Studies, Lakehead University, pp. 122-145.

Hulbert, M. & Greenberg, H. & Jones, N. (2018). *Restorative justice*. In M. Hulbert. *Pursuing justice: an introduction to justice studies*. Fernwood Publishing, Winnipeg, MB.

Greenberg, H. & Mitchell, J. (2017) *Surrogate victim workshop*. Workshop leader. Regina Alternative Measures Program, Regina, SK.

Greenberg, H. (2015). *Restorative justice and the criminal justice system*. Guest speaker, Restorative Justice Week (November 2015), Moose Jaw John Howard Society, Moose Jaw, SK.

Greenberg, H., Camp, R. (2015). *Trauma Informed Work Place*. Co-presenter, Canadian Criminal Justice Association 35<sup>th</sup> Biennial Congress, Regina, SK. September 30 – October 2, 2015.

Greenberg, H. (2015). *Crisis Intervention Workshop*: Meadow Lake Tribal Council and Regina Alternative Measures Program, Regina, January 7-9, 2015.

Greenberg, H. (2014). *Domestic Violence*. Meadow Lake Tribal Council Conference, keynote speaker, Saskatoon, November 2014.

Greenberg, H. (2012). *Strengthening resiliency in Aboriginal youth*. Coalition on Community Safety, Health and Well-being & Canadian Association of Chiefs of Police. Regina, SK. December 4, 2012.

Greenberg, H. (2012). *Identity*. A call to action: building partnerships for safer communities, justice symposium. Saskatchewan Ministries of Justice and Corrections. Regina, SK. May 2012.

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April 2014 – 2017: Specialized *courts: administrative review of court efficacy*. Ministry of Justice, Government of Saskatchewan; \$22,000.

April, 2011 - October 1, 2011: *Homelessness*; Human Resources and Skills Development Canada; \$63,129

April, 2010 - March 31, 2011: *Homelessness*; Human Resources and Skills Development Canada; \$141,220.00

April 1, 2009 - March 31, 2010: *Homelessness*; Human Resources and Skills Development Canada; \$179,398.00

## Dr. Michelle Stewart

Associated Professor  
 michelle.stewart@uregina.ca, (306) 585-4873,

### Education and Professional Development

2020	Certified Gladue Writer, Royal Roads University
2011	Ph.D. in Anthropology, University of California Davis
2006	Master of Arts in Anthropology, University of California Davis
2003	Bachelor of Arts in Anthropology, University of California Santa Cruz

### Employment History

2019-current	Associate Professor, Gender, Religion and Critical Studies, University of Regina
2015-2018	Associate Professor, Department of Justice Studies, University of Regina
2011-2015	Assistant Professor, Department of Justice Studies, University of Regina
2010-2011	Lecturer, Science and Technology Studies, University of California Davis

### Teaching History

**JS 280:** Introduction to Social Justice; **JS 311:** Work, Economic Security and Justice; **JS 313:** Substance Abuse & Mental Health; **JS 381:** Foundations of Human Rights; **JS 383:** International Development (archived); **JS 384:** Advocacy Strategies and Skills; **JS 480:** Social Justice Movements; **JS 481:** Advanced Topics in Human Rights: TRC Focus; **JS 498AH:** Drugs, Crime and Social Justice; **JS 498AI:** Advanced Seminar in Social Justice; **JS 499AC:** Research Techniques in Justice Studies; **JS 800xx:** Domestic Violence & Trauma (graduate); **JS 800xx:** Urban Theory(graduate); **JS 800:** Research Methods and Design (graduate). **OUTSIDE JS:** **ANT 340:** Anthropology of Contemporary Problems; **IS 481:** Adv. Issues in Human Rights; **IS 498 & IS 499:** Honors Paper in International Studies I &2; **WGST 202:** Reproductive Justice; **WGST 204:** Gender & Science; **WGST 220:** Practice of Feminist Methods; **WGST 499:** Women's Studies Honours Seminar; **WGST 880AG:** Feminist Theory.

### Student Supervision

Name	Position	Dates of supervision
<b>Mia Bell</b>	Co-supervisor	2020-current
<b>Danielle Goulden</b>	Supervisor	2019-current
<b>Brittany Mario</b>	Supervisor	2014-2016
<b>Kendall Laczko</b>	Supervisor	2013-2015
<b>Angela Miller</b>	Supervisor	2011-2014

### University Service (select)

**UofR:** 2020-current: **Institutional Lead**, Community Based Research; 2020-current: **Equity Committee**; 2020: Faculty of Arts Dean's **Search Committee**; 2019-2019 **Dean's Observer**,

Search Committee; 2019-current: **VP Research Advisory Research Cluster**; 2018-current: **TRC Working Group**; 2018-current: **Faculty Representative** (Social Work); 2011- current: Faculty of Art's **Faculty Council**; 2011-2017: **Faculty/Student Liaison**, Justice Studies Student Society; 2015-2017: **Working Group, Strategic Research Plan** (Vice-President Research); 2015-2017: **Graduate Program Coordinator**, Justice Studies; 2012-2016: **Woodrow Lloyd Committee**; 2011-2014: **Community Outreach Committee**, Chair, Faculty of Arts.  
**Community**: 2015-current: Provincial FASD Coordinating Committee; 2014-current: Member, Regina FASD Community Network; 2014-current: Board Member, Changing Suns Press; 2015-2017: Board Member, FASD Network of Saskatchewan; 2013-2015: Board Member, John Howard Society; 2013-2016: UR Legal Defense Fund for International Students, Fund Administrator; 2012-2018: Advisory Board Member, Regina Public Interest Research Group.

### Scholarly Research (select)

2020 *Decolonizing Justice for Aboriginal Youth with Foetal Alcohol Spectrum Disorders*. Harry Blagg, Tamara Tulich, Raewyn Mutch, Robyn Williams, Suzie May, Michelle Stewart and Dorothy Badry (Eds). Routledge: New York.

2020 "On Neoliberal Thirst, Audit Hunger, and Sustaining Strengths-Based Arts and Research in Community and Academy" with Rebecca Caines and Andrea Kotlar-Livingston, *Canadian Journal of Action Research*.

2019 "Indigenous Children and Youth in 21<sup>st</sup> Century Settler-Colonial Economies," with Corey Laberge in *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. University of Manitoba Press: Winnipeg.

2018 "Listening in a Settler State: Parents as Experts," with Lisa Lawley, Rachel Tambour and Alexandra Johnson in *Prairie Child Welfare Consortium: Imagining Child Welfare in the Spirit of Reconciliation*. Regina: University of Regina Press.

2018 "Racialized Policing and Settler Colonialism" in *Pursuing Justice*. Margot Hurlbert (Ed). Winnipeg: Fernwood.

2018 "Fetal Alcohol Spectrum Disorder and the Criminal Justice System: A Research Summary," with Sarah Keller, Katy Flannigan, Jacqueline Pei and Alexandra Johnson, *Journal of Mental Health & Clinical Psychology*. Vol 2(4): 48-52.

2018 "Playing to Our Strengths: Fetal Alcohol Spectrum Disorder, Social Isolation and New Resources to Support Individuals and Families" with Shana Mohr, *International Journal of Birth and Parent Education*. Vol. 5(4): 24-28.

2018 "Fetal Alcohol Spectrum Disorder and the Criminal Justice System: A Systematic Literature Review," with Katy Flannigan, Jacqueline Pei and Alexandra Johnson, *International Journal of Law and Psychiatry*. Vol. 57: 42-52. [open access]

2017 "The Implementation of the 2012 Mental Health Strategy for Canada Through the Lens of FASD," with Tara Anderson and Mansfield Mela, *Canadian Journal of Community Mental Health*. Vol. 36(4): 69-81. [open access]

2016 “The Fictions of Prevention: Fetal Alcohol Spectrum Disorder and Narratives of Responsibility,” *North American Dialogue*. Vol. 18(2): 55-66.

2016 “Intertwined: Police and Public Health in the Wake of Neoliberal Restructuring,” in Bradford, B., Jauregui, B., Loader, I., and Jonny Steinberg (ed.) *Sage Handbook of Global Policing*. Sage: Thousand Oaks: 594-610. [open access]

2015 “FASD & Justice: The Ethical Need for Effective Training and Knowledge Mobilization Practices for Frontline Justice Professionals,” in Nelson, M. and Marguerite Trussler (ed.) *Fetal Alcohol Spectrum Disorder in Adults: Legal and Ethical Perspectives*. Springer: New York.

2015 “Workshop Scribbles, Policy Work and Impact: Anthropological Sensibilities in Praxis at an FASD Workshop,” *Anthropology in Action*. Vol. 12(2): 24-35. [open access]

2015 “Cracks and Contestation: Towards an Ecology of Graffiti and Abatement,” with Chris Kortright, *Visual Anthropology*. Vol. 28(1): 67-87.

2014 “Front-line Police Perceptions of Fetal Alcohol Spectrum Disorder in a Canadian Province,” with Krystal Glowatski, *Police Journal: Theory, Practices and Principles*. Vol. 87(1): 1-17.

2013 “Smooth Effects: The Erasure of Labor and Production of Police as Experts Through Augmented Objects,” *M/C*. Vol. 16(6). [open access]

2011 “The Space Between the Steps: Reckoning in an Era of Reconciliation,” *Contemporary Justice Review*. Vol. 14(1): 41-61.

**Select, High-Impact Policy Work:**

2018: “**Truth and Reconciliation Call to Action #34: A Framework for Action**,” with Krystal Glowatski. University of Regina; 2018: “**Criminal Justice System Review**” submission on behalf of Canada FASD Research Network to Criminal Justice System Review Secretariat, Department of Justice.

## Dawn Anderson, PhD

Sessional Instructor

[dawn.anderson@uregina.ca](mailto:dawn.anderson@uregina.ca), (306) 585-4186

### Education and Professional Development

**Ph.D.** (2003) Department of Sociology, York University

**M.A.** (1998) Department of Sociology and Social Studies, University of Regina

**B.A. Honours** (1995) Department of Sociology and Social Studies, University of Regina

### Employment History

2002-present Sessional Instructor, FGSR Adjunct Professor (2006)

- Department of Justice Studies, University of Regina
- Department of Sociology and Social Studies, University of Regina
- Luther College, University of Regina

2018-present Director

Therapeutic Courts, Court Services  
Saskatchewan Ministry of Justice

2005-2018 Policy Analyst

Corporative Initiatives, Performance and Planning  
Saskatchewan Ministry of Justice

### Teaching History

Justice Studies 240 (previously HJ 310 and JS 340) – The Canadian Criminal Justice System  
(including developing and delivering an online version)

Justice Studies 313 – Alcohol, Other Drugs and Criminal Justice (online)

Justice Studies 415 – Program Evaluation (online)

Justice Studies 499 – Wrongful Convictions: Causes and Consequences (Directed Readings)

Justice Studies 801 – Theoretical Perspectives

Justice Studies 810 – Crime and Society

Sociology 100 – Introduction to Sociology (face to face and online)

Sociology 215 – The Sociology of Crime and Criminal Justice (face to face and online)

Sociology 315 – Issues in Crime and Criminal Justice (face to face and online)

**Student Supervision**

Name	Position	Dates of supervision
<b>Judy Orthner</b>	Master's Committee Member	February 2015 to December 2017

**University Service**

RESOLVE (Research and Evaluation for Solutions to Violence and Abuse) Saskatchewan Steering Committee Member.

**Scholarly Research**

- Anderson, D.Y. and Anderson, B.J. (2009) *Manufacturing Guilt: Wrongful Convictions in Canada (2<sup>nd</sup> Edition)*. Halifax, NS: Fernwood Publishers.
- Ellis, D. and Anderson, D.Y. (2005) *Conflict Resolution: An Introductory Text*. Toronto, ON: Emond Montgomery Publications.
- Ellis, D. and Anderson, D.Y. (2003) "The Impact of Participation in a Parent Education Program for Divorcing Parents on the Use of Court Resources: An Evaluation Study." *Conflict Resolution Quarterly*, 21:2.
- Anderson B.J. and Anderson, D.Y. (1998) *Manufacturing Guilt: Wrongful Convictions in Canada*. Halifax, NS: Fernwood Publishers.

## John W. Foster

Sessional Lecturer III

[John.Foster@uregina.ca](mailto:John.Foster@uregina.ca), (613) 235-7445

### Education and Professional Development

**Doctor of Philosophy, (History)**, University of Toronto. 1977.

“The Imperialism of Righteousness. Canadian Protestant Missions and the First Revolutionary Civil War, 1925-1928.

Advisor: Prof. R. Craig Brown

**Master of Arts, (History)**, University of Toronto. 1963.

**Bachelor of Arts (Hons), (History)**, University of Saskatchewan. 1962.

**Post-Graduate Fellow:** Center for U.S.-Mexican Studies, University of California, San Diego, 1997

**Doctor of Divinity (D.D.) (Hons.)** St. Andrew’s College, Saskatoon, SK. 2008

### Employment History

1989-1997 **National Secretary (CEO)** OXFAM-Canada, Ottawa, ON

1997-1999 **Ariel F. Sallows Professor of International Human Rights**, College of Law,  
University of Saskatchewan, Saskatoon, SK. 1997-1999.

2000-2009 **Principal Researcher**, The North-South Institute, Ottawa, ON

2009-2020 - see below

### Teaching History

**Ariel F. Sallows Professor of International Human Rights, College of Law, University of Saskatchewan, Saskatoon, SK. 1997-1999.** Teaching an advanced seminar in each year as well as supervising one student in independent study.

**Lecturer, Department of Political Science (cross listed with Sociology/Anthropology). Carleton University, Ottawa, On. 2008-2012.** Teaching a third year course in Globalization and Human Rights, cross-disciplinary, political science, sociology, anthropology.

**Sessional Lecturer, Human Justice,. University of Regina, Regina, Sk. 2008, 2009, 2010, 2012.** Teaching a third year course in Globalization and Human Rights.

**Course development/writing, Human Justice. University of Regina, Regina, SK. 2009, 2016.** Developing/writing, and re-developing an online introductory course Foundations of Human Rights (HJ312, now JS381)

**Sessional Lecturer, Human Justice. University of Regina, Regina, Sk. 2010-2020.** Instructor of online course HJ312, JS381 (various sessions). Teaching a third year introductory course in International Human Rights.

**Sessional Lecturer, and course developer, Politics and International Studies. University of Regina, Regina, Sk. 2015-2020** Teaching a first year introductory course in International Studies (IS100) on line.

### Student Supervision

1998-1999 As supervisor of law student (independent study course) and visit to U.N. Commission on Human Rights.

2000-2009 – supervision of student interns (Carleton University) Including Mejlina Modanu, in a series of research, writing and publication projects, the North-South Institute (Ottawa)

2019-2021 – collaboration with graduate student in history, Helen Kennedy, Carleton University, in a MITACS supported research and writing project.

### University Service

**Canadian Network on Humanitarian History (CNHH)** based at Carleton University.

**Trade and Investment Research Project**, Canadian Centre for Policy Alternatives (CCPA), Ottawa  
**Group of 78**, Ottawa

### Scholarly Research

Life-death-rebirth: The Latin American Working Group and Canadian relations with Latin America” in Macdonald, L. and Heidrich, P. 2020. *Canada’s Past and Future In The Americas: Beyond the “Americas Strategy”*. University of Toronto Press. Toronto., forthcoming

Workshop address, CALACS Conference “CALACS at 50” York University, Toronto. May 2019.

“El golpe en Chile y el Golpismo en Venezuela” Notes for a 11 of September, 2019 commemoration address, Casa Salvador Allende, Toronto, September 8, 2019.

Foster, John W. 2017. *Life Beyond Death: The Story of the Latin American Working Group*. Notes for a presentation to Carleton University Workshop: Canada’s Past and Future in the Americas. March 27-28, 2017.

History Project Interview Transcript 54 “John Foster on Jon Gates” October 25, 2015  
<https://aidsactivisthistory.files.wordpress.com/2018/01/aahp-john-foster-final2.pdf>

“Where LAWG Came From: From before conception through infancy: the mid-to-late sixties”.  
[www.lawghistoryproject.wixsite.com/lawghaycaminohistory](http://www.lawghistoryproject.wixsite.com/lawghaycaminohistory) 2015

“Canada and the Coup” Address to Para Que Mas En Chile: Never Again in Chiloe” Casa Salvador Allende Toronto, September 7, 2013

with Stephen Baranyi “Canada and Central America: Citizen Action and International Policy “ in *Canada Looks South: In Search of an Americas Policy*. Peter McKenna, ed. University of Toronto Press. Toronto. 2012

“New Issues: Civil Society and Democracy: a Democratic Deficit” in *Our North America: Social and Political Issues beyond NAFTA*, Julian Castro-Rea, ed. Ashgate. Farnham, GB. 2012.

with Kate McInturff and Armine Yalnizyan “Canada: a question of means, not ends” in *Sustainable Development: The right to a future. The Social Watch Report. 2012*. Montevideo. 2011.

“Renovation Deferred? NAFTA and the Security and Prosperity Partnership” in *The USA and Canada. 2010. 12<sup>th</sup> Edition*. Routledge. London and New York. 2009. and previous annual editions.

“NAFTA and After: The Triumph of Bilateralism” in *The USA and Canada. 2012. 14<sup>th</sup> Edition*. Routledge. London and New York. 2011.

“NAFTA: Beyond the Security and Prosperity Partnership” in *The USA and Canada. 2011. 13<sup>th</sup> Edition*. Routledge. London and New York. 2010

“Obama, Canada and civil society South and North” In [Remarkable Turning Point: Post-neoliberal Latin America and the Shadow of Obama](#). *Canada Watch*. Roberts Centre, York University, 2010

**Policy Responses to Unfettered Finance - Beyond Band-Aid Solutions to the Crisis, Towards a New Development Paradigm** By Aniket Bhushan, Roy Culpeper, Pablo Heidrich and John W. Foster. The North-South Institute. Sept, 2009

**Other media**

John William Foster Fonds Lantern Slides, Archives and Special Collections, Carleton University, Ottawa, 2016 A collection of 100+ slides regarding Canadian Christian mission in China, in the early twentieth century, together with summary background chapters based on Foster's Ph.D. dissertation.

<https://asc.library.carleton.ca/exhibits/john-william-foster-fonds-lantern-slides>

**About**

"The churches influence refugee policies in Canada, interview with John Foster" in Joe Gunn. *Journeys to Justice*. Ottawa, Novalis. 2018

## Janelle Jackiw

Sessional Lecturer

[Janelle.Jackiw@uregina.ca](mailto:Janelle.Jackiw@uregina.ca); (306) 529-9915,

### Education and Professional Development

#### Education

University of Regina 2007-2011

Masters of Education (M.Ed) - Educational Psychology (Assessment & Counselling)

Simon Fraser University 2000-2002

Master of Arts (M.A.) – Criminology

#### Professional Development

- Certified Canadian Counsellor – 2010-Present
- Executive Education Program – Government of Saskatchewan 2020
- Johnson Shoyama School of Public Policy – Certificate 2019
- Premiers Award of Excellence in the Public Service – 2010

### Employment History

**Executive Director, Corporate Planning, Evaluation and Improvement - Feb 2010-present**  
Government of Saskatchewan - Mistry of Justice, Attorney General and Ministry of Corrections and Policing

**Part-Time Board Member – Parole Board of Canada - June 2017-present**  
Canadian Federal Government

**Sessional Lecturer-University of Regina - 2007-Present**

University of Regina - Department of Justice Studies and the Department of Sociology

**Clinical Counsellor - January 2015-present**

Private Practice

**Trainer/Facilitator - Crisis Trauma and Resource Institute and the Achieve Learning Centre  
2013-present**

### Teaching History

#### Justice Studies Department

- JS 342 - Best Practices in Correctional Programs
- JS 313 - Mental Health and Substance Abuse
- JS 319 - Criminological Theories
- JS 370 – Young Offenders and Youth Justice
- JS 210 - Introduction to Justice

- JS 240 – The Criminal Justice System

### **Sociology Department**

- Sociology 288-991 – The Sociology of Addiction
- Sociology 215 - The Sociology of Crime and Criminal Justice
- Sociology 315- Current Issues in Crime and Justice

### Student Supervision

N/A

### University Service

#### **Community Service**

- Volunteer – Regina Police Service Half Marathon 2014-2018
- Volunteer – Free Monthly Counselling Services 2012-present
- Board Member – Regina Transition House
- Governance Committee – Regina Transition House

### Scholarly Research

#### **Conference Presentations**

Rector, B., Schnell, D., Carey, D., French, S., Jackiw, J., Broda, L., Gossner, D., Keele, R., Paisley, K., Turner, C. & Lowenkamp, C. (2011, June). Restructuring Custody and the Use of Interactive Journals to Increase Effective Rehabilitation. NACCJPC, Toronto. **Lead Presenter**

Carey, D., Jackiw, J., Simon, T., Gulka, T., & Rector, B. (2011, June). Relationship Between Quality of Case Plans for Serious Violent Youth Offenders and Recidivism. NACCJPC, Toronto.

#### **Lead Presenter**

Jackiw, J. & Dr. Brian Rector (2011, February) Emotions Management and Relationship Skills for Women: A Program for Serious and Violent Female Offenders. – National Conference on Working with Females involved in the Youth Justice System – Vancouver, B.C. February 23-25<sup>th</sup>, 2009 **Lead Presenter**

Jackiw, J., Schnell, D. & Rector, B. (2010, March). Emotions Management for Women: A Program for Serious and Violent Female Offenders in Saskatchewan. – Serious and Violent Youth Offender Conference – Government Conference Centre, Ottawa, March 4-5, 2010. **Lead Presenter.**

Rector, B., Carey, D., & Jackiw, J (2010, March) Evaluating the Young Offender Program Delivery Model for Serious Violent Young Offenders in Saskatchewan. - Serious Violent Youth Offender Conference - Government Conference Centre, Ottawa - March 4-5, 2010. **Lead Presenter**

#### **Research and Evaluation Studies (Professional Activities)**

- **Gang Violence Reduction Strategy** - Ministry of Corrections & Policing, Ministry of Justice and Public Safety Canada
- **Police and Crisis Team (PACT)** - Ministry of Corrections & Police/Saskatchewan Health Authority/Municipal Police
- **The Way (Domestic Violence Program)** - Ministry of Corrections & Policing, Ministry of Justice, and File Hills Qu'Appelle Tribal Council
- **Community Safety Officer Program** - Ministry of Corrections & Policing
- **Mental Health/Therapeutic Courts** - Ministry of Justice
- **The Use of Administrative Segregation in Provincial Correctional Facilities** - Ministry of Corrections and Policing
- **Female Offender Programming: An Evaluation of the Emotions Management for Women and Relationship Skills for Women Programs** - Ministry of Corrections & Policing
- **The Use of Restraints in Young Offender Custody Facilities: Current Analysis** - Ministry of Corrections & Policing
- **Serious Violent Offenders – A Saskatchewan Perspective** - Ministry of Corrections & Policing
- **Alternative Measures and Recidivism: An Examination of Alternative Measures in Saskatchewan** - Ministry of Corrections and Public Safety

Lori M. Walker: Sessional Lecturer IV,

[Lori.walke@uregina.ca](mailto:Lori.walke@uregina.ca) (306) 585-4186

**Education and Professional Development**

1996 **Ph.D. (A.B.D.) School of Criminology**

Simon Fraser University  
Burnaby, British Columbia

1995 **Master of Arts in Sociology and Social Studies**

University of Regina  
Regina, Saskatchewan  
Thesis: "The interaction of Structure and Agency: Case Studies of Righteous Slaughter"

1990 **Bachelor of Arts**

University of Regina  
Regina, Saskatchewan  
Majors: Sociology and Political Science

**Training Course**

Nov. 2001 Crime Mapping and Analysis Program (CMA)  
\* Introductory Crime Mapping and Analysis Course (Arc View)  
\* National Law Enforcement and Correction Technology Centre, Charleston, S.  
Carolina

Nov. 1997 Crime Analysis Applications Training  
Alpha Group Centre for Crime and Intelligence Analysis Training  
Oakville, Ontario

Nov. 1997 Intelligence Analysis Course  
Canadian Police College  
Ottawa, Ontario

Oct. 1997 Criminal Intelligence Course  
Criminal Intelligence Service Canada (CSIC)  
Regina, Saskatchewan

**Conferences (Professional Development)**

- International Association of Law Enforcement Intelligence Analyst  
October 2002  
Toronto, Ontario
- International Association of Law Enforcement Intelligence Analyst  
June 2002  
Nashville, TN
- Second Annual Crime Mapping Research Conference, Mapping Out Crime  
December 1998  
Arlington, Virginia
- The Changing Face of Saskatchewan: Making Sense of the Census  
September 1998  
Regina, Saskatchewan

**Conferences (Presenter)**

Canadian Bar Association Mid-Winter Meeting  
February 2004  
“Crime in Saskatchewan”  
Panel Presenter

Gangs, Property Crimes and Fencing” A Problem Solving Approach  
May 1999  
Saskatoon, Saskatchewan  
“Integrating CPTEP and Technology; Computerized Pawn System”

3<sup>rd</sup> Annual International Crime Prevention, Through Environmental Design Conference  
December 1998  
Washington, DC  
‘Integrating CPTED and Technology; Computerized Pawn System”

Property Crime Conference  
Fall 1998  
Ottawa, Ontario  
‘Integrating CPTED; Computerized Pawn System: MORA” Multi-level Opportunity Reduction Approach”

## Teaching History

### Department of Sociology and Social Studies, University of Regina

Fall 2010 - Present

- Sociology 100: Introduction to Sociology
- Sociology 201: Globalization (Also Online)
- Sociology 208: Inequality and Social Justice (**Formerly Soc 204: Social Problems**)
- Sociology 210:
- Sociology 212: Gender (Also Online and Televised)
- Sociology 213: Sociology of the Family (Also Televised)
- Sociology 215: Sociology of Crime and Criminal Justice (Also Televised)
- Sociology 312: Studies in Feminism (Also Online)
- Sociology 315: Case Studies and Issues in Crime and Justice
- Social Studies 220: The Status of Women In Contemporary Society

### Department of Justice Studies

Fall 1997 – Present

- Human Justice 201: Introduction to Justice
- Justice Studies 240 (Formerly Human Justice 310): Criminal Justice System
- Justice Studies 319: Criminological Theories
- Justice Studies 332: Law and Society

### Centre for Continuing Education

Fall 2010-Present

- ACAD 100: Academic Discourse: Writing, Research, and Learning Strategies (**Formerly known as University 101**)

### Luther College

Fall 1997-Present (Sociology courses as listed under Department of Sociology and Social Studies)

### University Service

- University of Regina Student Appeal Committee 2012 – 2016  
Committee Chair: 2013, 2015, and 2016
- Status of Sessional Committee  
Committee Chair: 2008-2011

Jeffrey Walters  
Sessional Lecturer IV (A)  
[jeffrey.walters@uregina.ca](mailto:jeffrey.walters@uregina.ca), (306) 209-8662

### Education and Professional Development

2016	Ph.D. (ABD), Social Studies-Interdisciplinary
2005	M.A., (Thesis) Political Studies
2004	Honours Certificate, Political Studies
2000	B.A., High Honours, History

### Employment History

#### Sessional Lecturer (2012-Present)

University of Regina

- *Sessional Lecturer IV (A) Priority (2019-Present)*
- *Sessional Lecturer III (2015-2019)*
- *Sessional Lecturer II (2012-2015)*

#### SGI Canada-Senior Research Officer-Corporate Consultant (2011 – 2012)

#### Administrator (CR-04) (2010)

Indian Residential Schools Adjudication Secretariat-Government of Canada

#### Senior Programs Officer (PM-02) (2006- 2008)

Farm Income Program Directorate, Agriculture and Agri-Food Canada-Government of Canada

### Teaching History

#### Sessional Lecturer IV-A-Priority (Spring/Summer 2020)

Sociology 213, Sociology 299, Sociology 308, Justice Studies 317, ACAD 100

#### Sessional Lecturer IV-A-Priority (Winter 2020)

Sociology 212, Sociology 213, Sociology 299, Sociology 308, Justice Studies 481, WGST 100, ACAD 100

#### Sessional Lecturer IV-A-Priority (Fall 2019)

Sociology 299, Sociology 308, ACAD 100, Justice Studies 419

#### Sessional Lecturer III (Spring/Summer 2019)

Sociology 299, Sociology 308, ACAD 100, Justice Studies 317

#### Sessional Lecturer III (Winter 2019)

Sociology 212, Sociology 299, Sociology 308, WGST 100, ACAD 100-002  
Sessional Lecturer III (Fall 2018)  
 Sociology 215, Sociology 308, Justice Studies 317, Justice Studies 332, WGST 100, ACAD 100  
Sessional Lecturer III (Spring/Summer 2018)  
 Sociology 299, Sociology 308, Justice Studies 317  
Sessional Lecturer III (Winter 2018)  
 Sociology 212, Sociology 213, Sociology 299, Justice Studies 311, WGST 100  
Sessional Lecturer III (Fall-2017)  
 Sociology 212, Sociology 299, Sociology 308, Justice Studies 310, Justice Studies 317, ACAD 100  
Sessional Lecturer III (Spring/Summer-2017)  
 Sociology 308, Sociology 222, Justice Studies 317  
Sessional Lecturer III (Winter-2017)  
 Social Studies 110, Sociology 299, WGST 100, Sociology 212, Justice Studies 311-001, ACAD 100  
Sessional Lecturer III (Fall-2016)  
 Sociology 308, Sociology 212, Sociology 208, Sociology 212, Justice Studies 317-001 and 991, ACAD 100  
Sessional Lecturer III (Spring Summer-2016)  
 Sociology 299, Sociology 308  
Sessional Lecturer III (Winter-2016)  
 Sociology 212, Sociology 299, WGST 100, ACAD 100  
Sessional Lecturer III (Fall 2015)  
 Sociology 100, Sociology 212-991  
Sessional Lecturer II (Winter 2015)  
 Social Studies 110, Sociology 299, Sociology 312  
Sessional Lecturer II (Fall 2014)  
 Sociology 299  
Sessional Lecturer II (Spring/Summer 2014)  
 Social Studies 110  
Sessional Lecturer II (Winter 2014)  
 WGST 250  
Sessional Lecturer II (Winter 2014)  
 Sociology 299  
Sessional Lecturer II (Fall 2013)  
 Political Science 341  
Sessional Lecturer II (Spring/Summer 2013)  
 Sociology 100  
Sessional Lecturer II (Winter 2013)  
 Sociology 212  
Sessional Lecturer II (Spring/Summer 2012)  
 Sociology 201  
Sessional Lecturer II (Winter 2012)  
 Sociology 201

### Student Supervision

None-Sessional Lecturers do not supervise.

### University Service

- Student Appeals Committee, CCE (2018-2020)
- Sessional Advisory Committee-URFA (2016-2017)
- Head-Department of Sociology Theory Stream Committee (2018-2019)
- Department of Sociology Undergraduate Program Committee (2016-present)
- Department of Sociology Committee on TA Training (2016-present)
- Department of Sociology and Social Studies Sessional Lecturer Representative, University of Regina (2013-present)
- Finance Committee, Argyle Park Housing Cooperative (2014-2015)
- Resolutions and Motions Committee, URFA (2013-2014)
- Status of Women Committee, URFA (2013-14)
- Chair-Strategic Planning Committee, Argyle Park Housing Co-operative (2011-2013)
- Freemasons of Regina-St. Andrew's Lodge (2010-2012)
- Government of Canada Workplace Charitable Campaign (2007)
- Social Committee, Terra Housing Cooperative (2005 - 2006)
- Executive member of the History Undergraduate Student Association (2000)

### Scholarly Research

None to date.

## Steven Wyatt

Lecturer, Department of Justice Studies  
[steven.wyatt@uregina.ca](mailto:steven.wyatt@uregina.ca), (306) 551-9627,

### Education and Professional Development

- University of Regina

Regina, Saskatchewan

Master of Arts in Justice Studies

Convocation: June 2019

- University of Regina

Regina, Saskatchewan

Bachelor of Arts in Police Studies

Convocation: June 2009

- Saskatchewan Police College Recruit Training

Regina, Saskatchewan

Recruit Training Class #44

August 2002 to December 2002

- Coaching Skills for Field Training Officers Course

Saskatchewan Police College, Regina, Saskatchewan-December 2007

- Introduction to Management Course

Saskatchewan Police College, Saskatoon, Saskatchewan-April 2018

- Leadership in Police Organizations Course

Saskatchewan Police College, Regina, Saskatchewan-November 2018

- Dog Handler's Training Course

Regina, Saskatchewan- March 2010 to June 2010

- Canine Drug Detection Course

Regina, Saskatchewan- January-February 2015

- Public Safety Diver's Course (Underwater Investigation and Recovery Team)

Westhawk Lake, Manitoba – June 2006

- Thin Ice Diving Course  
Regina, Saskatchewan - December 2006

- Police Canine Selection/Acquisition

Los Angeles, California- March 2017

- Police Canine Selection/Acquisition

Birmingham, Alabama- August 2018

#### Employment History

Moose Jaw Police Service: 2002-2004

Regina Police Service: 2004 – present  
- Promoted to Corporal in 2015

University of Regina: Sessional Lecturer January – April 2020

: Faculty Lecturer (one year contract) July 2020-present

#### Teaching History

JS 100 (Winter 2020/ Fall 2020/Winter 2021)

JS 341 (Fall 2020)

JS 370 (Fall 2020)

JS 343 (Winter 2021)

JS 318 (Winter 2021)

## APPENDIX B: THE LAW FOUNDATION CHAIR IN POLICE STUDIES

The Law Foundation of Saskatchewan (LFS) endowed a chair position in police research in 2005. At that time, the University of Regina announced that “A major aspect of the chair’s work will be conducting research on the current and future policing needs in Saskatchewan.” Rick Ruddell was appointed into this position on September 1, 2010 and his current goals include:

(a) to establish working relationships with the police community; (b) conduct scholarly research on topics of interest to Saskatchewan police services and their stakeholders (e.g., rural and remote policing, Indigenous policing); (c) create funding and learning opportunities for students; (d) build stronger relationships with stakeholders from national and international policing communities; (e) nurture relationships with the members of academic centres in Canada and other nations, (f) increasing the visibility of police scholarship at the University of Regina, and (g) to participate in police-oriented partnerships.

Ruddell’s research agenda has focused on issues of interest to Saskatchewan including rural policing and policing Indigenous communities—which is consistent with the interests of the LFS when they funded the chair position. Between his appointment at the University of Regina in September 2010 and December 31, 2021 Ruddell published 9 books, 48 peer reviewed articles, 28 technical reports, 23 book chapters and articles in non-peer reviewed journals, 30 government or technical reports, delivered 39 conference presentations, and produced 25 pedagogical materials (e.g., *Exploring Criminal Justice in Saskatchewan*: all of which are freely available to students).

With respect to working with police services, Ruddell has engaged in working relationships and project work with the RCMP in Alberta and Saskatchewan and the following Saskatchewan municipal police services: Estevan, Moose Jaw, Prince Albert, Regina, and Weyburn. In terms of his engagement in the larger police community, Ruddell has worked with the Canadian Society of Evidence Based Policing and served on the executive of the International Society for the Study of Rural Crime from 2019 to 2022. He regularly carries out consultations with researchers in Canada, the United Kingdom, and the United States, and has served as a subject matter expert to various federal government departments about issues related to rural crime and Indigenous policing. He also produced a report for a parliamentary committee.

The LFS has a “hands off” relationship with the Chair position and other than receiving an annual report and sending a representative to the meetings that organize the annual Dr. Gordon Wicijowski Law Foundation of Saskatchewan Lecture the LFS representatives have very little direct contact with the LFS Chair.

With respect to a self-assessment, after ten years in the LFS Chair position, Ruddell has progressed toward the goals first established after his appointment. Organizational factors, including disbanding the graduate program have led to some changes in the goals originally set in 2010. According to Ruddell, some areas that he could undertake to enhance the role of the chair position are to increase his engagement with the policing community and play a greater role in working with other agencies dedicated to improving policing.

## APPENDIX C: COMMUNITY SERVICE

### Detailed Community Service Initiatives by JS Faculty Members

#### A. Muhammad Asadullah:

Dr. Asadullah has collaborated with a number of community-based justice organizations including John Howard Society of Saskatchewan, Elizabeth Fry Society of Saskatchewan, Saskatchewan Restorative Justice Network and the ta-tawâw Student Centre. He received the prestigious Neekaneewak Indigenous Leadership Awards in 2020 and the John Howard Society Community Justice Award in 2021.

#### B. Gloria DeSantis

##### **1. Organizing community-based conferences (not scholarly conferences)**

Co-organized and then facilitated a day-long, province-wide conference of 75 people (included students, governments, non-profits) titled, *Meeting of the Minds* (June 2016). Also facilitated three round table discussions with smaller groups of conference participants.

##### **2. Organizing and/or participating in community-based workshops**

Invited panel member along with three community agencies, *How to Host a Non-profit Organization Virtual AGM during a Pandemic* (July 2020).

Invited to organize a half-day workshop on advocacy laws and changes in legislation governing the advocacy work of non-profits in Canada (May 2019) – partnered with long-time Regina activist, Mr. Peter Gilmer from Regina Anti-Poverty Ministry.

Invited to be a panel member along with community partner, Ms. Dana Folkersen, CEO of Regina Education and Action on Child Hunger (REACH) at the Community Connections Symposium on (May 2019). Shared experiences with co-creating assignments for JS 384.

Invited by a provincial association, Saskatchewan Seniors Mechanism, to run a half-day workshop on how to do "collective action framing" in order to bring about societal change on ageism and other injustices perpetrated against older adults (Nov. 2018).

Invited to create and facilitate a workshop at the conference, *Weaving a Strong Non-profit Sector* (June 2017) - explained the newly released report that had been commissioned by the Minister of National Revenue, *Report of the Consultation Panel on the Political Activities of Charities*.

“Political activities” is the term used by the federal government to refer to public policy advocacy – a highly contentious area of work by non-profits/charities that was linked to serious injustices.

Organized a province-wide, public workshop (January 2016) attended by 32 senior staff people and volunteer board members from non-profit organizations that focused on the following topics: internal and external forces impacting non-profits, gaps in research in Saskatchewan, learning opportunities for staff/volunteers, etc.

Invited by Community Research Unit, Faculty of Arts and Regina Public Interest Research Group (RPIRG) to facilitate a half-day board governance workshop (Dec. 2015). There were 35 people in attendance from a variety of non-profit organizations.

### **3. Serving on justice-related nonprofit boards and committees**

Elected board member of Heritage Saskatchewan (2018-2020) - focus on "intangible cultural heritage", whose culture is valued/devalued and how culture is bound up in the TRC; this is social justice work on cultural genocide.

Facilitator/consultant to Voluntary Sector Studies Network Steering Group (2016-2018) comprising students, non-profit organizations and faculty – attended meetings to brainstorm about community outreach, strategic directions, emerging issues in the sector seminar series and learning opportunities. Focus on building a province-wide non-profit network for Saskatchewan.

### **4. Community-based teaching**

JS 484 (2020) – worked with Saskatchewan Seniors Mechanism (a provincial non-profit association) in the co-creation of assignments for students. This model is known as problem-based learning (PBL), which is a learner-centred approach that focuses on dynamic real-world-real-time issues conceptualized and defined by non-profit agencies in collaboration with the instructor. Students completed assignments that serve the agency.

JS 384/NSLI 320 (2019) - partnership with Regina Education and Action on Child Hunger to co-create PBL assignments on food injustices such as hunger, etc. Students completed assignments that served the agency’s needs.

JS 384 (2017) – partnership with a community-based clinic in one of the most marginalized neighbourhoods in Regina, *Student Energy in Action for Regina Community Health (SEARCH)* to collaboratively design five student research assignments. Took students to *SEARCH* for an evening and toured their facility and the neighbourhood – the neighbourhood tour was a silent observational walk wherein the students had to see, hear, and smell what was going on around

them. Students completed their projects and presented recommendations to SEARCH; final student projects were forwarded to *SEARCH* for their use.

JS 310 (2016) – partnership with a volunteer-driven, non-profit organization, *Fruit for Thought*, to collaboratively design student assignments. Used problem-based learning (PBL) model. PBL is a learner-centred approach that focuses on dynamic/organic real-world-real-time issues conceptualized and defined by nonprofit organization staff/volunteers; final student projects were forwarded to the agency for their use.

JS 310 Food and Social Justice (2017) - Partnered with the volunteer-driven non-profit organization, RPIRG and the co-ordinator of *The Green Patch Community Garden*, to conceptualize and develop real-world real-time problems (PBL) for which they needed research completed and recommendations to move forward. Once again, students completed research on specific topics and then presented their research and recommendations to the Green Patch volunteers; final student projects were forwarded to the agency for their use.

NSLI 200 Foundations of the Non-profit Sector (2016) - was partly held on campus and partly held in the community at non-profit organization sites. Organized site visits to expose students to the diversity of non-profits in our communities, including the \$4 million dollar Wascana Centre Authority and a very small neighbourhood-based organization (Al Ritchie Community Association). These organizations hosted the students at their organizations.

NSLI 200 (2016) - partnered with the Indian Head Grand Theatre board members during the summer of 2016 to conceptualize and create 6 PBL cases for students. At the end of the term, the students presented their final projects and recommendation to the Indian Head Theatre; final student projects were forwarded to the Theatre for their use.

## **5. Writing media articles and/or responding to requests from media**

Interviewed by Greg Beatty, *Prairie Dog*, about exploring crime using a social justice lens (Dec. 2021).

Global News television interview, *Tough Economic Times Impacting Non-profits* (1:46 minutes, January 15, 2016) – interview focused on fundraising and volunteer shortfalls at the Salvation Army (an agency that provides shelter and food to marginalized people). Aired at 6:00 p.m. and 10:00 p.m. that night.

## **6. Responding to requests for information from community agencies**

ROSA (Renters of Saskatoon Association) (Jan 2020), a grassroots organization working on shelter issues for people living on low incomes – asked questions about advocacy laws and regulations in Canada and Saskatchewan.

Prepared material for Amnesty International (2019) to deliver at their workshop on advocacy.

Invited by South Saskatchewan Community Foundation to present an overview of what academics are working on regarding the non-profit sector (e.g. governance issues, trends in financing the sector, advocacy laws, etc.) (Sept. 2018).

Responded to numerous inquiries from non-profits regarding the federal government's report, *Catalyst for Change: A Roadmap to a Stronger Charitable Sector* (June 2019, DeSantis cited on p. 180) ([https://sencanada.ca/content/sen/committee/421/CSSB/Reports/CSSB\\_Report\\_Final\\_e.pdf](https://sencanada.ca/content/sen/committee/421/CSSB/Reports/CSSB_Report_Final_e.pdf) ). DeSantis was invited to present her research to the Special Senate Committee hearings in Ottawa a year earlier; those hearings led to this report.

Engineers without Borders (2017) - a student-run arm of this international NGO sought material on governance models.

Invited to assist in dealing with an emerging training/learning vacuum in volunteer management programs in Saskatchewan and Manitoba (Apr. 2016). Ten people participated from Saskatchewan and Manitoba in a teleconference. The results of the meeting included one person agreeing to conduct research on programs across Canada and the potential for UofR to become a location for a new training program in volunteer management.

Invited to Saskatoon by the Multicultural Council of Saskatchewan and Saskatchewan Organization for Heritage Languages to be their keynote speaker on advocacy laws, regulations and strategies for provincial non-profit organizations (June 2016). Approximately 100 people attended.

In early 2016, five non-profit organizations followed-up after the Community Research Unit/Regina Public Interest Research Group half-day workshop that took place in Dec. 2015. The follow-up work included the need for resources on new advocacy legislation and non-profit corporation regulations.

Invited to meeting with Sask Culture staff (Feb. 2016) to discuss non-profit governance issues and learning opportunities at UofR as well as what they are offering to their member organizations (e.g., INVOLV for newcomer volunteers).

Co-presented with a recent UofR graduate to an All Deputy Ministers Briefing Session (29 people) at the Legislature (Nov. 2015). This was a learning event for them and it focused on the non-profit sector in Saskatchewan and the new undergraduate certificate that was being created.

Contacted by *Capacity Canada* (2015) for assistance with evaluation and board development issues.

## **7. Bringing the community to campus**

Pilot tested a new multi-media tool for JS 317 - ran *4 Seasons of Reconciliation* as an assignment in the fall of 2019 and then organized a debriefing meeting in January 2020 that included Dennis Omeasoo (Life Speaker), Lorna Standingready (Elder) from the community as well as students.

Board of directors of Saskatchewan Seniors Mechanism (a provincial non-profit) joined JS 484 zoom classes in Oct. and Nov. 2020. The class grew from 14 students to a total of 28; it became a blended class of students and older adults wherein both large group and small group discussions ensued. The focus was on students learning about the organization as well as the student assignments/projects to be completed.

As an active member of the Congress 2018 Champions committee, marketed Congress and did outreach to the local non-profit sector to encourage these organizations to participate in the conference.

Guest speakers from the community were invited to every class, for example, Elders and Knowledge Keepers, Office of the Treaty Commissioner, Saskatchewan Human Rights Commission, a survivor of the 60s scoop, Saskatchewan Native Women's Movement, Regina Qu'Appelle Health Region and food sovereignty, Sask Organics and their role in creating a more just food system, YMCA PlusOne mentoring program for at-risk youth, Regina Pride Office, North Central Community Association, Saskatchewan Council for International Cooperation, Provincial Association of Transition Houses (women's shelters), Regina Blue Dot Movement (sustainable living), LLC and work against age discrimination.

Invited to appear as an expert witness at the Canadian Senate Special Committee on Charitable Legislation in Ottawa on Nov. 26, 2018. Asked to present evidence from her book, *The Shifting Terrain: Non-profit Public Policy Advocacy in Canada* (Mulé & DeSantis, eds., 2017), and her journal article, "Voices from the margins: Policy advocacy and marginalized communities"

## **C. David Flomo**

David Flomo serves as Lecturer and as the Department’s Practicum Coordinator, which makes him the de facto face of the program in the community. Flomo is a Registered Social Worker, a member of the Canadian Association of Social Workers (CASW), the International Federation of Social Workers (IFSW). He is also a member of the Saskatchewan Soccer Association (ASA) Regina Soccer Referees Association and serves as the president of the Saskatoon Soccer Referees Association. In 2019, Flomo was invited to the American Diabetes Association (ADA) annual conference in San Francisco to present his experiences as a practitioner working with immigrants. Last summer, Flomo spent his summer in Liberia working with local universities on asset-building.

#### **D. James Gacek**

James Gacek has committed efforts to progress and engage in public-facing discussions of justice through media. Specifically, since he was hired in July 2019 he has reached out and been sought out for expert interviews by news outlets like CBC Regina, CBC Saskatoon, Ici Saskatchewan, CTV Regina, Francopresse and Global News Regina, and have been approached to write editorials for The Regina Leader-Post and The Conversation Canada.

#### **E. Nicholas Jones**

Nicholas (Nick) Jones is a member of the Canadian Association of Police Governance research and policy group as well as a member of the First Nations Police Governance Council. He also teaches at the Saskatchewan Police College in their recruit class on restorative justice and has previously taught on ethics. Professionally, he is a member of the American Society of Criminology and the Academy of Criminal Justice (formerly the chair of the restorative justice section and the ethics committee).

#### **F. Heather Nord:**

Because my professional status with the Law Society of Saskatchewan is a non-practicing lawyer, I do not maintain my legal malpractice insurance and cannot take private clients. However, I am not prevented from utilizing my law degree and M.B.A., so I have done consulting work in the non-profit health care sector to assist various organizations with legal risk management analysis and planning, legislation and bylaw preparation, strategic communication planning, crisis management, government relations and corporate governance advice. I have also consulted on proposed legislative and regulatory issues in the nursing profession (RNs regarding Saskatchewan Association of Licensed Practical Nurses (“SALPN”) regulatory changes to the scope of practice and core professional competencies and potential professional liabilities of nurses in their scope of practice), including preparing submissions to government on

proposed legislative changes as well as organization Bylaw amendments on the scope of practice, liability and core competencies.

I have advised colleagues in other departments about legislation and government policy to help them prepare for media interviews, such as the law regarding sexual harassment and discrimination in the workplace.

I gave workshops on criminal law to “F.A.S.D. Court Navigators”, local Indigenous workers hired to assist persons with F.A.S.D. prepare for and attend court, as part of Dr. Michelle Stewart’s federal grant to study persons with F.A.S.D. interfacing with the criminal justice system.

### **G. Rick Ruddell**

Rick Ruddell has carried out non-paid community service with the Royal Canadian Mounted Police in Alberta and Saskatchewan, and has worked with municipal police services throughout Saskatchewan, including the Estevan, Moose Jaw, Prince Albert, Saskatoon, and Weyburn Police Services. In addition he has worked with the Ministries of Corrections, Policing and Public Safety and Justice in Saskatchewan. He has also consulted with the Correctional Service of Canada and served as a subject matter expert with Public Safety Canada and he prepared a report for Parliament. Ruddell has also served as a consultant with Wilfrid Laurier University and the University of Winnipeg in a review of their criminology and criminal justice programs. With respect to service to the profession he has served with the American Society of Criminology, Academy of Criminal Justice Sciences, Canadian Criminal Justice Association (including serving on the organizing committee for their 2015 national conference), and routinely serves as external reviewer for faculty promotions from other universities). Since 2011 he has participated in over 74 media interviews for local, provincial, and national media outlets.

### **H. Stuart Wilson**

Stuart Wilson served on the Saskatchewan Chamber of Commerce Finance Committee from 2012 to 2017, providing general feedback as well as background reports and policy proposals for the committee. He has served as Director and Treasurer for Camp Zimrat Yah Inc, a non-profit organization that organizes and runs summer camps for youth, since 2009; he is responsible for corporate governance, secretarial duties and chairing meetings. He serves as a Founding Director for two organizations incorporated in January of 2021 to promote sustainable agriculture in developing countries, ACUBENE PBC Inc. [Private Benefit Corporation, Delaware, US] & ACUBENE HELPING HANDS Inc. [Charitable Non-Profit, Saskatchewan, CANADA]. He led the development of the articles of incorporation and corporate by-laws, filed incorporation forms, deals with government correspondence, and is responsible for corporate governance, secretarial duties and chairing meetings.

## **I. Michelle Stewart**

Michelle Stewart's community work focuses on mental health, disability and addictions as it presents in the justice system. She has created frontline programs focused in the over-representation of Indigenous peoples and those with Fetal Alcohol Spectrum Disorder (FASD) in child welfare and criminal courts. She leads the Integrated Justice Program which employs workers across SK to provide frontline support for Indigenous individuals with FASD who are justice-involved including running and (writing for) the Gladue Writing Team (the only project of its kind) that offers Reports at no cost. Her community-based arts projects including working with youth, adults and families who are impacted by FASD and includes social inclusion resources (downloaded globally) at no cost to individuals and agencies. She is involved in policy work at the federal, territorial/provincial level and also works with community agencies to help translate evidence-based practices into frontline policy and practices. Dr. Stewart has trained justice (from judges to probation officers) and community workers regionally, nationally and internationally on FASD, racialized policing, colonialism, and the justice system.



## Final Report, January 2022

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### Conference Organizing Committee:

- **Dr. Muhammad Asadullah**, Department of Justice Studies
- **Misty Longman**, ta-tawâw Student Centre
- **Dr. Taiwo Afolabi**, Media, Art and Performance
- **Lindsay Robertson**, Student Affairs
- **James Hseih**, Student Affairs Operations
- **Shawn Fraser**, John Howard Society of Saskatchewan
- **Blair Roberts**, John Howard Society of Saskatchewan
- **Rachel Janze**, ta-tawâw Student Centre

**Student volunteers:** Kendra Doehl, Sultan Sezen, Nicole Mah, Fathi Bakar, Lian Murtha

## Acknowledgement

The conference committee is deeply grateful for the generous funding support from the University of Regina's Academic Conference grant, ta-tawâw Student Centre, John Howard Society of Saskatchewan, Indigenous Advisory Circle's Indigenization Fund, the Micah Mission, the Elizabeth Fry Society of Saskatchewan and the Department of Justice Studies. The conference committee is thankful to all the session moderators, abstract reviewers and other volunteers. Special gratitude to Lori Walker, Dr. Stuart Wilson, Lynn Thera, Dr. James Gacek, Sheena McCallum, Dr. Donna Swapp, and Heather Peters for their timeless support for the conference.

## Executive Summary

On Thursday, November 4, 2020, the University of Regina's ta-tawâw Student Centre and the Department of Justice Studies, in collaboration with the John Howard Society of Saskatchewan, held its first *Decolonization and Justice Conference*. According to conference organizer, Dr. Muhammad Asadullah, an Assistant Professor in the Department of Justice Studies, the conference was designed to promote awareness and foster innovation and creativity in the field of decolonization and justice. "This conference is unique because it brings attention to important justice issues that are prevalent in our communities," he says. "The speakers and presenters shared innovative ideas and practices on decolonization and how it affects law, policing, justice, criminology and even how decolonization affects the mind." This year's event was held virtually to ensure participant safety and to make the conference as accessible as possible. Fees for the one-day conference were low, with subsidies available for those who needed them. "We want to guarantee that everyone who wants to join is able to do so," says Dr. Asadullah. The conference provided a platform for learning and discussion between community members, practitioners, academics, law enforcement agencies, and justice stakeholders. The keynote lecture was presented by Dr. Michael Yellow Bird, Dean and Professor of the Faculty of Social Work at the University of Manitoba. Following Dr. Yellow Bird were numerous speakers from diverse backgrounds who shared their knowledge and wisdom on Decolonization & Law, Decolonization & Restorative Justice and Decolonization & Criminology. Over 220 registered participants from across the Globe attended this virtual conference. Even though the conference was held virtually, a number of tools such as the conference photo booth, networking groups, and customized Zoom background were developed to increase interactivity. The conference was unique and significant for a number of reasons. First of all, this was the first ever conference in Canada focusing on the topic of Decolonization and Justice. Second, this conference was unique in that it offered a generous honorarium for both undergraduate and graduate student presenters. Additionally, a subsidy ticket option was provided to all community members, thus removing all financial barriers to participation in the conference. Third, the collaboration between Indigenous communities and non-Indigenous communities was exceptionally high in this conference. A large number of attendees joined from many nations particularly from File Hills Qu'Appelle Tribal Council, Saskatoon Tribal

Council and Yorkton Tribal Council. Finally, prestigious academic, student presenters and community members were well-represented during the entire day of the conference.

## Comprehensive Report

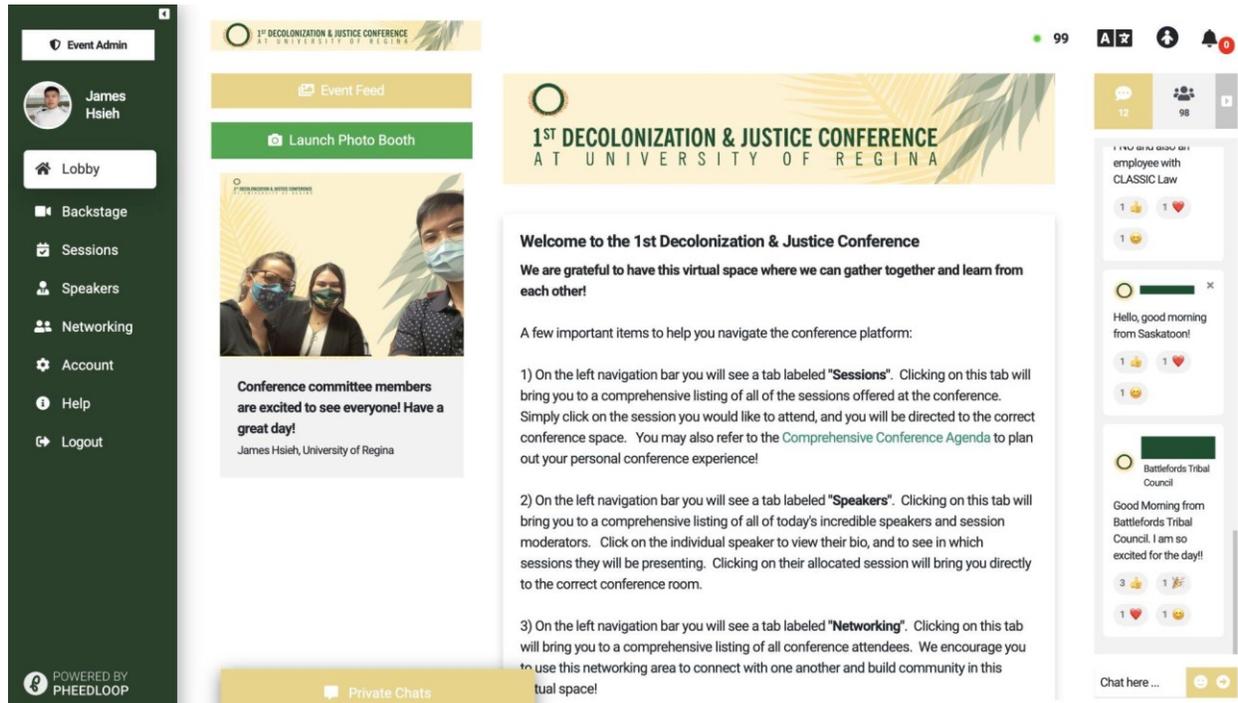
### **Decolonization**

The definition of decolonization varies among scholars. Some take a macro view—meaning decolonization through institutional or societal changes, whereas others take a micro approach—meaning decolonization of mind and intellect (Asadullah, 2021; Monchalin, 2017). Frantz Fanon (1963) identified three forms of decolonization—intellectual, psychological and physical. This conference will stimulate conversations on decolonization in the context of justice. More specifically, the notion of decolonization and law, decolonization and policing, decolonization and restorative justice and decolonization and criminology will be explored in numerous parallel sessions.

### **The Conference**

On Thursday, November 4, 2020, the University of Regina’s ta-tawâw Student Centre and the Department of Justice Studies, in collaboration with the John Howard Society of Saskatchewan, held its first *Decolonization and Justice Conference*. The emcee of this day-long virtual conference was misty Longman, Manager of the ta-tawâw Student Centre. According to conference organizer, Dr. Muhammad Asadullah, an Assistant Professor in the Department of Justice Studies, the conference is designed to promote awareness and foster innovation and creativity in the field of decolonization and justice. “This conference is unique because it brings attention to important justice issues that are prevalent in our communities,” he says. “The speakers and presenters shared innovative ideas and practices on decolonization and how it affects law, policing, justice, criminology and even how decolonization affects the mind.” This year’s event was held virtually to ensure participant safety and to make the conference as accessible as possible. Fees for the one-day conference were low, with subsidies available for those who need them. “We want to guarantee that everyone who wants to join is able to do so,” says Dr. Asadullah. The conference provided a platform for learning and discussion between community members, practitioners, academics, law

enforcement agencies, and justice stakeholders. The keynote lecture was presented by Dr. Michael Yellow Bird, Dean and Professor of the Faculty of Social Work at the University of Manitoba. Following Dr. Yellow Bird came numerous speakers from diverse backgrounds and shared their knowledge and wisdom on Decolonization & Law, Decolonization & Restorative Justice and Decolonization & Criminology. Over 220 registered participants across the Globe attended this virtual conference. Even though, the conference was held virtually, a number of tools such as the conference photo booth, networking groups and customized Zoom backgrounds were developed to increase interactivity. The conference was unique and significant for a number of reasons. First of all, this was the first ever conference in Canada focusing on the topic of Decolonization and Justice. Second, this conference was unique in that it offered a generous honorarium for both undergraduate and graduate student presenters. Additionally, a subsidy ticket option was provided to all community members, thus removing all financial barriers to participation in the conference. Third, the collaboration between Indigenous communities and non-indigenous communities was exceptionally high in this conference. A large number of attendees joined from many nations particularly from File Hills Qu'Appelle Tribal Council, Saskatoon Tribal Council and Yorkton Tribal Council. Finally, prestigious academic, student presenters and community members were well-represented during the entire day of the conference.



## Objectives

There major objectives of the conference were:

- To promote awareness of transformational and decolonizing approaches to justice.
- To examine the concept of decolonization and law; decolonization & restorative justice; decolonization & policing; and decolonization & criminology.
- To foster engagements with diverse stakeholders—community members, government officials, students and academics.

## Welcome Prayer & Opening Remarks

To start off the conference, Elder Frank Badger and Barb Badger began with a welcome prayer. Following Elder Frank was the Associate Vice-President (Indigenous Engagement), Lori Campbell who began with introductions and opening remarks in Cree and then in English giving

thanks and acknowledgements. She emphasized recognizing the colonized justice systems, and more specifically, how these systems disproportionately affect Indigenous and minority communities. She also stressed the importance of recognizing the Indigenous traditional learning and knowledge that has been practiced on these lands for centuries. To Lori Campbell, decolonization means being Indigenous in all areas of life-everywhere, and doing so freely. She discussed the importance of decentering whiteness, colonialism and dismantling oppressive systems. She ended her opening remark by stating that we should focus on divesting in police, investing in upstream services, and promoting community-involved healing.

### **Keynote Address**

The keynote speaker for the 2021 conference was Dr. Michael Yellow Bird, Dean and Professor of the Faculty of Social Work at the University of Manitoba. He is the founder, director, and principal investigator of The Centre for Mindful Decolonization and Reconciliation at the University of Manitoba. He serves as a consultant, trainer, and senior advisor to several BIPOC mindfulness groups and organizations who are seeking to incorporate mindfulness practices, philosophies, and activities to Indigenize and decolonize western mindfulness approaches in order to address systemic racism and engage in structural change.

The title of the keynote address was *ReZ DoG Meditations: Decolonization Strategies for Liberation of the mind*. Dr. Michael Yellow Bird's approach to decolonization was neurdecolonization, which focuses on liberation through the mind and body. This involves the effects that colonial trauma has on people, with a specific focus on Indigenous communities, and its impact on spiritual, emotional, intellectual and biological well-being. He provided activities for healing and identified Indigenous mindfulness practices are an important skill when addressing damages done from colonialism and injustice. He suggested that mindfulness, running, dancing, singing, laughter, sweat lodges, saunas, fasting, meditation and cognitive resilience can be tools to address colonial harms. According to Dr. Yellow Bird, these traditional practices and contemplative practices can act as means of resistance and healing in modern-day settings. He went into insightful detail on the concept of Brain-Derived Neurotrophic Factors, Colonial Brain Disorder, molecular colonization, injustice effects on telomeres and other biological aspects such as obesity, etc. Below can be found an image from Dr. Yellow Bird's presentation discussing

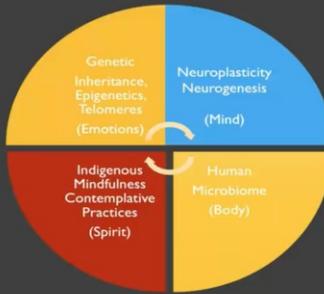
neurodecolonization and mindfulness using a medicine wheel model. Following that is another image from his presentation reviewing the different periods that overlap in these decolonization aspects including restoration, evolutionary, colonized structures and practices, and innovative thinking.

THE MEDICINE WHEEL: A HOLISTIC APPROACH TO NEURODECOLONIZATION, MINDFULNESS, AND COMMUNITY HEALTH

YELLOW BIRD, 2018

To heal and transform from diseases of colonialism: Rediscover ancestral knowledge practices

The plasticity of the brain, the human microbiome, and genetic inheritance must be balanced with a return to traditional practices: movement, sleep, laughter, collectivism, fasting, contemplative practices, adaptive stress, circadian rhythms and being outdoors.



Indigenous Peoples cultures and Identity are centered upon a holistic model called the Medicine Wheel.

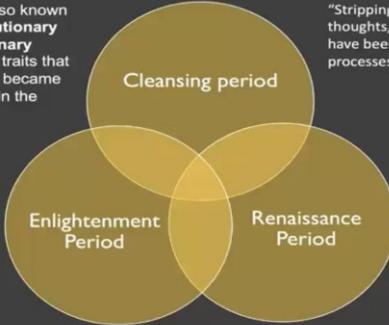
Our culture, experiences, and perceptions shape our brain's plasticity; affect our microbiome; change the expression of our genes and brain waves; shape specialized brain cells; and alter our neurotransmitters and modulators, etc

DECOLONIZATION

YELLOW BIRD, 2008, 2019

"Evolutionary mismatch, also known as mismatch theory or evolutionary trap, is a concept in evolutionary biology that refers to evolved traits that were once advantageous but became maladaptive due to changes in the environment" (Wiki, 2019).

"The birth and use of new ideas, thinking, technologies and lifestyles that contribute to the advancement and empowerment of Indigenous Peoples."



"Stripping away the harmful, invasive thoughts, practices, beliefs, and values that have been imposed by colonizing structures, processes, and evolutionary mismatches"

"...the restoration of cultural practices, thinking, beliefs, and values that were taken away or abandoned (during colonization) but are relevant and necessary for survival and well being."

### Parallel Breakout Sessions

Along with the keynote speech, the conference also included a number of parallel sessions by scholars and students on four major themes—decolonization & law; decolonization & policing; decolonization & restorative justice; and decolonization & criminology. Advanced undergraduate and graduate students across the Globe presented their work for conference presentation.

Themes for parallel breakout sessions:

- **Decolonization and Restorative Justice:**
  - Foster the topic of decolonization and restorative justice

- Explore basic understandings of decolonized restorative justice praxis
- **Decolonization and Policing:**
  - Enhance a basic understanding of decolonized policing
  - Share examples from First Nation Policing Programs in Canada
- **Decolonization and Law:**
  - Explore the impact of colonization on traditional and indigenous law
  - Navigate pluralistic legal traditions
- **Decolonization and Criminology:**
  - Explore Southern Criminology and Indigenous Criminology
  - Offer a comprehensive framework for the decolonized criminology praxis

### **Guest Speakers in Parallel Breakout Sessions**

Three major scholars—Doug White on *Decolonization and Law*; Christianne Paras & Eric Littlewolf on *Decolonization and Restorative Justice*; and Michaela on *Decolonization & Justice* presented in the parallel sessions.

Doug White, a lawyer and a negotiator, and the British Columbia First Nations Justice Council Chair discussed *Decolonization and Law*. The focus of his presentation was on Indigenous legal orders and traditions, the effects of colonialism on Indigenous traditions, and the historical lack of legal advocacy for Indigenous people. He discussed a legal tool in the political space of Canada for Indigenous people, the Gladue Report. He presented a framework to reform the current justice system and restore Indigenous traditions and legal orders. He emphasized the importance of Indigenous legal traditions and the needs for decolonizing the colonial legal system.

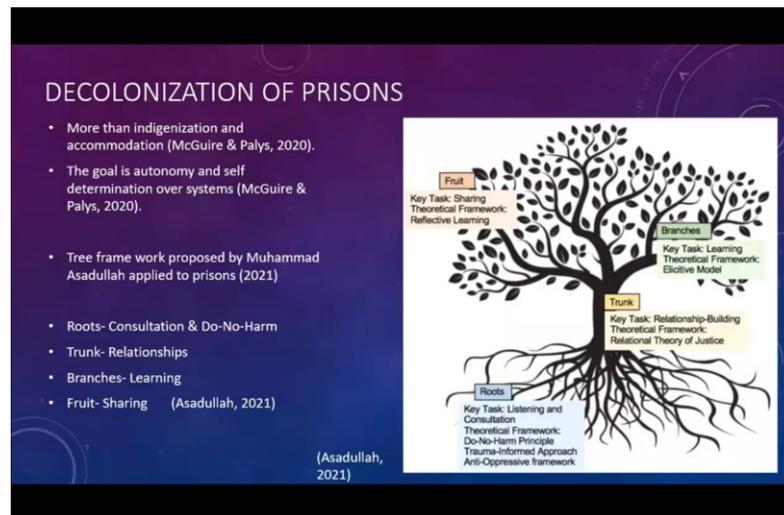
Christianne Paras, the Executive Director of Restorative Justice Association of British Columbia, and Eric Littlewolf from the Indigenous Visioning Circle, discussed the process of *Decolonizing Restorative Justice*. They discussed the negative impact of current restorative justice practices in many Indigenous communities around the world. Erica Littlewolf mentioned that the attempt to return to the traditional Indigenous ways requires decolonization of restorative justice. Both speakers shared their vision to decolonize restorative justice.

### **Students Presentations**

One of the student sessions focused on decolonizing practices from around the world. This session began with Towkir Hossain on *Decolonizing Transitional Justice Framework for the Rohingya Crisis in Bangladesh*. According to Hossain, the colonial roots and systemic discrimination are so deep that just acknowledging the past is not enough to decolonize transitional justice framework in Bangladesh. Abdullah Al Zobayer followed with his presentation on *Legacy of Bangladesh Police; A Colonial Phantom that was Never Exorcised*. His focus was on the colonial policing in Bangladesh and the various justifications they used for violence including forced disappearance, judicial killings, and custodial torture. After Abdullah Al Zobayer, Judith Mandillah presented on *Decolonization and Restorative Justice: A Post-Colonial Re-Think of the Kenyan Justice System*. She spoke about restorative justice and dispute resolution within Africa and the different philosophies used to address the issues of justice, such as retributive and restorative justice models. The second concurrent student session was on *Decolonization, Gender and Justice*. Tamikani Nkhata began her presentation on *Sexual Violence as a Weapon of Genocide: Building a Typology*. She focused on Bosnian and Rwandan genocides, genetic imperialism and different forms of sexual violence. Nkhata offered a decolonizing framework to address sexual assaults during genocides. Kashifa Kaba Shejuti and Prethee Majbahin followed up by presenting *Power Politics and Law: An Analysis of the Colonial Legacy of Rape Laws in Bangladesh*. They included information about colonial bureaucracy, rape laws, faulty laws, and reformations in their presentation. The discussion also involved marital rape and the topic of consent, and a suggestion in order to recognize these issues by altering rape definitions. Later, Amanda Gross presented in this concurrent session on *Why Mennonites can't Dance and Other Tales of White Settlers Moving Towards Transformative Justice*. Amanda focused on a number of areas including intergenerational trauma and child abuse. To finish off this second concurrent student session Natassia D'sena presented on *Sex Work in Canada*. She reviewed the predispositions to violence of Indigenous peoples and relevant cases such as the Pickton case and Gladue report. She ended her presentation by discussing sex work in Canada, and Missing and Murdered Indigenous Women and Girls.

The third and final concurrent student session was on *Decolonization, Criminology & Prison*. The session started with Charmine Cortez on *Decolonization and Criminology*. She focused on colonization, capitalism, imperialism and patriarchal lawmaking and how colonial progress brings

harm to marginalized communities. Charmine reviewed two schools of thought when analyzing the discipline of criminology; the Classical and Positivist School of thought. She also shared ways to decolonize criminology as a discipline. After Charmine was Megan Korchak who presented on *Decolonizing Prison: Framework and Practices for Revisioning Incarceration*. Her decolonization focus was on the prisons, with examples of different prison designs. Megan also presented different promising practices to decolonize prisons. She ended her discussion by sharing the Decolonizing Tree framework developed by Dr. Muhammed Asadullah.



Finally, Nicole Kimber presented on *Duty to Decolonize: Trauma in Canada*. She reviewed colonization, residential schools, decolonization, incarceration, Indigenous youth and law, and negative determinants in mental health. Nicole discussed trauma-informed practices and shared specific examples focusing on case studies that are using cultural practices for healing.

### **Community Panel Discussion, Closing Remarks and Prayer**

One of the salient features of this conference was community dialogue. This conference brought together local restorative justice and indigenous justice-led organizations from all over Saskatchewan. It provided space for everyone to share and learn about best and promising practices in the field.

The community panel discussion was moderated by Heather Peters from the Mennonite Central Committee of Saskatchewan. Joining in the panel were Bev Poitras, the Justice Director from the Five Hills Qu'appelle Tribal Council; Brittany Deschambeault, a justice worker from the Saskatoon Tribal Council; Kayleigh Lafontaine, the Executive Director of the Elizabeth Fry

Society of Saskatchewan; Shawn Fraser, the CEO of the John Howard Society of Saskatchewan and, Robert McGavin, the Executive Director from the Restorative Circles Initiative in Saskatoon. The community discussion included acknowledging the harms done in the past and present, and explored ways to decolonize our communities. Dr. Shannon Dea, the Dean, Faculty of Arts, University of Regina offered closing remarks. She thanked the organizing committee, funders, volunteer moderators and student volunteers for their sincere support. The conference ended the way it began, with Elder Frank Badger and his closing prayer.



### **Conclusion**

The 1<sup>st</sup> Decolonization and Justice conference was organized and run by a small group of passionate, dedicated and thoughtful students and staff volunteers. The conference created many positive ripple effects nationally and internationally. An upcoming book project on Decolonization and Justice, and the proposed Research Centre on Justice and Decolonization (RCJD) are some of the local examples in this regard. Three major highlights of the conference include: 1) the conference provided a platform for community members, academics, and justice stakeholders to interact with and learn from each other; 2) this conference introduced both undergraduate and graduate students to several issues, including the concept of decolonization,

indigenous justice, and restorative justice; and finally 3) the 2021 conference will set the stage for future collaboration between the University of Regina, justice agencies and community-based organizations. This is particularly important to the University of Regina, where we believe that “our strength lies in our relationships and our interconnectedness, and that together we are stronger: peyak aski kikawinaw”.

## Recommended Resources shared by speakers:

British Columbia First Nations Justice Council (<https://bcfnjc.com/>)

Decolonization Justice Conference Media;

Facebook; <https://www.facebook.com/decolonizationjusticeconference>

Instagram; <https://www.instagram.com/decolonizationjusticecon/>

Twitter; <https://twitter.com/DecolJusticeCon>

Elizabeth Fry Society of Saskatchewan (<https://elizabethfrysask.org/>)

Five Hills Qu’appelle Tribal Council (<https://fhqtc.com/>)

John Howard Society of Saskatchewan (<https://www.sk.johnhoward.ca/>)

Reallocate Waterloo Region (<https://reallocatewr.ca/>)

Restorative Circles Initiative (<http://restorative-circles-initiative.sk.xsask.com/>)

Restorative Justice Association of British Columbia (<https://riabc.ca/>)

Saskatoon Tribal Council (<https://www.sktc.sk.ca/>)

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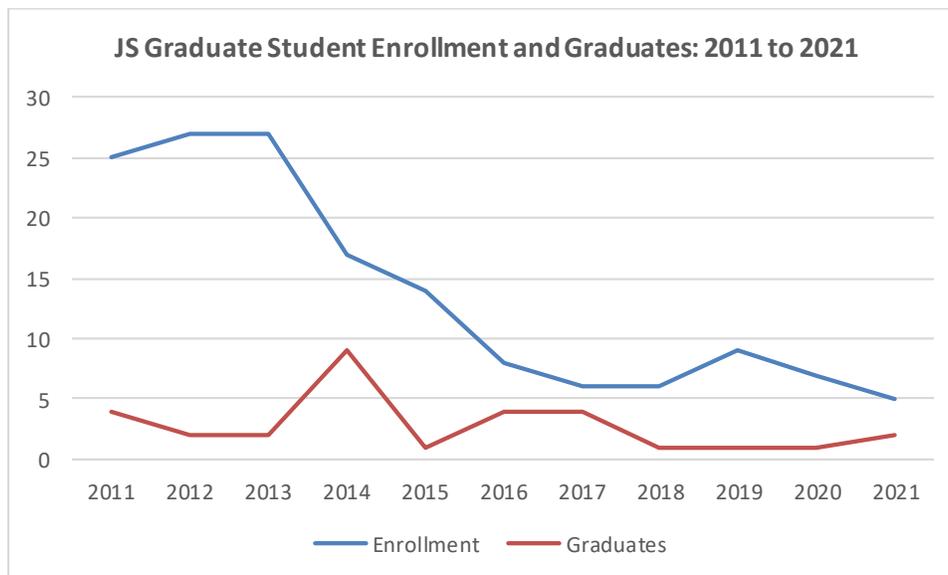
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## APPENDIX D: JUSTICE STUDIES GRADUATE PROGRAM

JS offered a graduate program between January 1, 2004 and December 31, 2019, when it was suspended for two years due to the inability to deliver a program that would meet student needs.

Between 2006 and 2021, 38 students earned graduate degrees in Justice or Police Studies, and one student earned a “special case” Ph.D. Effective January 1, 2022, two course-based M.A. students are finishing their degree requirements; and they will have completed their degree requirements by June 2022. Our one special case Ph.D. student will finish her degree requirements in 2024. Effective January 1, 2022, there is no plan to resume the graduate program.

The main factor inhibiting the success of the graduate program after 2014 was a lack of faculty members who could-to supervise students in a thesis-based program or sit on thesis committees. In 2019, for example, there were only two tenured/tenure track faculty members in the JS department able to chair a thesis committee (Two tenure track positions were added in the Fall 2019 semester). Although Justice Studies only accepted several graduate students a year into our program, the number of applicants was the highest in 2019 (n=28); the year our program was suspended.



The chart shows the graduate student enrollment and graduates from 2011 to 2021 (earlier data on enrollment were not available, but prior to 2011 seven M.A. students had graduated). After 2013, the enrollment decreased and this created two challenges: (a) There were not enough students to create a reasonable student cohort and thus contribute to a positive graduate school experience, and (b) It was not fiscally prudent to offer courses to only two or three new graduate students entering the program when we were unable to fulfill demand in our undergraduate courses (e.g., wait lists in most of our required courses).

Faculty members have discussed several options for restoring the graduate program including developing a non-thesis course-based program that would overcome the limitations of a small compliment of faculty members. There has been, however, relatively little discussion about the substantive focus areas of such a program (e.g., what should/could be a distinctive JS offering), the infrastructure required to support such

a program (e.g., a dedicated faculty member to work with graduate students) and improving marketing/outreach to attract skilled and highly motivated students who would be successful in such a program.

One challenge for all University of Regina graduate programs is the difficulty in competing with graduate funding levels offered by other universities. As a result, JS would often accept students into the program who would then defer their admission and then attend universities offering better funding. Another observation about our pool of applicants is the high number of international applicants (47% between 2004 and 2019 according to FGSR statistics), but few of them were able to meet the financial requirements to obtain student visas. A review of the graduates of the M.A. program revealed only two were international students.

Some potential ideas to restore a graduate program include: (a) Creating a cross-disciplinary MA program in the Faculty of Arts that would serve all departments; (b) Partner with other U of R faculties, such as the Johnson Shoyama Graduate School, to deliver courses to our students; and, (c) Offer an online MA program and engage faculty from across Canada in running it.

## APPENDIX E: ENROLMENT DATA PREPARED BY THE OFFICE OF INSTITUTIONAL RESEARCH

(20 pdf pages)

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN3A: Detail of Majors, Minors & Concen for: **HJ HJQ PPS QPS PS JUST**  
 for All Level, does NOT include secondary concurrent program registrations

LEVEL	MajMin Level	MajMinLevelDetail	DEG DESC2	Program	Major Code 1	Major1 Desc	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021						
							201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130						
Under grad	Major	MJ1 First Major (HJ)	Bach of Human Justice	ARBHJ Bachelor of Human Justice	HJ	Human Justice	78	138	159	168	193	209	241	220	227	214	197						
			Certificate in Justice S..	ARCERTJS Certificate in Justice Studi..	HJ	Human Justice									1								
	Major	MJ1 First Major (HJQ)	Non-Degree	ARPREPROF Arts Pre-Professional	HJQ	~Human Justice Qualif..	72	14															
			MJ1 First Major (JUST)	Bach of Arts	ARBA Bachelor of Arts	JUST	Justice Studies	68	57	36	19	8	4		1	1							
	Major	MJ1 First Major (PPS)	Non-Degree	ARPREPROF Arts Pre-Professional	PPS	Pre Police Studies	96	36								1							
			MJ1 First Major (PS)	Bach of Arts in Police ..	ARBAPS Bachelor of Arts in Police St	PS	Police Studies	2	73	113	110	104	105	120	118	125	136	112					
	<b>Total</b>							316	318	309	297	305	318	361	340	354	350	309					
Minor	MN1 Added Minor (JUST)	Bach of Arts	ARBA Bachelor of Arts	ANTH	Anthropology											1	1						
				EC&S	Economics & Society														1				
				ENGL	English													1	2				
				ENST	Environmental Studies				1	1	1	1					1						
				HIST	History				1			1	2										
				INDG	Indigenous Studies							1	1	1	1	1	1						
				INTL	International Studies											1	1						
				PSCI	Political Science				1	1						2	2	1	1				
				PSYC	Psychology					1	3	4	6	8	8	3	5						
				SOC	Sociology					1	1	2	3	2	3	2	2						
				WGST	Women's and Gender ..						1	1											
				Bach of Arts Honours	ARBAHON Bachelor of Arts Honours	PSCI	Political Science				1							1					
				PSYC	Psychology				1			1					1		2				
				Bach of Science	SCBSC Bachelor of Science	BIOC	Biochemistry										1						
				Liberal Arts Diploma	ARDIPLA Liberal Arts Diploma	NA	Non-Applicable												1	6			
				Non-Degree	ARPREPROF Arts Pre-Professional	PLAW	Pre Law												1	1			
				Undeclared	SCPREPROF Pre Professional Science	PDEN	Pre Dentistry												1				
				Minor	MN2 Added Minor (JUST)	Bach of Arts	ARBA Bachelor of Arts	ENGL	English										1				
								GER	German												1		
								PSYC	Psychology									1		1	1	3	
								SOC	Sociology				1	1									
								WGST	Women's and Gender ..									1					
								ARBAC Bachelor of Arts (Co-op)	SOC	Sociology				1	1	1	1						
<b>Total</b>									5	7	10	14	15	16	17	16	17						
<b>Total</b>							316	318	314	304	315	332	376	356	371	366	326						
Grad	Major	MJ1 First Major (JUST)	Doctor of Philosophy	GARPHJUSTD6 PhD JUST Thesis Sp..	JUST	Justice Studies										1	1						
			Master of Arts	GARMAJUSTM MA JUST Thesis	JUST	Justice Studies	20	21	22	14	12	6	5	3	4	2	1						
				GARMAJUSTO3 MA JUST Course Op..	JUST	Justice Studies									1		3	3					
	Major	MJ1 First Major (PS)	Doctor of Philosophy	GARPHPS--D6 PHD PS P Masters Th..	PS	Police Studies	1																
			Master of Arts	GARMAPS--M MA PS Thesis	PS	Police Studies	4	6	5	3	2	2	1	2	4	1							
Non-Degree	GARNDP Non Degree in Police Stud..	PS	Police Studies											1									

University of Regina Census Date Students for Unit: JS - Justice Studies  
 MJ&MN3A: Detail of Majors, Minors & Concen for: HJ HJQ PPS QPS PS JUST  
 for All Level, does NOT include secondary concurrent program registrations

LEVEL	MajMin Level	MajMinLevelDetail	DEG DESC2	Program	Major Code 1	Major1 Desc	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
							201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130
<b>Grad</b>	Major	<b>Total</b>					25	27	27	17	14	8	6	7	8	7	5
	Concen	CN2 Added Concen (JUST)	Master of Fine Arts	GFAMFINTD-9 ~MFA Interdisc	INTD	Interdisciplinary			1								
		<b>Total</b>							1								
		<b>Total</b>					25	27	28	17	14	8	6	7	8	7	5
<b>Grand Total</b>							341	345	342	321	329	340	382	363	379	373	331

CensusDate Students **MJ&MN3A**, data as of Oct. 2021, U Regina Office of Institutional Research, [www.uregina.ca/orp](http://www.uregina.ca/orp) note: Concen = Concentration, Concurr = concurrent program

## MJDash2: Summary of Programs, Majors, Minors and Concentrations for Academic Unit

University of Regina Census Date Students for Unit: **JS - Justice Studies**

MJ&MN4: Summary of Majors, Minors & Concen, by Degree Type,  
for: **HJ HJQ PPS QPS PS JUST**

All Level, does NOT include secondary concurrent program registrations

MajMin Level	LEVE..	DEG Type	MajMinLevelDetail	201130 Fall 2011	201230 Fall 2012	201330 Fall 2013	201430 Fall 2014	201530 Fall 2015	201630 Fall 2016	201730 Fall 2017	201830 Fall 2018	201930 Fall 2019	202030 Fall 2020	202130 Fall 2021	
<b>Major</b>	Under grad	Bachelor	MJ1 First Major (HJ)	78	138	159	168	193	209	241	220	227	214	197	
			MJ1 First Major (JUST)	68	57	37	19	8	4		1	1			
			MJ1 First Major (PS)	2	73	113	110	104	105	120	118	125	136	112	
		Cert/Dipl	MJ1 First Major (HJ)									1			
		Other	MJ1 First Major (HJQ)	72	14										
			MJ1 First Major (PPS)	96	36									1	
	Grad	Masters	MJ1 First Major (JUST)	20	21	22	14	12	6	5	4	4	4	5	4
			MJ1 First Major (PS)	4	6	5	3	2	2	1	2	4	1		
		Other	MJ1 First Major (PS)									1			
		PhD	MJ1 First Major (JUST)												1
MJ1 First Major (PS)	1														
<b>Total</b>				<b>341</b>	<b>345</b>	<b>336</b>	<b>314</b>	<b>319</b>	<b>326</b>	<b>367</b>	<b>347</b>	<b>362</b>	<b>357</b>	<b>314</b>	
<b>Minor</b>	Under grad	Bachelor	MN1 Added Minor (JUST)			3	5	9	12	14	16	15	11	7	
			MN2 Added Minor (JUST)			2	2	1	2	1		2	2	3	
		Cert/Dipl	MN1 Added Minor (JUST)											1	6
		Other	MN1 Added Minor (JUST)											2	1
	<b>Total</b>						<b>5</b>	<b>7</b>	<b>10</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>
<b>Concen</b>	Grad	Masters	CN2 Added Concen (JUST)			1									
	<b>Total</b>						<b>1</b>								
<b>Grand Total</b>				<b>341</b>	<b>345</b>	<b>342</b>	<b>321</b>	<b>329</b>	<b>340</b>	<b>382</b>	<b>363</b>	<b>379</b>	<b>373</b>	<b>331</b>	

included Major/Minor/Concen. codes:  
HJ HJQ PPS QPS PS JUST

<b>HJ</b>	Human Justice
<b>HJQ</b>	~Human Justice Qualifying
<b>JUST</b>	Justice Studies
<b>PPS</b>	Pre Police Studies
<b>PS</b>	Police Studies
<b>QPS</b>	~Police Studies Qualifying

Note that descriptions beginning with ~ (tildy) can no longer be used for new students

URegina FB Convocation Summary by Majors & Calendar Year (Spring + Fall convocations) for JS - Justice Studies

ConvMJ&MN1B2: Programs, Majors, Minors & Concentrations for codes: HJ HJQ PPS QPS PS JUST

Conv Calendar Year

Conv Level	DEG Type	MajMin Lev..	MajMinLevelDetail	Conv Major	Conv Major 2	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021			
GR	Masters	Major	MJ1 First Major (JUST)	JUST	Null								1	1	1	3	4	2	1	7	1	4	3	1	1		1			
			MJ1 First Major (PS)	PS	Null								1							1	2			1			1	1		
		<b>Total</b>											1	1	1	1	3	4	2	2	9	1	4	4	1	1	1	2		
	PhD	Major	MJ1 First Major (PS)	PS	Null															1										
		<b>Total</b>																		1										
UG	Bachelor	Major	MJ1 First Major (HJ)	HJ	Null	14	46	39	30	34	38	37	34	27	26	23	27	27	19	23	21	30	22	32	35	39	43			
			MJ1 First Major (JUST)	JUST	Null				1	6	16	22	23	32	21	20	14	15	16	17	11	5	4	1	1					
				PSYC													1													
				SOC											1															
				MJ1 First Major (PS)	PS	Null				3	1	5	1	5	5	3	3	4	2	2	4	3	8	15	6	7	21			
		Minor	MN1 Added Minor (JUST)	ENGL	ENGL	Null																							1	
				ENST	ENST	Null																	1		1		1			
				GER	GER	Null																								1
				HIST	HIST	Null																				2				
				INDG	INDG	Null																							1	1
	PHIL			PHIL	Null																								1	
	PSCI			PSCI	Null																			1					1	
	PSYC			PSYC	Null																2		1		3	1	1	5	3	
	SOC	SOC	Null																			1	3	1		1	2			
		MN2 Added Minor (JUST)	ENGL	ENGL	Null																							1		
	<b>Total</b>						14	46	39	31	43	55	64	58	65	52	47	44	46	39	42	38	40	43	50	44	53	75		
	Cert/Dipl	Minor	MN1 Added Minor (JUST)	NA	Null																		1			1		2		
						<b>Total</b>																				1			1	
	<b>Grand Total</b>						14	46	39	31	43	55	65	59	66	53	50	48	49	41	51	39	45	47	51	46	54	79		

FB Convocations ConvMJ&MN1B2, as of Nov 1 2021, URegina Office of Institutional Research www.uregina.ca/orp; note Conc. = Concentration

URegina FB Convocation Summary by Calendar Year (Spring + Fall convocations) for **JS - Justice Studies**

ConvMJ&MN1prog: Programs, Majors, Minors & Concentrations for codes: **HJ HJQ PPS QPS PS JUST**

Conv Calendar Year

Conv Level	DEG Type	Prog Desc	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
<b>GR</b>	Masters	MA JUST Course Option Special																				1			
		MA JUST Thesis									1	1	1	3	4	2	1	7	1	4	3	1			1
		MA PS Thesis								1							1	2			1			1	1
	PhD	PHD PS P Masters Thesis Spec													1										
<b>UG</b>	Bachelor	~Bachelor of Human Justice	12	24	13	1	5	2																	
		Bachelor of Arts				1	6	16	22	23	33	21	21	14	15	17	17	12	6	11	3	2	7	8	
		Bachelor of Arts (Co-op)																			1				
		Bachelor of Arts Honours														1		1	1	1					3
		Bachelor of Arts in Police St						3	1	5	1	5	5	3	3	4	2	2	4	3	8	15	6	7	21
		Bachelor of Human Justice	2	22	26	29	29	36	37	34	27	26	23	27	27	19	23	21	30	22	32	35	39	43	
	Bachelor of Science																					1			
	Cert/Dipl	Liberal Arts Diploma																	1			1		2	
<b>Grand Total</b>			14	46	39	31	43	55	65	59	66	53	50	48	49	41	51	39	45	47	51	46	54	79	

FB Convocations **ConvMJ&MN1prog**, as of Nov 1 2021, URegina Office of Institutional Research [www.uregina.ca/orp](http://www.uregina.ca/orp); note Conc. = Concentration

URegina FB Convocation Summary by Calendar Year (Spring + Fall convocations) for **JS - Justice Studies**

ConvMJ&MN1: Programs, Majors, Minors & Concentrations for codes: **HJ HJQ PPS QPS PS JUST**

Conv Calendar Year

Conv Level	DEG Type	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>GR</b>	Masters							1	1	1	1	3	4	2	2	9	1	4	4	1	1	1	2
	PhD													1									
<b>UG</b>	Bachelor	14	46	39	31	43	55	64	58	65	52	47	44	46	39	42	38	40	43	50	44	53	75
	Cert/Dipl																	1			1		2
<b>Grand Total</b>		14	46	39	31	43	55	65	59	66	53	50	48	49	41	51	39	45	47	51	46	54	79

FB Convocations **ConvMJ&MN1**, as of Nov 1 2021, URegina Office of Institutional Research [www.uregina.ca/orp](http://www.uregina.ca/orp); note Conc. = Concentration

Fiscal Yr "Census Date" Registered Credit Hours Taught, Departmentalized Faculties by Faculty & Subject  
annual data as of end of 4th week of classes (50% tuition cutoff) worksheet: Pvt2DEPTb

as of Feb 3 2020; thru fy2019-20; Nursing cr\_hr EXCLUDES SK Polytech teaching; all FREN history attributed to La Cite  
source: Keith Fortowsky, U Regina Office of Institutional Research (OIR)  
T:\ORP\public\Registration\_Statistics\_Credit\_Hour\_Detail // Annual\_Reg\_Stat\_Credit\_Hour\_detail.xlsx

Fed_College	(All)
CCE_funded	(All)
Faculty	Arts

CR hours		sFisc_Yr												
CRSE_LEVEL	Dept	SUBJ_CODE	2009_10	2010_11	2011_12	2012_13	2013_14	2014_15	2015_16	2016_17	2017_18	2018_19	2019_20	
GR	ANTH		12	33	36	18	30	18		3	30	9	15	
	ARTS		108	114	84	36	27	30	27	3		6		
	ECON			75	198	220	264	244	193	203	93	33	9	
	ENGL		180	111	150	159	183	204	162	163	204	169	141	
	GOES		88	124	159	90	90	54	57	69	30	51	51	
	HIST		66	27	141	99	75	129	171	102	57	108	135	
	ILLL		6	6	9	27	48	30						
	IS		3	12		6	12	6	3	6	3		18	
	JRN								108	162	189	162	186	
	JS	JS		117	123	147	174	102	105	45	12	27	42	33
		PLST		45	18	24	24	36	12	6	12		6	15
	PAIS		126	99	33	6	9	9	30	45	21	18	15	
	PHIL		60	57	21	33	54	54	69	105	96	30	12	
	PSYC		778	765	900	806	745	793	808	793	843	860	860	
	RLST		39	81	87	45	57	39	21	27	57	75	21	
SOC		159	87	72	87	132	150	63	96	129	93	84		
WGST		21	27	12	21	15	42	24	18	42	39	30		
<b>GR Total</b>			<b>1,808</b>	<b>1,759</b>	<b>2,073</b>	<b>1,851</b>	<b>1,879</b>	<b>1,919</b>	<b>1,787</b>	<b>1,819</b>	<b>1,821</b>	<b>1,701</b>	<b>1,625</b>	
UG	ANTH		3,285	4,233	3,711	4,044	3,831	3,534	3,594	4,167	4,470	4,509	4,947	
	ARTS		645	291	606	342	525	363	264	600	588	888	1,326	
	CCE						3							
	ECON		7,437	7,302	7,716	7,623	7,713	7,734	8,850	9,360	8,949	9,363	10,455	
	ENGL		14,268	14,901	16,230	16,008	14,814	14,505	15,117	15,153	15,855	16,329	17,085	
	GOES		3,375	2,580	2,643	2,376	2,700	2,433	2,260	2,152	2,474	2,371	2,494	
	HIST		4,656	4,173	4,293	4,182	4,104	3,888	3,942	4,047	4,476	4,437	4,359	
	IENG		420	150	144	465	468	396	693	612	594	720	774	
	IF				3	18								
	IFA				3									
	ILLL		2,388	1,956	1,917	1,896	2,142	1,893	1,833	2,532	2,178	2,424	2,754	
	ILP		153	84	81	27				30		114	129	
	INTL		3,816	3,708	3,627	3,378	2,958	2,892	2,487	2,562	2,367	2,343	2,166	
	IS		6,879	6,576	6,852	7,128	7,329	7,281	7,761	9,042	9,072	9,999	10,653	
	ISC		792	747	1,890	2,061	129							
	ISP		921											
	JRN		1,293	1,290	1,380	1,068	1,092	1,047	789	717	516	603	714	
	JS	HJ		3,054	12									
		JS			3,237	3,342	3,414	4,578	4,458	4,455	4,656	5,622	5,385	6,021
		PLST		15										
	LUTH		264	204	174	96	159	192	153	186	165	153	138	
	PAIS		2,976	3,924	3,927	3,927	3,483	3,768	3,387	3,393	3,306	3,627	3,570	
	PHIL		6,171	6,138	6,267	6,576	6,093	5,388	4,740	5,169	5,469	6,378	6,459	
PSYC		13,509	12,759	13,188	13,137	12,087	11,757	11,532	12,396	14,229	14,787	15,492		
RLST		4,113	4,170	3,813	3,864	3,930	4,101	3,885	3,600	2,889	3,474	3,786		
SOC		6,891	7,851	7,791	7,977	7,418	8,055	8,115	9,393	9,333	10,797	12,216		
WGST		2,877	2,697	2,733	2,295	2,310	2,004	2,493	2,478	2,667	3,267	3,465		
<b>UG Total</b>			<b>90,198</b>	<b>88,983</b>	<b>92,331</b>	<b>91,902</b>	<b>87,866</b>	<b>85,689</b>	<b>86,350</b>	<b>92,245</b>	<b>95,219</b>	<b>101,968</b>	<b>109,003</b>	
ZL	ARTS		64	59	79	64	76	39	9	2	1			
<b>ZL Total</b>			<b>64</b>	<b>59</b>	<b>79</b>	<b>64</b>	<b>76</b>	<b>39</b>	<b>9</b>	<b>2</b>	<b>1</b>			
<b>Grand Total</b>			<b>92,070</b>	<b>90,801</b>	<b>94,483</b>	<b>93,817</b>	<b>89,821</b>	<b>87,647</b>	<b>88,146</b>	<b>94,066</b>	<b>97,041</b>	<b>103,669</b>	<b>110,628</b>	





					Data sFisc Yr										Sum of Enrolment												
					CR hours																						
CRSE_	LEVEL	Dept	SUBJ_	CRSE_YR	CRSE_NUMB	2009_10	2010_11	2011_12	2012_13	2013_14	2014_15	2015_16	2016_17	2017_18	2018_19	2019_20	2009_10	2010_11	2011_12	2012_13	2013_14	2014_15	2015_16	2016_17	2017_18	2018_19	2019_20
<b>UG Total</b>					<b>3,069</b>	<b>3,249</b>	<b>3,342</b>	<b>3,414</b>	<b>4,578</b>	<b>4,458</b>	<b>4,455</b>	<b>4,656</b>	<b>5,622</b>	<b>5,385</b>	<b>6,021</b>	<b>943</b>	<b>986</b>	<b>1032</b>	<b>1066</b>	<b>1418</b>	<b>1409</b>	<b>1387</b>	<b>1451</b>	<b>1759</b>	<b>1676</b>	<b>1827</b>	
Grand Total					3,231	3,390	3,513	3,612	4,716	4,575	4,506	4,680	5,649	5,433	6,069	991	1022	1081	1124	1455	1442	1401	1455	1767	1691	1840	

Fiscal Yr "Census Date" Registered Credit Hours Taught, Departmentalized Faculties by Faculty & Subject  
annual data as of end of 4th week of classes (50% tuition cutoff) worksheet: Pvt2DEPTbYR

as of Feb 3 2020; thru fy2019-20; Nursing cr\_hr EXCLUDES SK Polytech teaching; all FREN history attributed to La Cite  
source: Keith Fortowsky, U Regina Office of Institutional Research (OIR)  
T:\ORP\public\Registration\_Statistics\_Credit\_Hour\_Detail // Annual\_Reg\_Stat\_Credit\_Hour\_detail.xlsx

Fed_College	(All)
CCE_funded	(All)
Faculty	Arts

CR hours				sFisc_Yr												
CRSE_LEVEL	Dept	SUBJ_CODE	CRSE_YR	2009_10	2010_11	2011_12	2012_13	2013_14	2014_15	2015_16	2016_17	2017_18	2018_19	2019_20		
GR	ANTH			12	33	36	18	30	18		3	30	9	15		
	ARTS			108	114	84	36	27	30	27	3		6			
	ECON				75	198	220	264	244	193	203	93	33	9		
	ENGL			180	111	150	159	183	204	162	163	204	169	141		
	GOES			88	124	159	90	90	54	57	69	30	51	51		
	HIST			66	27	141	99	75	129	171	102	57	108	135		
	ILLL			6	6	9	27	48	30							
	IS			3	12		6	12	6	3	6	3		18		
	JRN									108	162	189	162	186		
	JS	JS	8xx	63	45	81	102	42	36	3	21	27	18			
			9xx	54	78	66	72	60	69	42	12	6	15	15		
		PLST	8xx	15		12	12	9	6				6	6		
			9xx	30	18	12	12	27	6	6	12			9		
	PAIS			126	99	33	6	9	9	30	45	21	18	15		
	PHIL			60	57	21	33	54	54	69	105	96	30	12		
	PSYC			778	765	900	806	745	793	808	793	843	860	860		
RLST			39	81	87	45	57	39	21	27	57	75	21			
SOC			159	87	72	87	132	150	63	96	129	93	84			
WGST			21	27	12	21	15	42	24	18	42	39	30			
<b>GR Total</b>			<b>1,808</b>	<b>1,759</b>	<b>2,073</b>	<b>1,851</b>	<b>1,879</b>	<b>1,919</b>	<b>1,787</b>	<b>1,819</b>	<b>1,821</b>	<b>1,701</b>	<b>1,625</b>			
UG	ANTH			3,285	4,233	3,711	4,044	3,831	3,534	3,594	4,167	4,470	4,509	4,947		
	ARTS			645	291	606	342	525	363	264	600	588	888	1,326		
	CCE							3								
	ECON			7,437	7,302	7,716	7,623	7,713	7,734	8,850	9,360	8,949	9,363	10,455		
	ENGL			14,268	14,901	16,230	16,008	14,814	14,505	15,117	15,153	15,855	16,329	17,085		
	GOES			3,375	2,580	2,643	2,376	2,700	2,433	2,260	2,152	2,474	2,371	2,494		
	HIST			4,656	4,173	4,293	4,182	4,104	3,888	3,942	4,047	4,476	4,437	4,359		
	IENG			420	150	144	465	468	396	693	612	594	720	774		
	IF					3	18									
	IFA					3										
	ILLL			2,388	1,956	1,917	1,896	2,142	1,893	1,833	2,532	2,178	2,424	2,754		
	ILP			153	84	81	27				30		114	129		
	INTL			3,816	3,708	3,627	3,378	2,958	2,892	2,487	2,562	2,367	2,343	2,166		
	IS			6,879	6,576	6,852	7,128	7,329	7,281	7,761	9,042	9,072	9,999	10,653		
	ISC			792	747	1,890	2,061	129								
	ISP			921												
	JRN			1,293	1,290	1,380	1,068	1,092	1,047	789	717	516	603	714		
	JS	HJ	2xx	1,038												
			3xx	1,263	12											
			4xx	753												
		JS	1xx				1,095	1,344	1,344	1,206	1,197	1,458	1,602	1,656		
			2xx		1,242	1,473	633	1,005	1,170	996	1,395	1,512	1,206	1,278		
			3xx		1,245	1,221	1,107	1,596	1,326	1,575	1,500	1,959	1,776	2,067		
	PLST	4xx		750	648	579	633	618	678	564	693	801	1,020			
		4xx		15												
	LUTH			264	204	174	96	159	192	153	186	165	153	138		
PAIS			2,976	3,924	3,927	3,927	3,483	3,768	3,387	3,393	3,306	3,627	3,570			
PHIL			6,171	6,138	6,267	6,576	6,093	5,388	4,740	5,169	5,469	6,378	6,459			
PSYC			13,509	12,759	13,188	13,137	12,087	11,757	11,532	12,396	14,229	14,787	15,492			
RLST			4,113	4,170	3,813	3,864	3,930	4,101	3,885	3,600	2,889	3,474	3,786			
SOC			6,891	7,851	7,791	7,977	7,418	8,055	8,115	9,393	9,333	10,797	12,216			

CCE_funded	(All)
Faculty	Arts

CR hours				sFisc_Yr											
CRSE_LEVEL	Dept	SUBJ_CODE	CRSE_YR	2009_10	2010_11	2011_12	2012_13	2013_14	2014_15	2015_16	2016_17	2017_18	2018_19	2019_20	
UG	WGST			2,877	2,697	2,733	2,295	2,310	2,004	2,493	2,478	2,667	3,267	3,465	
<b>UG Total</b>				<b>90,198</b>	<b>88,983</b>	<b>92,331</b>	<b>91,902</b>	<b>87,866</b>	<b>85,689</b>	<b>86,350</b>	<b>92,245</b>	<b>95,219</b>	<b>101,968</b>	<b>109,003</b>	
ZL				64	59	79	64	76	39	9	2	1			
<b>Grand Total</b>				<b>92,070</b>	<b>90,801</b>	<b>94,483</b>	<b>93,817</b>	<b>89,821</b>	<b>87,647</b>	<b>88,146</b>	<b>94,066</b>	<b>97,041</b>	<b>103,669</b>	<b>110,628</b>	

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN\_CD2: Summary of Majors, Minors & Concen, by **FirstTerm & Continuing**  
 for: **HJ HJQ PPS QPS PS JUST**  
 All Level, does NOT include secondary concurrent program registrations

breakout	LEVEL	DEG Type	MajMin Level	# students											% of annual Grand Total (note subtotals duplicate)											
				Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
				201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	
<b>First Term</b>	Under grad	Bachelor	Major	9	69	56	60	62	72	78	72	83	67	60	3%	20%	16%	19%	19%	21%	20%	20%	22%	18%	18%	
		Other	Major	58	1											17%	0%									
		<b>Total</b>		67	70	56	60	62	72	78	72	83	67	60	20%	20%	16%	19%	19%	21%	20%	20%	22%	18%	18%	
	Grad	Masters	Major	4	2	1	1			1	2					1%	1%	0%	0%			0%	1%			
			Concen			1												0%								
		Other	Major							1													0%			
		<b>Total</b>		4	2	2	1			1	3					1%	1%	1%	0%			0%	1%			
<b>Total</b>		71	72	58	61	62	72	79	75	83	67	60	21%	21%	17%	19%	19%	21%	21%	21%	22%	18%	18%			
<b>Continuing</b>	Under grad	Bachelor	Major	139	199	253	237	243	246	283	267	270	283	249	41%	58%	74%	74%	74%	72%	74%	74%	71%	76%	75%	
			Minor			5	7	10	14	15	16	17	13	10			1%	2%	3%	4%	4%	4%	4%	3%	3%	
		Cert/Dipl	Major								1													0%		
			Minor										1	6											0%	2%
		Other	Major	110	49							1				32%	14%							0%		
	Minor											2	1											1%	0%	
	<b>Total</b>		249	248	258	244	253	260	298	284	288	299	266	73%	72%	75%	76%	77%	76%	78%	78%	76%	80%	80%		
	Grad	Masters	Major	20	25	26	16	14	8	5	4	8	6	4	6%	7%	8%	5%	4%	2%	1%	1%	2%	2%	1%	
			PhD	Major	1									1	1	0%									0%	0%
		<b>Total</b>		21	25	26	16	14	8	5	4	8	7	5	6%	7%	8%	5%	4%	2%	1%	1%	2%	2%	2%	
<b>Total</b>		270	273	284	260	267	268	303	288	296	306	271	79%	79%	83%	81%	81%	79%	79%	79%	78%	82%	82%			
<b>Grand Total</b>		341	345	342	321	329	340	382	363	379	373	331	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			

CensusDate Students **MJ&MN\_CD2**, data as of Oct. 2021, U Regina Office of Institutional Research, [www.uregina.ca/orp](http://www.uregina.ca/orp) note: Concen = Concentration, Concurr = concurrent program

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN\_CD2: Summary of Majors, Minors & Concen, by Gender  
 for: HJ HJQ PPS QPS PS JUST  
 All Level, does NOT include secondary concurrent program registrations

breakout	LEVEL	DEG Type	MajMin Level	# students											% of annual Grand Total (note subtotals duplicate)											
				Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
				201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	
Female	Under grad	Bachelor	Major	95	150	170	179	186	198	224	200	200	204	196	28%	43%	50%	56%	57%	58%	59%	55%	53%	55%	59%	
			Minor			4	4	9	11	10	12	15	12	10			1%	1%	3%	3%	3%	3%	4%	3%	3%	
		Cert/Dipl	Minor											1	4										0%	1%
			Other	Major	69	18											20%	5%								
			Minor										1											0%		
		<b>Total</b>		164	168	174	183	195	209	234	212	215	218	210	48%	49%	51%	57%	59%	61%	61%	58%	57%	58%	63%	
	Grad	Masters	Major	17	19	19	10	9	5	3	3	5	5	4	5%	6%	6%	3%	3%	1%	1%	1%	1%	1%	1%	1%
			Concen			1												0%								
		Other	Major								1												0%			
		PhD	Major											1	1									0%	0%	
		<b>Total</b>		17	19	20	10	9	5	3	4	5	6	5	5%	6%	6%	3%	3%	1%	1%	1%	1%	2%	2%	
		<b>Total</b>		181	187	194	193	204	214	237	216	220	224	215	53%	54%	57%	60%	62%	63%	62%	60%	58%	60%	65%	
	all other	Under grad	Bachelor	Major	53	118	139	118	119	120	137	139	153	146	113	16%	34%	41%	37%	36%	35%	36%	38%	40%	39%	34%
Minor						1	3	1	3	5	4	2	1			0%	1%	0%	1%	1%	1%	1%	0%			
Cert/Dipl			Major									1											0%			
			Minor												2											1%
Other		Major	99	32									1		29%	9%							0%			
		Minor											1	1									0%	0%		
		<b>Total</b>		152	150	140	121	120	123	142	144	156	148	116	45%	43%	41%	38%	36%	36%	37%	40%	41%	40%	35%	
Grad		Masters	Major	7	8	8	7	5	3	3	3	3	3	1		2%	2%	2%	2%	2%	1%	1%	1%	1%	0%	
		PhD	Major	1												0%										
		<b>Total</b>		8	8	8	7	5	3	3	3	3	3	1		2%	2%	2%	2%	2%	1%	1%	1%	1%	0%	
	<b>Total</b>		160	158	148	128	125	126	145	147	159	149	116	47%	46%	43%	40%	38%	37%	38%	40%	42%	40%	35%		
<b>Grand Total</b>			341	345	342	321	329	340	382	363	379	373	331	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

CensusDate Students MJ&MN\_CD2, data as of Oct. 2021, U Regina Office of Institutional Research, www.uregina.ca/orp note: Concen = Concentration, Concurr = concurrent program

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN3A: Detail of Majors, Minors & Concen for: **HJ HJQ PPS QPS PS JUST**  
 for All Level, does NOT include secondary concurrent program registrations

LEVEL	MajMin Level	MajMinLevelDetail	DEG DESC2	Program	Major Code 1	Major1 Desc	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021					
							201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130					
Under grad	Major	MJ1 First Major (HJ)	Bach of Human Justice	ARBHJ Bachelor of Human Justice	HJ	Human Justice	78	138	159	168	193	209	241	220	227	214	197					
			Certificate in Justice S...	ARCERTJS Certificate in Justice Stu...	HJ	Human Justice									1							
	Major	MJ1 First Major (HJQ)	Non-Degree	ARPREPROF Arts Pre-Professional	HJQ	~Human Justice Quali..	72	14														
			Bach of Arts	ARBA Bachelor of Arts	JUST	Justice Studies	68	57	36	19	8	4			1	1						
	Major	MJ1 First Major (PPS)	Non-Degree	ARPREPROF Arts Pre-Professional	PPS	Pre Police Studies	96	36								1						
			Bach of Arts in Police ..	ARBAPS Bachelor of Arts in Police St	PS	Police Studies	2	73	113	110	104	105	120	118	125	136	112					
<b>Total</b>							316	318	309	297	305	318	361	340	354	350	309					
Minor	MN1 Added Minor (JUST)	Bach of Arts	ARBA Bachelor of Arts	ANTH	Anthropology											1	1					
				EC&S	Economics & Society														1			
				ENGL	English													1	2			
				ENST	Environmental Studies				1	1	1	1				1						
				HIST	History						1		1	2								
				INDG	Indigenous Studies									1	1	1	1	1				
				INTL	International Studies											1	1					
				PSCI	Political Science							1	1			2	2	1	1			
				PSYC	Psychology								1	3	4	6	8	8	3	5		
				SOC	Sociology								1	1	2	3	2	3	2			
				WGST	Women's and Gender..									1	1							
				Bach of Arts Honours	ARBAHON Bachelor of Arts Honours	PSCI	Political Science								1				1			
						PSYC	Psychology						1		1			1		2		
						Bach of Science	SCBSC Bachelor of Science	BIOC	Biochemistry								1					
						Liberal Arts Diploma	ARDIPLA Liberal Arts Diploma	NA	Non-Applicable											1	6	
				Non-Degree	ARPREPROF Arts Pre-Professional	PLAW	Pre Law												1	1		
				Undeclared	SCPREPROF Pre Professional Scie..	PDEN	Pre Dentistry													1		
				MN2 Added Minor (JUST)	Bach of Arts	ARBA Bachelor of Arts	ENGL	English											1			
							GER	German													1	
							PSYC	Psychology										1		1	1	3
SOC	Sociology								1	1												
WGST	Women's and Gender..												1									
ARBA Bachelor of Arts (Co-op)	SOC	Sociology							1	1	1	1										
<b>Total</b>									5	7	10	14	15	16	17	16	17					
<b>Total</b>							316	318	314	304	315	332	376	356	371	366	326					
Grad	Major	MJ1 First Major (JUST)	Doctor of Philosophy	GARPHJUSTD6 PhD JUST Thesis ..	JUST	Justice Studies										1	1					
			Master of Arts	GARMAJUSTM MA JUST Thesis	JUST	Justice Studies	20	21	22	14	12	6	5	3	4	2	1					
				GARMAJUSTO3 MA JUST Course ..	JUST	Justice Studies									1		3	3				
	Major	MJ1 First Major (PS)	Doctor of Philosophy	GARPHPS--D6 PHD PS P Masters ..	PS	Police Studies	1															
			Master of Arts	GARMAPS--M MA PS Thesis	PS	Police Studies	4	6	5	3	2	2	1	2	4	1						

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN3A: Detail of Majors, Minors & Concen for: **HJ HJQ PPS QPS PS JUST**  
 for All Level, does NOT include secondary concurrent program registrations

LEVEL	MajMin Level	MajMinLevelDetail	DEG DESC2	Program	Major Code 1	Major1 Desc	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
							201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130
Grad	Major	MJ1 First Major (PS)	Non-Degree	GARNDPS Non Degree in Police St.	PS	Police Studies								1			
		<b>Total</b>					25	27	27	17	14	8	6	7	8	7	5
	Concen	CN2 Added Concen (JU..	Master of Fine Arts	GFAMFINTD-9 ~MFA Interdisc	INTD	Interdisciplinary			1								
		<b>Total</b>							1								
		<b>Total</b>					25	27	28	17	14	8	6	7	8	7	5
<b>Grand Total</b>							341	345	342	321	329	340	382	363	379	373	331

CensusDate Students **MJ&MN3A**, data as of Oct. 2021, U Regina Office of Institutional Research, [www.uregina.ca/orp](http://www.uregina.ca/orp) note: Concen = Concentration, Concurr = concurrent program

## MJDash2: Summary of Programs, Majors, Minors and Concentrations for Academic Unit

University of Regina Census Date Students for Unit: **JS - Justice Studies**

MJ&MN4: Summary of Majors, Minors & Concen, by Degree Type,  
for: **HJ HJQ PPS QPS PS JUST**

All Level, does NOT include secondary concurrent program registrations

MajMin Level	LEVE..	DEG Type	MajMinLevelDetail	201130 Fall 2011	201230 Fall 2012	201330 Fall 2013	201430 Fall 2014	201530 Fall 2015	201630 Fall 2016	201730 Fall 2017	201830 Fall 2018	201930 Fall 2019	202030 Fall 2020	202130 Fall 2021	
<b>Major</b>	Under grad	Bachelor	MJ1 First Major (HJ)	78	138	159	168	193	209	241	220	227	214	197	
			MJ1 First Major (JUST)	68	57	37	19	8	4		1	1			
			MJ1 First Major (PS)	2	73	113	110	104	105	120	118	125	136	112	
		Cert/Dipl	MJ1 First Major (HJ)									1			
		Other	MJ1 First Major (HJQ)	72	14										
	MJ1 First Major (PPS)		96	36								1			
	Grad	Masters	MJ1 First Major (JUST)	20	21	22	14	12	6	5	4	4	4	5	4
			MJ1 First Major (PS)	4	6	5	3	2	2	1	2	4	1		
		Other	MJ1 First Major (PS)									1			
		PhD	MJ1 First Major (JUST)												1
MJ1 First Major (PS)	1														
<b>Total</b>				<b>341</b>	<b>345</b>	<b>336</b>	<b>314</b>	<b>319</b>	<b>326</b>	<b>367</b>	<b>347</b>	<b>362</b>	<b>357</b>	<b>314</b>	
<b>Minor</b>	Under grad	Bachelor	MN1 Added Minor (JUST)			3	5	9	12	14	16	15	11	7	
			MN2 Added Minor (JUST)			2	2	1	2	1		2	2	3	
		Cert/Dipl	MN1 Added Minor (JUST)										1	6	
		Other	MN1 Added Minor (JUST)										2	1	
	<b>Total</b>						<b>5</b>	<b>7</b>	<b>10</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>
<b>Concen</b>	Grad	Masters	CN2 Added Concen (JUST)			1									
	<b>Total</b>						<b>1</b>								
<b>Grand Total</b>				<b>341</b>	<b>345</b>	<b>342</b>	<b>321</b>	<b>329</b>	<b>340</b>	<b>382</b>	<b>363</b>	<b>379</b>	<b>373</b>	<b>331</b>	

included Major/Minor/Concen. codes:  
HJ HJQ PPS QPS PS JUST

<b>HJ</b>	Human Justice
<b>HJQ</b>	~Human Justice Qualifying
<b>JUST</b>	Justice Studies
<b>PPS</b>	Pre Police Studies
<b>PS</b>	Police Studies
<b>QPS</b>	~Police Studies Qualifying

Note that descriptions beginning with ~ (tildy) can no longer be used for new students

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN\_CD2: Summary of Majors, Minors & Concen, by **Indigenous (domestic) declaration**  
 for: HJ HJQ PPS QPS PS JUST  
 All Level, does NOT include secondary concurrent program registrations

breakout	LEVEL	DEG Type	MajMin Level	# students											% of annual Grand Total (note subtotals duplicate)											
				Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
				201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	
Indigenous	Under grad	Bachelor	Major	23	25	41	40	44	43	54	50	55	63	57	7%	7%	12%	12%	13%	13%	14%	14%	15%	17%	17%	
			Minor			1	1	1	1	1	1	1	2	1			0%	0%	0%	0%	0%	0%	0%	1%	0%	
		Cert/Dipl	Minor											1												0%
		Other	Major	16	6								1			5%	2%									0%
		<b>Total</b>		39	31	42	41	45	44	55	51	58	64	58	11%	9%	12%	13%	14%	13%	14%	14%	15%	17%	18%	
	Grad	Masters	Major		1	1	2	1	1							0%	0%	1%	0%	0%						
		<b>Total</b>			1	1	2	1	1							0%	0%	1%	0%	0%						
	<b>Total</b>		39	32	43	43	46	45	55	51	58	64	58	11%	9%	13%	13%	14%	13%	14%	14%	15%	17%	18%		
	non Indigenous	Under grad	Bachelor	Major	125	243	268	257	261	275	307	289	298	287	252	37%	70%	78%	80%	79%	81%	80%	80%	79%	77%	76%
				Minor			4	6	9	13	14	15	15	12	10			1%	2%	3%	4%	4%	4%	4%	3%	3%
Cert/Dipl			Major									1														0%
Minor													1	5											0%	2%
Other			Major	152	44											45%	13%									
<b>Total</b>			277	287	272	263	270	288	321	305	313	302	268	81%	83%	80%	82%	82%	85%	84%	84%	83%	81%	81%		
Grad		Masters	Major	24	26	26	15	13	7	6	6	8	6	4	7%	8%	8%	5%	4%	2%	2%	2%	2%	2%	2%	1%
			Concen			1												0%								
		Other	Major									1														0%
		PhD	Major	1										1	1	0%									0%	0%
<b>Total</b>		25	26	27	15	13	7	6	7	8	7	5	7%	8%	8%	5%	4%	2%	2%	2%	2%	2%	2%	2%		
<b>Total</b>		302	313	299	278	283	295	327	312	321	309	273	89%	91%	87%	87%	86%	87%	86%	86%	85%	83%	82%			
<b>Grand Total</b>		341	345	342	321	329	340	382	363	379	373	331	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

CensusDate Students MJ&MN\_CD2, data as of Oct. 2021, U Regina Office of Institutional Research, www.uregina.ca/orp note: Concen = Concentration, Concurr = concurrent program

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN\_CD2: Summary of Majors, Minors & Concen, by **International Res Code**  
 for: **HJ HJQ PPS QPS PS JUST**  
 All Level, does NOT include secondary concurrent program registrations

breakout	LEVEL	DEG Type	MajMin Level	# students											% of annual Grand Total (note subtotals duplicate)											
				Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
				201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	
INTL	Under grad	Bachelor	Major	2	6	11	5	9	10	7	4	7	6	12	1%	2%	3%	2%	3%	3%	2%	1%	2%	2%	4%	
			Minor							1	1		1						0%	0%		0%				
		Cert/Dipl	Minor											3										1%		
		Other	Major	2	1											1%	0%									
		<b>Total</b>		4	7	11	5	9	10	8	5	7	7	15	1%	2%	3%	2%	3%	3%	2%	1%	2%	2%	5%	
	Grad	Masters	Major	1	3	4	2	2	1	1	1					0%	1%	1%	1%	1%	0%	0%	0%			
		<b>Total</b>		1	3	4	2	2	1	1	1					0%	1%	1%	1%	1%	0%	0%	0%			
	<b>Total</b>			5	10	15	7	11	11	9	6	7	7	15	1%	3%	4%	2%	3%	3%	2%	2%	2%	2%	5%	
	domestic	Under grad	Bachelor	Major	146	262	298	292	296	308	354	335	346	344	297	43%	76%	87%	91%	90%	91%	93%	92%	91%	92%	90%
				Minor			5	7	10	14	14	15	17	12	10				1%	2%	3%	4%	4%	4%	4%	3%
Cert/Dipl			Major									1											0%			
			Minor										1	3											0%	1%
Other			Major	166	49								1				49%	14%						0%		
		Minor											2	1										1%	0%	
<b>Total</b>			312	311	303	299	306	322	368	351	364	359	311	91%	90%	89%	93%	93%	95%	96%	97%	96%	96%	94%		
Grad		Masters	Major	23	24	23	15	12	7	5	5	8	6	4		7%	7%	7%	5%	4%	2%	1%	1%	2%	2%	1%
			Concen			1													0%							
		Other	Major									1											0%			
	PhD	Major	1										1	1		0%								0%	0%	
<b>Total</b>		24	24	24	15	12	7	5	6	8	7	5	5	7%	7%	7%	5%	4%	2%	1%	2%	2%	2%	2%		
<b>Total</b>			336	335	327	314	318	329	373	357	372	366	316	99%	97%	96%	98%	97%	97%	98%	98%	98%	98%	95%		
<b>Grand Total</b>			341	345	342	321	329	340	382	363	379	373	331	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

CensusDate Students MJ&MN\_CD2, data as of Oct. 2021, U Regina Office of Institutional Research, www.uregina.ca/orp note: Concen = Concentration, Concurr = concurrent program

University of Regina Census Date Students for Unit: **JS - Justice Studies**  
 MJ&MN\_CD2: Summary of Majors, Minors & Concen, by FullTime/PartTime  
 for: HJ HJQ PPS QPS PS JUST  
 All Level, does NOT include secondary concurrent program registrations

breakout	LEVEL	DEG Type	MajMin Level	# students											% of annual Grand Total (note subtotals duplicate)											
				Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
				201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	201130	201230	201330	201430	201530	201630	201730	201830	201930	202030	202130	
FullTime	Under grad	Bachelor	Major	128	240	272	268	266	283	307	305	320	306	266	38%	70%	80%	83%	81%	83%	80%	84%	84%	82%	80%	
			Minor			5	6	10	13	14	16	15	9	9			1%	2%	3%	4%	4%	4%	4%	2%	3%	
		Cert/Dipl	Minor											4											1%	
		Other	Major	148	42								1			43%	12%							0%		
		Minor											2	1										1%	0%	
		<b>Total</b>		276	282	277	274	276	296	321	321	336	317	280	81%	82%	81%	85%	84%	87%	84%	88%	89%	85%	85%	
	Grad	Masters	Major	8	10	5	4	4	2	3	2	3	2	1	2%	3%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0%
			Concen			1												0%								
		PhD	Major	1										1	1	0%								0%	0%	
		<b>Total</b>		9	10	6	4	4	2	3	2	3	3	2	3%	3%	2%	1%	1%	1%	1%	1%	1%	1%	1%	
	<b>Total</b>		285	292	283	278	280	298	324	323	339	320	282	84%	85%	83%	87%	85%	88%	85%	89%	89%	86%	85%		
PartTime	Under grad	Bachelor	Major	20	28	37	29	39	35	54	34	33	44	43	6%	8%	11%	9%	12%	10%	14%	9%	9%	12%	13%	
			Minor				1		1	1			2	4	1				0%		0%	0%		1%	1%	0%
		Cert/Dipl	Major									1											0%			
			Minor											1	2										0%	1%
		Other	Major	20	8											6%	2%									
		<b>Total</b>		40	36	37	30	39	36	55	35	35	49	46	12%	10%	11%	9%	12%	11%	14%	10%	9%	13%	14%	
	Grad	Masters	Major	16	17	22	13	10	6	3	4	5	4	3	5%	5%	6%	4%	3%	2%	1%	1%	1%	1%	1%	
			Other	Major								1												0%		
		<b>Total</b>		16	17	22	13	10	6	3	5	5	4	3	5%	5%	6%	4%	3%	2%	1%	1%	1%	1%		
	<b>Total</b>		56	53	59	43	49	42	58	40	40	53	49	16%	15%	17%	13%	15%	12%	15%	11%	11%	14%	15%		
<b>Grand Total</b>			341	345	342	321	329	340	382	363	379	373	331	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

CensusDate Students MJ&MN\_CD2, data as of Oct. 2021, U Regina Office of Institutional Research, www.uregina.ca/orp note: Concen = Concentration, Concurr = concurrent program

## APPENDIX F: IMAGINING OUR FUTURE

Our SWOT retreat led us to collectively imagine our future. Our facilitator asked us to reflect on this question: “What can we uniquely do that the world of tomorrow needs?” The following are thoughts shared around the table.

- Nurturing genuine, quality relationships – hanging out together – quality time.
- Sharing food – having a meal with colleagues and students, ceremony, intellectual exploration.
- A caring community comprising faculty, staff and students – we are all intertwined in this relationship, no delineation between faculty and students, students graduate from our program and remember us as a caring community and a cool place to have been for 4 years.
- Teaching, research and service reconfigured in terms of decolonization:
  - a) Course syllabus, contents, assessments, student marking and grading, guest speakers, on or off campus what does this type of teaching and learning look like? In our University and academia at large – has been a white male space predominantly. What incremental changes can we do now that will add up collectively.
  - b) Crime, criminals and criminology – how does this impact the process of researching? How do we collaborate with the community, scholars, elders, etc. Is there some other form of research that can take place other than traditional historical roles?
  - c) Service – what does service look like within and beyond the University? Focus on TRC or UN Declarations on the Rights of Indigenous People. Can we do more going forward? Can we have these conversations with others at UofR and other areas?
- Curriculum that has been massaged – could also talk to students about the different ways that they learn – we reach the same learning goals, but not everyone will learn those the same way – give options and recognize there is a diversity in ways in which people learn.
- How are we uniquely placed to do what? We can create a place to embrace struggle and create responses to issues going on around us (e.g. rich/poor gap, COVID, marginalized people), similar to the philosophy café each month, public policy dialogues, we are very well positioned as a group of scholars, can we do more of this kind of thing ... be a public place for tough conversations to happen.
- We need to have a capacity to embrace the tough conversation and a safe place for people to have these tough conversations.
- Polarization happening from everywhere and everything – news and media are reinforcing this polarization, one of the unique aspects of our department, how do we create space – a place to have these ideas and thoughts that may be challenging to conventional wisdom – we have knowledge and wisdom on justice, climate change, pipeline pro and against, there are genuinely passionate differences in world views, how do we create space/respect for them?
- How do we respect and nurture different world views? We deal with very hot, triggering topics. How can we cultivate a place where we can hold differences of opinion with beauty, care and understanding? How do we listen with curiosity without judgement?
- Like the idea of having a conversation about re-establishing our graduate program – looking at different streams for graduate work. Use the networks we have and find the interconnection in different ways – provide students with resources. We need human capacity and resources to do this though.

## APPENDIX G: SWOT PLANNING SESSION NOTES

Date: April 19, 2021

Facilitator: Erin Campbell Howell

### Planning Session Objective

Engage the members of the Department of Justice Studies in a discussion, the outcome of which will be used to inform their unit review self-study.

### Participants

Gloria DeSantis (Department Head), Rick Ruddell, James Gacek, Janelle Jakiw, Nick Jones, Muhammed Asadullah, Bob Mills, Steven Wyatt, Corie Smith, Lori Walker, James Gracek, John Foster, David Flomo, and Heather Nord.

### Opening remarks – Gloria DeSantis, JS Department Head

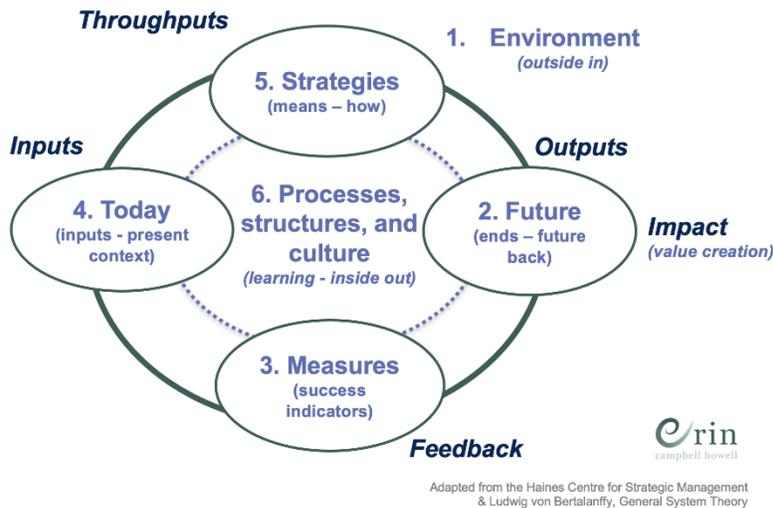
- Think this through in a deep way.
- Acknowledgement of the land she lives upon.
- Introduction of session facilitator (Erin Campbell Howell) who worked with Gloria in the past and is here to facilitate and capture the content. Erin's focus is to keep the conversation going and allow us to participate fully.
- Let's be here with our head and hearts.
- We may not have all the right words on the slides, but there is plenty of opportunity to pick up more material as we draft our SWOT for the self-study document.
- There are also some contradictions in some materials because of the varying perspectives we all have.
- Information will be added, edited, and further discussed as we deem necessary as a member of the department.
- This helped us craft the focus for today, which is the SWOT .

### Participant objectives for the session

- Clearer understanding of where we are all headed into the future.
- A better idea of what everyone else is feels is important in terms of the opportunities and threats facing the department and university to make recommendations in our unit review
- There's a lot of great ideas floating around – we need to think about which of these we will move forward on.
- Loves the SWOT analysis and the idea of the opportunities for development - excited to see how they can inform some next steps.
- It's been an interesting time with pandemic. There are some threats to the University, some challenges and opportunities to explore further.
- Renewal – if the support is there.
- Nothing specific – listen more.
- Looking very forward to hearing the ideas and thoughts of great colleagues.
- It's an opportunity to discuss renewal – we have done some very good preliminary work in getting ready for our budget advisory submission. This will further the discussions.
- Content and facilitation blending and coming together. It's been a time fog in our mind since August 2019. We need more clarity about the future of our department.
- Observe the process – let's keep focussed on our students and how best we serve them.

- Hoping to gain direction and clarity as a department and how we can continue.

## Systems approach to strategic planning



## Environmental scanning

The sections that follow here blend together both the material assembled and circulated before the SWOT session as well as what was discussed during the April 19 session. It was assembled by Erin and edited for flow by Gloria. **It is not intended to be a tidy document with complete sentences, but rather, a transcript of our discussion and material shared.**

For additional details, refer to the following documents compiled by Gloria DeSantis for the April 19, 2021 SWOT meeting. These were circulated in advance of the meeting:

- *External Trends, Threats, and Opportunities Summary* document dated Apr. 14. This document contains input from four JS colleagues in advance of the SWOT meeting ... material intended to get us thinking about our external environment, etc.
- *Preliminary Data Analysis for SWOT* (Apr. 14, 2021)

## 1. TRENDS

### 1. a) Highlights of external, short-term trends facing the JS Department (from the *Summary* document noted above)

- Current, short, and long-term impacts of the pandemic:
  - Short-term impact on students, staff, & faculty
  - Students and faculty having to work remotely
  - Student enrolment (especially international students) impact on funding over the long term

- Student expectations that courses will continue to be offered online
- Impact on university's financial situation
- Government funding is stretched, and the level of provincial government funding has not been sufficient for university needs for many years.
- Long-term impacts of federal government spending deficits will usher in an era of austerity, financial cutbacks, and program closures.
- Relationships with external agencies – agency staff are less responsive.
- Funding cutbacks for higher education in AB, MB, & ON closures.
- Increasing demands to professionalize disciplines within the justice system.
- Program offerings from other universities/colleges
  - Movement towards faculty better serving their communities via community engaged learning, field work, etc.
  - Wilfred Laurier University – new online Honour BA in Policing Program
  - New AB online course: Poverty and the Law: Expanding Perspectives
- Reputation of Justice Studies in the community.
- Growing sensitivity, awareness and understanding in Justice field of race and culture issues
  - The positioning and treatment of Indigenous people within Canadian society and the justice system
  - Major social movements BIPOC (Black, Indigenous and People of Colour) and EDID (Equity, Diversity, Inclusion and most recently, Decolonization).

### **1. b) Highlights of longer term trends facing the JS Department (from the *Summary* document)**

- Ongoing efficacy of a university general arts education compared to practical technical institute training may have wider implications for university funding, especially the Faculty of Arts.
- The concept of Justice is evolving in Canada and in many ways diverging from its historical role.
- Cost and access are going to force universities to leverage technology to deliver courses rather than depending on in-person approaches.
- Increasing professionalization of JS fields like policing means practitioners will look to post-secondary institutions for learning and research opportunities.
- Growth of social movements shows continued pressure to educate the public and enhance awareness of hate crimes (e.g., LGBTQ2, race), violence against the environment, sexual harassment of women, etc., which will/should have a major impact on our curriculum.

### **1. c) Notes from SWOT session on trends facing the JS Department**

- How learning has changed with respect to professionals – not necessarily wanting to take the time for a full-fledged degree – micro credentials around particular topics, certificate programs that aren't as lengthy – changing how we do business (need skills and knowledge).
- How can we adapt our practice to provide them with what they need?
- Movement in every aspect of government, non-profits – evidence informed decision-making opportunities – relationships in research capacities – many are looking for the type of work that we do – researchers can expand and engage in research opportunities that affects policy, programming, etc.

- Prof of policing – more students coming into the dept applying for the police studies major who want to do practicums with policing org. Have a limited number they can accommodate for practicums – haven’t adopted work policies to include virtual practicums. Some are not willing to take this on due to confidentiality issues (cannot do this remotely).
- Pandemic has made it challenging to establish relationships with these orgs.
- Professionalization of offerings to meet the needs of other learners – make some of our courses – building a collaborative relationship with prof agencies (policing), to do collaborative work with them for training.
- Trauma informed justice and youth – huge – more trend in policing and govt agency work – how do we have a trauma informed lens in teaching, research and practices? There is also research work – what does “trauma informed” look like?
- De-colonization – in different parts of the world and Canada – theory, practice, definitions, assumptions – broad discussions that are very alive.
- How do we explore this at a macro level to understand what it looks like and means to us at the UofR? How do we apply this to our strategic planning?
- Knowledge keepers, Elders, etc. have contributed to the current strategic plan – how do we embody these thoughts?
- Trend in govt – hiring professionals and students with graduate degrees – masters and PhDs – a way to separate out students we are looking for those with graduate degrees. How can we get some depth in our hiring?
- How some particular developments raise practical questions re collaboration with other depts and jointly offered courses, e.g., C15 re UN declaration re Rights of Indigenous Peoples – not likely to be a one-off – community involvement and leadership on both sides – potential impacts in many areas of justice. What will this mean for course development and collaboration?
- Trend from RCMP experience – evidence-based decision making – incorporating into important strategic decisions - funding research to benefit this – there is an evolving role between the prof and academic world – the two are starting to converge in many ways – there is now a recognition that some of this critical thinking is important to our industry, and Justice system specifically – looking at where this is going is important to our relevance – what is the relationship with the world in general? How does this affect where our strategies need to be?
- Evidence-based policing – 1998 Lorne Sherman – picked up in the US, UK, and Australia – 2016 there were 30 research articles in Canada on these policies.
- Opportunity between academia and essential police services – data + data analysts – explore this further.
- More international students, younger students – no resources in the dept allocated to support international students – a huge learning curve to address the challenges they face to study properly and compete with Canadians.
- Diversity issue – revolution with issues pertaining to racial problems, discrimination and policing, etc. our police studies dept has not said anything in particular about this when people were traumatized around the killing of G. Floyd – sad to see in this age of sensitivity to those issues.
- Joyful learning – the pandemic, virtual learning, mental health issues are all creating so much barrier towards this. There is a lot we can do face-to-face. How do we explore the idea of student well-being – the spectrum needs in our student population – as a researcher and service provider we have our own needs and challenges – how do we have a container as a faculty and colleagues that our needs are also addressed – how our contribution and teaching is also joyful? Winter 2022 – coming back to in person – guessing there will be a lot of blended learning – how do we explore in this post-pandemic world?

Cautious with all of the variants that may create major havoc. How do we explore this with joyful learning and research?

## 2. EXTERNAL OPPORTUNITIES

### 2. a) External Opportunities for the JS Department (from the *Summary* document)

- Let's not lose sight of our social justice foundation - a focus on the causes of the causes.
- Positive reputation and productive relationships with community agencies.
- Demand for our program may increase, positively impacting student enrolment and providing support for the Arts Faculty.
- Increased learning & research opportunities within the Department for Indigenous people will attract scholars and students.
- More online learning = access to more students.
- Re-establish a meaningful graduate program.
- Leverage the UofR strategic plan "interconnectedness of all things" in our teaching and research.
- Leverage technology (Zoom) to create a global JS student-alumni mentorship program.

### 2. b) Additional opportunities from the SWOT session

- Combo of grad program with respect to employment with the provincial government – seeing this in other fields as well – we struggle operating a grad program – large number of under grads need to be served – challenge getting what is needed to support a program. There is a demand for program evaluation. We are stuck in the middle.
- Faculty complement has not increased in 15 years (student/faculty ratio is off the charts, and resources aren't coming our way). Continually asked to do more with less – need to realize the logistics and reality of where we are.
- Opportunities for students and broader stakeholders – catch 22.
- Need the human power to move forward and provide the services we need in order to move ahead – has kept the department choked – labour capacity constrained.
- Student numbers are growing – staff numbers staying the same – how do we provide additional services?
- Grad program – thesis stream – think about different streams – there are a lot of professionals in the field who could help mentor, do projects and work in partnership with the UofR to get our students where they need to be – working on projects in GOS – transition in as colleagues on an ongoing basis.
- We have many different areas – would love to help mentor and guide a professional stream.
- Grad program – agree – needs to be incentives for int & domestic students to come to SK – UofS offers a certificate (drought in students who want to work with us in SK).
- We don't have the capacity to support students who want to engage in a grad program - consider alternate streams and professionalization – course-based stream – some way to help students become better equipped with their program and career.
- Offer opportunity to retain them in the program and incentives for work (we pay one of the least amounts for grad research assistants across Canada) – give them more reasons to be part of this network.

- Thriving, meaningful grad program – potential streams as a way to do this.
- Can't be overstated in REGN - police college and RCMP depot – education housed in Regina – UofR very well situated unlike any other justice dept in the country – is there an opportunity to explore some of these areas?
- UofS – offers a Certificate in Criminology & Addiction. Students can also study for a BA, masters or doctorate at the UofS.
- We are in an excellent place to work in collaboration – Sessionals bring a wealth of practical experience (unable to mentor in the same way).

### 3. EXTERNAL THREATS/RISKS

#### 3. a) External threats/risks for the JS Department (from the *Summary* document)

- Societal pressures (negative and positive). We can't ignore this. We need to proactively embrace the hard work to be done. What is "our hard work"?
- Lack of collaborative work and integration with other University Units, SK Police College, CIPSRT, Collaborative Centre for Justice and Safety, and external agencies.
- Necessity to look for strategic partnerships, increase the number of JS majors, and generate revenue from sources other than the provincial government.
- Impact of lack of graduate program on the Dept's standing within the UofR, and the wider justice community.
- The role of JS as a discipline sometimes doesn't match its status within the UofR.
- Attracting/retaining international students.
- Pressure on existing faculty from high student enrolment.
- Barriers (e.g., cost and requirements for physical presence on campus) will continue to inhibit access for marginalized people.

#### 3. b) Additional threats/risks from the SWOT session

- Funding – staff turnover – how do we retain people for a longer period?
- Hiring a new person is a lengthy process.
- Small # of faculty and Sessionals with connections to stakeholders in the prov – we can still be creative enough to have a grad program.
- The world is becoming a bit bipolar - the battle seems to be between extremes – seeing it in the US and Canada – the UofR and the Dept – will be critical and where we fit into that world – our role in educating students and how we reflect what is going on in the world – find the empirical evidence to support what we are saying – role to lead this discussion - what does this mean in a world of extremes?
- Climate change denial – why do we deny what we do? Concept of justice is becoming more polarizing - info may be espoused that is not based on empirical facts – combat student misinformation – we have a part in this – how do we dispel mistruth and hesitancy? What are the best ways to ensure facts are facts?
- A small university – Laurentian fired a number of faculty this past week – this wakes us up – to what extent do we have guarantees of prov funding to support us into the future – what assurances might we have?

- Corporatization of Universities – get rid of liberal arts – nagging feeling – austerity will affect liberal arts more than any other, even though our numbers show that we have students who are interested. COVID has provided a reason that could be used to undermine liberal arts education.
- Universities that get the most grant money do the best.

#### **4. SOME INTERNAL TREND DATA TO INFORM OUR CONVERSATION**

This section contains preliminary data analysed in preparation for our self-study SWOT meeting. Included in this short document are the following: course enrolments by level (e.g. 100-level, 200-level), average enrolments, number of majors and convocation numbers.

Please note that the “academic year” runs from May 1 to April 30. In consultation with others who have completed their self-study, it was noted that this is the time frame that should be used. Please note that Gloria is still working with Registrar’s Office on verifying the data have actually been processed as requested given some anomalies – there is more to come.

##### **4. a) JS course enrolments by level for 2010-2020<sup>1</sup>**

Total enrolments per course per year is a helpful indicator about demand.

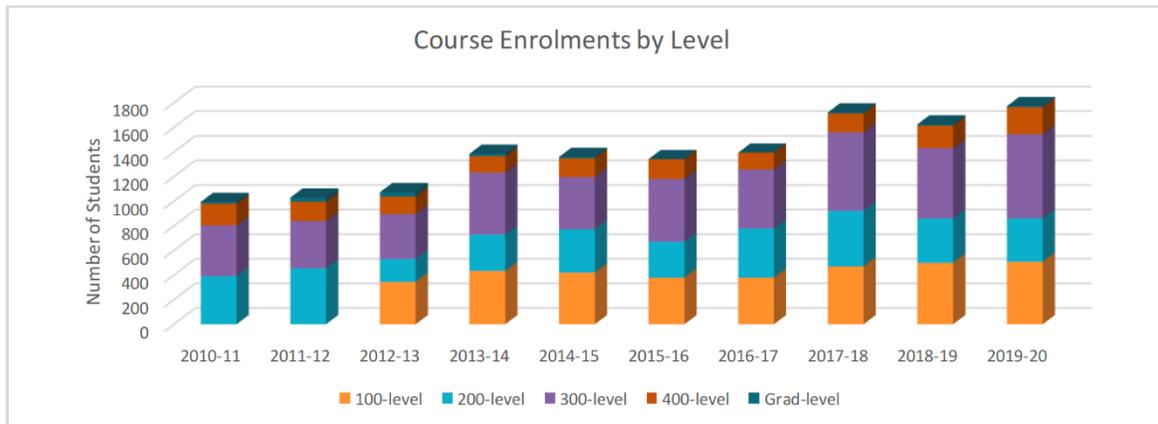
Please note that grad-level refers to graduate courses while “grad supervision” refers to the period after grad students complete their course work and start their research. These students are considered full-time students and register in 901.

Note, there was a 75% increase in course enrolments over the 10 years; b) JS 100 started in 2012, before that it was a 200 level course thus the years 2010 and 2011 are blank.

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<sup>1</sup> All data shown in all graphs were received from the Registrar’s Office March-April 2021.

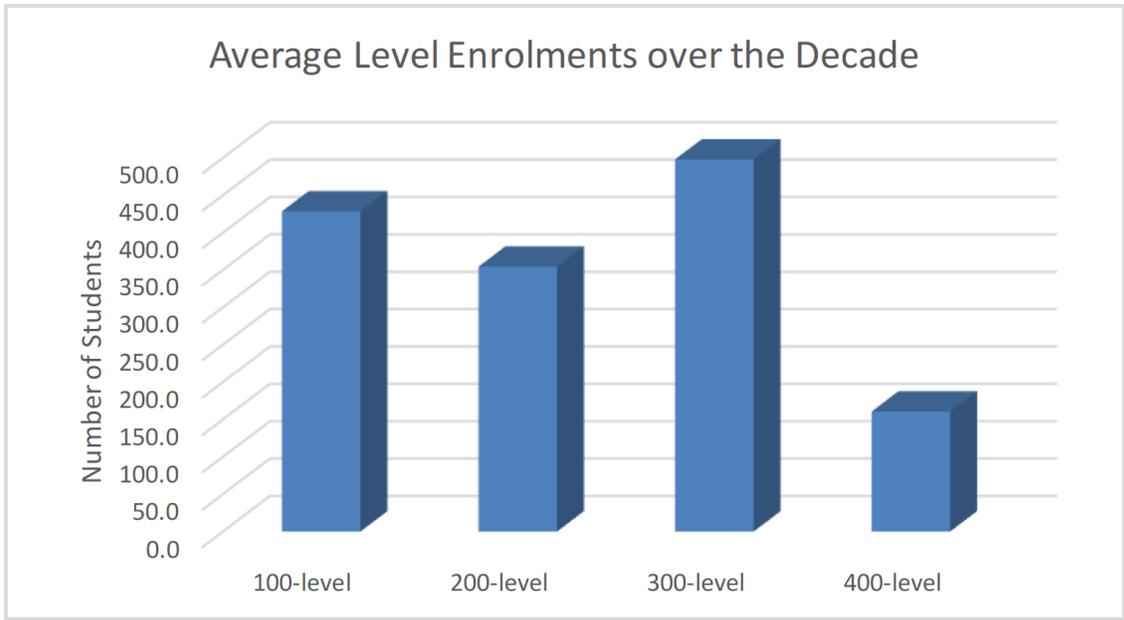
		Course Enrolments by Level									
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
100-level				344	432	419	379	379	469	498	507
200-level		391	455	187	297	352	292	400	454	362	354
300-level		413	385	366	504	427	511	480	638	572	683
400-level		175	155	140	133	151	159	136	153	182	221
Grad-level		15	34	36	19	11	1	0	7	10	8
Grad Supervision		21	20	20	21	19	15	5	1	3	5
<b>Grand Total</b>		<b>1015</b>	<b>1049</b>	<b>1093</b>	<b>1406</b>	<b>1379</b>	<b>1357</b>	<b>1400</b>	<b>1722</b>	<b>1627</b>	<b>1778</b>



#### 4. b) JS Average enrolments by level

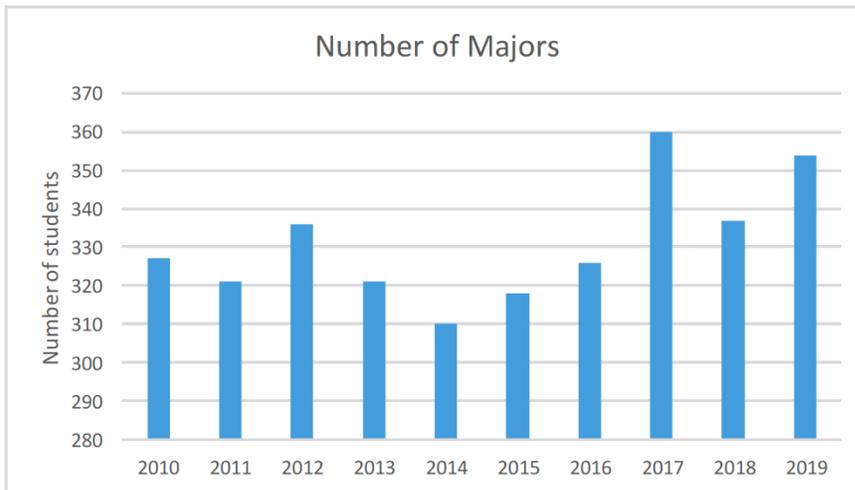
The table and graph below show average enrolments over the decade by course level. This is important to examine more closely because third year enrolments are not typically this high; there should be a general downward trend across the graph. Is this reflective of too much service teaching of students in other disciplines? Are we ensuring our students have ready access to our courses before others do? How is the registration set up for our students? Should we introduce more second year courses to serve these students from other disciplines and keep our upper year courses for our major/minors?

Average Level Enrolments		
100-level		428.4
200-level		354.4
300-level		497.9
400-level		160.5
Grad-level		14.1
Grad Supervision		13
<b>Grand Total</b>		<b>1382.6</b>



**4. c) Number of undergraduate majors (HJ & Police combined)**

		Number of Undergrad Majors (HJ and Police combined)									
		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Majors</b>		327	321	336	321	310	318	326	360	337	354



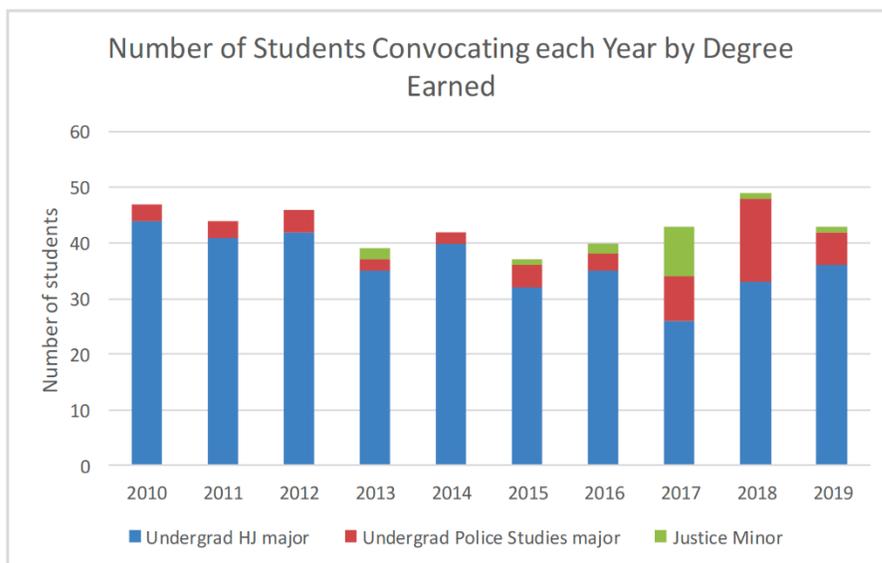
**4. d) Number of students convocating each year by degree earned**

The following table and graph show the number of students who graduated each year. The first two rows reflect our human justice and police studies majors. The third row shows students who majored in another program but completed a minor in justice studies. These other majors were: 5 students in Psych, 5 students in Soc, 3 students in Envir, 2 students in Hist, and 1 in Poli Sci.

Further, over this decade, some of our undergraduate students also complete minors. These were as follows: 66 of our students completed a minor in psych, 41 completed a minor in Soc, 7 in Indigenous Studies, 4 in Hist, 4 in WGST, 4 in languages, 3 in Phil, 1 in Poli Sci, and 1 in Anthro.

Over the decade there were 4 Certificates completed and 1 Diploma in JS.

	Number of Students Convocating each Year by Degree Earned									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Undergrad HJ major	44	41	42	35	40	32	35	26	33	36
Undergrad Police Studies major	3	3	4	2	2	4	3	8	15	6
Justice Minor	0	0	0	2	0	1	2	9	1	1
Total majors only	47	44	46	37	42	36	38	34	48	42
Total graduate students:	3	4	2	1	7	1	4	3	1	1



## 5. INTERNAL STRENGTHS AND WEAKNESSES FROM THE SWOT SESSION

### 5.a) Internal strengths to build upon in the JS Department

- Active and involved faculty members with a range of breadth and experience in Justice – academic, theoretical and practical.
- Change of leadership at the Dean’s level in the faculty – exhibiting open mindedness and support for our Dept and different ways of thinking about leadership – hope this benefits us as we age in our department.
- We have faced some immediate challenges – very respectful and collaborative – demonstration of wanting to work with us and for our best interest.
- 350 students in our program – fresh, bright, energetic minds – we get to be with them – our job is to embrace that part of the work that we do – JS student society – what it might become in light of other student societies – a group of very energized persons.
- Joyful learning environment – a way in which we bring joyfulness and meaning into the work and teaching that we do – high enrolments may be a testament to this – quality of teaching we do – quality of faculty we have – positivity with each other – collaborative colleagues we do have can’t be overstated.

- JS has a lot of passionate instructors – faculty with passion for the subject area.
- Mutual relationship with each other – more than some other faculties within the university – complement, engage, and do business with each other within the dept – we listen and take time – beautiful culture – welcome – included – genuine curiosity – how do we work together?
- No issues with ego and internal politics.
- Grateful for this gift of the warmth and affection and true caring our faculty shows to each other in times of difficulty and happiness – evident characteristic of how we are together.

#### **5. b) Internal weaknesses/challenges to address within the JS Department**

- Communication challenge with our students – how do we not send another email to our students – going to a newsletter every few weeks – there is a need to keep students informed.
- Other depts use social media – trying to figure out how we are able to connect more with our students – courses, registration system, etc.
- Static website – questions about social media – need to seriously look at how we do this better.
- SM coordinator position is missing in our Dept. – this is very specific knowledge – there are a lot of nuances – we can't add this to our bucket list – can benefit exponentially, especially with a virtual learning environment.
- How do we get visibility, likes, comments, shared? Savvy skills required.
- Group projects for students – they have group meetings in SM apps, Discord, Snap Chat, etc.
- Can we ask students what they use the most? Instagram, snap chat.
- Great strides as a dept. to do exceptionally well keeping our students informed and making sure we are there for them to help them be successful during tough times.
- Be more empathetic to their needs outside of the classroom – continue to make this our priority.
- We are looking a few years ahead with a new Department Head – we don't know if we have someone chosen for us at this time – it will be important for all of us to have a good working relationship with that person. We will need to get used to that person and develop new processes and procedures that we have come to depend on with Gloria leading us. Hopeful it will be fine.

### **6. IMAGINING JUSTICE STUDIES IN 2023**

#### **“What can we uniquely do that the world of tomorrow needs?” (Peter Hawkins)**

- Nurturing genuine, quality relationships – hanging out together – quality time.
- Sharing food – having a meal with colleagues and students – ceremony – intellectual exploration – eat together – go to our own places.
- We have a caring community comprising faculty, staff and students – we are all intertwined in this relationship – almost no delineation between faculty and students – how do we have students graduate from our program and remember us as a really caring community and a cool place to have been for the past 4 years.
- Teaching, research and service reconfigured in terms of decolonization:
  - d) Course syllabus, contents, assessments, student marking and grading, guest speakers, on or off campus what does this type of teaching and learning look like?) In our University and academia at large – has been a while male space predominantly. What incremental changes can we do now that will add up collectively.

- e) Crime, criminals and criminology – how does this impact the process of researching? How do we collaborate with the community, scholars, elders, etc. Is there some other form of research that can take place other than traditional historical roles.
- f) Service – what does service look like within and beyond the University? Focus on TRC or UN declarations on the rights of indigenous people. Can we do more going forward? Can we have these conversations with others in the University and other areas?
- Curriculum that has been massaged – could also talk to students about the different ways that they learn – we reach the same learning goals, but not everyone will learn those the same way – give options and recognize there is a diversity in ways in which people learn.
- How are we uniquely placed to do what? We can create a place to embrace struggle and create responses to issues going on around us – rich/poor gap, COVID, marginalized people – like the philosophy café each month – public policy dialogues – we are very well positioned as a group of scholars – how can we do more of this kind of thing – be a public place for tough conversations to happen.
- We need to have a capacity to embrace the tough conversation and a safe place for people to have these tough conversations – we don't currently do this very well.
- Polarization happening from everywhere and everything – news and media are reinforcing this polarization – one of the unique perspectives of our department – how do we create space – a place to have these ideas and thoughts that may be challenging to conventional wisdom – we have knowledge and wisdom – justice, climate change, pipeline pro and against – there are genuinely passionate differences in world views - how do I try to have some space and respect for them?
- How do we respect and nurture different world views? We deal with very hot, triggering topics. How can we cultivate a place where we can hold differences of opinion with beauty, care and understanding?
- How do we listen with curiosity without judgement?
- We have a huge opportunity that is needed everywhere from small communities to the nation re polarization.

## 7. REFLECTION

### What's the most compelling thing you heard today?

- Like the idea of having a conversation about re-establishing our graduate program – looking at different streams for graduate work. Use the networks we have and find the interconnection in different ways – provide students with resources. We need human capacity and resources to do this.
- May have been an invisible barrier re when the curve is flattened or disappears, and when social life returns, how might we use these opportunities differently when the moment arrives.
- COVID has changed us a lot – made me more empathetic because of this experience – more aware of the need to reach out to students and understand their reality. Sad and hopeful we have learned the importance of empathy and how we can employ that in our teaching practices.
- Relationships – being with each other and our students.
- Collaborations and networks – we are a great team because we have a diverse team – people who bring experience from the field, along with scholarly, theoretical people. How do we continue to nurture relationships with many more of us contributing? Be more intentional about some of our networks and collaborations.
- Reinforced the amount of energy and passion our faculty currently has around doing things better for our students – potential collaborations and partnerships – how to reshape and realign it – our

opportunities are outstanding – we are open to exploring them – untapped areas we can grow and build on and see where it goes – could be outstanding.

- Connection with students – level of depth from sharing is really inspiring.
- Our students as “children” makes a huge difference.
- Teaching is a self-care.
- COVID has contributed a barrier to understanding – our relationships are more non-hierarchical – deeply inspired with empathy and longing for the time we used to have with our students and how we express emotion in a very authentic way.
- COVID has made us reflect on our priorities and what is really important – put things back into perspective and what is important – continue – have better communication and engagement with colleagues and students.
- Accept opportunities for personal growth and continuing current and future relationships – also important for our success and the success of our dept.
- What is priority – what is important – what we lost touch with and focus on pre-COVID.

## **8. ACTION - WHAT ARE OUR NEXT STEPS?**

- Complete our SWOT self-assessment document (this is very big – a lot put on the table today). If there is something compelling that has been missed – relay this to Gloria for inclusion into this document – make sure you say what you need to say. Collective editing so we can all stand behind what we created today.
- Complete a thematic summary of our SWOT – this summary needs to be about 2 pgs for our self-study.
- Invite all of you to ask questions/offer edits in track-changes – especially if you have information showing we’ve got some errors in our material. What other questions to you have?
- Have follow-up meetings to prioritize and move some of these ideas forward – let’s continue strategic planning. We have some incredible ideas here. We also have an Indigenous Curriculum Review Ad Hoc Group and an Ad Hoc Group on Writing Skills that have been meeting and have already done some analyses. These analyses need to be brought to our unit review table for integration and collective deliberation.
- Other items: social media expertise – outreach to our students is sorely needed. We probably have some senior students who may be very good at media outreach. Can we get a senior student with really good skills to work on this?

## APPENDIX H: INDIGENOUS CURRICULUM REVIEW

### **Indigenous Curriculum Review Summary: A Path Forward**

Prepared by ad hoc working group members Bob Mills, Rob Nestor and Gloria DeSantis  
Prepared for the JS Department Unit Review Self-Study (Jan. 2022)

Historically the Department of Justice Studies at the University of Regina was viewed as a leader in terms of the delivery of Indigenous content. Long before other departments on campus were delivering courses specific to Indigenous issues, the Department of Justice Studies had taken the lead and began delivering a course specific to Indigenous Justice issues in the early 1980s (i.e. JS 350). Additional, specific topic courses on Indigenous issues were also delivered over the years that further demonstrate the leadership role Justice Studies took in the delivery of this content.

In 2020, at several JS Department meetings, specific discussions about Indigenous course content occurred. First raised in the context of Police Studies and then expanded to include all disciplines within the Justice Studies Department, the discussions explored the possibility that there could be gaps between what students were being exposed to in their studies and the quickly evolving reality of Indigenous peoples experiences with the justice system. An ad hoc working group was formed to facilitate further inquiry. A number of important issues were raised, including: that students could potentially gain knowledge through required courses, the selection of INDG Studies courses to fulfill optional requirements and the inclusion of Indigenous content within most Justice Studies courses.

Given the various paths to graduation available to Justice Studies students however, students may or may not avail themselves of these learning opportunities. As a result it was agreed that the working group would reach out to external sources with respect to what students should be learning. His Honour Russ Mirasty the current Lieutenant Governor of Saskatchewan, Noland Henderson (an elder and historian from Montreal Lake First Nation), and Superintendent Honey Dwyer from the RCMP agreed to join these discussions. A very productive Zoom meeting was held on February 4, 2021 with these people and attended by members of the Justice Studies Department. While recognizing that more consultations of this type would be beneficial, the working group deliberations moved on to the need to gain some understanding of what Justice Studies graduates were receiving now. This subsequent work took the form of a survey of all Justice Studies instructors and the Indigenous content of their classes. Data on the enrollment of Justice Studies students in INDG courses was also included. A summary of the instructor's syllabi and commentary was created and a process of thematic analysis undertaken. In the end, this research did not yield a generalizable picture of the knowledge and understanding of Justice Studies students (for details of all of this work, please see pages 3-11).

Notwithstanding the challenges associated with painting a picture of current efforts to educate Justice Studies students, there is a clear need to move forward. Our system of justice is a pivotal part of any path to reconciliation in Canada. Furthermore, as an educational institution feeding graduates into this justice system, the University of Regina and the Department of Justice Studies has a special responsibility to address key issues including: a) understanding the lived history of Indigenous people in

Canada, b) the importance of the decolonization process, c) and finally, how this will support us all on our reconciliation journey.

**Recommendations:**

1. As a Department, that we formally commit to making change in our curriculum by incorporating the principles of the United Nations Declaration of the Rights of Indigenous People (UNDRIP), and the Truth and Reconciliation Commission of Canada (TRC) specifically the 94 calls to action. Agreement to this recommendation represents commitment to a departmental change process as well as to individual learning.
2. That the JS Department invite Lori Campbell, U of R Associate VP Indigenous Engagement, to offer us guidance and resources at the outset of our change process.
3. That the JS Department create an ongoing process to change and monitor our curriculum that is based on and guided by meaningful relationships with Indigenous community members from outside the University or Regina as well as with institutions already partnered with the University such as the Gabriel Dumont Institute and First Nations University. This could take the form of an advisory group.
4. That this process focus on our JS Department continuing on our journey of self-reflection, learning and analyses including, but not limited to, the following:
  - Consider how we can coordinate the delivery of Indigenous content across all our courses (e.g. check for overlaps and gaps in core content among our courses).
  - Consider the addition of new, required Indigenous course(s) and the deletion of other required course(s) such that the number of BJS/BAPS degree required courses does not change.
  - Consider the addition of key Indigenous content to JS 100 and JS 090 (e.g. *4 Seasons of Reconciliation* is a self-guided, multi-media learning tool readily available to us all) regardless who teaches them.
  - Seek out and adopt learning resources and teaching methods based on Indigenous people's worldviews.
  - Explore team teaching opportunities between instructors and members from Indigenous communities such as Elders and Knowledge Keepers.
5. That we ask our external unit reviewers the following questions:
  - What Indigenous courses and specific core content do other justice programs require students to take?
  - How is this content taught?
  - How have other departments transformed themselves and their curricula?
6. That this work support and reflect the values and goals of *All Our Relations kahkiyaw kiwâhkômâkaninawak* the University's 2020 - 2025 strategic plan, specifically the 3 objectives under *Truth and Reconciliation*.

These recommendations represent broad principles that, if adopted will provide a path forward for the Department. By supporting these principles, the Department will build on its knowledge and skills to create the future of Indigenization in Justice Studies. As the Department works through a Unit Review it would seem this is an opportunity to revisit the Department's commitment to Indigenous people and take the steps necessary to continue to lead the Faculty of Arts and the University of Regina in the delivery of Indigenous content in courses. Ultimately, this will provide our graduates with the knowledge necessary to make a difference in our world.

## **Indigenous Curriculum Content Review: Full Report**

Department of Justice Studies, University of Regina

Bob Mills 2021 Nov 13

This inquiry was initiated as a result of discussions within the Justice Studies department. First raised in the context of Police Studies and then expanded to include all disciplines within the Justice Studies department, the discussions explored the possibility that there could be gaps between what students were being exposed to in their studies, and the quickly evolving reality of Indigenous peoples' experiences with the justice system.

Following this discussion a working group was formed to facilitate this inquiry. One of the first actions was to complete a SWOT analysis (section A). This process raised some important questions:

1. Students could potentially gain knowledge in this area through:
  - i. dedicated Justice Studies courses,
  - ii. the selection of INDG Studies courses to fulfill optional requirements:
  - iii. the inclusion of Indigenous content within most Justice Studies courses.
2. There is impressive work being done within the department in areas such as de-colonization and systemic racism within the justice system.

Given the various paths to graduation available to Justice Studies students however students may or may not avail themselves of this knowledge or take part in these learning opportunities. As a result it was agreed that the working group would reach out to external sources with respect to what students should be learning. His Honour Russ Mirasty the current Lieutenant Governor of Saskatchewan, Noland Henderson (an elder and historian from Montreal Lake First Nation), and Superintendent Honey Dwyer from the RCMP agreed to join these discussions. A Zoom session was arranged with these people and attended by members of the Justice Studies department (section B). While recognizing that more consultations of this type would be beneficial, the working group deliberations moved on to the need to gain some understanding of what Justice Studies graduates were receiving now.

These efforts began with an analysis of what Justice Studies instructors were including in their courses. Justice Studies instructors were asked to provide information on the Indigenous content of their classes (section C). Data on the enrollment of Justice Studies students in INDG courses was also included. A consolidated summary of the instructor's syllabi and any other related comments was assembled and a process of thematic analysis undertaken. It was quickly recognized that this approach would not produce the comprehensive understanding of what students were being exposed to that had been anticipated for three primary reasons:

1. While some instructors were quite explicit within their syllabi about what Indigenous content their courses contained, others were not. Further conversations with a number of instructors revealed that they included this topic in discussions and assignments within their courses that were not necessarily explicit within the syllabus.

2. Many of these courses had a number of different instructors in the recent past. The freedom each instructor has to design and teach courses means depending on when a student takes a course and which instructor teaches it, may result in varying amounts of Indigenous information and varying perspectives being conveyed to the students.
3. The data on the Justice Studies students that enrolled in INDG courses revealed some of the same challenges as is noted above. Additionally it is clear that some students took advantage of options from other departments within the university as well. As a result courses not only from Justice Studies but INDG studies, Sociology, Psychology and other departments would have to be similarly analysed to gain a complete picture of what knowledge might have been gained.

The analysis of all the courses Justice Studies graduates have taken did not provide a generalizable picture of what knowledge and understanding Justice Studies students are graduating with as anticipated by the working group. Students have a wide variety of paths to graduation availing themselves of options from a number of departments including options within their major and minor selections. In other words it may be possible to generate a general picture of what is available to Justice Studies students, but it would not be something that could be assumed any one student, or group of students, had actually experienced during their studies.

Shifting from a historical approach to a more outcome focused approach takes this inquiry back to questions around what knowledge students *should* be graduating with and what the options are for ensuring they gain a critical understanding of Indigenous perspectives on the justice system. Such a forward looking approach could benefit from:

1. The knowledge, experience and current work being done by members of the Justice Studies faculty. Current explorations of de-colonization and systemic racism are progressive and critical to understanding the lived experiences of Indigenous people.
2. A review of the extant scholarly literature with a focus on Indigenous peoples experiences with the justice system.
3. Continued direct consultations with Indigenous people from all walks of life with respect not only to what our students should be learning, but how that knowledge should be presented.

Having this knowledge available within the Justice Studies curriculum, and ensuring it is *passed on* the Justice Studies students are two distinct challenges. Discussions to date have suggested the timing of their education in this area might be looked at with a focus on presenting an Indigenous context earlier in the degree program. This might better help students integrate the Indigenous context with other aspects of the justice system as they progress through their studies.

Discussions have also explored ideas around building tools to ensure this knowledge is readily available to all instructors designing courses. This could help ensure key up-to-date information is included in Justice Studies courses. Such a teaching instrument might include the facilitation of alternate means of teaching such as including experiential methods or utilizing elders, through a living repository of experiences, resources and feedback.

Finally working group discussions also explored the idea of partnerships with FNUC to offer jointly managed and delivered classes that could offer credit in both INDG studies and Justice Studies.

It is clear that these discussions are not complete given the conversations that have taken place to date. It may be this is something better explored within the ongoing unit review process or possibly pursued as a separate entity. In either case it is apparent that this is a subject crucial to the assurance Justice Studies students are graduating with a broad understanding of Indigenous peoples past present and future and how this manifests in their interactions with the justice system.

## SECTION A – SWOT

### Strengths

1. The Justice Studies program currently offers 2 courses with a racial focus:
  - a. JS-350 *Intended to help human service workers understand the background of current issues, including aboriginal rights, land claims and self-government. Explores aboriginal history, colonization, settlement, displacement, and constitutional issues here and abroad*
  - b. JS-351 *Examines the socio-historic system of racism with a focus on the Canadian Aboriginal experience. Manifestations of the different forms of racism are explored. Participants engage in a variety of activities to analyze racism and evaluate their beliefs and actions in order to promote equity and anti-racism practice.*
2. Students have opportunities to take INDG courses as electives toward a JS degree.
3. Related content currently is also offered in other JS courses.

### Weaknesses

4. Are students taking advantage of these options to expand their understanding of Indigenous/racial issues?
  - a. The only required course is JS 350.
5. Is the Indigenous/racial content of other JS courses coordinated?
  - a. Do we know the degree to which there are gaps and overlaps?
  - b. Is this content consistent across changes in instructors, or is the content largely at the discretion of the instructor?
6. Can we say with any degree of certainty that we understand what knowledge our students have when they graduate?

### Opportunities

7. A review of current literature and best practices would inform the discussion about what knowledge is important on this topic.
8. Consultation with external scholars and knowledgeable people to understand the practical needs and to identify potential gaps in scholarly works.
9. A review of the Indigenous/racial content of current JS courses would give us a better understanding of what students are being exposed to.
10. Advance recommendations about what we are currently missing.
11. Advance recommendations about how to better embed this subject in the JS curriculum.

### Threats

12. The program will be graduating people with a fundamental lack of knowledge in, what might be, the most important issue in the justice system in Canada
13. The JS program risks becoming less relevant on the national and provincial stage.
14. We graduate students with the same weaknesses as the system currently exhibits.

### **SECTION B – Meeting with community experts (Feb. 2021)**

There is a difference between pure knowledge that emerges from books and papers, and a more practical understanding and practical application of that knowledge including:

- Understanding the real time dynamics of the community. For example who are key people in the community, what their history is and what the predominant challenges of this community are.
- Humanizing Indigenous people rather than relegating them to a statistic
  - There is a need for a deeper dive the issues faced by Indigenous people
  - We sometimes see the problems Indigenous people face rather than the people experiencing those problems.
- Recognizing that Indigenous communities are very diverse
  - Noland talked about some key differences between the Cree people and the Dene people with respect to sharing.
  - These differences can cause misunderstandings and generalizations that are not truly representative of the people, the community or the culture.
- Practical application also necessitates truly understanding and contextualizing the challenges faced by people.
  - The importance of asking why people do what they do is critical
  - Without this understanding, generalizations of people and the challenges they face can make them feel even more marginalized
  - The trauma is truly intergenerational: answering the question “why” will necessitate deep dives into the past to build an understanding of the complexity of these issues.

How this knowledge is delivered is important as well.

- People with lived experiences talking directly with students is a powerful tool.
- Story telling is an important part of Indigenous culture and can humanize issues like residential schools and MMIWG
- Technology can be leveraged to bring these lived experiences directly to students

- Arm's length generalized academic analysis and instruction is important, but it should be presented in the context of the lived experience. Students need to understand there are real people behind these statistics.

Healthy relationships between Indigenous communities and the justice system (and its component parts) are critical.

There must be a recognition that we are all part of the past and that the past has real present day influences on the lived experiences of people today. We must understand and recognize how the past has influenced and continues to influence us all.

- We must all recognize our own biases and be aware of how those biases influence our world view. This is true of how police officers interpret how they see Indigenous people, but it is also true of how Indigenous people see the police.

There are striking similarities to the experiences of Indigenous people in other countries such as Australia.

- The challenges facing Indigenous people are not unique to Canada, therefore the solutions may not be either.

Indigenous people need to take their place in key positions within the justice system including in education.

- Educators have a key role in framing the challenges faced by Indigenous people and the relationships we have in the future.

## SECTION C

### Indigenous Curriculum Content Review: Information Gathering from Instructors

Justice Studies Department, University of Regina (May 2021)

The Justice Studies Department has embarked on a process to assess its current state of curricula regarding Indigenous peoples. An ad hoc committee of JS Department members has been formed and is guiding this process. We have already had a meeting with elders and members of police service organizations (see separate report of Feb. 4, 2021 meeting) but what we really need to understand is what instructors are currently sharing with students, how this sharing is happening (e.g. delivery of content via guest speakers, prayer circles, elders, knowledge keepers, films, discussions) as well as measurement tools used to see what Indigenous content students have learned during the semester

(e.g. exams, assignments, projects, essays). Collecting this information from each instructor will create an important baseline from which to build further.

### Goal

The goal of this initiative is to create a baseline of information about Indigenous course content, delivery methods and outcome measurement tools that JS instructors have adopted.

### Current Status

We know there are three streams by which students have the opportunity to gain knowledge in this area.

1. First, Justice Studies has one required course dedicated specifically to the study of Indigenous issues:

#### [JS 350 - Justice and Indigenous Peoples](#)

Intended to help human service workers understand the background of current issues, including Aboriginal rights, land claims and self-government. Explores aboriginal history, colonization, settlement, displacement, and constitutional issues here and abroad

2. Second, in addition to JS 350 students have a number of opportunities to fulfill the elective options for completing their degree, including Indigenous Studies (INDG) courses and JS 351.

#### [JS 351 - Forms of Racism in Canadian Society](#)

This course examines the socio-historic system of racism with a focus on the Canadian Aboriginal experience. Manifestations of the different forms of racism are explored. Participants engage in a variety of activities to analyze racism and evaluate their beliefs and actions in order to promote equity and anti-racism practice.

3. Lastly, and this is the focus of this present information gathering process, many instructors include Indigenous content in most of the required Justice Studies courses. Topics such as the historical context of the police/Indigenous peoples relationships, Aboriginal law, identity and Indigenous perspectives, colonialism, treaties and legal manipulation, Aboriginal rights and land claims, crime, violence, and the justice system and residential schools, as well as reconciliation and moving forward are examples of some of the content instructors have touched on.

### What Do We Need From JS Course Instructors

To get a better and more comprehensive understanding of #3 (above), we are asking for each instructor to provide information on what students are learning in each Justice Studies class. Some of the relevant points that have been identified in consultations thus far include:

- The role of treaties within the justice system
- Implicit and unintentional biases and the impacts on experiences within the justice system

- Performative *allyship*
- Raising cultural awareness and understanding Indigenous world views.
- The impact of historical factors on both Indigenous peoples and the justice system
- The advancements in our understanding of Indigenous issues that have taken place
- The important next steps for the justice system to support reconciliation
- The importance of understanding the diversity of Indigenous peoples and their cultures.
- Humanizing Indigenous people rather than seeing them as statistics and problems.
- Appreciating and understanding why (Indigenous) people do what they do. This relates to how history, marginalization, intergenerational trauma and their world view influences their decisions and actions.
- How knowledge is delivered to students can be as important as the message itself. Storytelling and lived experiences are powerful tools.
- Indigenous peoples in other parts of the world have had similar experiences and we can learn from them.
- Educators play a key role in delivering these messages and Indigenous participation in the field of education is critical.

We are asking each instructor to:

1. Attach a copy of the most recent syllabus for each course and highlight for us, the relevant Indigenous content.
2. Recognizing that the content listed in the syllabus may not fully capture the awareness and knowledge students gain from class discussions, readings, and assignments, instructors should also provide a synopsis of content, methods of delivery, outcome measurement tools, or any other aspect of the class that touches on Indigenous issues.

An important point raised in our discussions to date, has been that while the information students' gain is important, how that information is passed on is equally important. In that light instructors are asked to highlight the use of resources such as elders story telling or any approach that exposes students more directly to Indigenous people in a learning environment.

**This information should be provided for each Justice Studies class you have taught during the past year including any related changes you are anticipating in upcoming course offerings. Your response can be in a format of your own choosing.**

Please send your response to: Bob Mills at [mills11r@uregina.ca](mailto:mills11r@uregina.ca) before 4:00 pm June 30.

Thank you in advance for your time and attention to these important questions.

## APPENDIX I: JUSTICE STUDIES AD HOC COMMITTEE ON STUDENT WRITING AND RESEARCH

This document is the result of information compiled by Dr. Gloria DeSantis, Mr. Hirsch Greenberg, Ms. Lori Walker and Ms. Heather Nord.

**ISSUE:** *Many students are not competent writers and critical thinkers and are not skilled in writing about the research they review for classes and assignments, thus negatively affecting their success in Justice Studies (and other) courses.*

The Committee is aware that many students enrolled in Justice Studies classes are not good writers. We have not quantified the number at this time (n=?). However, as an indication of the magnitude of this problem, Ms. Walker, who teaches “ACAD 100” notes that she has ~ 360 students a year in nine courses. She is teaching three sections of ACAD 100 in the Winter 2022 semester and has 120 students. They are not all Justice Studies students, but this number serves as an indicator of the extent of the problem at the University of Regina

ACAD 100 is an introductory writing and research methods course initially intended for mature students returning to university to improve their research and writing skills. Many of these students are in the academic recovery program. It has changed in scope to now include international students struggling with academic writing. It addresses many of the technical components associated with formulating a well-developed research paper. (See the Course Syllabus attached as an Appendix to this report).

Ms. Nord typically teaches two Introduction to Justice Studies (JS 100) classes a semester, with a combined enrolment of ~ 200 students. Approximately 45-50% of these students typically receive a failing mark, or a mark just above passing, in their written assignments in these classes. For example, in JS 100 0A1 (Fall 2021), with 89 students, 53/89 (**59%**) received a mark of < 6.0/10 in the first written assignment. Most of the marks lost were due to incorrect or lacking citations in sourcing research, and very poor grammar and writing. Certainly, marks were also lost due to content errors or omissions, but the prevailing issues noted by her and her Teaching Assistants were incorrect or missing citations and very poor writing which did not accurately reflect the research material. The second writing assignment was an improvement, with 27/89 (**30%**) receiving a low mark for the same reasons.

Many of our faculty use detailed rubrics for writing assignments so are able to critically and thoroughly assess student writing and research skills in assignments and qualitatively identify the extent of this problem. Many faculty provide detailed comments to students in these written assignments, taking us hours. Mr. Greenberg described 4 problems he has observed:

### 1. Students lack basic grammar and technical skills

Students cannot make verb/ noun concordance, construct a proper sentence, nor organize and convey ideas in logical order. They misuse pronouns, their vocabulary is lacking, and they make errors in punctuation, syntax and grammar that they should not be making in a university class.

### 2. Analytical Abilities are Lacking

Students struggle with trying to identify the justice issue or problem, cannot apply relevant theory and research to the issue, and fail to use real-life examples or evidence to illustrate the issue. They struggle with presenting ideas that are coherent, logical and systematic when developing arguments in a paper. Many pages are one long flow of ideas and statements, not separated into a series of paragraphs, and are difficult to follow. Related to this is students’ inability to methodically research a topic. It is evident

by the content of the papers that many students have not reviewed the academic articles and other resources assigned. Students' vocabulary and statements do not accurately or specifically reflect the technical content of these resources.

### 3. Poor or No Use of Case Examples

In JS 490 and JS 492 writing assignments, Mr. Greenberg noted the problem students have in applying case studies, and using real-life experiences or experiences they gained from their Practicums, to illustrate theoretical concepts and relate theory to practice. (The reason the department separated JS 290 (the shorter practicum) from JS 490 (the major practicum taken in the last year of the program) was so that students would be able to relate their courses to their experiences in a Practicum. By the time they get to JS 490 they should have the knowledge and skill to be able to function at the pre-entry employment level, and apply evidence to theory.)

### 4. Lack of Use of Technical Language

The Committee agreed with Mr. Greenberg that students are not learning and using the technical language of our discipline. They do not seem to realize that every discipline has specific terminology to express principles and theories, including Justice Studies. If they were studying psychology, law or anthropology they would have to learn and use the language of those disciplines.

## I. RECOMMENDATIONS AND SOLUTIONS

*The Committee recognizes the need for us to explore the following options:*

1. **Redesign ACAD 100 as a workshop for JS students.** We might offer a **one-day session for all JS majors**, including how to conduct library research and avoiding plagiarism, and the technical components of writing a research paper. Budget issues, timing, Ms. Walker's schedule, and how it would be implemented are important considerations. The afore-mentioned problem needs to be handled at the start of a student's academic journey or at the start of their academic program in Justice Studies.
2. **Expand JS 090?** Ms. Walker has agreed to deliver a modified version of ACAD 100 to the Justice Studies Program introductory workshop, JS 090. It is mandatory for all JS majors so it might be a good starting place to emphasize to our students the need to develop their writing and research skills as a requirement for a Justice Studies degree. This proposal is being presented to the University academic program development committee (APCD) at this time, and if approved, could be implemented by Winter 2023.
3. **Do we create another mandatory introductory JS course, such as "JS 105," as well as a 300-level JS course to teach research methods, writing, literature reviews, and so on?** Many students can *discuss* the concepts in our courses but have challenges accurately and carefully writing about them. Students need to take research methods classes to hone their skills in using evidence, in formulating their research topics, conducting research and presenting evidence accurately using good technical writing skills. The Committee noted that many faculty really learn how to clearly write when analyzing and describing their own research projects. This led the Committee to another very important observation: **consider how we teach research methods** in our department. We have it "farmed out" to Sociology now. Justice Studies students must take one Research Methods class (core class), offered

by the Sociology Department: SOC 203. We believe that Justice Studies students should be required to take an additional research methods class – possibly at the 300 level - offered in our own department.

4. **Consult with others on campus**, such as the Student Accessibility Centre, Centre for Teaching and Learning (CTL), Centre for Continuing Education (CCE), and English Department Writing Clinics, to see what they could offer by way of resources to us as faculty and to students seeking to improve their writing skills. Note: We have all spoken with students who report their experience in some of these programs was not helpful.
5. **In-Service workshop** from experts at the university in the area of teaching and learning for all JS faculty/instructors. We know that other departments and faculties on campus have similar concerns about student writing, as evidenced by faculty meetings which Dr. DeSantis has attended over the years. For example, Dr. Dorothy Lane, an English professor at Luther College, along with a group of University of Regina faculty, have been working on this problem for years and met with high school teachers and spoke with the Boards of Education to raise their concerns. The U of R Centre for Teaching and Learning is a very good resource, and Dr. Couros, their new head, is a leading expert in technology and pedagogy. We might ask him for advice or to provide an in-service workshop. This would not address the ongoing problem we have with over 400 majors in our program and many new majors enrolling each year.
6. **Share our own experiences** in designing writing assignments, developing rubrics, providing comments, and so on, in a special department meeting or in-service workshop, open to all department instructors and faculty.
7. **Consider our own teaching behaviours.** Consider the readings and assignments we give students to ensure we are very strategic in assigning only what we need them to know. It may translate into better comprehension and improved assignments. Perhaps we might add more information to our assignment instructions, provide detailed writing and research requirements for assignments, give detailed feedback on students' papers but withhold their grade on that assignment until they check in with us to review the comments. These are all helpful first steps.
8. **Unique example: combined Justice and English class:** Mr. Greenberg mentioned an innovative approach taken by Simon Fraser University in linking a Justice Studies course with an English course. Assignments are marked by two faculty, one for justice content and the other by an English instructor for writing ability. It took several years for the university to be given approval to have one course (i.e. one fee) count as 2 credits.



## APPENDIX J: ALUMNI SURVEY RESULTS

Summary Survey Results – Alumni (n= 100)							
Percentage Of Respondents Who:							
	Strongly Agree	Agree	Somewhat Agree	Neutral <sup>1</sup>	Somewhat Disagree	Disagree	Strongly Disagree
<b>General Questions</b>							
My JS undergraduate classes had direct application to my current job.	23.5	22.5	16.3	6.1	5.1	11.2	12.2
I felt consistently supported by the department (including staff and faculty) throughout the course of my degree	18.4	26.5	27.6	7.1	8.1	2	10.2
I was given opportunities to participate in professional development activities which led to employment	19.4	20.4	13.3	11.2	8.2	14.3	10.2
I was given opportunities to participate in professional development activities which led to law or graduate school.	9.2	8.2	6.1	15.3	8.2	14.3	10.2
I felt confident asking JS professors for letters of recommendation for employment, law school, or graduate school.	20.4	18.4	13.3	14.3	12.2	10.2	5.1
Based on my experiences I would tell people that the DJS is an equitable and accessible space for non-traditional, BIPOC, LGBTQI, neurodivergent, differently abled, and/or international students.	16.3	33.7	8.2	18.4	2	1	7.1
<b>Percentage of Respondents Who Indicated:</b>							
<b>Career Questions</b>					Yes	No	Don't know/NA
I am currently working in a field directly related to my JS degree					55.1	38.8	6.1
Based on my experiences during my undergraduate degree, I would recommend the DJS to a family member or friend with related interests.					65.3	28.6	6.1
<b>Introductory Practicum:</b>							
Was a good learning experience for me					58.2	23.5	18.4
Was redundant as I already work in a professional field					13.5	59.4	27.1
Was a way to try out different jobs to see if I would like to work in this setting					59.4	20.8	19.8
Led to an offer of employment					23.7	59.8	16.5
Helped prepare me for the job market					50	36.7	15.3
Was a chance to network					59.8	22.7	17.5
Was a financial hardship					45.4	40.2	14.4
Was a bad experience for me					16.5	65	18.6
<b>Major Practicum:</b>							
Was a good learning opportunity for me					63.3	15.3	21.4
Was redundant as I already work in a professional field					16.5	55.7	27.8
Was a way to try out different jobs to see if I would like to work in this setting					61.2	15.3	23.4
Led to an offer of employment					35.7	45.9	18.4
Helped to prepare me for the job market					57.7	22.7	19.6
Was a chance to network					66.3	11.2	22.5
Was a financial hardship					46.4	34	19.6
Was a bad experience for me					13.4	68	18.6
1. Neutral: Respondent neither agreed nor disagreed with the statement Note: Values may not sum to 100% due to rounding							

In terms of employment outcomes, 54.5% of the alumni reporting working for a government organization, while 15.5% were employed in a non-profit organization and 7.2% were working for a corporation. Nine percent indicated they were self-employed and 4% were attending full time studies such as graduate school; 3.1% were unemployed (but looking for work) and 6.2% reported they were retired, not working or “other.”

The final question asked respondents to characterize their experiences in the program and 34% described it as rewarding (they were challenged and enjoyed their classes), while 38.1% indicated it was an effective training ground for their current/future careers and 10% said their classes were neither good nor bad. Five respondents (5%) reported that the classes were unremarkable and another 12 (12.4%) indicated that the program was frustrating, disorganized, and disconnected from frontline work.

### **Respondent Characteristics**

Of the 30 respondents who indicated their gender, 66.3% were female, 29.6% were male and four indicated “other” or don’t know.

Of the 98 alumni providing a response, 44 graduated between 2016 and 2021; 35 graduated between 2010 and 2015; 18 graduated between 2004 and 2009, and 1 graduated prior to 2004.

### **Qualitative Comments**

#### **What did you enjoy the most during your time in Justice Studies?**

Heather Nord's classes were simply outstanding! What an incredible Professor! I learned so much from her and will always treasure those classes and the knowledge I acquired. My first Practicum provided some very interesting learning experiences and was excellent.

Interesting courses and content

The care professors had for students. I appreciated the support and the commitment they had towards my success.

I enjoyed the wide ranging topics within the programs surrounding addictions, poverty, genocide, etc.

Learning from very amazing profs and associate instructors.

Very little. I will make a point of telling those considering the degree to take literally anything else.

I enjoyed the topics though was limited in which classes I could take due to my work schedule and what was being offered at the time.

I liked the classes. I found justice interesting.

The amazing professors, who were always willing to help: Nick Jones, Al Pateneude; and staff: Corie Smith. The support system was great.

I enjoyed the different speakers that were brought in. I enjoyed classes by Rob Nestor.

Able to develop good working relationships with many excellent faculty members. Was able to explore a diverse area of topics. Equipped me well for future studies.

The breadth of classes to meet my interests.

I enjoyed the practicums the most as it allowed me to understand topics from classes first hand and apply newly learned theories/ideas. The networking and ‘trying out’ different jobs was also very helpful.

Rob Nestor's classes and his personal engagement in discussion were quite informative as his discussions were very much related and relevant to frontline work.

The practicums, the professors, the breadth of classes.

The content was interesting and relevant to my career goals. The classes covered a wide range of topics (criminal Justice, nonprofit, human rights, etc.). Although I wish family Justice had been covered more. I appreciated that we did different types of projects rather than just papers.

I really took advantage of my time to get involved with the students' society and thus interacted more with the faculty than some students and I feel that was really worthwhile. It was nice to actually have professors know my name and be invested in my success.

The classes were useful, effective, and engaging as well as the professors. I liked that the classes were small and covered a lot of different topics. The courses were challenging, but heavily relied on very lengthy written papers that didn't really prepare me for a career.

I enjoyed being taught by professors who were/are lawyers, because this provided the appropriate legal basis to the program.

The connections I made with like minded people and how broad the program was. It covered a large area of the justice system and different forms of justice and avenues to pursue career wise.

I enjoyed the small classes and the professors

The professors! They were really invested in helping their students succeed! I always felt very supported by them!

Two practicums were unique and beneficial.

Criminology type courses.

I enjoyed majority of the professors, the content & the class schedule

Fostered critical thinking skills

All classes taught by Dr. Nicholas Jones

The instructors were excellent and having the opportunity to learn Justice studies from both the criminal and the social Justice aspects was extremely beneficial. I now feel everyone should learn about Canadian laws and our Justice system, particularly youth.

during my stretch of undergrad I really valued a few of the professors there at the time, unfortunately in my last year of my undergrad they had left the department or to a different institution.

The practicums

Aside from the 1 year classes, the rest were interesting and informative.

I really enjoyed my classes. The content and professors were engaging and helped me achieve my current position.

The classes were great and were of interest to me. They have me the tools to engage in difficult conversations and advocacy.

The professors were all approachable and knowledgeable. I learned a lot about multiple aspects of justice and helping others. My current job may be more closely related to a social work, social science and computer science but my training in social justice and community service is helpful in my work

I enjoyed the courses and meeting new professors.

To be honest my peers and some lectures made the overall experience more enjoyable. The actual content of what I study while interesting was very broad which made finding employment that more difficult upon graduating

I enjoyed the practicum placement.. this made the Degree for me. I would likely have not continued my studies if it wasn't for this placement.

I loved school, I loved my classes but the practicums really suck for people already employed in their field. The degree is poorly defined - people don't know what it is outside of ministry of Justice and U of R

### **Please share your thoughts about improving the JS program**

I stand firm on my opinion that no Justice Studies student should have to pay for their Practicum. It is discriminatory to have Coop students be paid \$28.00 an hour in other faculties AND be placed in to excellent work sites that frequently hire the student after their coop term.

The JS program needs to build a partnership with the U of S College of Law so that it can build on your legal experience. It is long overdue the JS program as I experienced it needs to focus on a variety of areas of the legal profession (Litigation, Family, Legal Administration, etc.)

Wished there was more opportunities to see what kind of jobs you could get in that field. More opportunities to try work in that field during schooling. Also wished that there was more team orientated clubs and get together, more networking in the department like other faculties

I think the program needs to consider rebranding or changing to Criminology as I found that many organizations outside of Saskatchewan don't recognize the Justice Studies program. Criminology is a more recognized field and would provide more opportunities for graduates.

Improve networking. I kept hearing amazing stories from Engineering/Education/Business Admin gatherings and systems of support, but rarely experienced it in Justice Studies.

Find ways to make policing and legal job opportunities more accessible to Indigenous students.

Making people pay to provide free labour is a sad joke.

I was working in the field and felt somewhat supported by the faculty and some instructors/professors.

Make it accredited or recognized by outside institutions. Many of the jobs that I'm interested in and relate to my degree require me to be a social worker or have Healthcare experience.

My main complaint of my justice degree is that the social workers can apply for all the justice degrees but we can't get a social work job because they are licensed. I just wish we were licensed or whatever it's called. All the jobs I'm interested in, in my field are held by social workers.

N/A

Stop offering practicums that are just free labor of friends of the faculty.

Communicate with students how the program may be effective for non-justice jobs such as business or government policy shops. The foundational elements are transferable!

More networking/socializing/relationship building for other justice studies students. As it's such a small program, I found a lot of people were in different years/class levels and were taking a lot of different classes (psych, sociology, etc.) there were a lot of people I never met at the time.

work on diversity and inclusion - not a fan of TA's being undergrads who are currently in the same program. It's awkward sitting in class with someone who is your TA in another JS class. - read "rate my prof" and work with the poorly rated JS staff to build better rapport/relations with students.

More 400 level courses to choose from.

It's been over a decade since I finished my program, so I'm not sure where you're even at right now.

I felt unprepared for knowing what the available job market was. When I graduated, I received a job where I took my advanced practicum. Had I not taken it, I would have struggled to find a relevant job elsewhere. There wasn't enough information provided about the local relevant jobs for the degree.

The programs should work with the law society to have it considered a paralegal program as the job futures for Saskatchewan indicates it is.

9/10 people who took this program are back in school pursuing other careers as it's essentially a useless degree.

While I was there I was disappointed in the quality of professors we had to teach 400 level classes. \$600 to be taught a human rights class from a landscaper was the worst.

I took several classes that would constantly repeat the same material resulting in wasting my time and money. The degree did not prepare me at all for employment. I did not learn the critical aspect in justice field work such as report writing, casework, working with offenders etc.

In my experience as a TA, students are not held accountable for plagiarism. More focus needs to be put on proper citing and referencing practices!

We were given the idea that it would be a social work equivalent however once graduated you learn there's no professional body to register with and no degree recognition outside Sask. Unless you go to grad school or work for Corrections or Policing forever it's a career limiting undergrad degree.

Many classes were very similar.

During my time, it was impossible to get into classes as the class sizes were small and few were offered.

Having the classes to choose what semester to take it.

bringing back the variety of concentration courses or elective courses that were listed in the course catalogue but not offered as the department did not have a prof to teach them. options for elective courses during my undergrad were slim, I ended up taking lots of sociology or social work inste

Less free elective classes. More just directly to the program. Have more ways for people in program to do things together. My brother was in engineering and I felt more part of the engineering group than JS as we didn't have anything that held us together. Very lone wolf.

Take out the prerequisites. Math. English/logic. Two languages... etc useless.

When compared to social work justice studies is a limiting career. Justice studies would be better suited as a joint major program with social work. Alternatively having an association connected to the Justice Studies could lead to more recognition from employers.

I wish it was considered an equivalent of a social work degree and thus could apply for social work jobs

I hope that there would be more courses around motivational interviewing, correctional topics like dealing with clients that are manipulative, etc.

Better course selections for sure Two practicum which students pay for is not needed one with actual potential to lead to employment upon graduating would be more attractive - like a cop that engineering students do More engagement and a better presence on campus

### **How could JS improve the practicum experience?**

Practicums should not cost a student. Those 2 semesters costing \$3800 a pop really set me back financially. As a result, I graduated and still owed The U of R \$ I had to walk across the stage to receive an empty folder with no Diploma after all that hard work. 2018 Grad and STILL Looking for WORK!

Expand it into other Legal/Judicial fields. There is no reason why a graduate of the School of JS should not be qualified to work as a Paralegal/Legal Assistant within this profession. Also, Practicums should be paid or used as a Co-op program like other facilities.

Financial hardship was huge. Paid practicums would improve it.

Regular check-ins via calls. It helps to just 'talk' to students and hear their voice.

Remove the Essay writing part!

Salary for the students providing labour. Students are unable to sign up for the co-op program because of the work term in the degree, so they are screwed over twice.

There was no practicum when I did my degree (only for the BHJ)

Have paid Co-ops or have employers pay for the class. No assignments. Working 390 unpaid hours in a job where I was treated like crap and then having to pay over \$2000 just to do it made me never want to go back to school. It was a waste of time and money.

Don't make both mandatory and don't make it cost the same as a full course load. Many people can't afford to do the practicums. I was working 70+ hours a week during my first practicum including outside so I could afford to live and was taking an additional class. This caused a lot of burnout

I think the hard part is even if you find a job you like, and you do the practicum, you need to find out how many of those jobs are available and the likelihood of getting one. I really wish I took social work instead. There appears to be way more jobs saved for them.

Vet them more. One of mine was glorified homework and a waste of time. I could barely do any of the assignments requested of me because there was no human interaction.

Street Culture is not a good place for practicum students. I was extremely disappointed in my placement and found it irrelevant and frustrating to have to essentially work for free full time, while taking classes and also working to afford school.

SIGNIFICANTLY more weight needs to be given to student preference including location and field/type of volunteer work completed. Could also consider requiring only one work term, making practicums optional or reducing onerous requirements for hours to complete.

It was amazing. Hirsch was great!

My experiences were both really good.

- make it paid positions for all students who need to do the practicums, not just the favored few. - offer opportunities where students can get credit for obtaining other credentials (that are often requirements for employment such as firearms license, CPR/first aid, mediation, etc).

More funding/scholarships for students undertaking practical experiences.

I don't have pleasant things to say about any of the practicum staff. They were close-minded & borderline inappropriate at times which made me very uncomfortable. I found conversations with them ineffective and unpleasant. Some did not have the networking required for the position.

N/A - was a JS student and didn't complete the practicum.

It needs to be more well rounded about not just justice or social work, but more about humanitarian work. I think this would make the degree more relevant for society and for getting jobs afterwards. I feel so limited by my degree to work in gov't for Justice or Social Work. I changed careers.

My experience was great. From being on the mentor side of practicums (both HJ and social work) I would say one thing that could be increased is preparing students a bit more to think about where they want to go in their practicum. I took Justice Studies so I didn't have a practicum but while I studied I worked for a law firm so it was a quasi practicum experience.

Introductory practicums were not broad. People ended up typing up government grants and learning nothing, or they ended up at Street Culture where they were exposed to sexual harassment and abuse. It should be on the practicum coordinator to expand horizons for students who are new to the field.

I did not like that my option for a practicum was extremely limited in my field which led me to do a practicum that had nothing to do with the employment goal. It was a waste of my time and a huge financial burden.

Offer paid opportunities or cheaper tuition as it's a huge financial burden to pay the school to do an unpaid work term. Also vet supervisors a bit more thoroughly. Some use the student as dumping ground and don't offer good mentorship.

Lower price, some sort of student payment, more check ins with advisors because being a practicum student is a very vulnerable position to be in with little to no support because you don't fit in fully with being an "employee" or a "student"

have paid options, longer practicum (more spread out), or alternatives for students whose life circumstances would not allow them to commit to that many hours of unpaid work

Be more clear on what is expected in the practicum and the people in those areas better educated on what to do in practicum. For self-motivated people it isn't required so much but for not-motivated people it could be a struggle.

My practicum was later on in my studies as a police officer in the RCMP

Though a financial burden I had good experiences and felt my practicum were crucial to securing employment afterwards.

No suggestions.

Doing my practicum at Street Culture was not appropriate. I was bullied, etc. I wish I would have pushed myself to advocate more for a placement in a correctional setting (jail, parole, probation, etc).

Offer one as a paid practicum? Or one that would lead to such as for students to pay for two in one program and then not even get a actual grade upon completion is ridiculous and it is not helpful

Have a major practicum for the Policing Degree.

Offer more paid practicum placements and more options to choose what placements you want instead of being put into a placement with minimal choice

Encourage more students to organize their own! I did so I knew I'd get an experience I wanted, but was still somewhat redundant given the work I was already doing.



## APPENDIX K: STUDENT SURVEY RESULTS

Summary Survey Results – Current Justice Studies Students (n= 33)							
Percentage Of Respondents Who:							
	Strongly Agree	Agree	Somewhat Agree	Neutral <sup>1</sup>	Somewhat Disagree	Disagree	Strongly Disagree
<b>General Questions</b>							
I am clear on the expectations to complete my degree and the timelines associated with completing my degree	23.3	40	23.3	3.3	0	3.3	3.3
Professional development and learning opportunities in the Dept. of JS are made accessible	10	33.3	26.7	23.3	3.3	3.3	0
Professional development and learning opportunities in the DJS are well promoted.	10	26.7	26.7	26.7	6.7	3.3	0
The material that is being taught is relevant.	26.7	40	30	3.3	0	0	0
I chose to be a DJS student because I believe it will lead to the practical training needed for my chosen career.	40	40	6.7	0	0	13.3	0
I chose to be a DJS student because I believe it will lead to further study in law or graduate school.	23.3	33.3	6.7	16.7	3.3	13.3	0
Based on my experiences I would tell people that the DJS is an equitable and accessible space for non-traditional, BIPOC, LGBTQI, neurodivergent, differently abled, and/or international students.	33.3	30	13.3	3.3	3.3	3.3	3.3
Percentage of Respondents Who Indicated:							
<b>Career Questions</b>					Yes	No	Don't know/NA
Are you planning to pursue frontline justice or human service work after you graduate?					77.3	6.7	20
Are you planning to pursue law school or graduate studies after you graduate?					43.3	40	16.7
<b>The Introductory Practicum:</b>							
Has a clear value in my professional development					40	10	50
Is redundant as I already work in a professional field					20	20	60
Is a chance for me to learn about potential career options					53.3	10	36.7
Led to an offer of employment					23.3	16.7	60
Would be less economically stressful if this was a paid placement					60	0	40
Has a value in building my professional network					46.7	6.7	46.7
<b>The Advanced Practicum:</b>							
Has a clear value in my professional development					30	3.3	66.7
Is redundant as I already work in a professional field					10	13.3	76.7
Is a chance to learn about potential career options					46.7	3.3	50
Led to an offer of employment					3.4	10.3	86.2
Would be less economically stressful if this was a paid placement					46.7	3.3	50
Has a value in building my professional network					40	3.3	56.7
2. Neutral: Respondent neither agreed nor disagreed with the statement Note: Values may not sum to 100% due to rounding							

One final question asked respondents to characterize their experiences in the program and 26.7% described it as rewarding (they were challenged and enjoyed their classes), while 46.7% indicated it was an effective training ground for their current/future careers and 20% said their classes were neither good nor bad. One person reported that the classes were unremarkable and another indicated that the program was frustrating, disorganized, and disconnected from frontline work.

Of the 30 respondents who indicated a gender, 70% were female, 26.7% were male and one respondent indicated "other."

### Qualitative Comments

**Please feel free to share your thoughts about improving the Justice Studies program:**

the practicum and class availability. all classes should be available either as a day class or a night class. not everyone taking classes is able to take a day class and it is frustrating when a person is trying to finish their degree and the last two classes they need are only offered during day

Paid practicums would make it much less stressful as we would not have to postpone our paid work and have further financial stress as a result. More clarity when applying for practicum would be great as me and many classmates were very confused

Overall, I really enjoyed my Police Studies degree and felt like the classes in the last 2 years were relevant to my degree. My complaint is for the online classes due to COVID were very ineffective and I felt like I wasted my time taking them as they were not engaging at all.

More nation-wide content as opposed to Sask specific. I have yet to see the department attend any sort of event or informational session and it feels like we don't have a prioritized program because of this. I think there could be more engagement from the department to the students.

It has a very clear left wing bias.

I would prefer the spring/summer courses to have a Zoom lecture (or in person) with the professor present, rather than web-based individual learning. Also, because I am a Human Justice major, I don't find certain courses that useful (Canadian Law, the Criminal Justice System for example).

I would love to see more hands on opportunities like CBL- community based learning, and a chance to apply our learning. It is a shared frustration for all students that the final practicum is unpaid, on top of having to pay the full 15 credit tuition amount for unpaid work - close to \$4,500.

I think with any practicum in the economic state we are currently in should provide some sort of compensation that is applicable. Otherwise most classes are educational and useful.

Hmmmm, students that have to travel outside of the city to get to their practicum. They should be reimbursed for their commute. Or let the commute hours go towards your practicum hours. Driving to Fort Qu/Appelle every week is 6 hours of driving that you never get back.

Even if this is my first year as a Justice Study student there are clear guidelines on what is required for certain degrees and opened up more possibilities in the possible careers I can pursue. I think that the Justice studies program is fine as it is.

**What have you enjoyed the most during your time in Justice Studies?**

Debate on all classes and indigenous history and law

I have enjoyed many of the profs and lecturers in my classes. Most are excited in this field and do their best to make sure their content is accessible and easy to understand.

I enjoyed the healthy debates. Rob Nestor was an absolutely amazing prof and so was Michael Sherar. Both reignited my passion for frontline work and were challenging, supportive and encouraging professors.

I enjoyed my placement I had a great experience. The profs have been overall very helpful

I have loved the variety of classes, they have all given me skills in critical thinking, opening my mind and changing my mindset which is incredibly valuable. I have liked the fact that we get to do a practicum and work somewhere.

Or doing Community based learning with Gloria's classes

The actual content is interesting to learn about and the reason I enrolled in JS!

Introductory and Major Practicums

Connection with other students and with professors.

**How could JS improve the practicum experience?**

N/a

Compensation

N/A

make it more accessible and less restricted for people who work full time and are taking classes on the side. it is extremely difficult for the practicums being in set hours per week when a person may only be able to take one or two days off a week to contribute to their practicum. it's ridiculous.

Again, as mentioned, we are paying 15 credit hour full tuition for the final practicum- and 6 credit hour tuition for the first. It is completely unfair as it feels like we are paying for no reason and slipped through cracks. It would also help to have a list of organizations for ideas.

Provide better times for classes, less writing, focusing more on law and the justice system rather than history, less writing, and more critical thinking classes.

Although I am financially secure and do not require payment for the work done in the practicum, the hours involved might be financially onerous for some students.

More remote learning at the practicum. And there should be a handbook for every practicum. Why? It will give the student the ability to see what they are going into on the first day of their practicum.