

External Academic Unit Review of Justice Studies University of Regina Committee Report

Reviewers:

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- Professor David MacAlister, Professor and Director of School of Criminology, Simon Fraser University
- Dr. Bonnie Jeffery, Professor, Faculty of Social Work, University of Regina

Virtual Site Visit Date: April 4 & 5, 2022

Report Date: June 30th 2022

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1. Preamble

The review committee (RC) for the University of Regina's Justice Studies (JS) Department consisted of two external reviewers: Dr Kelly Gorkoff and Professor David MacAlister. The internal reviewer was Dr Bonnie Jeffery. The RC was provided with several documents which we reviewed prior to the virtual site visit. We wish to express our thanks for all the participants for attending and answering the committee's questions with preciseness and for sharing details of their work with us. We especially want to give thanks to Stuart Wilson, Chair of JS for bookending our visit. The agenda of our visit is found in Appendix A.

This review is intended to provide assessments and recommendations about program offerings, research, unit infrastructure and climate and administration that will help the JS department improve and innovate, by identifying its strengths and weaknesses.

2. Introduction

URegina Justice Studies (JS) department is one in transition and is well positioned to move forward in a manner that will expand its role in the study of (criminal) justice in Canada. It is a popular program among students and has struggled to maintain a faculty complement to meet the demand of students. Demand does not just include students, but also comes in the form of government and community need for expert research of which the supply is lacking. There are however, some systemic concerns the review committee identified, meaning that although the simple addition of more faculty would deal with the demand, other issues would remain. The JS department represents an essential program for the University of Regina (UR) and contributes significantly to its mission. The potential to develop this high demand program and make it highly recognized and sought after is in the best interest of UR. Investment in the JS program with both new and existing resources, would benefit the UR's mission and mandate.

3. Process

Our review of the Justice Studies department included all the components, institutes, centres connected to it; administrative bodies including Arts Student Services, AVP of Indigenous Engagement, the Centre for Continuing Education, Student Affairs, library liaisons, Faculty of Graduate Studies of Research, the VP Research, and AVP Academic, Dean of Arts, as well as

faculty, past and present; sessional instructors, students and teaching assistants, practicum placement partners and staff including the Administrative Assistant.

The review committee was provided with an incredibly thorough self-study and a variety of documents specific to the JS department including staffing/faculty head counts, convocation statistics, program credit hours, enrollment numbers and we were guided by Academic Unit Review documents and reports including the University Strategic Plan, University Annual Report and the University budget among other information provided by the Office of Institutional Research.

The review committee attended a virtual site visit on April 5th and 6th, 2022. Our virtual site visit consisted of 35 zoom interviews over 17 hours). We did not have the opportunity to physically see the site, offices, classrooms etc. but were provided information from various interviewees about the physical set up of the department.

4. Content

The responsibility of this review committee is to address department goals, organizational governance and structure, staffing, research activities, service/affiliations, partnerships, community service, finances, and fit with university mission. For the purposes of this review, we organize our recommendations and report in **five** categories:

- A. Department Goals and Staffing/Teaching/Learning
- B. Organization and Governance including Research Activities
- C. Placement Program
- D. Graduate Program
- E. Financial Resources & Connection to University Strategic Plan

Within each of those sections, special consideration was given to (when appropriate) the themes defined by the Academic Review Policy:

- The priorities and aspirations of each unit and the extent to which they are being realized
- The challenges and opportunities faced by the unit
- The structure and quality of undergraduate and graduate programs and instruction
- The contribution of each program to related disciplines and fields of study

- The scope and significance of research being pursued
- The degree to which academic programs meet students' learning needs and goals
- The characteristics of staffing complements
- The degree to which the unit is meeting its internal and external service responsibilities
- The role the unit plays in meeting the University's vision, mission, goals and priorities
- The financial resources of the unit

Further, each section summarizes the committee's view on the review topic followed by recommendations. The recommendations are also summarized at the end.

A. Department Goals and Staffing/Teaching/Learning

In this section of the report, we examine the connection between department goals, program offerings and staffing. During our interviews, we asked faculty, sessional instructors and students what they thought about the programs offered. We also examined statistics on enrollment and graduation per program type.

A.1 Identity issues:

One of the significant findings in our interviews, and discussed by all participants, is that JS is, in the words of one interviewee, '*a department without an identity.*' We think that the identity issue is pivotal for JS moving forward and is intimately connected to the program offerings, leadership, and teaching capacity. This identity crisis has deep roots, and is characterized by long-standing, historical department concerns. We strongly argue that the details of that history are not relevant, and can be distracting, for this report. Due to retirements and a new complement of faculty who find JS to be a collegial, warm and welcoming environment, this report does not discuss the departmental history. This does not discount that there are apparent divisions academically in the department which we will discuss below. We unanimously agree with several participants who claimed that the lack of a consistent Department Head has had significant impacts on the identity of the department. We discuss this in Part B of the report.

Currently JS engages in both practice and theory and recognizes it as a strength. As with many criminal justice focused programs, there is a tension between practice/applied focused teaching and more traditional academic/theoretical work. We recommend that the department decide on what a study of justice means and to clearly navigate and address this practice/academic focus.

There were numerous comments from interviewees as to whether the program was criminology, criminal justice, police studies or a variety of other types of identities. Further, the connection between the Chair of Police Studies and the JS Department should be clarified in terms of direction of the overall JS program. Agreement on this identity moving forward, and a re-branding of the department and program delivery is pivotal. It is important to note that this focus can and should be a balanced one, that respects the various positions of faculty while working to constitute a united front.

Our review revealed a few things to consider in refining the identity of the program. A pivotal issue identified was one of EDI which points to the need to address issues of gender and race. Restorative justice and de-colonization were clearly mentioned as growth areas and issues that align with the vision of URegina. Expertise in the areas of youth and law were also discussed. An expansion of the program away from traditional areas of police and corrections is necessary and given that the Police Advisory Committee has not met in 5 years means that control of the direction of the department should lay with current faculty.

(i). We strongly recommend that the JS department prioritize an identity from which to grow the program. This requires defining what Justice and/or Human Justice, and police studies means from an academic standpoint and the role that course and research specializations play in that definition. This also means addressing EDI issues and refining what JS means. This should culminate in a strategic vision for the JS department.

A.2 Streamlining the program

Programs offered in JS include three different options for obtaining a Bachelor of Arts in the department. There is also a certificate and a diploma program and the department participates in two collaborative programs. The department has suspended the graduate program. In this section of the report, we focus on the undergraduate program.

The 2021-22 Undergraduate Calendar shows JS as offering:

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 4th 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;
5. Minor in Justice Studies – 18 credit hours.

JS partners in two Collaborative Programs:

- (i). Certificate in Law and Society – 30 credit hours; and
- (ii). Minor in Law and Society – 18 credit hours.

Given the breadth of degree/diploma offerings and the capacity issues associated with staffing, we were concerned that faculty is being asked to do too much in terms of program delivery. There was also strong indication that faculty, sessional instructors, staff, and students find the numerous programs difficult to navigate. This concern was borne out in the review in a few ways.

- a review of the course calendar proved confusing for the review committee – a major concern given our expertise - which raised concern for how students new to a university can navigate all the different requirements and possibilities
- students indicated they were confused by requirements and some claimed they had to extend their time at UR to take courses that were not offered when needed to complete the somewhat confusing degree requirements
- advisors and administrators also highlighted the problem of a bottleneck where students get stuck without options to finish their desired program
- academic advisors noted the number of programs made it difficult for students to decide what to take
- the department administrator indicated educating new Chairs and faculty to the program requirements was daunting and confusing

- there is a decline in the number of students graduating from police studies and an increase in those in human justice
- the certificate and diploma programs are used differently from how they were intended – e.g. diploma and certificate programs require many pre-requisites making them additions to the degree program instead of laddering options which seemed to be the original intention

(ii). We recommend the BA program offerings be streamlined into one BA Justice with different streams – policing and/or social justice and/or human justice etc. which will allow for more flexibility in program delivery. The differentiation between these streams should be tied into the identity issue discussed above while recognizing that the degree is a Bachelor of Arts.

(iii). Given there are very few granted, we recommend that certificate and diploma, if still desired to be a part of the course offerings, be coordinated by the Centre for Continuing Education.

A.3 Capacity for teaching & building off existing resources

The Justice Studies Program has a clear issue with teaching capacity. The program is a popular one with 362 majors and 7 FTE which translates into 52 students per FTE ratio. This is the highest in the Faculty of Arts. The teaching capacity is severely concerning with FTE instructors having the capacity to teach 30 classes where the enrolment numbers require 52 classes to meet demand. This translates to pressure on existing faculty to meet student demand.

The three new hires, while clearly necessary, are bookended by attrition – with one pending retirement, one faculty seconded to CIPSRT, and one with reduced teaching due to his position as Chair of Police Studies. Sessional instructors teach a large portion of the classes. While the sessional instructors we spoke with are clearly dedicated to the students, they are not directly involved in academic research. It is possible for students to pass through the entire program without being taught by a faculty with a PhD and research agenda. This is not in line with the general requirements of a liberal arts degree nor the mission of URegina.

(iv). Priority for future hires, perhaps using the investment funds available to URegina, be given to Justice Studies. This is important for the growth of the popular program and will prove to address retention and allow for the graduate program to be reinstated.

Our review revealed numerous opportunities for building on existing resources. CIPSRT was identified as a new centre that, in the words of one interviewee, *had not yet identified all its possibility*. This means that CIPSRT is finding its place in the broader program offerings at URegina. It currently offers professional training outside of UR. Several interviewees suggested CIPSRT's connection to JS be explored and mined for possibilities that could address capacity issues.

(v). We recommend examining the possibilities of CIPSRT and JS staffing. This could include funding a regular sessional position or a knowledge mobilization position that brings the research into the classroom.

In the self-study, it was suggested that service teaching played a role in capacity concerns. The problem was articulated as the number of majors in the 3rd year classes being uncharacteristically high compared to 2nd years. It was recognized that 300 and 400 level classes are restricted to JS majors. Exploring options for courses to be co-taught or co-scheduled with other departments could address both capacity issues and student flow through the program. Low enrollment courses in other departments could be used by JS to satisfy required courses thus relieving pressure on existing faculty.

(vi). To address capacity issues, program flow, and teaching expertise, we suggest JS courses be reviewed for overlap/similar content with courses offered in different departments. Women and Gender Studies, Sociology, Indigenous Studies, Anthropology, and Psychology were identified as possibilities.

The number of JS majors is quite large within the faculty of arts, and as discussed, faculty already have a high student to faculty ratio and often have trouble meeting student demand. However, several participants discussed the possibility of expanding course offerings for rural and northern students. The Centre for Continuing Education (CCE) noted that JS was an early adopter of their service currently offering between 2 and 7 online courses per term. This would fit with the university strategic plan and overall mission if JS course offerings were made more widely available via online offerings. Depending on the identity issues and changes to program offerings, the CCE revenue generating model, may provide some financial relief and address capacity issues if it were more developed. The possibility of a micro-credential in social justice or something in demand, might fit with the strategic plan and program concerns of JS discussed above.

(vii). We suggest that JS set up a meeting with CCE to discuss modifying the current diploma and certificate offerings to explore a micro-credential for rural and northern students utilizing the revenue sharing model of CCE.

Summary

The seven recommendations made under department goals, staffing, teaching and learning cluster around creating an identity in line with disciplinary benchmarks, and streamlining program offerings to allow for students to flow through the program, and if changed could make use of existing resources at UR.

B. Organization and governance including research activities

B.1 Leadership

One of the most significant issues regarding JS governance is the lack of a consistent department chair. Since 2004, there have been six different department heads and two acting department heads. Every participant that we interviewed discussed this as an issue. Sessional instructors suggested they find it difficult to feel connected to the department because of lack of continuity of leadership. There are obvious negative impacts of this, and most significant for this review is the inability to implement a vision for the department and the impact on the workload of the administrative assistant.

(viii). We recommend the next Chair be appointed for a five-year term to allow for consistency and to develop and implement a departmental identity and vision.

B.2 Prioritize new faculty research

All JS faculty have impressive research agendas supported by various funding sources including Tri-Council, government, and community bodies. Two major issues regarding faculty research emerged in our review. First, it was noted that government and community research funding was turned down due to lack of capacity. Second, new faculty identified lack of incentives to do research and lack of available graduate students to support their research.

Senior members of JS are seconded or on reduced teaching due to affiliation with CIPSRT or as Chair of the Police Studies Program. The majority of this research appears to be community and government based and seems to be well supported in terms of relief from teaching. However, research assistant capacity issue is of concern.

The second issue of new faculty and research incentives appears to experience the opposite effect lack of support/incentive. Located in this issue is retention of new faculty. Many interviewees discussed the importance of retaining existing faculty. Junior faculty incentives to do research should be explored.

Both of these issues relate to two overarching concerns for the JS department – the graduate program and students to act as research assistants (to be discussed in part D of this report) and identity issues for the JS department which, as discussed above, include an exploration of what justice studies means in a contemporary academic context. A new faculty member discussed the desire to start a Centre for Decolonization research, one that would incentivise faculty to stay, complement the contemporary field of justice studies, and meet the strategic plan of the university.

(ix). In the formulation of a new identity, it should be built around current faculty expertise and interest.

B.3 Connecting research to JS Department

Participants in the review expressed some confusion about how research conducted by CIPSERT, Police Studies and Human Justice Studies were connected to the overall justice studies department. While there appears to be expansion of research for those associated with justice studies, how this ties back into the vision of the department should be explored. This is connected to identity issues discussed above.

(x). As part of the overall vision and strategic plan we recommend a periodic evaluation of the connections between the various research centres and the JS department.

B.4 Service

The JS department uses numerous sessional instructors. The sessional instructors we spoke with were professionals who teach in several departments at the URegina. Sessional instructors are invited to department meetings and they participated in the self-study. Given the large number of students that learn from sessional instructors, this inclusion in the department should be maintained.

(xi). JS Sessional instructors should continue to be included in departmental governance.

B.5 Student advisor dedicated to Justice Studies

Our interview with students revealed that the complexities of the program made it difficult for student services, the department administrative assistant, faculty and sessional instructors to advise students on their options. Students told us that they were working under different assumptions, they couldn't get a direct answer and were confused.

(xii). While deciding on program changes, there should be a dedicated student advisor for JS students. This will help reduce confusion and allow students to successfully navigate the program

Summary:

The five recommendations made under organization and governance including research activities coalesce around creating a strategic vision to be implemented by a consistent JS Chair in a way that prioritizes faculty research, promotes retention, and connects research with the JS department students.

C. Placement Program

C.1 Course Offerings

The placement program makes up a significant part of the experiential component of the JS program and was a significant component of the origin of the department. It was stated that this part of the program was not always openly accepted by other departments at UR. The placement program is meant to provide student with practical work skills and launch them into careers with these skills.

Placement partners that we spoke with highlighted the contributions that students make during their placements, citing that some community programs couldn't operate without them. Students indicated some difficulty arranging placements, as did the Department administrative assistant. Some of the concerns raised were with placements that didn't fit their future plans, and difficulty navigating the required hours.

JS requires Bachelor of Human Justice (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). Bachelor of Arts in Police Studies (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.

While it is useful to provide opportunities for experiential learning it is not clear why two placements are required for the BHJ. The review committee could not find consistent rationale for this element of the program. There was some confusion regarding the language and

requirements. For instance, the number of days/week indicated in the practicum manual for JS 290 (3 days/week) does not seem reasonable given that this course is 6 credit hours; in comparison JS 490 requires 4 days/week for 15 credit hours.

Because of this confusion and student experience, and in line with a change in JS identity, we recommend changes to the placement program. We do not feel that these changes will affect the positive relationship that the JS program has with its community partners.

(xiii). We recommend JS continue the experiential option for students but with only one practicum (JS 490 is suggested).

(xiv). We suggest that JS consider making the practicum optional especially for those students who may come into the program with extensive work experience in a related field and for those students, consider either using PLAR for field placement or providing for additional classes that would fulfill the 15 credit hours if a student does not opt to complete the field placement.

C.2 Research Placements

Given the significant need for research assistants for faculty in the JS department, upper year, qualified students who may want to go on to graduate school or research positions instead of working in the system, could benefit from a research placement. This would allow students to develop research skills via a placement and faculty with a research assistant.

(xv). Consider the possibility of research placements with faculty to satisfy the JS490 course credit.

Summary:

While the placement program is a strong part of the identity of the JS department, the operation of it appears cumbersome and difficult to navigate and complete as it is currently structured. Further, the recommendations to offer one practicum fits with recommendation (ii) to offer one degree with different streams.

D. Graduate Program

D.1 Program suspension and need for renewal

The Justice Studies program suspended its graduate program in January 2020. The last two students in that program are now finishing up and should soon be graduating. The graduate program was essentially an MA program, with a PhD being offered as a special arrangement. The self-study report identifies the reasons why the graduate program was suspended. The key reasons for this suspension may be identified as follows:

1. Lack of faculty to deliver graduate courses
2. Lack of resources to give faculty credit for teaching graduate courses
3. Lack of faculty to supervise graduate students
4. Lack of incentives for faculty to supervise graduate students
5. Small numbers of students admitted based on matches with faculty expertise
6. Lack of resources to recruit students
7. Lack of funding support for students

There are good rationales for bringing the graduate program back. In the last several years, several tenure track faculty members with PhDs and significant research expertise as well as funded research, have joined the ranks of the JS faculty. A renewed graduate program would have the following beneficial effects:

1. Raise the stature of the overall Justice Studies program among the various justice and criminology-related programs in Canada
2. Provide a pool of qualified teaching assistants to assist faculty in the marking of undergraduate coursework
3. Provide a pool of potential research assistants to assist the research-oriented faculty in obtaining future research grants, and fulfilling existing grant obligations
4. Increase the job satisfaction among faculty interested in supervising and teaching graduate students
5. Meet the needs of the job market in the prairie provinces, many aspects of which now expect a graduate credential for hiring or promotion

The benefits that would attach to a renewed graduate program are obvious. It is also obvious that financial constraints make it unlikely that simply restarting the old graduate program would be feasible at this time. As more students return to campus post-COVID, the time may be right to creatively consider how the department can return to offering graduate studies.

D.2 Finances and Enrollments

Underlying many of the rationales identified for the loss of the program sits a common problem – the lack of financial resources. Even in the pre-COVID era, the graduate program was plagued with low levels of enrollment. Although the program started off with high numbers, we were told that as the supply of professionals in the community who came back to complete their MAs dwindled, enrolment numbers also decreased. It appears saturation has occurred. There was some concern expressed that the graduate program never found its niche, which may have contributed to its demise.

Low enrollments mean low levels of tuition coming to the university to support the program's existence. If the program is to be renewed, something must be done to ensure higher levels of enrollment. This can be achieved in a number of different ways. For example, advertising in major conference programs may help to bolster enrollments (eg. Western Society of Criminology, American Society of Criminology, Academy of Criminal Justice Sciences), and perhaps setting up a booth at major conferences, to be staffed by faculty from the department who attend those conferences. Enrollments might also be enhanced if there is something unique and highly desirable about the program. Additional funding for students may help to bolster enrollments.

(xvi). Engage in significant recruitment of MA students via advertising, site visits, and coordinating with 4-year programs in a variety of justice related disciplines across the country.

D.2 Graduate Program Delivery

Everyone we spoke with discussed the need to bring back the MA program. This is imperative for faculty retention and growth of the program. The JS department has been trying to come up with creative ideas to bring back the graduate program. Some of the alternatives being considered include:

1. Creating a program oriented towards justice system professionals, perhaps focused on those justice system professionals seeking promotion in their careers.
2. Offer a graduate program through a distance/online format, or perhaps a blended format.
3. Build on the back of existing programs at the university, using courses already in existence and being put on by other departments, effectively creating an interdisciplinary graduate degree.

A program oriented towards justice system professionals (or those aspiring to become one) would likely borrow ideas from the Justice Studies MA offered through Royal Roads University. Because we were told that the local justice community has been exhausted, this type of program would have to focus on professionals outside of Regina and surrounding areas.

The Royal Roads program is largely offered online, but with some on-campus elements, and some blended courses. The blended and online elements of that program lend themselves well to the needs of their students, who are quite often engaged in full-time work at the same time they are completing the program. Their program has only a few regular faculty, and a great many associate faculty, most of whom are working in the field.

A couple of major problems are associated with this approach to starting a graduate program at the University of Regina, and they include the concern that there is little point in repeating what Royal Roads is already doing. The online nature of many of the courses, and relatively short (usually two-week) residencies built into the program mean that professionals from the prairie region could take the Royal Roads program with relatively little difficulty. They have also pulled together 22 associate faculty and three regular faculty to mount their program, a commitment of resources the University of Regina would have difficulty competing against. Another major problem is that career professional students would be highly unlikely to have time to devote to

the teaching assistant and research assistant functions that students in a more traditional program can more readily fulfil and is highly desired by JS faculty.

An alternative approach might be to coordinate with another program, or programs in the university, using the combined resources of more than one unit to generate a graduate program. Among the options mentioned by some individuals that we met with were a joint program with the Johnson Shoyama Graduate School of Public Policy (already jointly run by the University of Regina and the University of Saskatchewan). Another alternative that was mentioned was to join up with Psychology at the University of Regina, which already has a significant graduate program in Clinical as well as Experimental and Applied Psychology. This would allow for the creation of a Justice and Forensic Studies MA. It is particularly noteworthy that there are a number of research methods courses in the psychology graduate program that could dovetail into a joint program with Justice Studies:

PSYC 801 Research Design and Methodology in Psychology (3)

PSYC 807 Research and Applied Ethics (3)

PSYC 802 Applied Multivariate Statistics (3)

PSYC 805 Experimental Design and Analysis of Variance (3)

Another option might be to look at aligning with sociology at University of Regina to create a joint graduate program. Their relevant courses include:

SOC 804 (404) Advanced Research Methods I (3)

SOC 805 Advanced Research Methods II (3)

SOC 850 Gender, Race and Ethnicity (3)

SOC 851 Social Justice Issues in Crime, Deviance, and Normalization (3)

Either, or both of these partnerships would allow JS to run an MA by using existing resources in other departments to teach courses (or rotate teaching) and offer limited number of JS courses.

Justice Studies might want to consider developing a course-based graduate program at first, then adding a thesis requirement to the program when the program begins to gain momentum and resources become available.

(xvii). The Justice Studies faculty should further explore the various options for renewal of the graduate program, keeping in mind that an innovative approach might be necessary. Considering the options presented above, a partnership option with existing programs seems most promising in terms of retention, recruitment, finances and resources.

E. Financial Resources & Connection to University of Regina Strategic Plan

E.1 Financing constraints and options

The entire review process highlighted the hiring freeze and financial constraints of the UR which impacts the JS department. The University budget plan and budget book and operations forecast confirmed these constraints. Budgets for the upcoming years focus on enrolment recovery and additional funding as well as recruitment of international students. Although enrolment numbers in JS are significant, we do see in the Budget Book, JS is not funded as well as other comparable departments.

(xviii). Given JS faculty attrition, we recommend another tenure track hire for JS in the next fiscal year. This hire should be in line with EDI requirements.

As program changes occur based on our recommendations in part A of this report, we suggest that the various cost revenue sharing options for course development, course sharing, and program streamlining guide this re-branding.

(xix). Wherever possible, utilize existing resources in other departments (Psychology and Sociology for example), explore CIPSERT, and administrative bodies (Centre for Continuing Education for example) while modifying JS program

E.2 University Strategic Plan

A JS re-branding is in line with the strategic plan 2020-2025 – *All Our Relations: kahkiyaw kiwâhkômâkaninawak*. Many of the participants we talked with indicated how a study of justice is intimately tied to ‘*embodying respect for each other in thought work, or deed.*’ The work of faculty and students in the JS department lines up significantly with three of the five areas of focus outlined in the strategic plan – specifically Discovery, Truth and Reconciliation, and Impact and Identity.

Faculty in the JS department continue to focus on social justice, de-colonizing the academy, collaborative research and student placements. This is well discussed in the self-study on ‘opportunities (external environment)’. While faculty clearly address the problems apparent in the operation of the criminal justice system, the program has not kept up. This is being addressed as was outlined in the self-study by an ad-hoc committee examining Indigenous content in JS curriculum.

(xx). The work on de-colonizing the JS program should continue as it is in line with UR strategic plan. It should encompass all areas of the program delivery and guide its re-branding.

Summary:

As the JS department re-brands, solidifies an identity, it is in its best interest to do so with a directed hire, make use of existing resources, and continue to grow program and research that is in line with the strategic plan of the university.

5. Conclusion

The Justice Studies program at the University of Regina has produced strong research and experiences significant student demand. Nonetheless, it is at a pivotal moment in its history. It is our belief that the program needs to focus its attention on an identity, which involves re-branding and re-inventing its degree offerings to fit with the needs of the university, students and faculty. This includes the creation and follow through, of a strategic plan that incorporates the existing strengths of the JS and to align itself with the changing contemporary dynamic of justice in Canada. With such changes, the future of JS is bright.

Summary of recommendations:

(i). We strongly recommend that the JS department prioritize an identity from which to grow the program. This requires defining what Justice and/or Human Justice, and police studies means from an academic standpoint and the role that course and research specializations play in that definition. This also means addressing EDI issues and refining what JS means. This should culminate in a strategic vision for the JS department.

(ii). We recommend the BA program offerings be streamlined into one BA Justice with different streams – policing and/or social justice and/or human justice etc. which will allow for more flexibility in program delivery AND the differentiation between these streams be tied into the identity issue discussed above while recognizing that the degree is a Bachelor of Liberal Arts.

(iii). Given there are very few granted, we recommend that certificate and diploma, if still desired to be a part of the course offerings, be coordinated by continuing education

(iv). Priority for future hires, perhaps using the investment funds available to URegina, be given to Justice Studies. This is important for the growth of the popular program and will prove to address retention and allow for the grad program to be reinstated.

(v). We recommend examining the possibilities of CIPSRT and JS staffing. This could include funding a regular sessional position or a knowledge mobilization position that brings the research into the classroom.

(vi). To address capacity issues, program flow, and teaching expertise, we suggest JS courses be reviewed for overlap/similar content with courses offered in different departments. Women and Gender Studies, Sociology, Indigenous Studies, Anthropology, and Psychology were identified as possibilities.

(vii). We suggest that JS set up a meeting with CCE to discuss modifying the current diploma and certificate offerings to explore a micro-credential for rural and northern students utilizing the revenue sharing model of CCE.

(viii). We recommend the next Chair be hired for a five-year term to allow for consistency and to implement a departmental identity and vision.

(ix). In the formulation of a new identity, it be built around current faculty expertise and interest.

(x). As part of the overall vision, strategic plan we recommend a periodic evaluation of the connections between the various research centres and the JS department.

(xi). JS Sessional instructors should continue to be included in departmental governance.

(xii). While deciding on program changes, there should be a dedicated student advisor for JS students. This will help reduce confusion and allow students to successfully navigate the program

(xiii). We recommend JS continue the experiential option for students but with only one practicum (JS 490 is suggested).

(xiv). We suggest that JS consider making the practicum optional especially for those students who may come into the program with extensive work experience in a related field and for those students, consider either using PLAR for field placement or providing for additional classes that would fulfill the 15 credit hours if a student does not opt to complete the field placement.

(xv). Consider the possibility of research placements with faculty to satisfy the JS490 course credit.

(xvi). Engage in significant recruitment of MA students via advertising, site visits, and coordinating with 4-year programs in a variety of justice related disciplines across the country.

(xvii). The Justice Studies faculty should further explore the various options for renewal of the graduate program, keeping in mind that an innovative approach might be necessary. Considering the options presented above, a partnership option with existing programs seems most promising in terms of retention, recruitment, finances and resources.

(xviii). Given JS faculty attrition, we recommend another tenure track hire for JS in the next fiscal year. This hire should be in line with CDI requirements.

(xix). Wherever possible, utilize existing resources in other departments (Psychology and Sociology for example), explore CIPSERT, and administrative bodies (Centre for Continuing Education for example) while modifying JS program

(xx). The work on de-colonizing the JS program should continue as it is in line with UR strategic plan. It should encompass all areas of the program delivery and guide its re-branding.

Appendix A: Virtual Site Visit Schedule



**Justice Studies Unit Review 2021-22
April 4 & 5, 2022**

ZOOM Coordinates: <https://uregina->

ca.zoom.us/j/92901851151?pwd=UVpmbGZmWjRXN0xcEpmeVI3ZGIMUT09

Meeting ID: 929 0185 1151

External Unit Review Virtual Site Visit: **Monday April 4, 2022**

Passcode: 245194

Time (CST)	Who/What	Participants
10:30-11:00	Review Team Meeting	
11:00-11:25	JS Department Head	Stuart Wilson
11:30-11:55	Associate Vice-President, Indigenous Engagement	Lori Campbell
12:00-12:20	Faculty Member	Nick Jones
12:25-12:45	Faculty Member	Muhammad Asadullah
12:50-13:10	Faculty Member	James Gacek
13:10-14:00	Lunch	
14:00-14:20	Faculty Member	Heather Nord
14:25-14:45	Faculty Member	Hirsch Greenberg
14:50-15:10	Faculty Member	Rick Ruddell
15:10-15:30	Break	
15:30-15:55	Associate Dean (Undergraduate) & Arts Student Services	Tobias Sperlich Cassi Tremblay
16:00-16:20	Dean of Arts	Shannon Dea
16:25-16:55	Students & Teaching Assistants	Shaye Seeback & Stephanie Poier
17:00-19:00	Extended Break	
19:00-19:15	Sessional	John Foster

19:20-19:35	Sessional	Bob Mills
19:40-19:55	Sessional	Rob Nestor
20:00-20:15	Sessional	Janelle Jackiw
20:20-20:55	Practicum Placement Partners	Tara Castle, Regina Prov. Court; Jamie Malinowski, Street Culture Projects; Andi Zografi, John Howard Society

**This agenda is subject to change. Updated 28 March 2022*



**Justice Studies Unit Review 2021-22
April 4 & 5, 2022**

ZOOM Coordinates: <https://uregina-ca.zoom.us/j/98836342990?pwd=V1ViY3luRGZJUTR1dnJWa1BqbVINUT09>

Meeting ID: 988 3634 2990

External Unit Review Virtual Site Visit: **Tuesday April 5, 2022**

Passcode: 133581

Time (CST)	Who/ What	Participants
10:30–10:45	Liaison Librarian	Robert Thomas
10:50–11:05	Moose Jaw Chief of Police	Rick Bourassa
11:10–11:25	Centre for Continuing Education	Terri Allard & Willadell Garreck
11:30-12:00	Review Team Meeting	
12:00-12:20	Student Affairs	John Smith, AVP Student Affairs; Kevin Bolen, Director Student Success; Naomi Deren, Director Enrollment Services
12:25–12:45	Faculty Member	David Flomo
12:50-13:10	Faculty Member	Adam Vaughan
13:10-14:00	Lunch	
14:00–14:20	Administrative Assistant	Corie Smith
14:25-14:45	Faculty Member	Michelle Stewart
14:50–15:10	Associate Dean, Faculty of Grad Studies and Research	Chris Oriet
15:10-15:25	Department Head	Stuart Wilson
15:30-16:30	Exit Interview	Provost; Associate Vice-President (Research); Associate Vice-President (Academic); Dean, FGSR; and Review Team
16:30-17:00	Review Team Meeting	

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