

## EXECUTIVE OF COUNCIL

**Date:** 20 March 2019  
**To:** Executive of Council  
**From:** Glenys Sylvestre, Executive Director (University Governance) and University Secretary  
**Re:** Meeting of 27 March 2019

A meeting of Executive of Council is scheduled for 27 March 2019, 2:30-4:30 p.m. in AH 527. As per Section 4.6.2 of the Council Rules and Regulations, meetings shall be closed except to persons invited to attend and members of Council who choose to attend as guests.

### AGENDA

1. **Approval of the Agenda**
2. **Approval of the Minutes of Meeting 27 February 2019- *circulated with the Agenda***
3. **Business Arising from the Minutes**
  - 3.1 English Language Requirements Task Force
4. **Remarks from the Chair**
5. **Report from the University Secretary**
6. **Reports from Committees of Council**
  - 6.1 Council Committee on the Faculty of Graduate Studies and Research, Appendix I, pp. 3-12
  - 6.2 Council Committee on Research, Appendix II, pp. 13-52
  - 6.2 Council Committee on Undergraduate Admissions and Studies, Appendix III, pp. 53-55, Attachment A and B
7. **Graduand Lists**
  - 7.1 Graduand Lists for Approval – Omnibus Motion – *circulated at the meeting*
    - 7.1.1 Faculty of Business Administration
    - 7.1.2 Faculty of Education
    - 7.1.3 Faculty of Graduate Studies and Research
    - 7.1.4 Faculty of Social Work
    - 7.1.5 Centre for Continuing Education



**8. Other Business**

8.1 Development of the Sexual Assault and Violence Policy, For Discussion

**9. Adjournment**



**REPORT TO EXECUTIVE OF COUNCIL – March 27, 2019**

**From the March 14, 2019  
FGSR Council Committee Meeting**

**APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL**

**1. FACULTY OF ARTS**

**MOTION 1: Suspend Admissions to SOPT**

That the MA in Social and Political Thought program suspend admissions effective 201930.

**Rationale:**

The SOPT Committee met and came to the unanimous decision to proceed with the suspension of admissions of the SOPT MA Program. They do not see a clear way forward for the program given the declining faculty complement in the areas supporting the program. In addition, the absence of stable funding for the recruitment of high quality students, and the changing direction/goals of the University of Regina and the Faculty of Arts are also deciding factors provided by the committee.

The members of the SOPT Committee are concerned about the students currently in the program. While termination of the program will eventually proceed, they will support those currently in the program to completion.

(end of Motion 1)

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**2. FACULTY OF GRADUATE STUDIES AND RESEARCH**

**MOTION 2: Suspend Admissions and Discontinue CPS**

That the Canadian Plains Studies program admissions be suspended and discontinue the program effective 201930.

**Rationale:**

The Canadian Plains Studies program hasn't accepted new applications since 2012. There is one student enrolled in the program who has currently voluntarily withdrawn.

(end of Motion 2)

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**MOTION 3: Maintenance of Candidacy**

That non-thesis based students be permitted to register in post program maintenance of status in order to complete and defend their project, practicum, etc., effective 201930.



Current	Proposed												
<p data-bbox="191 310 506 338">Maintenance of Candidacy</p> <p data-bbox="191 380 792 527">Thesis-based students who have completed the credit hour components of their program of studies, but have not completed all of the formal approved degree requirements (eg. written thesis and defense) are to register in one of the following:</p> <table border="1" data-bbox="191 569 581 758"> <tr> <td data-bbox="191 569 321 663">GRST 995AA</td> <td data-bbox="321 569 581 663">Full-time Maintenance of Candidacy</td> </tr> <tr> <td data-bbox="191 663 321 758">GRST 995AB</td> <td data-bbox="321 663 581 758">Part-time Maintenance of Candidacy</td> </tr> </table> <p data-bbox="191 800 792 978">Please note that in order to use University facilities and resources (i.e. computer labs, libraries, faculty, etc.), students must be registered. Registration in full- or part-time Maintenance of Candidacy is on a semester basis and allows for facility use during that time.</p> <p data-bbox="191 1020 792 1167">Registration in Non-resident Maintenance of Candidacy is meant for students who do not require the use of university facilities or resources. Non-resident Maintenance of Candidacy merely establishes that the student is a graduate student.</p> <table border="1" data-bbox="191 1209 581 1304"> <tr> <td data-bbox="191 1209 321 1304">GRST 999</td> <td data-bbox="321 1209 581 1304">Non-resident Maintenance of Candidacy</td> </tr> </table> <p data-bbox="191 1346 792 1556">Once a student has registered in any of the maintenance courses (GRST 995AA, GRST 995AB, GRST 996AA, GRST 996AB), they must register in a GRST 995 or 996 class every subsequent semester in which they are registered (regardless of whether permission is obtained to do a course outside of the program).</p> <p data-bbox="191 1598 792 1650">PhD Students PhD students may only register in GRST 995AA.</p> <p data-bbox="191 1692 792 1745">Course-Based, Practicum-Based, Project-Based Students</p> <p data-bbox="191 1787 792 1877">Course-based, practicum-based and project-based students are not permitted to enroll in Maintenance of Candidacy.</p>	GRST 995AA	Full-time Maintenance of Candidacy	GRST 995AB	Part-time Maintenance of Candidacy	GRST 999	Non-resident Maintenance of Candidacy	<p data-bbox="824 310 1140 338">Maintenance of Candidacy</p> <p data-bbox="824 380 1425 558"><del>Thesis-based</del> Students who have completed the credit hour components of their program of studies, but have not completed all of the formal approved degree requirements (eg. written thesis/<b>project/practicum/report</b> and defense) are to register in one of the following:</p> <table border="1" data-bbox="824 600 1214 789"> <tr> <td data-bbox="824 600 954 695">GRST 995AA</td> <td data-bbox="954 600 1214 695">Full-time Maintenance of Candidacy</td> </tr> <tr> <td data-bbox="824 695 954 789">GRST 995AB</td> <td data-bbox="954 695 1214 789">Part-time Maintenance of Candidacy</td> </tr> </table> <p data-bbox="824 831 1425 1010">Please note that in order to use University facilities and resources (i.e. computer labs, libraries, faculty, etc.), students must be registered. Registration in full- or part-time Maintenance of Candidacy is on a semester basis and allows for facility use during that time.</p> <p data-bbox="824 1052 1425 1199">Registration in Non-resident Maintenance of Candidacy is meant for students who do not require the use of university facilities or resources. Non-resident Maintenance of Candidacy merely establishes that the student is a graduate student.</p> <table border="1" data-bbox="824 1241 1214 1335"> <tr> <td data-bbox="824 1241 954 1335">GRST 999</td> <td data-bbox="954 1241 1214 1335">Non-resident Maintenance of Candidacy</td> </tr> </table> <p data-bbox="824 1377 1425 1587">Once a student has registered in any of the maintenance courses (GRST 995AA, GRST 995AB, GRST 996AA, GRST 996AB), they must register in a GRST 995 or 996 class every subsequent semester in which they are registered (regardless of whether permission is obtained to do a course outside of the program).</p> <p data-bbox="824 1629 1425 1682">PhD Students PhD students may only register in GRST 995AA.</p> <p data-bbox="824 1724 1425 1776"><del>Course-Based, Practicum-Based, Project-Based Students</del></p> <p data-bbox="824 1818 1425 1877"><del>Course-based, practicum-based and project-based students are not permitted to enroll in Maintenance</del></p>	GRST 995AA	Full-time Maintenance of Candidacy	GRST 995AB	Part-time Maintenance of Candidacy	GRST 999	Non-resident Maintenance of Candidacy
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	<p>of Candidacy.</p> <p><b><i>A Non-Thesis Program Completion Form is required upon successful completion of the project/practicum/report after the final grade has been submitted and approved. Upon final grade approval and the program completion form being received in FGSR the student will have been deemed to have met this requirement of his/her program.</i></b></p>
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**Rationale:**

Students in non-thesis based programs are unable to complete the writing/defense of the project/practicum/report during the term they are registered. Some faculties have set up zero credit, zero billing courses to accommodate these needs but they do not comply with registration policies.

(end of Motion 3)

**MOTION 4: Registration Audits for Graduate Students**

That graduate students may only request one course for audit per semester while in a graduate program effective 201930.

Current	Proposed
<p>Auditing Courses Application forms for Audit Registration are available from the Faculty of Graduate Studies and Research or <a href="#">online</a> (69 KB)  This form must be submitted to the FGSR office for processing.</p> <p>Audit Registration requires the approval of the course instructor, which is not normally given until the last business day before the start of the course. Audit Registration cannot be completed online. Some courses are not open to auditors.</p> <p>Auditors may attend lectures, but may otherwise participate in classes only to the extent permitted by the instructor. Once registered, students appear on the class list and the audited courses appear on their transcript. Students who formally withdraw or cease attending receive a grade of AW; those who formally withdraw may be eligible for a refund of tuition.</p>	<p>Auditing Courses Application forms for Audit Registration are available from the Faculty of Graduate Studies and Research or <a href="#">online</a> (69 KB)  This form must be submitted to the FGSR office for processing.</p> <p><b><i>Graduate students may only request to audit a maximum of one course per semester while registered in a graduate program.</i></b></p> <p>Audit Registration requires the approval of the course instructor, which is not normally given until the last business day before the start of the course. Audit Registration cannot be completed online. Some courses are not open to auditors.</p> <p>Auditors may attend lectures, but may otherwise participate in classes only to the extent permitted by the instructor. Once registered, students appear on the class list and the audited courses appear on their transcript. Students who formally withdraw or cease attending receive a grade of AW; those who formally withdraw may be eligible for a refund of tuition.</p>



**Rationale:**

Time to completion is an important factor in graduate programs. It is important that there is focus on the program requirements while in a program.

(end of Motion 4)

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**3. FACULTY OF MEDIA, ART, AND PERFORMANCE**

**MOTION 5: Masters Program Change**

That the Masters in Conducting Concentration be modified effective 201930.

Current Master of Music in Conducting Concentration		Proposed Master of Music in Conducting Concentration	
MU 813	3	MU 813	3
MU 815	3	MU 815	3
FA 800	3	FA 800	3
MU 801 & 802 or 831 & 832 or 871 & 872 Large Ensemble (I, II)	3	MU 801 & 802 or 831 & 832 or 871 & 872 Large Ensemble (I, II)	3
One of MU 803-809, 811, 817, 818, 820, 821, 841	3	One of MU 803-809, 811, 817, 818, 820, 821, 841	3
One of MU 803-809, 811, 817, 820, 821, 841 or GER XXX, FR XXX, SPAN XXX*	3	One of MU 803-809, 811, 817, 820, 821, 841 or GER XXX, FR XXX, SPAN XXX <b>OR MU 860*</b>	3
MU 902	12	MU 902	12
FA 903 (Optional)	0	FA 903 (Optional)	0
<b>TOTAL</b>	<b>30</b>		<b>30</b>

\*Please note it is recommended for those following the Choral stream to take one language course, a language facility examination, or Italian (non-credit).

**Rationale:**

Through this course in Diction, choral conducting students gain skills to enable them to prepare repertoire in diverse languages.

(end of Motion 5)

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**MOTION 6: Masters Program Change**

That the Master of Music in Performance (Voice) be modified effective 201930.

Current Master of Music in Performance (Voice)		Proposed Master of Music in Performance (Voice)	
FA 800	3	FA 800	3
MU 861	3	MU 861	3
MU 813	3	MU 813	3
MU 815	3	MU 815	3
MU 831, 832	3	MU 831, 832	3
One of MU 803-809, or 811, 817, 818, 820, 821, 841 or GER XXX, FRN XXX, SPAN XXX*	3	One of MU 803-809, or 811, 817, 818, 820, 821, 841 or GER XXX, FRN XXX, SPAN XXX <b>OR MU 860*</b>	3
MU 902	12	MU 902	12
FA 903 (Optional)	0	FA 903 (Optional)	0
<b>TOTAL</b>	<b>30</b>		<b>30</b>

\*For students in a specialized study, the Department Head may give permission for this requirement to be filled by, for example, a course in Ukrainian, Hebrew, Korean, Japanese, Mandarin, Cantonese or Cree, Dakota or Salteaux. If Italian (non-credit) is used to fulfill the language requirement, an MU 8XX from the list provided will be required.

**Rationale:**

The addition of the elective in Diction offers a more efficient way for Voice Performance majors to prepare repertoire in a number of different languages, rather than taking a course in one language only.

(end of Motion 6)

**4. FACULTY OF SCIENCE**

**MOTION 7: Program Change**

That the Mathematics and Statistics program English Language Proficiency and Probationary Status be modified effective 201930.

<https://www.uregina.ca/gradstudies/future-students/programs/math-stats.html>

~~English Language Proficiency and Probationary Status-~~

~~Applicants who have been accepted conditionally to a graduate program in Mathematics or Statistics on the condition that they meet the minimum English language requirement (80- internet Based TOFEL or any of its equivalents) prior to registration, but who have scored only in the range of 75 to 79 on the IBT (or the equivalent range on other English proficiency tests)-~~



by the time of registration, will be considered for enrolment of up to 6 credit hours of graduate-level (800-level) courses for a period of one semester as a probationary student. Enrolment for a second semester of graduate study will be permitted only if the student has by that time met the minimum English language requirement (80 IBT or its equivalents) and has passed the coursework taken in the first semester.

**SPECIAL NOTES:-**

- Probationary students are not eligible for funding through the FGSR.
- The probationary category only applies at the master's level.
- Upon successful completion of the probationary condition, a change in status to fully qualified will be automatic. If a change in status to that of a PhD student also applies, this too will be automatic, coupled to the concomitant program requirements for a PhD program.

**Rationale:**

This was implemented several years ago in an attempt to increase enrolment in graduate programs in Mathematics and Statistics. This is no longer an issue. Further, this rule is not compatible with FGSR's ELP requirements nor its definition of probationary students. Finally allowing students into a graduate program without the required ELP is not setting students up for success.

(end of Motion 7)

**MOTION 8: Master Program Change**

That the MSc in Mathematics programs be modified effective 201930.

**MSc in Mathematics (Thesis Option)**

Course work minimum (chosen from Mathematics graduate course offerings) *	15 credit hours
Seminar (MATH 900)	2 credit hours
Thesis research (MATH 901)	13 credit hours
Research Methods (MATH 902)	0 credit hour
Total	30 credit hours

**MSc in Mathematics (Course-Based Option)**

Course work minimum (chosen from Mathematics graduate course offerings)**	27 credit hours
Major Essay (MATH 802)	3 credit hours
Total	30 credit hours

**MSc in Statistics (Thesis Option)**

Course work minimum (chosen from Statistics graduate course offerings)*	15 credit hours
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Seminar (STAT 900)	2 credit hours
Thesis research (STAT 901)	13 credit hours
Research Methods (STAT 902)	0 credit hour
Total	30 credit hours

#### MSc in Statistics (Course-Based Option)

Course work minimum (chosen from Statistics graduate course offerings)**	27 credit hours
Major Essay (STAT 802)	3 credit hours
Total	30 credit hours

\* Up to two courses may be from a related discipline. **Thesis based students may take at most 3 credits in Math 890AA-ZZ and STAT 890AA-ZZ, except where permission has been granted by Department Head.**

\*\*Up to four courses may be from a related discipline. **Course based students may take at most 6 credits in Math 890AA-ZZ and STAT 890AA-ZZ, except where permission has been granted by Department Head.**

#### Rationale:

We want to track what type of courses the students are taking, whether regular classes, topic courses or reading classes. We also want to limit the number of reading courses the students can take. This will only apply to students who start the program after 201930, it will not affect students who are currently enrolled in a program.

(end of Motion 8)

#### MOTION 9: PhD Program Change

That the PhD in Mathematics and Statistics programs be modified effective 201930.

#### PhD in Mathematics after MSc

Course work minimum*	15 credit hours
Seminar (MATH 900)	2 credit hours
Research Methods (MATH 902)	0 credit hour
Research (MATH 901)	43 credit hours
Total	60 credit hours

#### PhD in Statistics after MSc

Course work minimum*	15 credit hours
Seminar (STAT 900)	2 credit hours
Research Methods (STAT 902)	0 credit hour
Research (STAT 901)	43 credit hours
Total	60 credit hours

\* Up to two courses may be from a related discipline. **PhD students may take at most 3 credits in MATH 890AA-ZZ and STAT 890AA-ZZ, except where permission has been granted by Department**



***Head.***

**Rationale:**

We want to track what type of courses the students are taking, whether regular classes, topic courses or reading classes. We also want to limit the number of reading courses the students can take. This will only apply to students who start the program after 201930, it will not affect students who are currently enrolled in a program.

(end of Motion 9)

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## FOR INFORMATION ONLY

### 1. NEW COURSES (201930)

*Faculty of Kinesiology and Health Studies*

#### **KHS 804 – Applied Research: Planning, Collection and Analysis**

This is a broad survey type course that introduces the student to fundamental topics required for the planning, implementation, and data/information analysis for research projects designed to answer managerial/organizational questions or in seeking solutions to specialized problems. An important element of the course is focused on using the resulting information to present recommendations and/or possible solutions.

#### **KHS 840 – Advanced Topics in Sport and Recreation**

An in-depth analysis of special interest topics. Topics will be of interest to students, faculty, and visiting academics and practitioners. Study in this course will focus on seminars, lectures, and other assignments (e.g., literature reviews, major projects) which explore the topic in greater detail.

#### **KHS 841 – Advanced Sociology for Sport and Recreation Management**

Students will be introduced to advanced sociological theories, such as third-wave feminism, queer theory, and critical race theory. These will be used to explore a range of social topics facing the sport and recreation industry, including gender, gender identity, sexual orientation, ethnicity, immigration, ability, SES, commercialism, environmentalism, and political advocacy. Students will explore how sport and recreation organizations are addressing these topics through practices and policies.

#### **KHS 842 – Economics and Finance for Sport and Recreation**

With a focus on sport and recreation organizations the course will focus on aspects of economic impact, supply and demand principles, labour markets, competitive balance, attendance demand, and pay and performance. Finance will be addressed through topics including: statements and ratios, budgeting, public/private sector funding, and feasibility studies.

#### **KHS 846 – Event and Festival Management**

The purpose of this course is to critically assess theoretical and practical tools and knowledge about the planning and management of events and festivals. Students will become familiar with current strategies, theories, plans, and techniques for successful event implementation.

#### **KHS 850 – Organizational Theory – Sport and Recreation Management**

The course is concerned with organizational-level issues in recreation and sport management. In this course, students are introduced to organizational theory and apply these concepts to complex problems and issues in recreation and sport organizations. The course seeks to provide students with a framework of concepts that facilitate effective and critical analysis of macro organizational situations.



*Faculty of Media, Art, and Performance*

**MU 860 Applied Diction for Singing (3)**

In this course, the International Phonetic Alphabet is studied, with direct application to the singing repertoire for voice and choir. The course also covers the specific vocal pedagogy associated with its successful application.

*Faculty of Science*

**MATH 837 Introduction to Algebraic Number Theory**

A course on rings of integers of algebraic number fields, Dedekind rings, and Ideal Class Groups.

**MATH 885AA-ZZ Special Topics in Mathematics**

Lecture course in various specialized areas of Mathematics.

**STAT 885AA-ZZ Special Topics in Statistics**

Lecture course in various specialized areas of Statistics.

**2. COURSE CHANGES (201930)**

*Faculty of Kinesiology and Health Studies*

Current	Proposed
KHS 847AD – Foundations in Leisure Recreation The purpose of this <del>directed reading</del> is to develop an understanding of key topics, theories and perspectives related to leisure research. <del>The</del> student will review foundational literature in the leisure field, specifically exploring social psychological, cultural, and environmental aspects of recreation and leisure.	<b>KHS 844</b> – Foundations in Leisure Recreation The purpose of this <b>course</b> is to develop an understanding of key topics, theories and perspectives related to leisure research. Students will review foundational literature in the leisure field, specifically exploring social psychological, cultural, and environmental aspects of recreation and leisure

*Faculty of Science*

Current	Proposed
STAT 890AH – Bootstrap Methods This class provides the introduction to advanced and contemporary bootstrap and related methods or assessing statistical accuracy.	STAT <b>870</b> – Bootstrap Methods <b>A first course in Bootstrap techniques. Topics include bootstrap and jackknife procedures, confidence intervals, hypotheses testing, standard errors, regression models. Additional topics may vary.</b> <b>Cross listed with STAT 470.</b>

**3. HISTORICAL COURSE (201930)**

*Faculty of Media, Art, and Performance*

**FA 802 Seminar/Studio in Interdisciplinary Theory and Practice (3)**

Seminar / studio course situating, analyzing and producing interactive media and performance. Theoretical, socio-cultural, historical and political contexts of interactive media and performance will be explored.

**Council Committee on Research**  
**REPORT TO EXECUTIVE OF COUNCIL**

**Items for Decision**

**Subject:** Emerging Cluster – Living Heritage: Identities, Communities,  
Environments Cluster

**MOTION:** The Council Committee on Research recommends the establishment of Living Heritage: Identities, Communities, Environments as a new strategic research cluster at the University of Regina.

**Background:**

Living heritage is a trans-disciplinary research space that is community-focused and globally relevant. It refers to practices, productions and reproductions, artistic processes, technologies, expressions, spaces, and knowledges that connect the diverse forms of creativity with environments and humanity's collective heritage. Cultural heritage objects are not tangible artifacts but rather include for example oral history, food, forms of creative expression including music, dance, performance, and writing, ceremony, aesthetic and spiritual beliefs, digital culture, and relations among flora and fauna, that define identities and belonging. Living heritage supposes its own revitalization through actions and interactions that sustain the components of the environments and cultures that make them possible.

Living heritage ties together humanity's identities and communities and is located at the intersection between social innovation and tradition. It supports creative and critical thinking about how researchers, practitioners, and the public navigate present circumstances to find and create meaning for their activities and relations. Its intangible character challenges researchers to decentre their own perspective and to better understand those of other communities, including other-than-human communities and ecologies, as well as the new realities and forms of relations made possible by artificial intelligence. Its lived character supposes mutually beneficial collaboration between researchers and communities and a spirit of reciprocity. Such research takes place at the intersection of tradition and critique, valuing ways of being, knowing, and relating that are at heart of the life of communities and will often bring into question those of others.

Indigenization and Sustainability are two pillars that support the University of Regina's 2015-2020 Institutional Strategic Plan – *peyak aski kikawinaw* (translated to mean: "We are one with Mother Earth"). Both are closely tied to our living heritage research strength. The University of Regina is becoming increasingly

recognized as a leading institution in this area; community-based and government organizations are creating opportunity to engage in this important work.

This Cluster is able to heighten the research impact of researchers in the humanities and bring new insights into science and social science research by linking together research on the topics of identities, communities, and environments through the common theme of living heritage. It also reflects the importance of the fine and liberal arts and of language instruction at the University of Regina.

Date: March 12, 2019  
Prepared By: Pam Splett  
On Behalf of: Council Committee on Research

Foundation Documentation  
LIVING HERITAGE:  
IDENTITIES, COMMUNITIES, ENVIRONMENTS CLUSTER

Community-focused and globally relevant research

**Name of the Research Cluster**

Living Heritage: Identities, Communities, Environments

**Description of the Research Cluster (Max 9 lines of text)**

Living heritage is a trans-disciplinary research space that is community-focused and globally relevant. It refers to practices, productions and reproductions, artistic processes, technologies, expressions, spaces, and knowledges that connect the diverse forms of creativity with environments and humanity’s collective heritage. Cultural heritage objects are not tangible artifacts but rather include for example oral history, food, forms of creative expression including music, dance, performance, and writing, ceremony, aesthetic and spiritual beliefs, digital culture, and relations among flora and fauna, that define identities and belonging. Living heritage supposes its own revitalization through actions and interactions that sustain the components of the environments and cultures that make them possible.

**Explanation of What Makes This Research Cluster a Leader**

Living heritage ties together humanity’s identities and communities and is located at the intersection between social innovation and tradition. It supports creative and critical thinking about how researchers, practitioners, and the public navigate present circumstances to find and create meaning for their activities and relations. Its intangible character challenges researchers to decentre their own perspective and to better understand those of other communities, including other-than-human communities and ecologies, as well as the new realities and forms of relations made possible by artificial intelligence. Its lived character supposes mutually beneficial collaboration between researchers and communities and a spirit of reciprocity. Such research takes place at the intersection of tradition and critique, valuing ways of being, knowing, and relating that are at heart of the life of communities and will often bring into question those of others.

Globally the protection of intangible culture, the preservation of complex identities, and the thriving of communities has been a unifying theme in UNESCO’s Sustainable Development goals. These goals also tie living heritage with water protection and environmental sustainability, resilience to climate change,

education, gender equality, poverty reduction, and peace and security in a manner that maintains community cohesion and human development. With the current capacity of University of Regina researchers studying living heritage and its ties to identities, communities, and environments, we have situated ourselves as both community and academic leaders in the field.

Living heritage is a strong fit with our international partners and their research priorities. The top three countries in the world with the most cultural heritage elements as inscribed by UNESCO are China (39), Japan (21) and South Korea (19). Other key U of R international partners engaged in UNESCO's intangible culture program include in order of magnitude India, Iran, France, Vietnam, and Mexico. Finally, the recent focus on a Norwegian partnership and the establishment of a partnership with the Institut Royal de la Culture Amazighe (Morocco) provide many opportunities to advance exchange and agreement surrounding Indigenous intangible culture.

Living heritage has extensive local relevance, notably in responding to the work of the TRC and its Calls to Action and to the United Nations' Declaration on the Rights of Indigenous peoples. In Regina alone numerous community-based organizations are working in the sector including Heritage Saskatchewan, the Saskatchewan Multicultural Society, the Saskatchewan Royal Museum, Heritage Community Association, and SaskCulture. Government is increasingly interested in the sector with Saskatchewan Ministry of Parks, Culture and Sport and Heritage Canada both conducting policy work and developing preservation/conversation acts. Numerous arts institutions, including the Art Galleries, Theatre, Music and Dance companies are collaborating in innovative ways with artistic researchers and the community at large to respond to the TRC Calls for Action. The local relevance of living heritage extends to the efforts of Fransaskois community associations in consolidating and adapting Francophone cultures in a minority context and of a great number of ethno-cultural associations in furthering and adapting traditions that took root in all corners of the world.

Beyond its role in reconciliation and responding to the TRC's Calls to Action, work on living heritage with Indigenous peoples must begin by recognizing the deliberate decimation of Indigenous living heritage by multiple state and non-state actors, the removal of Indigenous ceremonial objects to museums, the attempted destruction of Indigenous languages and ways of knowing, and the destruction of the material support for Indigenous ways of living notably through environmental degradation. It is only through the ongoing efforts of Indigenous Elders, activists, intellectuals, and political leaders, as well as community members in their daily lives, that Indigenous heritage remains living today. The efforts of the First Nations University of Canada and of the Gabriel Dumont Institute toward the preservation and transmission of living heritage can thus guide and inspire the future efforts of researchers in this Cluster.

## Description of the Research Impact Attributed To Cluster



Indigenization and Sustainability are two pillars that support the University of Regina’s 2015-2020 Institutional Strategic Plan – *peyak aski kikawinaw* (translated to mean: “We are one with Mother Earth”). Both are closely tied to our living heritage research strength. The University of Regina is becoming increasingly recognized as a leading institution in this area; community-based and government organizations are creating opportunity to engage in this important work.

In addition, there is a growing interest among research-based graduate students in the heritage sector more generally along with a significant number of faculty members (Arts, MAP, La Cité, Social Work, Education, Policy, Science, and First Nations University of Canada) working in the intangible culture sector. In addition, several existing research centres including the Humanities Research Institute, the Community Research Unit, and the Social Policy Research Centre, as well as the Confucius Institute, all engage in work related to living heritage.

What is more, this Cluster is able to heighten the research impact of researchers in the humanities and bring new insights into science and social science research by linking together research on the topics of identities, communities, and environments through the common theme of living heritage. It also reflects the importance of the fine and liberal arts and of language instruction at the UofR.

## Research Impact

Research Vehicle	U of R Researcher (collaborator)	Type of Impact
<b>PEER-REVIEWED PUBLICATIONS</b>		
Abbott, S. & Vannini, P. (2019). <i>After the fine cut: Disseminating video-based research</i> . In Kleinknecht, S., van den Scott, L., and Sanders, C. (Eds), <i>The Craft of Qualitative Research</i> . Toronto: Canadian Scholars’ Press.	Sarah Abbott (Phillip Vannini)	Book chapter
Vannini, P. & Abbott S. (2018). Going public: The reach and impact of ethnographic research. In Leavy, P. (Ed.), <i>Handbook of arts- based research</i> . New York: Guilford Press.	Sarah Abbott (Phillip Vannini)	Book chapter
Armstrong, A. (2017). Bricolage in middle years school mathematics. <i>For the Learning of Mathematics</i> . 37 (2) p 19-24.	Alayne Cheryl Armstrong	Journal article
Armstrong, A. (2017). Using “tapestries” to document the collective mathematical thinking of small groups. <i>The Qualitative Report</i> . 22 (6). <a href="http://nsuworks.nova.edu/tqr/">http://nsuworks.nova.edu/tqr/</a>	Alayne Cheryl Armstrong	Journal article

Scribal Practices and Social Structures among Jesus Adherents: Essays in Honour of John S. Kloppenborg. Co-edited with Richard Ascough, Robert Derrenbacher, and Philip Harland. Bibliotheca Ephemeridum Theologicarum Lovaniensium, 285. Leuven: Peeters.	William E. Arnal	Edited book
“Pedagogy, Text and the Solitary Self in the Gospel of Thomas.” Pp.194-211 in Alexander Damm (ed.), Religion and Education in Antiquity. Studies in the History of Religion, volume 160. Leiden: Brill, 2018.	William E. Arnal	Book chapter
“Textual Healing: Magic in Mark and Acts.” Pp.87-124 in Jos Verheyden and John S. Kloppenborg, eds., The Gospels and Their Stories in Anthropological Perspective. Leuven: Peeters Press, 2018.	William E. Arnal	Book chapter
“Mark, War, and Creative Imagination.” Pp.401-482 in Barry S. Crawford and Merrill P. Miller (eds.), Redescribing the Gospel of Mark. Early Christianity and its Literature, 22. Atlanta, Georgia: Society of Biblical Literature Press, 2017.	William E. Arnal	Book chapter
“On Smith, on Myth, on Mark.” Pp.145-168 in Barry S. Crawford and Merrill P. Miller (eds.), Redescribing the Gospel of Mark. Early Christianity and its Literature, 22. Atlanta, Georgia: Society of Biblical Literature Press, 2017.	William E. Arnal	Book chapter
“What Kind of Category is ‘Religion’?” Pp.421-434 in Richard King (ed.), Religion / Theory / Critique: Classic and Contemporary Approaches and Methodologies. New York: Columbia University Press.	William E. Arnal	Book chapter
“How the Gospel of Thomas Works.” Pp.261-280 in William Arnal, Richard Ascough, Robert Derrenbacher, and Philip Harland, eds., Scribal Practices and Social Structures among Jesus Adherents: Essays in Honour of John S. Kloppenborg. Leuven: Peeters, 2016.	William E. Arnal	Book chapter
2017. Babayants, A., & Nolette, N. (Eds.). Bousculer la scène unilingue. <i>Theatre Research in Canada/Les Recherches théâtrales au Canada</i> 38.2.	Art Babyants (N. Nolette)	Journal article
Bazzul J. (2016). <i>Ethics and Science Education: How Subjectivity Matters</i> . Springer Dordrecht: Netherlands.	Jesse T. Bazzul	Book
Bazzul J., Siry, C. (2018, in press). <i>Critical Voices in Science Education Research: Narratives of Academic Journeys</i> . Springer Publishing. Dordrecht: Netherlands.	Jesse T. Bazzul (C. Siry)	Book
Higgins, M., Wallace, M., Bazzul, J. (2018). Disrupting and Displacing Methodologies in STEM Education: From Engineering to Tinkering With Theory for Eco-Social Justice. <i>Canadian Journal of Science, Mathematics, and Technology Education</i> . [ONLINE FIRST]	Jesse T. Bazzul (M. Higgins)	Journal article
M. Wallace, M. Higgins, and J. Bazzul (2018). Following Contours as Minor Inquiry in Science Education <i>Canadian</i>	Jesse T. Bazzul (M.Higgins)	Journal article

<i>Journal of Science, Mathematics, and Technology Education</i> . [Online First].		
Bazzul, J. (2017). The ‘subject of ethics’ and educational research OR Ethics or politics? Yes please!. <i>Educational Philosophy and Theory</i> , 1-11.	Jesse T. Bazzul	Journal article
Bazzul, J. (2017). From Orthodoxy to Plurality in the Nature of Science (NOS) and Science Education: A Metacommentary. <i>Canadian Journal of Science, Mathematics and Technology Education</i> , 17( 1), 66-71.	Jesse T. Bazzul	Journal article
Bazzul, J., & Santavicca, N. (2017). Diagramming assemblages of sex/gender and sexuality as environmental education. <i>The Journal of Environmental Education</i> , 48( 1), 56-66.	Jesse T. Bazzul (N.Santavicca)	Journal article
Bazzul, J., & Tolbert, S. (2017). Reassembling the Natural and Social Commons. In <i>Educational commons in theory and practice</i> (pp. 55-73). Palgrave Macmillan US.	Jesse T. Bazzul (S.Tolbert)	Journal article
M. Higgins, M, Wallace, & Bazzul, J (2018). Staying with the Trouble in Science Education: Towards Thinking with Nature. In C. Taylor’s <i>Posthumanism and Higher Education: Reimagining Pedagogy, Practice and Research</i> . London, UK: Routledge.	Jesse T. Bazzul (M.Higgins, M.Wallace)	Book chapter
Bazzul, J. (2018). Becoming. <i>Key words in Radical Philosophy and Education</i> . D. R. Ford (Eds.). New York, NY: Brill Sense.	Jesse T. Bazzul	Book chapter
Radakovic, N., Weiland, T., & Bazzul, J. (2018). Transdisciplinarity, Critical Mathematics Education, Eco-justice, and the Politics to Come. In <i>Transdisciplinarity in Mathematics Education</i> (pp. 109-124). Springer, Cham.	Jesse T. Bazzul (N. Radakovic, T.Weiland)	Journal article
Bazzul, J., Tolbert, S., Kayumova, S. (2017). New Materialisms and Science Classrooms: Diagramming Ontologies and Critical Assemblies. In K. Scantlebury & C. Milne’s (Eds). <i>Material Practice and Materiality: Too Long Ignored in Science Education</i> (pp. xx-xx). New York Springer	Jesse T. Bazzul (S. Tolbert, S. Kayumova)	Book chapter
<i>Retail Nation: Department Stores and the Making of Modern Canada</i> . Vancouver: UBC Press, 2011. 320 pp.	Donica Belisle	Book
With Kiera Mitchell. “Mary Quayle Innis: Faculty Wives’ Contributions and the Making of Academic Celebrity.” <i>Canadian Historical Review</i> 99:3 (September 2018), 456-86.	Donica Belisle (Keira Mitchell)	Journal article
“Understanding the Role of Cultural Networks within a Creative Ecosystem: A Canadian Case-Study.” <i>The Ecology of Culture: Community Engagement, Co-creation, Cross-Fertilization. ENCATC Journal of Cultural Management and Policy</i> 6.1 (2016) 13-29. (co-authors I. McWilliams and S. Hage)	Marry A. Blackstone (I. McWilliams, S. Hage)	Journal article

<i>Romantic Prophecy and the Resistance to Historicism</i> . University of Toronto Press. (288 pages)	Christopher M. Bundock	Book
“Between Saints and Monsters: Elegy, Materialization, and Gothic Historiography in Percy Shelley’s ‘Adonais’ and ‘The Wandering Jew.’” <i>Romantic Circles Praxis</i> . “Percy Shelley and the Delimitation of the Gothic.” 28 para.	Christopher M. Bundock	Journal article
(2016). Teaching Indigenous Literature as Testimony: <i>Porcupines and China Dolls</i> and the Testimonial Imaginary. In D. Reder & L.M. Morra (Eds.), <i>Learn, Teach, Challenge: Approaches to Indigenous Literatures</i> (pp. 477-86). Waterloo, ON: Wilfrid Laurier UP.	Michelle Coupal	Book chapter
James Daschuk, <i>Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life</i> . Regina: University of Regina Press, 2013. New Edition published as <i>Clearing the Plains: Disease, Politics of Starvation and the Loss of Indigenous Life</i> . Regina: University of Regina press, 2019.	James Daschuk	Book
Demers, Jason. <i>The American Politics of French Theory : Derrida, Deleuze, Guattari and Foucault in Translation</i> , U of Toronto P, 2018.	Jason Demers	Book
Demers, Jason. “Prison Liberation by Association: Michel Foucault and the George Jackson Atlantic.” <i>Atlantic Studies</i> , vol. 13, no. 2, 2016, pp. 165-186.	Jason Demers	Journal article
James Farney and Royce Koop. 2018. ‘Auditing Party Democracy: The Case of Canadian Party Constituency Associations.’ <i>Comparative and Commonwealth Politics</i> 56:1, 84-102.	James Farney	Journal article
James Farney. 2017. “Stability Amidst Change: Ontario's Religious Schools and Canada's Regime of Secularism” <i>American Review of Canadian Studies</i> spring. 1-15.	James Farney	Journal article
“Tuft Life: Stitching Sovereignty in Contemporary Indigenous Art”, <i>Art Journal</i> 76, no. 2 (2017): 114-123.	Sherry Farrell Racette	Journal article
“Pieces Left Along the Trail: Material Culture Histories and Indigenous Studies” in Chris Andersen and Jean O’Brien, eds. <i>Sources and Methods in Indigenous Studies</i> , Routledge Guide to Using Historical Sources Series (London UK: Routledge, 2016).	Sherry Farrell Racette	Book chapter
“Tawow: Canadian Indian Cultural Magazine (1970–1981)”, <i>Canadian Journal of Art History, Special Edition: Network Print Culture</i> 36, no. 1 (2016).	Sherry Farrell Racette	Journal article
Kincaid, Adela Tesarek, and Amber J. Fletcher. 2017. “Policy Problems, ‘Publics’, and the Power of Definition: Competing Discourses and the Case of Alberta’s Free-Roaming Horses”. <i>The Canadian Geographer</i> 61(3): 360-374. (Wiley). doi: 10.1111/cag.12373	Amber Fletcher (Adela Tesarek Kincaid)	Journal article

Marchildon, Gregory P., Elaine Wheaton, Amber J. Fletcher, and Jessica Vanstone. 2016. "Extreme Drought and Excessive Moisture Conditions in Two Canadian Watersheds: Comparing the Perception of Farmers and Ranchers with the Scientific Record." <i>Natural Hazards</i> 82(1): 245-266. (Springer) doi: 10.1007/s11069-016-2190-7	Amber Fletcher (Gregory Marchildon, Elaine Wheaton, Jessica Vanstone)	Journal article
Marchildon, Gregory P., and Amber J. Fletcher. 2016. "Prioritizing Health Leadership Capabilities in Canada: Testing LEADS". <i>Healthcare Management Forum</i> 29(1): 19-22. (SAGE)	Amber Fletcher (Gregory Marchildon)	Journal article
Fletcher, Amber J., and Wendee Kubik (eds). 2016. <i>Women in Agriculture Worldwide: Key Issues and Practical Approaches</i> . Abingdon, UK: Routledge.	Amber Fletcher	Book
Fletcher, Amber J. 2017. "More than Women and Men: A Framework for Gender and Intersectionality Research on Environmental Crisis and Conflict". Pp. 35-58 in <i>Water Security Across the Gender Divide</i> , edited by Christiane Fröhlich, Giovanna Gioli, Francesca Greco, and Roger Cremades. Springer.	Amber Fletcher	Book chapter
Fletcher, Amber J. 2017. "Maybe Tomorrow Will Be Better: Gender and Farm Work in a Changing Climate". Pp. 185-198 in <i>Gender and Climate Change in Rich Countries: Work, Public Policy and Action</i> , edited by Marjorie Griffin Cohen. Abington, UK: Routledge.	Amber Fletcher	Book chapter
Fletcher, Amber J., and Wendee Kubik. 2016. "Context and Commonality: Women in Agriculture Worldwide". Pp. 1-10 in <i>Women in Agriculture Worldwide: Key Issues and Practical Approaches</i> , edited by Amber J. Fletcher and Wendee Kubik. Abingdon, UK: Routledge.	Amber Fletcher (Wendee Kubik)	Book chapter
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Mussetta, Paula, Sandra Turbay, and Amber J. Fletcher. 2016. "Adaptive Strategies Building Resilience to Climate Variability in Argentina, Canada and Colombia". Pp. 225-240 in <i>Climate Change Adaptation, Resilience, and Hazards</i> , edited by Walter Leal Filho, Haruna Musa, Gina Cavan, Paul O'Hare, and Julia Seixas. Springer.	Amber Fletcher (Paula Mussetta, Sandra Turbay)	Book chapter
Fletcher, Amber J. and Erin Knuttila. 2016. "Gendering Change: Canadian Farm Women Respond to Climate Extremes." Pp. 159-177 in <i>Vulnerability and Adaptation to Drought on the Canadian Prairies</i> , edited by Harry Diaz,	Amber Fletcher (Erin Knuttia)	Book chapter

James Warren, and Margot Hurlbert. Calgary: University of Calgary Press.		
Bradford, B., Kell, S., Forsberg, N. "Athletic Mentorship Program: An Effective School-Based Strategy." <i>Strategies</i> 29:1, 36-42.	Nick Forsberg	Journal article
Kell, S., Forsberg, N. "The Role of Mentoring in Physical Education Teacher Education: Mentoring in Practice." <i>Physical and Health Education Journal</i> 81 (3).	Nick Forsberg (S. Kell)	Journal article
Ford, L., Harrison T., Bonin, M., Engel, J., Forsberg, N. "Assessment and Evaluation in Physical Education: Possibilities for Teaching <i>For</i> Personal and Social Responsibility." <i>ACHPER - Active and Healthy Magazine-TPSR Special Edition Vol 23:2/3</i> .	Nick Forsberg et al	Journal article
"Storie di Marmi e di Famiglie: I Ritratti di Giulio e Francesco Maria Spinola," in <i>I monumenti di Giulio e Francesco Maria Spinola</i> , ed. Farida Simonetti and Gianluca Zanelli (Genoa: Sagep, 2018), 163-181	Francesco Freddolini	Book chapter
"Denmark and the International Mobility of Sculpture, c. 1709-1723: Frederick IV and Giovanni Baratta," in <i>Sculpture and the Nordic Region</i> , ed. Sara Ayres and Elettra Carbone (New York and London: Routledge, 2017), 55-70	Francesco Freddolini	Book chapter
A Rediscovered Work by Domenico Pieratti: The Bust of of Louis Hesselin," <i>Mitteilungen des Kunsthistorischen Institutes in Florenz</i> 58, no. 3 (2016): 411-420	Francesco Freddolini	Journal article
"Can I get a Witness? Indigenous Art Criticism" <i>Sovereign Words: Indigenous Art, Curation and Criticism</i> . Katya Garcia-Anton, editor. Office of Contemporary Art Norway, Oslo. 2018. 15-31.	David Garneau	Book chapter
"Conciliation or Reconciliation (excerpt from "Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing")." <i>Utopia Factory</i> . Lisa Baldissera, ed. Contemporary Calgary, 2017. 31-44.	David Garneau	Book chapter
"Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing." <i>Arts of Engagement: Taking Aesthetic Action in and Beyond the Truth and Reconciliation Commission of Canada</i> . Dylan Robinson and Keavy Martin, eds. Wilfred Laurier University Press, Waterloo, ON, 2016. 21-41.	David Garneau	Book chapter
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Hanson, C. (2016). Stitching the stories together: Intergenerational learning among Indigenous women. In L.	Cindy Hanson	Book chapter

Formenti & L. West (Eds.), <i>Stories that make a difference. Exploring the collective, social and political potential of narratives in adult education research</i> (pp. 78-85), Italy: Pensa MultiMedia.		
Hanson C. (2018). Stitching Together an Arts-based Inquiry with Indigenous Communities in Canada and Chile. <i>Canadian Journal for the Study of Adult Education</i> . Special issue: Arts-based inquiry 30(2), 11-22. Retrieved from <a href="https://cjsae.library.dal.ca/index.php/cjsae/article/view/5440">https://cjsae.library.dal.ca/index.php/cjsae/article/view/5440</a>	Cindy Hanson	Journal article
Hanson, C. (2018). Tisser une Étude Axée sur les Arts avec des Communautés Autochtones au Canada et au Chili. <i>Canadian Journal for the Study of Adult Education</i> , 30(2). <a href="https://cjsae.library.dal.ca/index.php/cjsae/article/view/5458">https://cjsae.library.dal.ca/index.php/cjsae/article/view/5458</a>	Cindy Hanson	Journal article
Hanson, C. & Fox Griffith, H. (2017). Tanning hide and spinning wool: Arts-based inquiry and intergenerational learning in Indigenous textiles. <i>Engaged Scholar Journal</i> (special issue: Engaging with Indigenous Communities). 3(1). 225- 246. <a href="http://esj.usask.ca/index.php/esj/issue/view/4/showToc">http://esj.usask.ca/index.php/esj/issue/view/4/showToc</a>	Cindy Hanson (Fox Griffith)	Journal article
Hanson, C. & Ogunade, A. (2016). Caught up in power: Exploring discursive frictions in community research. <i>Gateways: International Journal of Community Research and Engagement</i> . 3(1), 41-57. Available online at <a href="http://epress.lib.uts.edu.au/journals/index.php/ijcre/article/view/4729/5573">http://epress.lib.uts.edu.au/journals/index.php/ijcre/article/view/4729/5573</a>	Cindy Hanson (Ogunade A.)	Journal article
Hanson, C. (2016). Gender, justice, and the Indian residential school claims process. <i>International Indigenous Policy Journal</i> . 7(1), 41-57. Retrieved from: <a href="https://ir.lib.uwo.ca/iipj/vol7/iss1/3">https://ir.lib.uwo.ca/iipj/vol7/iss1/3</a>	Cindy Hanson	Journal article
Re/leasing imag/in/ation: Troubling the visibility of Maxine Greene's notion of wide-awakeness. <i>Journal of Curriculum Theorizing</i> , 31(2), 50-65.	Cristyne Hébert	Journal article
Griffith, J. & Hébert, C. Learning how to witness: Sex scandal, historical trauma, and literature of historical witness in <i>Monsieur Lazhar</i> . In N. Ng-A-Fook, A. Ibrahim & G. Reis (Eds.), <i>Provoking Curriculum Studies: Strong Poetry and the Arts of the Possible</i> (pp. 173-184). New York: Routledge.	Cristyne Hébert (J. Griffith)	Book chapter
Irwin, K. "Scenographic Agency: a showing-doing and a responsibility for showing doing." <i>Scenography Expanded</i> , Volume 1, Contemporary Perspectives in Performance Design, Bloomsbury Press.	Kathleen Irwin	Book chapter
Irwin, K. "Performing Turtle Island: Fluid Identities and Community Continuities." <i>Global Performance Studies (GPS)</i> , Issue 1.1 ( <a href="http://gps.psi-web.org/issue-1-1/fluid-futures/">gps.psi-web.org/issue-1-1/fluid-futures/</a> ).	Kathleen Irwin	Journal article

Irwin, K. "Mapping Culture: Communities, Sites and Stories." <i>The Art of Cultural Mapping</i> . London & New York: Routledge, (projected date, 2018).	Kathleen Irwin	Book chapter
Johnson, S., Bacsu, J., Abeykoon, H., McIntosh, T., Jeffery, B. & Novik, N. (2018). There is no place like home: A systematic review of home care for older adults in Canada. <i>Canadian Journal on Aging/La revue canadienne du vieillissement</i> , 37(4), 400-419.	Bonnie Jeffery (S. Johnson, J. Bacsu, H. Abeykoon, T. McIntosh)	Journal article
Bacsu, J., Abonyi, S., Viger, M., Morgan, D., Johnson, S., & Jeffery, B. (2017). Examining rural older adults' perceptions of cognitive health. <i>Canadian Journal on Aging</i> , 30(3), 318-327.	Bonnie Jeffery et al	Journal article
Petrucka, P., Bickford, D., Bassendowski, S., Elder Goodwill, W., Elder Wajunta, C., Elder Yuzicappi, B., Yuzicappi, L., Hackett, P., Jeffery, B., & Rauluik, M. (2016). Positive leadership, legacy, lifestyles, attitudes, and activities for positive Aboriginal youth futures. <i>International Journal of Indigenous Research</i> , 11(1), 177- XXX.	Bonnie Jeffery et al	Journal article
Johnson, S., Jeffery, B., Bacsu, J., Abonyi, S. & Novik, N. (2016). Voices of rural women and men on falls and fall-related injuries: "If I fall outside and get hurt, what would I do?" <i>Educational Gerontology</i>	Bonnie Jeffery (S. Johnson, S. Abonyi, N. Novik)	Journal article
Carrie Bourassa, Betty McKenna and Darlene Juschka (eds.) (2017). <i>Listening to the beat of our drum: Stories in Indigenous parenting in contemporary society</i> . Demeter Press, 2017.	Darlene Juschka (Carrie Bourassa, Betty McKenna)	Edited book
Feminist approaches to the study of religion. (2017). In Richard King, (ed.), <i>Religion, Theory, Critique: Classic and Contemporary Approaches</i> . New York: Columbia University Press, 309-322. <a href="https://cup.columbia.edu/book/religion-theory-critique/9780231145435">https://cup.columbia.edu/book/religion-theory-critique/9780231145435</a>	Darlene Juschka	Book chapter
Darlene Juschka. (2017) "Indigenous women and reproductive justice - A narrative" in Carrie Bourassa, Betty McKinnon and Darlene Juschka (eds.) <i>Listening to the beat of our drum</i> . Demeter Press.	Darlene Juschka	Book chapter
Feminism and Gender. (2016). <i>The (Oxford) handbook of the study of religion</i> . Steven Engler and Michael Stausberg (eds.). UK: Oxford. <a href="http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198729570.001.0001/oxfordhb-9780198729570">http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780198729570.001.0001/oxfordhb-9780198729570</a>	Darlene Juschka	Book chapter
King, Anna-Leah. (2017) Song and Drum in Schools: A Response to Questions on Culturally Responsive Practice. In F. Pirbhai-Illich, S. Pete & F. Martin (Eds.), 2017. <i>Culturally Responsive Pedagogy: working towards decolonization</i> ,	Anna-Leah King	Book chapter



indigeneity, and interculturalism. (pp.140). Cham, Switzerland: Springer International Publishing Ltd.		
“We die for kula” – an object-centred view of motivations and strategies in gift exchange. <i>Journal of the Polynesian Society</i> 126,2:181-208	Susanne Kuehling	Journal article
Standing tall: Posture, ethics and emotions in Dobu. In: James Fox (ed.): <i>Expressions of Austronesian thought and emotions</i> . ANU Pres Pp. 173-190s	Susanne Kuehling	Book chapter
A fat sow named Skulfi: “Expensive” words in Dobu Island society. Gneccchi-Ruscone, E. and A. Paini, eds.: <i>Tides of Innovation. Value, materiality, place</i> . ANU Press Pp. 193-224	Susanne Kuehling	Book chapter
Austronesisches Wertedenken und zeremonieller Gabentausch (Austronesian notions of value and ceremonial gift exchange), contribution to a Festschrift for Professor em. Erhard Schlesier and Professor em. Peter Fuchs. In: Racz, Julia and Krüger, Gundolf (eds.) <i>Transkulturelle Begegnungen – Südpazifik und Sahara</i> . Göttingen: Universitätsverlag Göttingen. Pp. 48-58	Susanne Kuehling	Book chapter
2016. Fuambai’s Strength. <i>Hau: Journal of Ethnographic Theory</i> 6 (3): 107–133. ( <a href="https://www.haujournal.org/index.php/hau/article/view/hau6.3.011">https://www.haujournal.org/index.php/hau/article/view/hau6.3.011</a> )	Carlos Londono Sulkin	Journal article
Londoño Sulkin, Carlos David 2016b. On Engagement with the Works of Peers. In <i>Tipiti: Journal of the Society for the Anthropology of Lowland South America</i> . Vol. 14, Issue 1, pp. 147-151.	Carlos Londono Sulkin	Journal article
<i>Rediscovering French Science-Fiction in Literature, Film and Comics</i> , ed. by Philippe Mather and Sylvain Rheault. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2016.	Philippe Mather (Sylvain Rheault)	Edited book
“A Brief Typology of French Science Fiction Film” in <i>Rediscovering French Science-Fiction in Literature, Film and Comics</i> , ed. by Philippe Mather and Sylvain Rheault. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2016. pp.143-160.	Philippe Mather (Sylvain Rheault)	Book chapter
Mathews, Vanessa (early online) Lofts in Translation: Gentrification in the Warehouse District, Regina, Saskatchewan, <i>Canadian Geographer</i> .	Vanessa Mathews	Journal article
Mathews, Vanessa (early online) Reconfiguring the Breastfeeding Body in Urban Public Spaces, <i>Social &amp; Cultural Geography</i> .	Vanessa Mathews	Journal article
Mathews, Vanessa (2018) Reusing Buildings, <i>Of Land &amp; Living Skies: A Community Journal on Place, Land, and Learning</i> . (Issue 8, Fall)	Vanessa Mathews	Journal article

<p>Crooks, C. V., Lapp, A., Auger, M., van der Woerd, K., Snowshoe, A., Rogers, B. J., Tsuruda, S., &amp; Caron, C. (2018). A feasibility trial of Mental Health First Aid First Nations: Acceptability, cultural adaptation, and preliminary outcomes. <i>American Journal of Community Psychology</i>, 61(3-4), 459-471.</p>	<p>Angela McGinnis (Snowshoe) (C.V. Crooks, A. Lapp, M. Auger, K. Woerd, B.J. Rogers, S. Tsuruda, C. Caron)</p>	<p>Journal article</p>
<p>Snowshoe, A., Crooks, C. V., Tremblay, P. F., &amp; Hinson, R. E. (2017). Cultural connectedness and its relation to mental wellness for First Nations youth. <i>Journal of Primary Prevention</i>, 38(1-2), 67-86.</p>	<p>Angela McGinnis (Snowshoe) (C.V. Crooks, P.F. Tremblay, R.E.Hinson)</p>	<p>Journal article</p>
<p>Snowshoe, A., &amp; Starblanket, N. (2016). <i>Eyininiw mistatimwak</i>: The role of the Lac La Croix Indigenous Pony for First Nations youth mental wellness. <i>Journal of Indigenous Wellbeing</i>, 6(1), 60-76.</p>	<p>Angela McGinnis (Snowshoe) (N. Starblanket)</p>	<p>Journal article</p>
<p>McNeil, B. (2016): Race and the prizing of children’s literature in Canada: Spotlighting the Governor General’s Literary Awards, in Kenneth B. Kidd and Joseph T. Thomas (Eds.), <i>Prizing Children’s Literature: The cultural politics of Children’s Book Awards</i>, Routledge.</p>	<p>Barbara McNeil</p>	<p>Book chapter</p>
<p>McNeil, B. &amp; Dénoimé-Welch S. (2017-2018). Guest Editor and Editorial. Special Issue: Aesthetic Interventions: Implications for social justice through Art and Performance. 28(1). <i>Brock Education Journal: A Journal of Education Research and Practice</i>. Brock University, St. Catharines, Ontario. <a href="https://brocku.ca/education/2019/01/11/special-issue-of-brock-education-a-journal-of-educational-research-and-practice/">https://brocku.ca/education/2019/01/11/special-issue-of-brock-education-a-journal-of-educational-research-and-practice/</a></p>	<p>Barbara McNeil (S. Dénoimé-Welch)</p>	<p>Book chapter</p>
<p><i>Perspectives d’autochtonisation chez les francophones</i>, special issue of the <i>Cahiers franco-canadiens de l’Ouest</i>, vol. 31, no. 1 (2019).</p>	<p>Jérôme Melançon, Fadiala Boutouchent, Heather Phipps</p>	<p>Edited special issue</p>
<p>« Idle No More. A Movement of Dissent », <i>Aboriginal Policy Studies</i>, vol. 7, no. 1 (2018), p. 127-147.</p>	<p>Jérôme Melançon</p>	<p>Journal article</p>
<p>Wes D. Pearce, Catherine Gleason, Justin Maxwell, and Martine Kei Green-Rogers “Visual Dramaturgy: Problem Solver or Problem Maker in Contemporary Performance Creation” <i>Theatre/Practice: The Online Journal of the</i></p>	<p>Wes Pearce (Catherine Gleason, Justin Maxwell,</p>	<p>Journal article</p>

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Michael Poplyansky and Abdoulaye Yoh, <i>Contre toute attente : histoire de la présence francophone à l'Université de Regina, 1968-2018</i> , Caraquet, Éditions de la Francophonie, 2018.	Michael Poplyansky, Abdoulaye Yoh	Book
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Re-thinking the Ludic: Imagining Play as Otherwise The Canadian Association for Young Children, Journal of Childhood Studies Guest Editors, Dr. Kathryn Ricketts and Dr. Patrick Lewis	Kathryn Ricketts (Patrick Lewis)	Edited special issue
Teaching Creativity, Creatively Teaching: Exploring the Arts & Design Thinking in Education Canadian Journal of Education – Special Capsule Issue Guest Editors: Dr. Sean Wiebe, Dr. Peter Gouzouasis, Dr.Kathryn Ricketts, Dr.Patrick Howard & Loyal Shuman	Kathryn Ricketts (Patrick Howard, Loyal Shuman)	Edited special issue
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University of Regina (November 2018). <i>Opening a doorway to culture through equine assisted learning</i> . Education News, Autumn Issue, 4-6. <a href="https://filr.uregina.ca/ssf/s/readFile/share/9983/-3882340391802796662/publicLink/EdNewsAutumn2018nov17FINALweb.pdf">https://filr.uregina.ca/ssf/s/readFile/share/9983/-3882340391802796662/publicLink/EdNewsAutumn2018nov17FINALweb.pdf</a>	Angela McGinnis
Saskatchewan Health Research Foundation (SHRF). (October 2017). <i>Natawihowikamik healing place</i> . Research for Healing Magazine, 3, 36-37. <a href="https://shrf.ca/ckfinder/userfiles/files/Impact/Publications/ResearchforHealth-Issue4_O31web.pdf">https://shrf.ca/ckfinder/userfiles/files/Impact/Publications/ResearchforHealth-Issue4_O31web.pdf</a>	Angela McGinnis
University of Regina. (November 2017). <i>Decolonizing place: The Natawihowikamik Healing Lodge and Wellness Clinic</i> . Education News, Autumn 2017, 8-9. <a href="http://www2.uregina.ca/education/news/wpcontent/uploads/2017/11/autumn2017_web-1.pdf">http://www2.uregina.ca/education/news/wpcontent/uploads/2017/11/autumn2017_web-1.pdf</a>	Angela McGinnis
University of Regina. (February 2017). Media Release Title: <i>Research examines culturally responsive mental health services for First Nations youth</i> . External Relations. <a href="https://www.uregina.ca/external/communications/feature-stories/current/2017/02-16.html">https://www.uregina.ca/external/communications/feature-stories/current/2017/02-16.html</a>	Angela McGinnis
Stewart, L. M. (Forthcoming; November 2017 – present). National Geographic (Short Documentary). <i>Daughters of the Wind</i> (a documentary on equine-assisted learning and healing with Indigenous youth). Craven, SK.	Angela McGinnis
“Dudek, Louis.” The Literary Encyclopedia (Online). General Ed. John Clare. Regional Ed. Wendy Roy. www.litencyc.com [1200 words, 4 manuscript pages]	Medrie Purdham
“Page, P.K.” The Literary Encyclopedia (Online). General Ed. John Clare. Regional Ed. Wendy Roy. www.litencyc.com [1500 words, 5 manuscript pages]	Medrie Purdham
« Des pratiques pour la réconciliation. Dialogue, engagement et éducation à la vérité », <i>Éducation Canada</i> , vol. 58, no. 2, juin 2018, p. 37-38.	Jérôme Melançon
“Mkrtich Tonoyan: Forays in Military Art.” Station 7 of Meet in the Middle: Stations of Migration and Memory Between Art and Film, edited and co-curated with Elizabeth Matheson (Strandline Curatorial Collective), 5th Parallel Gallery (October 17-28, 2016), MacKenzie Art Gallery (November 4-5, 2016); and Dunlop Art Gallery (December 10, 2016-January 15, 2017).	Christine Ramsay
“Armenian Film Series.” Station 8 of Meet in the Middle: Stations of Migration and Memory Between Art and Film, edited and co-curated with Elizabeth Matheson (Strandline Curatorial Collective), Dunlop Art Gallery/RPL Film Theatre, November 2-3, 2016. Regina: Epic Art and Design, 2016. 9 p.	Christine Ramsay

"Anecdotal Evidence: The Work of Gerald Saul." Station 5 of Meet in the Middle: Stations of Migration and Memory Between Art and Film, edited and co-curated with Elizabeth Matheson (Strandline Curatorial Collective), Art Gallery of Regina, July 6-August 27, 2016. Regina: Epic Art and Design, 2016. 28 p.	Christine Ramsay
"Die 14. Internationalen Fasch-Festtage vom 20.-23. April 2017, 'Von Luther zu Fasch' - ein Rückblick", in: <i>Zerbster Heimatkalender 2018</i> (Zerbst, December 2017): 122-127.	Christine Ramsay
"An organ that Max Reger (1873-1916) himself would have enjoyed playing on" – The Max-Reger-Memorial Organ in Weiden (Oberpfalz), Germany", in: <i>Organ Canada</i> (Winter 2017): 9-11.	Christine Ramsay
"Teaching circles at Luther College, University of Regina (LCUR) – A History", with Bryan Hillis, in: <i>Impetus</i> (Fall 2016), edited by Barbara M. Reul, <a href="https://www.luthercollege.edu/university/academics/impetus/fall-2016/teaching-circles-at-lcur">https://www.luthercollege.edu/university/academics/impetus/fall-2016/teaching-circles-at-lcur</a>	Christine Ramsay
"Story from the Podium", in: <i>Impetus</i> (Winter 2016), edited by Barbara M. Reul, <a href="https://www.luthercollege.edu/university/academics/impetus/winter-2016/stories-from-the-podium">https://www.luthercollege.edu/university/academics/impetus/winter-2016/stories-from-the-podium</a>	Christine Ramsay
"When you are with me – The many musical sides of Johann Sebastian Bach", Per Sonatori Baroque Orchestra, Regina, SK (March 2016)	Christine Ramsay
"Smudging Takes Place Here" Inside Ed, International Dance Magazine	Kathryn Ricketts
Marking the Land [exhibition] in "Landmarks2017/Repères – Art + Places + Perspectives/ Art + Lieux + Perspectives", The Magenta Foundation, Toronto, Canada, P. 182-185.	Megan Smith
The Ottawa River [video] in Rebecca Basciano, Jim Burant, Michelle Gewurtz, Catherine Sinclair, "An Art of Questions: Conceptual Art Practices", <i>Àdisòkàmagan - Nous connaître un peu nous-mêmes - We'll all become stories: A Survey of Art in the Ottawa-Gatineau Region</i> , Ottawa & Vancouver: OAG & Figure 1 Publishing Inc., 2018. ISBN 978-1-77327-031-9 (hbk.)	Megan Smith
Riding Through Walls [project] in Sean Lowry and Simone Douglas, "ANYWHERE AND ELSEWHERE", Parsons School of Art, New York, USA. 2017. P. 50-51. ISBN 987-1-68418-636-5. <a href="http://issuu.com/projectanywhere/docs/anywhere_and_elsewhere">http://issuu.com/projectanywhere/docs/anywhere_and_elsewhere</a>	Megan Smith
Thibeault, J., & Quevillon Lacasse, C. (2018). L'enseignement des types et des formes de phrase par le réseau littéraire grammatical (partie 1) : pourquoi et comment ? <i>Le Pollen</i> , 27, 134-146.	Joel Thibeault
Quevillon Lacasse, C., & Thibeault, J. (2018). Où est ... le groupe prépositionnel de lieu ? <i>Le Pollen</i> , 26, 142-153.	Joel Thibeault
Thibeault, J., & Quevillon Lacasse, C. (2018). Commencer l'enseignement grammatical du bon pied: la phrase syntaxique et son enseignement dès la première année. <i>Le Pollen</i> , 25, 134-144.	Joel Thibeault

Quevillon Lacasse, C., & Thibeault, J. (2017). Les « si » mangent les « -rais »? Explorer les structures hypothétiques en prenant appui sur les réseaux littéraires grammaticaux. <i>Le Pollen</i> , 24, 152-166.	Joel Thibeault
Thibeault, J., & Quevillon Lacasse, C. (2017). Le réseau littéraire grammatical pour enseigner le complément du nom et ses réalisations. <i>Le Pollen</i> , 23, 144-161.	Joel Thibeault (C. Quevillong Lacasse)
Quevillon Lacasse, C., & Thibeault, J. (2017). Si <i>confiture</i> , <i>tournure</i> et <i>pelure</i> sont des noms féminins, <i>littérature</i> , lui, est de quel genre? L'utilisation d'abécédaires organisés en réseaux littéraires grammaticaux pour soutenir l'élève dans l'assignation du genre des noms. <i>Le Pollen</i> , 22, 204-219.	Joel Thibeault (C. Quevillong Lacasse)
Thibeault, J., & Quevillon Lacasse, C. (2016). Enseigner la grammaire de manière progressive grâce à la littérature de jeunesse: l'exemple du complément de phrase. <i>Le Pollen</i> , 21, 94-102.	Joel Thibeault (C. Quevillong Lacasse)
Quevillon Lacasse, C., & Thibeault, J. (2016). Au-delà du Bescherelle: l'enseignement de la conjugaison par l'entremise du réseau littéraire grammatical. <i>Le Pollen</i> , 20, 116-134.	Joel Thibeault (C. Quevillong Lacasse)
Thibeault, J., & Quevillon Lacasse, C. (2016). Il était une fois la grammaire: une chronique sur l'élaboration de réseaux littéraires pour décloisonner l'enseignement grammatical. <i>Le Pollen</i> , 19, 82-90.	Joel Thibeault (C. Quevillong Lacasse)
<i>Light's Alibi</i> . Chapbook. (6 poems) Vancouver: The Alfred Gustav P, 2018. "1929," "Unscathed." <i>Angry Old Man</i> . 3. 2018. <a href="https://angryoldmanmagazine.com/michael-tussler/">https://angryoldmanmagazine.com/michael-tussler/</a>	Michael Trussler
"Three Young Men, Each Holding a Lobster." <i>The Fiddlehead</i> . 271 (Spring 2017): 93-95.	Michael Trussler
"The Sky is Underlit with Concrete," "When You Sat for Dix." <i>The Antigone Review</i> . 189 (Spring 2017): 102-04.	Michael Trussler
<i>Nachträglichkeit</i> ↔ <i>Nachträglichkeit</i> ." <i>Grain</i> . 45.3 (Spring 2018): 42-6 (+ photograph).	Michael Trussler
"Everything After Follows from That: An Elegiac Conversation Between Grant Stonehouse and Leonard Carey." <i>The Puritan</i> . 34. (Summer 2016): 3,955 words. <a href="http://puritan-magazine.com/an-elegiacconversation-michael-trussler/">http://puritan-magazine.com/an-elegiacconversation-michael-trussler/</a> (+ photograph)	Michael Trussler
"Anecdotal Evidence: The Work of Gerald Saul," catalogue essay for <i>Anecdotal Evidence: The Work of Gerald Saul</i> , retrospective exhibition at the Art Gallery of Regina, 2016	Kenneth Wilson

## EXHIBITIONS, PERFORMANCES & CURATION

"In Sundry Languages 3.0" Caminos Festival. Native Earth Performing Arts/Aluna Theatre. "In Sundry Languages". Toronto Fringe Festival. Theatre Passe Muraille. <i>Zápisník zmizelého</i> (The Diary of the One who Disappeared) by Leoš Janáček. One act opera. Walter Hall, University of Toronto.	Art Babayants
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<i>A Moment of Silence</i> by Mohamad Yaghoubie. AD, directed by M. Yaghoubie. Toronto, Factory Theatre, SummerWorks Festival.	Art Babayants
PUBLIC PERFORMANCE: DRAW NEAR (Playwright) at the <i>Spring Festival of New Plays</i> “Tasty Bits” series.	Kathryn Bracht
PUBLIC PERFORMANCE: (Actor) in the “Tasty Bits” series in <i>Spring Festival of New Plays</i> .	Kathryn Bracht
PUBLIC PERFORMANCE and PLAYWRIGHT’S TALK (Playwright) <i>Women Playwrights International Conference</i> , Santiago, Chile.	Kathryn Bracht
PUBLIC PERFORMANCE: <i>MANIFESTO!</i> (Playwright) Contracted by Saskatchewan Playwright’s Festival to provide 10 pages of new playwrighting to be publically performed in their “Last Sunday” series in Saskatoon.	Kathryn Bracht
Time Travel, Art and Women’s Stories, Art for Lunch, Department of Visual Arts, University of Regina, Regina SK, November 17, 2017.	Sherry Farrell Racette
<i>Nos Noose</i> . With Jessie Short. Inter nations Gathering of Indigenous Performance Art. Wendake reservation/Quebec City. Sept. 15, 2018.	David Garneau
“City.” A collaborative game/performance with 120 children, Rodger Ross (Indigenous knowledge keeper), Frederick Dupre, and a dozen volunteers at Ecole Monseigneur de Laval, Regina, May. 5, 2017.	David Garneau
Concert with Motion2 Ensemble (new music trio), Fredericton NB	Helen Pridmore
Premiere of <i>Sor Juana and the Silences</i> , Regina SK	Helen Pridmore
Premiere of Michael Finnissy new opera <i>Undivine Comedy</i> , with Aventa Ensemble, Victoria BC	Helen Pridmore
Solo performer in <i>Mirror</i> , multi-media performance, with artist Isabella Stefanescu, computer engineer Klaus Engel and stage director Anne Marie Donovan; and trio improvisation performance with Norman Adams and WL Altman, IICSI Improvisation and Mobility Conference, Regina	Helen Pridmore
<i>Blueprints</i> performance (exploratory) with <i>Femmes5</i> , dance/voice collective, Regina	Helen Pridmore
Performance at Neutral Ground Contemporary Arts Forum with Sbot N (voice/electronics improvisation duo) at “Art’s Birthday” event	Helen Pridmore
Performances of Kurtág <i>Kafka Fragments</i> (for voice/violin), Gustin House, Saskatoon and Neutral Ground Contemporary Art Forum, Regina	Helen Pridmore
Performance with Sbot N Wo and New Dance Horizons, MAGDance Festival, MacKenzie Art Gallery, Regina	Helen Pridmore
Solo singer in performance of <i>GOYA</i> , a new multi-disciplinary opera by WL Altman and David Fancy, Universidad del Claustro de Sor Juana, Mexico City	Helen Pridmore
Riding Through Walls, <i>IAST 2018</i> , University of Lethbridge, Lethbridge, AB, October 25 – 27. <i>Ignite</i> , Saskatchewan Science Centre, Regina, SK, October 4. <i>URL/IRL</i> , Dunlop Art Gallery, Regina, June 1 – September 15. <i>ProjectAnywhere</i> , Global Exhibition, Feb 18, 2016 - December 31, 2016. <a href="http://www.projectanywhere.net/">http://www.projectanywhere.net/</a>	Megan Smith

Online release of selections from a full-band show for CJTR Live on 13 <sup>th</sup> series – May 2018	Glenn Sutter
<i>Wood Mountain Walk</i> , 2018	Kenneth Wilson
<i>Goose Island Overlook Walk</i> , Canadian Association for Curriculum Studies, Congress of the Humanities and Social Sciences, University of Regina, 2018	Kenneth Wilson
<i>Project Sam</i> , University of Regina, 2017	Kenneth Wilson
Sage Hill Writing Experience playwriting workshop, facilitated by Governor General’s Award-winning playwright Catherine Banks, July 2017 (juried application)	Kenneth Wilson
<i>What You Carry</i> , play workshopped at the Saskatchewan Playwright Centre’s Spring Festival of New Plays, May 2016, and at Artesian on 13th, 2017	Kenneth Wilson
<i>Surrender No. 40</i> , a lecture-performance presented at the Lifelong Learning Centre, University of Regina; the Department of English, University of Regina; and at Artesian on 13,2017	Kenneth Wilson
<i>Muscle and Bone</i> , 2016	Kenneth Wilson
Anthropology of the Discard – Body/Objects/Stories	Kathryn Ricketts
Anthropology of the Discard Residency	Kathryn Ricketts
2017 Workshop on Art, Nature and Technology, Giardino di Daniel Spoerri, Seggiano, Italy	Sarah Abbott
<i>An Eloquence of Women</i> , Wanuskewin Heritage Park Gallery, Wanuskewin SK, April 29 –July 7, 2017.	Sherry Farrell Racette
<i>Revolutionaries and Ghosts: Memory, Witness and Justice in a Global Canadian Context</i> , Mackenzie Art Gallery, Regina SK, May 26–September 9, 2018.	Sherry Farrell Racette
<i>Bead Speak</i> , Slate Fine Art Gallery, Regina SK, September 1–October 1, 2016.	Sherry Farrell Racette
<i>Transformer: Native Art in Light and Sound</i> . Co-curated with Kathleen Ash Milby. Ten artists (three new commissions). New media, international. National Museum of the American Indian (Smithsonian), New York City. Nov. 10, 2017-Jan. 6, 2019	David Garneau
<i>With Secrecy and Despatch</i> . Co-curated with Tess Allas. Historical works about massacres and memorialization of Indigenous people. Ten new commissions. Campbelltown Arts Centre, Sydney, Australia. April 9-June 12, 2016.	David Garneau
<i>Conflicting Heroes. The Biennale d’art contemporain autochtone /Contemporary Native Art Biennial</i> . Curator: Mike Paten. Art Mûr, Berlin, Germany. June 8-Aug. 4, 2018.	David Garneau
<i>Earth Tones</i> . Chapel Gallery, North Battleford, SK. May 3-June 17, 2018.	David Garneau

<i>In Dialogue. Curator: John G. Hampton.</i> University of Toronto Art Centre. Sept. 6-Oct. 7, 2017. Art Gallery of Southwestern Manitoba, Brandon. Jan. 25-March 24, 2018.	David Garneau
<i>Our Masterpieces, Our Stories.</i> Canadian and Indigenous Galleries, National Gallery of Canada. June 15-Sept. 4, 2017.	David Garneau
<i>Hanson, C. (June 17-July 4, 2014). Beading between generations [Curator].</i> Mann Art Gallery, Exhibition from SSHRC funded research project. Prince Albert, Saskatchewan.	Cindy Hasnson
" <i>Studies in Aluminum.</i> " Solo exhibition of paintings, curated by Jess Richter, Art Gallery of Regina, (March 26-June 30, 2017).	Christine Ramsay
The Ottawa River [video] <i>Àdisòkàmagan - Nous connaître un peu nous-mêmes - We'll all become stories</i> , Ottawa Art Gallery, Ottawa, January 20 - September 1.	Megan Smith
<i>Being Adrift [digital photography]</i> , RiverRoute Pop-Up, AIR Artists Image Resource, Pittsburgh, USA, June 14.	Megan Smith
<i>Riding Through Walls [web project]</i> , ProjectAnywhere, Global Exhibition, Feb 18, 2016 - December 31, 2016. <a href="http://www.projectanywhere.net/">http://www.projectanywhere.net/</a>	Megan Smith
<i>One Day Interdisciplinary International Symposium on (Im)migration, Emigration, and Refugees in Europe and Canada: Social Challenges and Issues of Representation</i> , March 21, 2018	Christina Stojanova
" <i>Franz Kafka and the Unrelenting Uncanny.</i> " <i>Introduction to Performance of György Kurtàg's Kafka Fragments.</i> Helen Pridmore & Nadia Francavilla musicians. Gustin House, Saskatoon: November 6, 2016. Neutral Ground, Regina: November 8, 2016.	Michael Trussler
" <i>Here Now: Contemporary Photography.</i> " <i>Photography Exhibit. University of Regina Faculty Club. September 6-November 10, 2016.</i>	Michael Trussler
"Prairie (Magic) Realism(s)," Station 5 of <i>Meet in the Middle: Stations of Migration and Memory Between Art and Film</i> , curated for Dunlop Art Gallery, January 15-February 19, 2017. With Elizabeth Matheson (Strandline Curatorial Collective).	Christine Ramsay
"Atom Egoyan: Steenbeckett," MacKenzie Art Gallery, November 4, 2016-January 2, 2017. With Timothy Long (Head Curator, MacKenzie Art Gallery) and Elizabeth Matheson (Curator, Strandline Curatorial Collective).	Christine Ramsay
"Mkrtich Tonoyan: Forays in Military Art," Station 7 of <i>Meet in the Middle: Stations of Migration and Memory Between Art and Film.</i> A suite of three exhibitions: <i>Contested Borderlands: Armenia</i> , curated for Dunlop Art Gallery, December 8, 2016-January 1, 2017; <i>Camouflage and Roll Call</i> , curated for 5th Parallel Gallery, University of Regina, October 17-28, 2016; and <i>Roll Call</i> , curated for MacKenzie Art Gallery, Regina, November 4-5, 2016. With Elizabeth Matheson (Curator, Strandline Curatorial Collective).	Christine Ramsay
"Anecdotal Evidence: The Work of Gerald Saul," Station 6 of <i>Meet in the Middle: Stations of Migration and Memory Between Art and Film</i> , curated	Christine Ramsay



for Art Gallery of Regina, July 6-August 27, 2016. With Elizabeth Matheson (Curator, Strandline Curatorial Collective).	
Filmmaker, “Bird bath.” The One Take Super Eight Event, RPL Film Theatre, July 13, 2017 (with Ken Wilson).	Christine Ramsay
Curator, Marking the Land, Fifth Parallel Art Gallery, June 5-22, Regina, SK. <a href="http://markingtheland.ca/">http://markingtheland.ca/</a>	Megan Smith
Curating mini-festival of New Romanian cinema for the RPL (with Belinda New), March 2018	Christina Stojanova
Film Series <i>German Expressionism and its Cinematic Legacy</i> at Regina Public Library (Jan-Sept, 2016)	Christina Stojanova

<b>OTHER PROFESSIONAL ACTIVITIES</b>	
Artistic Director and Producer Toronto Laboratory Theatre	Art Babayants
Publication of four photographs. In: Racz, Julia and Krüger, Gundolf (eds.) <i>Transkulturelle Begegnungen – Südpazifik und Sahara</i> . Göttingen: Universitätsverlag Göttingen. Pp.	Susanne Kuehling
Editorial consultant for the periodical <i>Cinémas</i> (Montréal): 1995-2018. Editorial consultant for the <i>Canadian Journal of Film Studies</i> : 2000-present. Editorial consultant for the Canadian literary journal <i>Mosaic</i> : 2018. Editorial consultant for the online journal <i>Film-Philosophy.com</i> : 2016.	Philippe Mather
<u>2018</u> Set Design – <i>La Boheme</i> (Stage Director – Charlie Peters) Saskatoon Opera, Saskatoon SK Set & Costume Design – <i>Us*</i> (Director – Valerie Ann Pearson)Globe Theatre Production <u>2017</u> Costume Design – <i>Bittergirl: The Musical</i> (Director – Greg Ochitwa) Globe Theatre, Regina SK Set & Costume Design – <i>Key Change*</i> (Director – Stephanie Graham) Globe Theatre Production <u>2016</u> Set & Costume Design – <i>Million Dollar Quartet</i> (Director – Daniel Balkwill) Globe Theatre, Regina SK (and tour) Set & Costume Design – <i>The Secret Mask</i> (Director – Marti Maraden) Globe Theatre, Regina SK	Wes Pearce

<b>CLUSTER-ORGANIZED SYMPOSIUMS</b>		
Bringing Back the Buffalo	Joanne Bristol and Kathleen Irwin	Indigenizing Institutions through cultural practices with more-than-human relations

Perspectives géographiques sur l'identité et le maintien des langues minoritaires : la Saskatchewan et au-delà	Jérôme Melançon	Community engagement Community policy development Bilingual event with simultaneous translation
Interspecies Knowledges: an intercultural conversation)	Joanne Bristol and Kathleen Irwin Media, Arts and Performance	How our relations with more-than human beings shape new modes of knowledge, ecological activism and well- being
Nation to Nation, City to City: Curating Communities, Gathering Diversities.42	Christine Ramsay	Expanded Art practice, Internationalization and Indigenization
Winona Laduke HRI Keynote speaker for Congress 2018	Ian Germani	tribal land claims and preservation, as well as sustainable development.
Land and the Imagination	Sherry Bennett and Troni Grande	sustainable ways to inhabit rural Saskatchewan site-specific and community-engaged art practice
Living Heritage: Growing our Cultural Heritage	Johnson Shoyama Graduate School of Public Policy	Community engagement Knowledge translation Policy development
Sharing the Land	Johnson Shoyama Graduate School of Public Policy	Community engagement Knowledge translation Policy development
Truth & Reconciliation through the Sharing of Stories	Johnson Shoyama Graduate School of Public Policy	Community engagement Knowledge translation Policy development

### ORGANIZED SYMPOSIUMS AND CONFERENCES

“Sure they’re solving, but are they thinking?”	Alayne Cheryl Armstrong	Mathematics Conference
“Rethinking mathematics classes”	Alayne Cheryl Armstrong	Mathematics Conference
“Working better together”	Alayne Cheryl Armstrong	Mathematics Conference
<i>On Multilingualism, Performance and Communities.</i>	Art Babayants	Theatre Research
Western Association of Women's Historians Annual Conference, Sheraton Denver, Denver, Co., 12-14 May 2016.	Donica Belisle	

Irwin, K. (organizer) Symposium of Accessibility and Inclusivity in the Arts (April 2017). University of Regina.	Kathleen Irwin	
5-day workshop during OISTAT 50 Years celebration in Cardiff, August 2018	Jerome Maeckelbergh	
“Perspectives d’autochtonisation chez les francophones: préparer un avenir commun dans l’Ouest canadien,” University of Regina, March 8-10 018	Jérôme Melançon, Fadila Boutouchent, Heather Phipps	Multidisciplinary conference on Indigenization

RESEARCH FUNDING		
Sugar: A Canadian History. 2017-2019.	Donica Belisle	\$29,840 from SSHRC Insight Development Grant
Teaching Trauma and Indian Residential School Literatures in Canada	Michelle Coupal	\$55,691 from SSHRC
Shaataahaa: Indigenous Methodologies for Collection Based Research, a GRASAC pilot project, PI, Great Lakes Research Alliance for the Study of Aboriginal Arts and Culture (GRASAC),	Sherry Farrell Racette	Carleton University
Mitacs Accelerate grant (intern: Anna Lozhkina).	Amber Fletcher	\$45,000 grant from Mitacs
Building Capacity for Advocacy on Women’s Issues	Amber Fletcher Cindy Hanson	\$800,000 grant from Status of Women Canada, Canadian Research Institute for the Advancement of Women
Ecomuseums: Local Community Engagement, Identity, and Governance.	Amber Fletcher	\$4,137.80 from University of Regina Vice-President Research Discretionary Fund
Mitacs Accelerate Post-Doctoral Funding, Dr. Adela Kincaid.	Amber Fletcher	\$30,000 grant from Mitacs
Prairie WATERSAVE: Sustainable Water Management for Civic and Provincial Policy Makers and Urban, Rural, and Indigenous Communities.	Amber Fletcher	\$1.7 million grant from Global Water Futures
Social Dimensions of Climate Hazards: Adapting to Wildfire and Flood in Saskatchewan’s Farm, Forestry, and First Nations Communities.	Amber Fletcher (Maureen Reed, Harry Diaz, Margot Hurlbert, Mark Johnston, Toddi Steelman, Elaine Wheaton)	\$261,658 Insight grant from SSHRC

Engendering Public Engagement, Democratizing Public Space.	Amber Fletcher (Barbara Cameron)	\$197,764 Partnership development grant from SSHRC
Regal Alterities: Imagining Exotic Rulers and Ambassadors in Early Modern Europe	Francesco Freddolini	Insight grant from SSHRC
Sensory Entanglements	David Garneau (Christopher Salter)	SSHRC Innovation Grant
Art After the TRC	David Garneau (Keavy Martin, Ashok Mathur, Dylan Robinson, Jonathan Dewar)	\$499,371 Innovation grant from SSHRC
Reconciling Perspectives and Building Public Memory: Learning from the Independent Assessment Process.	Cindy Hanson (Levac, L., Stirbys, C., Michelle Coupal & Ry Moran)	\$268,000 SSHRC Insight Award
	Cristyne Hébert (Jennifer Jenson, Kurt Thumlert)	\$25,000 Partnership Engage Grant from SSHRC
	Cristyne Hébert (Jennifer Jenson, Kurt Thumlert)	\$10,000 Parents Reaching Out Grant from Ontario Ministry of Education
Access to Recovery for Saskatchewan People with (Dis)Ability and Abuse Issues: From Needs Assessment to Building Capacity	Bonnie Jeffery (Gabriela Novotna, Randy Johner)	\$30,460 Saskatchewan Health Research Foundation, Collaborative Innovation Development Grants
Rural and Northern Community Response to Intimate Partner Violence	Bonnie Jeffery	\$1,000,000 SSHRC CURA (Community University Research Alliance)
Indigenous ways of knowing and being: Story sciencing with the more-than-human world	Angela McGinnis	\$10,000 from Saskatchewan Instructional Development and Research Unit (SIDRU) Partnerships and Community-based Projects Grant
(Re)Connecting animal-human relationships as a doorway to Indigenous wellness.	Angela McGinnis	145,789 from CIHR Indigenous Approaches to Wellness Research Catalyst Grant

(Re)Connecting animal-human relationships as a doorway to Indigenous wellness.	Angela McGinnis	4,858 from University of Regina Curiosity Research Grant
The concept and role of place for First Nations youth.	Angela McGinnis	\$39,990 from Saskatchewan Health Research Foundation (SHRF) Collaborative Innovation Development Grant
Understanding the impact of adapting and implementing an evidence-based mental health promotion program: The Mental Health First Aid – First Nations initiative.	Angela McGinnis	200,000 from CIHR Population Health Intervention Research Operating Grant
Kitinikêwin misiwanacihisowin: Researching arts-based wellness promotion for suicide prevention among Aboriginal youth.	Angela McGinnis	210,362 from CIHR Operating Grant
Multiple ways of healing as a pedagogical approach to Indigenous education and practical model for holistic wellness	Angela McGinnis	\$3919 from Indigenous Advisory Circle (IAC) Indigenization Fund
Experiences of Racialized Students in the Helping Professions (Education, Nursing and Social Work)	Barbara McNeil	\$50,000 from SSHRC Insight Development Grant
Saskatchewan African Canadian Heritage Museum (Part Two): Re-branding the Logo—A Museum Responds to Decolonization and Indigenization	Barbara McNeil	\$2,500 from Saskatchewan Instructional Development Research Unit (SIDRU)
“Reconnaître le secteur informel. L’accueil des immigrants francophones en Saskatchewan par les immigrants établis”	Jérôme Melançon, Michael Akinpelu, Daniel Kikulwe	\$7000 grant from Pathways to Prosperity
“Perspectives d’autochtonisation chez les francophones: préparer un avenir commun dans l’Ouest canadien”	Jérôme Melançon, Fadila Boutouchent, Heather Phipps	\$22 512 from SSHRC Connection \$3000 from Indigenous Advisory Circle
“A Cinematic History of the Origins and Legacy of ‘La Marche pour l’égalité et contre le racisme’ in France – 1983-2018.”	Sheila Petty	\$79,176 from SSHRC Insight Grant
“New Maghrebi Cinematic Spaces.”	Sheila Petty	\$80,834 from SSHRC Insight Grant
Open Waters Festival	Helen Pridmore	Canada Council Travel Grant
<i>The Whale</i>	Helen Pridmore	Canada Council “Explore and Create” grant

Nation to Nation: City to City: Curating Communities, Gathering DiverS<>Cities	Christine Ramsay	\$1800 Congress 2018 International Keynote Speaker Grant, Congress of the Social Sciences and Humanities of Canada, Annual Conference of the Film Studies Association of Canada
Nation to Nation: City to City: Curating Communities, Gathering DiverS<>Cities	Christine Ramsay	\$2000 Congress 2018 Community Connections Grant, Congress of the Social Sciences and Humanities of Canada, Annual Conference of the Film Studies Association of Canada
<i>Mkrtich Tonoyan: Forays in Military Art</i> (5th Parallel Gallery, October 9-29, 2016) and <i>Atom Egoyan: Steenbeckett</i> catalogue, Stations 7 and 9 of <i>Meet in the Middle: Stations of Migration and Memory Between Art and Film</i>	Christine Ramsay	\$12,000 Saskatchewan Arts Board
<i>Meet in the Middle: Stations of Migration and Memory Between Art and Film</i> , Station 10: Symposium	Christine Ramsay	\$49,955 SSHRC Connection Grant
2016 American Bach Society Meeting, University of Notre Dame, South Bend, Indiana, USA.	Barbara Reul	\$2300 President's Research Fund-Schedule A [PRF]
Operations: The Listening Lab	Kathryn Ricketts	\$8000 Ruth Defoe Fund – Social Work, University of Regina
Difference and the Arts: Finding new language for curriculum design	Kathryn Ricketts	\$5100 from University of Regina President's Research Seed Grant SSHRC
Difference and the Arts: Finding new language for curriculum design	Kathryn Ricketts	\$4776 from University of Regina Humanities Research Fellowship
Difference and the Arts: Finding new language for curriculum design	Kathryn Ricketts	\$2000 from University of Regina, Deans Discretionary Funds
Giving Voice to Mixed Abilities and Street Youth through the Arts: Finding new language for curriculum design	Kathryn Ricketts	\$3600 from President's Teaching and Learning Scholars Program, University of Regina

Reconceptualizing Teachers' Roles for Canada's Creative Economy	Kathryn Ricketts	\$275,087 from SSHRC – insight
Art for social change: and integrated research program in teaching, evaluation and capacity building	Kathryn Ricketts	2,496,559 from SSHRC Partnership
Embodied multimodal mathematics learning for students with sensory impairments	Kathryn Ricketts	108,000 from SSHRC Insight
Creative and Cultural Ecosystems on the Prairies: Visioning, Realizing and Valuing a Creative Society on the Prairies	Kathryn Ricketts	20,000 from SSHRC Partnership
Voices from the Land: our shared history, our shared future	Kathryn Ricketts	\$13,000 from Faculty of Education, Indigenous Advisory Circle Fund, University of Regina
Land(ing)	Kathryn Ricketts	\$4000 from Saskatchewan Arts Board – Multi Disciplinary Award
‘Interactive, Art, Science & Technologies Symposium in Western Canada’	Megan Smith	Approx. \$74,000 from SSHRC Insight Connections Grant
“Visual Content Collaboration”	Megan Smith	\$24,000 RCMP Research Project
To attend Eyeo Festival and Northern Spark Festival’	Megan Smith	\$1500 Canada Council for the Arts, Travel Grant
‘Landmarks – Canada 150 Initiative’	Megan Smith	\$20,000 course sponsorship, MOU from OCAD to MAP
Language Camps as an Indigenous language revitalization strategy: The nêhiyawak (Cree peoples) Language Learning Experience	Andrea Sterzuk	\$4000, Faculty of Education Indigenous Advisory Circle
A study of a land-based and ceremonial mentor-apprentice approach to Saulteaux language revitalization	Andrea Sterzuk	\$2800, University of Regina Research Trust Fund
A study of a land-based and ceremonial mentor-apprentice approach to Saulteaux language revitalization	Andrea Sterzuk	\$10,000 Saskatchewan Instructional Development and Research Unit
A study of a land-based and ceremonial mentor-apprentice approach to Saulteaux language revitalization	Andrea Sterzuk	\$25,000 from SSHRC Partnership Engage Grant
A comparative study of graduate thesis language policy in Canadian universities	Andrea Sterzuk	\$5000 Saskatchewan Instructional Development and Research Unit

Ethical relationality, Canadian applied linguists and Indigenous language revitalization	Andrea Sterzuk	\$25,000 SSHRC Knowledge Synthesis Grant
“Born out of struggle, determination and hard work.” First Nation and Métis women’s Organizing for Indigenous Reproductive Justice in Twentieth-Century Saskatchewan.”	Allyson Stevenson	\$20,140 from SSHRC Insight Development Grant
A genealogy of Indigenous Child Welfare in Canada: A multi faceted examination of events in the removal of Indigenous children with a concentration on child welfare policy shifts between 1950 and 1985	Allyson Stevenson (Raven Sinclair)	\$400,000 / 4years from SSHRC Insight Grant Status
Putting the Pieces Together: Understanding the Concept of Physical Literacy to Meet Physical Education outcomes.	Alexandra Stoddart (M.Humbert, M.Erlandson)	\$6965.13 from SSHRC Explore and Exchange Grant.
Community Engagement for Sustainability: An Assessment for the Museums Association of Saskatchewan	Glenn Sutter	\$21,582 from SSHRC Partnership Engage Grant
Masters research by Ann Lozhkina on Knowledge mobilization: Local community engagement, sustainability and adaptive governance	Glenn Sutter	\$7500 Mitacs Accelerate Program and Town of White City
Engaging Urban Canadians: Songwriting for Nature	Glenn Sutter	\$67,000 Environment and Climate Change Canada

## Description of the Critical Mass of Highly Qualified Personnel That Contribute To Research Within The Cluster

### *Institutional Areas of Expertise*

- Community Research Unit
- Humanities Research Institute
- Social Policy Research Centre
- Centre de recherche sur les francophonies en milieu minoritaire
- The Confucius Institute
- University of Regina Press

### *Highly Qualified Personnel*

- Sarah Abbott, Media, Arts and Performance



- Alayne Armstrong, Education
- William Arnal, Arts
- Art Babayants, Media, Arts and Performance
- Jesse Bazzul, Education
- Donina Belisle, Arts
- Mary Blackstone, Media, Arts and Performance (Emerita)
- Raymond Blake, History
- Kathryn Bracht, Media, Arts and Performance
- Joanne Bristol, Adjunct Media, Arts and Performance
- Christopher Bundock, Arts
- Rebecca Caines, Media, Arts and Performance
- Philip Charrier, Arts
- Michelle Coupal, CRC II, Education
- James Daschuk, Kinesiology and Health Studies
- Jason Demers, Arts
- Jim Farney, Arts
- Sherry Farrell-Racette, Media, Arts and Performance
- Amber Fletcher, Arts
- Fidji Gendron, Biology
- Amber Fletcher, Sociology and Social Studies
- Nick Forsberg, Education
- Francesco Freddolini, Media, Arts and Performance
- Robin Ganey, Arts
- David Garneau, Media, Arts and Performance
- Ian Germani, Arts
- Troni Grande, Arts
- Cindy Hanson, Education
- Cristyne Hébert, Education
- Kathleen Irwin, Media, Arts and Performance
- Bonnie Jeffery, Social Work
- Darlene Juschka, Arts
- Randy Johner, Social Work
- Anna-Leah King, Education
- Susanne Kuehling, Arts
- Ken Leyton-Brown, Arts
- Carlos Londoño, Arts
- Charity Marsh, Media, Arts and Performance
- Philippe Mather, Champion College

- Vanessa Mathews, Arts
- Angela McGinnis (Snowshoe), Arts
- Barbara McNeil, Education
- Jérôme Melançon, La Cité universitaire francophone
- Wes Pearce, Media, Arts and Performance
- Sheila Petty, Media, Arts and Performance
- Heather Phipps, Education
- Michael Poplyansky, La Cité universitaire francophone
- Helen Pridmore, Media, Arts and Performance
- Medrie Purdham, Arts
- Christine Ramsay, Media, Arts and Performance
- Barbara Reul, Luther College
- Kathryn Ricketts, Education
- Randal Roger, Media, Arts and Performance
- Sara Schroeter, Education
- Megan Smith, Media, Arts and Performance
- Andrea Sterzuk, Education
- Allyson Stevenson, CRC II, Arts
- Alexandra Stoddart, Education
- Christina Stojanova, Media, Arts and Performance
- Glenn Sutter, Royal Saskatchewan Museum
- Joël Thibeault, Education
- Michael Trussler, Arts
- Kenneth Wilson, Arts

\*This list is growing as we continue to contact researchers

## **Description of the Interdisciplinary Nature Of Research / Researchers Associated With The Cluster**

Research in this area examines the practices, production, reproduction, expression, spaces, and knowledge that protect and further the diverse forms of human creativity and humanity's collective heritage – as well as life on land and under water, without necessary ties to human use. Every day, University of Regina researchers focus their efforts on understanding and preserving the dynamic and evolving elements of cultural heritage – oral histories, food heritage (traditional, sustainable cuisine), language, art, music, dance, ceremony, the natural world, and aesthetic and spiritual beliefs. Through this work, researchers across our campus create partnerships and produce scholarship that contribute to

finding solutions old and new to the challenges we face as communities and as a society, in ways that respect the differences in ways of being, knowing, and acting.

Our researchers are highly engaged in the diverse and creative work that supports living heritage scholarship. Our experts include academics working in our Faculties of Arts; Education; Media, Art, and Performance; Social Work; La Cité universitaire francophone; and at our Johnson Shoyama Graduate School of Public Policy and federated colleges, including First Nations University of Canada.

Our campus is home to several research centres and institutes that focus on safeguarding scholarship activities connected to living heritage. Some of these include: the Institute for Environmental Change and Society, Indigenous Peoples' Health Research Centre, Saskatchewan Population Health and Evaluation Research Unit, the Humanities Research Institute, the Community Research Unit, VOICE Lab (Vocally Oriented Investigations in Creative Expression); RISC (Regina Improvisation Studies Centre); IMPACT Lab and the IMP Lab (Interactive Media and Performance).

University of Regina researchers are examining a range of diverse activities that centre on living heritage. Some of these include:

- Community-based and critical practices for social cohesion and land stewardship;
- Sustainability of water and aquatic life;
- Preservation of Indigenous plants and fauna;
- Preservation of Indigenous languages, healing practices, and ceremonies;
- Maintaining and creating cultural spaces for communities, groups, and individuals;
- Preservation of the French language and of world Francophone cultures in minority contexts;
- Practices of multiculturalism and intercultural relations;
- Performing arts, such as dance, theatre, and music;
- Relationship to place, to other communities, and to other species;
- Commensal performance practice and more-than-human interaction
- Oral history, including folklore and storytelling;
- Mediated modes of communication and digital heritage;
- Experimental voice practice and disability arts; and
- Strategies of survival, resistance, and growth by marginalized groups.

Through our commitment to creating a culture around living heritage on our campus, we envision the University of Regina as living lab of intangible culture – a space to ask questions, to research, and to experiment – a place where we embrace existing and emerging opportunities within the realm of living heritage research.

## **Commitment to partners in the community and the Province of Saskatchewan for high impact research**

It is important to note that collaborative work with communities, and especially Indigenous communities, must benefit those communities first and foremost, while recognizing that they might choose not to share all their knowledge with us depending notably on their traditions, norms, laws, current priorities and preoccupations, and the state of their relation with the University and with researchers. As a result, research on living heritage is also a matter of relationships with people which come with opportunities as well as with obligations.

Correspondingly, a partnership is being established with SUNTEP at the Gabriel Dumont Institute, as well as with First Nations University of Canada, allowing their researchers to take part in the research Cluster.

Cluster researchers have or have had active partnerships with the following organizations:

The Big Sky Centre for Learning and Being Astonished! Inc.  
MacKenzie Art Gallery  
Royal Saskatchewan Museum  
Commonweal Community Arts  
Sâkêwêwak Artist Collective  
Dunlop Art Gallery  
Regina Public Library  
Saskatchewan Writers' Guild  
Assemblée communautaire fransaskoise (ACF) and local Fransaskois organizations  
Conseil des écoles fransaskoises (CÉF)  
Communauté des Africains francophones de la Saskatchewan (CAFS)  
Société historique de la Saskatchewan  
Multicultural Councils (Saskatchewan, Regina, etc.)  
Regina Region Local Immigration Partnership  
Réseau en immigration francophone – Saskatchewan  
Saskatchewan Arts Alliance  
Saskatchewan Arts Board  
South Central Regional Immigration Partnership  
File Hills – Qu'Appelle Tribal Council  
Office of the Treaty Commissioner

**REPORT TO EXECUTIVE OF COUNCIL – March 27, 2019  
From the March 6, 2019  
Council Committee on Undergraduate Admissions and Studies Meeting**

**APPROVAL ITEMS FOR EXECUTIVE OF COUNCIL**

**1. Registrar's Office**

**1.1 Academic Schedule 2020-2021**

**Motion 1: Approval of Academic Schedule for 2020-2021**

**To approve the 2020-2021 Academic Schedule presented as Attachment A, effective 2020.**

**1.2 Graduation Regulation**

**Motion 2: Posthumous Degrees**

**That the revisions to the Posthumous Degree regulation of the Undergraduate Calendar (page 55 in the 2019-2020 Undergraduate Calendar [printed publication] or page 57 [web publication]), as presented below, effective 201920.**

**Posthumous Degrees Credentials**

A degree, diploma, or certificate ~~certificate, diploma, or degree~~ may be awarded posthumously when the requirements for a degree, diploma, or certificate ~~certificate, diploma, or degree~~ are 75% per cent completed on the recommendation of the primary faculty of registration. The concurrence of the student's next of kin is required for the faculty to submit the application for graduation. The dean or designate of the student's primary faculty of registration will contact the next of kin for this approval, and recommend the student to Executive of Council for graduation. Posthumous credentials will be acknowledged in the Convocation program and may be acknowledged or presented at the ceremony.

A degree credential is not considered to be posthumous if the student dies following completion of the degree program requirements but prior to formal approval for conferral, or following conferral of the degree credential, but prior to the ceremony at which the degree credential would have been acknowledged. ~~Posthumous degrees will be acknowledged in the Convocation program but will not be presented at the ceremony.~~

**Rationale:** Previously, the term *degree* has been used interchangeably with parchment, diploma, or program. The revisions presented are intended to clarify language and provide understanding in exceptional circumstances, especially for the faculties and their student's next of kin. Additionally, the following examples from other Canadian universities have informed these revisions. As the Registrar's Office continues to collaborate with the Faculty of Graduate Studies and Research we will share this information for consideration in the Graduate Calendar.

UFV - Posthumous Credentials - formal qualification awarded - certificate, diploma, degree - completed a minimum of 75% of their program with approvals as outlined -

[https://www.ufv.ca/media/assets/secretariat/policies/Posthumous-Credentials-\(199\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Posthumous-Credentials-(199).pdf)

TRU - Posthumous Credentials - award posthumous credentials - at least 75% of their program and have begun the remaining 25% - [https://www.tru.ca/\\_shared/assets/Posthumous\\_Awards5666.pdf](https://www.tru.ca/_shared/assets/Posthumous_Awards5666.pdf)

Capilano U - Posthumous Credentials - actively enrolled, completed a minimum of 75% of the credentials, and approvals as outlined - Note: "If less than 75% of their credential was completed, a lesser credential may be awarded if the student meets a minimum of 75% of the requirements for

that credential." <https://www.capilanou.ca/media/capilanouca/about-capu/governance/policies-amp-procedures/senate-policies-amp-procedures/S2011-02-Posthumous-Credential.pdf>

uAlberta - Posthumous Degrees - a student will have substantially satisfied the requirement for the degree program - <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Posthumous-Degrees-Procedure.pdf>

uCalgary - Posthumous Degrees - completed a degree program or was completing the last term of their degree program - <https://www.ucalgary.ca/pubs/calendar/current/h-7.html>

Athabasca U - Posthumous Credentials - degrees, diplomas, or certificates - three-quarters minimum completed with approvals as outlined -

<http://ous.athabascau.ca/policy/registry/posthumousawardingofcredentials.pdf>

uSask - Posthumous Credentials - degrees, diplomas, or certificates - completed approximately 75% with approvals as outlined - <https://teaching.usask.ca/documents/posthumous-credentials.pdf>

uManitoba - Award of Degrees Posthumously - degrees, diplomas, or certificates - when the requirements are substantially satisfied, on the recommendation of a Faculty or School Council - [http://umanitoba.ca/admin/governance/governing\\_documents/academic/367.html](http://umanitoba.ca/admin/governance/governing_documents/academic/367.html)

CarletonU - see page 3 of link - graduate degrees, undergraduate programs requiring 20+ credits (min. 15 credits); undergraduate programs requiring 15 credits (min. 12 credits); in an Honours program but not eligible for Honours - degree may recommend the corresponding General degree, if those criteria are met; they also have a policy on

uToronto - Posthumous Award of Degrees - does not specify - refers to program only -

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/psep091976.pdf>

Certificates of Outstanding Achievement. -

<http://arucc.ca/uploads/PDF/PosthumousDegreesPolicies.pdf>

(end of Motion 2)

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### 1.3 Instructor Responsibilities

#### **Motion 3: Revision to Instructor Responsibilities Regulation**

That the calendar regulation requiring instructors to submit grades for the approval of the department head be changed from 5 calendar days to 5 business days as outlined below, **effective date of 201930.**

**Rationale:** The current regulation creates a number of issues for faculty, staff, and others when grades are due during the December holiday closure which are related to workload, having to mark exams during the holiday break, and ability of the U of R to receive exams for marking from off-site invigilators as most offices are closed during this time.

The impact on students will be minimal with grades from the last 3 days of the exam period not being available until the first 3 business days following the holiday break. For example, this year the deadline for submission of final grades for the last 3 days of exams would have been December 26, 27 & 28. Under the revised regulations, the deadline for submission would have been January 2, 3, & 4.

The impact of this change on the winter and spring/summer terms is small essentially resulting in, at the most, a two calendar day extension of the final grade submission deadline from the last day of exams.

**Note:** December 24 is not a business day for some of our federated partners and would therefore not be counted as a business day.

## Instructor Responsibilities

Students of the U of R can expect their instructors to:

1. Provide them with a written course outline within the first 3 hours of instruction which should include:
  - The content of the course
  - Any prerequisites for the course
  - A list of assignments and exams, with due dates if possible
  - The grading scheme: weightings of the assignments and exams
  - The instructor's policy on attendance
  - The instructor's policy on late assignments and missed exams

Any proposed changes to the grading scheme must be circulated in writing and consented to by the students registered in and attending the course.

2. Maintain proper records of the work subject to assessment during the term and at exam time.
3. Retain final exam papers for a period of six months.
4. Participate in the grade appeal process.
5. Submit grades for approval of the department head or dean (as appropriate) no later than 5 calendar business days (~~not including Sundays and statutory holidays~~) after the date of the final exam. In the case of courses having no final exam, final grades must be submitted for approval of the department head and dean (as appropriate) no later than 10 calendar days (not including Sundays and statutory holidays) after the start of the Fall or Winter final exam period; or within 5 days of the start of the final exam period in Spring/Summer and other shorter parts of term.
6. Submit / enter the actual grade earned in the class for numerically graded courses.
7. Ensure that at least 75% of the work used to arrive at a student's grade is of a nature that it can be reassessed by an independent examiner. When an instructor wishes to deviate from established practices, and especially when methods of evaluation may make it impossible to follow these recommendations, such evaluation methods must be approved by the dean.
8. In the case of a practicum, adopt a method of evaluation that provides continuous information to students on their performance and maintain all of the documentation on which the evaluation is based.
9. When appropriate, conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing to obtain a passing grade.
10. Report suspected cases of academic misconduct to the dean or designate of the faculty, federated college, or academic unit offering the course. For further information on academic misconduct refer to the Student Code of Conduct and Right to Appeal section.

(end of Motion 3)

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(end of Report)

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Submitted by the Registrar's Office  
 On behalf of Saman Azadbakht, Chair  
 Council Committee on Undergraduate Admissions and Studies





## INFORMATION ITEM FOR EXECUTIVE OF COUNCIL

On behalf of the Registrar's Office, CCUAS submits the 2018 fall reading break survey summary for information to Executive of Council.

### **SURVEY OBJECTIVES**

The primary objective of the Fall Reading Week Survey was to garner feedback on the fall reading week pilot project. The data collected from this survey will be used to make recommendations on the continuance of the fall reading week.

### **PARTICIPANTS**

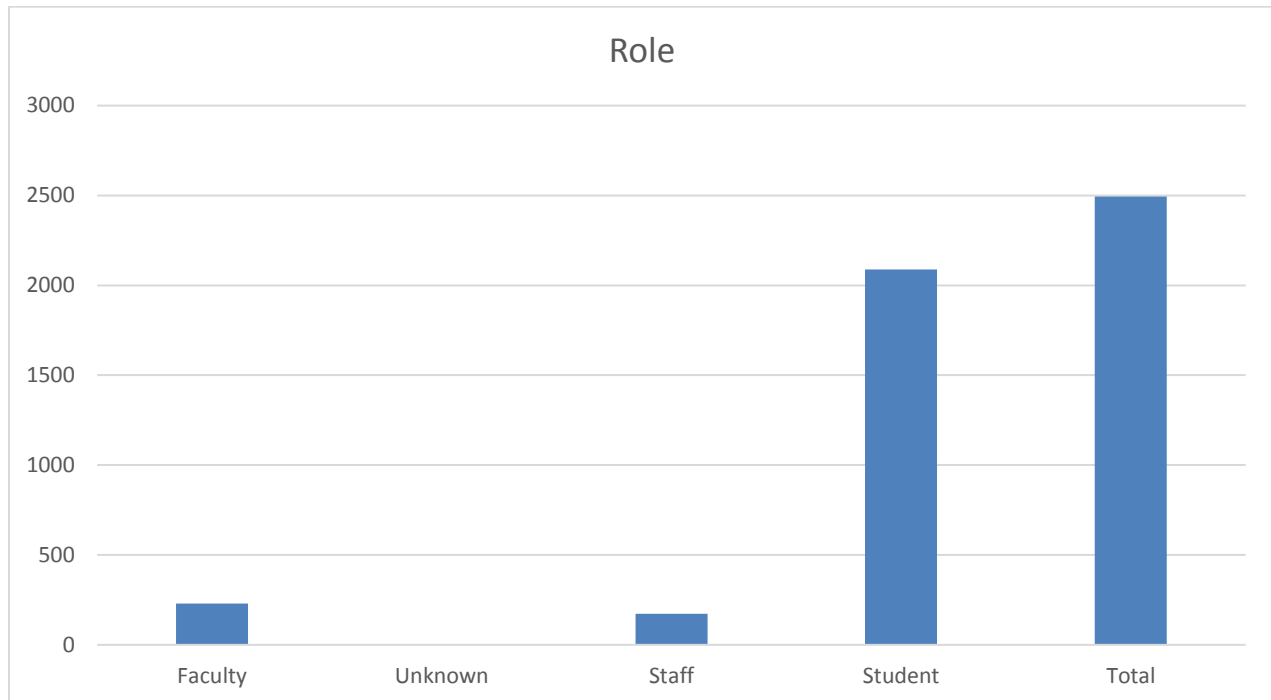
The Fall Reading Week Survey was distributed to all active students and to all faculty and staff at the U of R which represented a total distribution of approximately 16,500. There were 2,607 respondents to the survey of which 2,494 were considered to be complete and usable (15%).

#### **Completion Status**

FALSE	113
TRUE	2494
	2607

N = 2,494

#### **Role**



### **METHODOLOGY**

The Fall Reading Week Survey was reviewed and approved by the Survey Management Committee. Qualtrics was used to collect data and the survey was open for a period of one month.

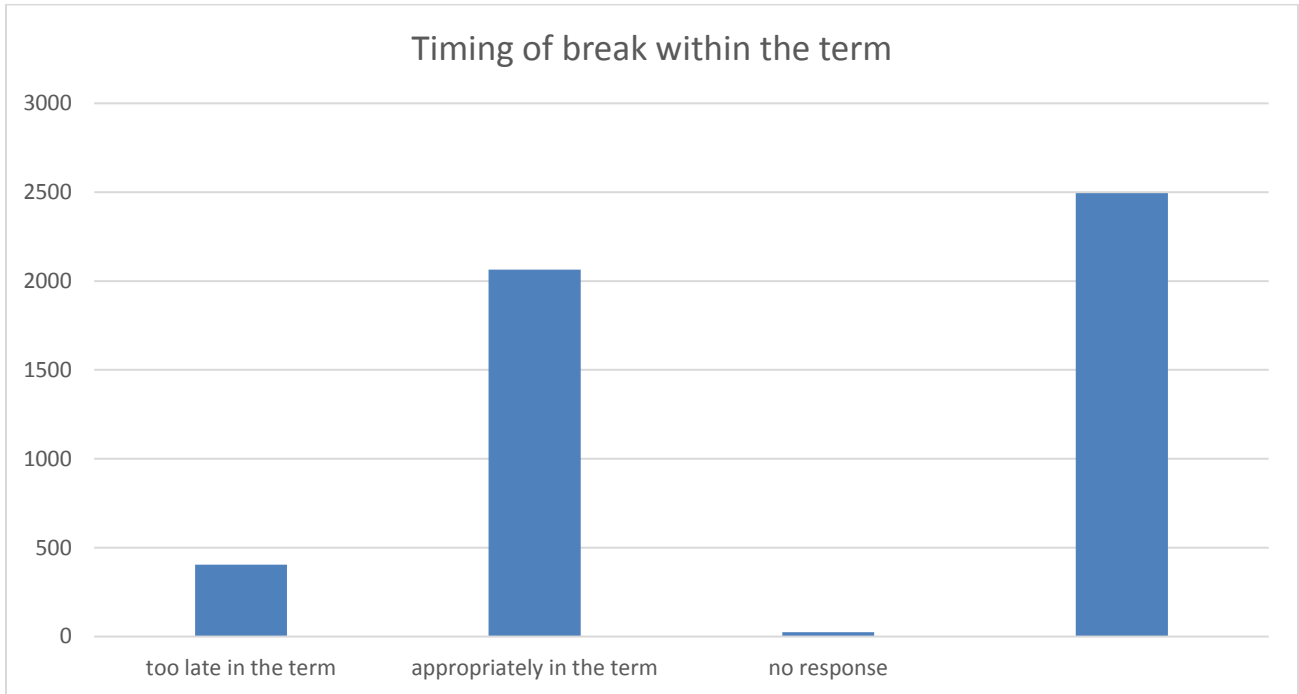
A complete list of the survey questions can be found in Appendix 1.

### **RESULTS AND ANALYSIS**

### Timing of the fall reading week Break

82% of the respondents felt that the break was appropriately scheduled within the term (in combination with Remembrance Day).

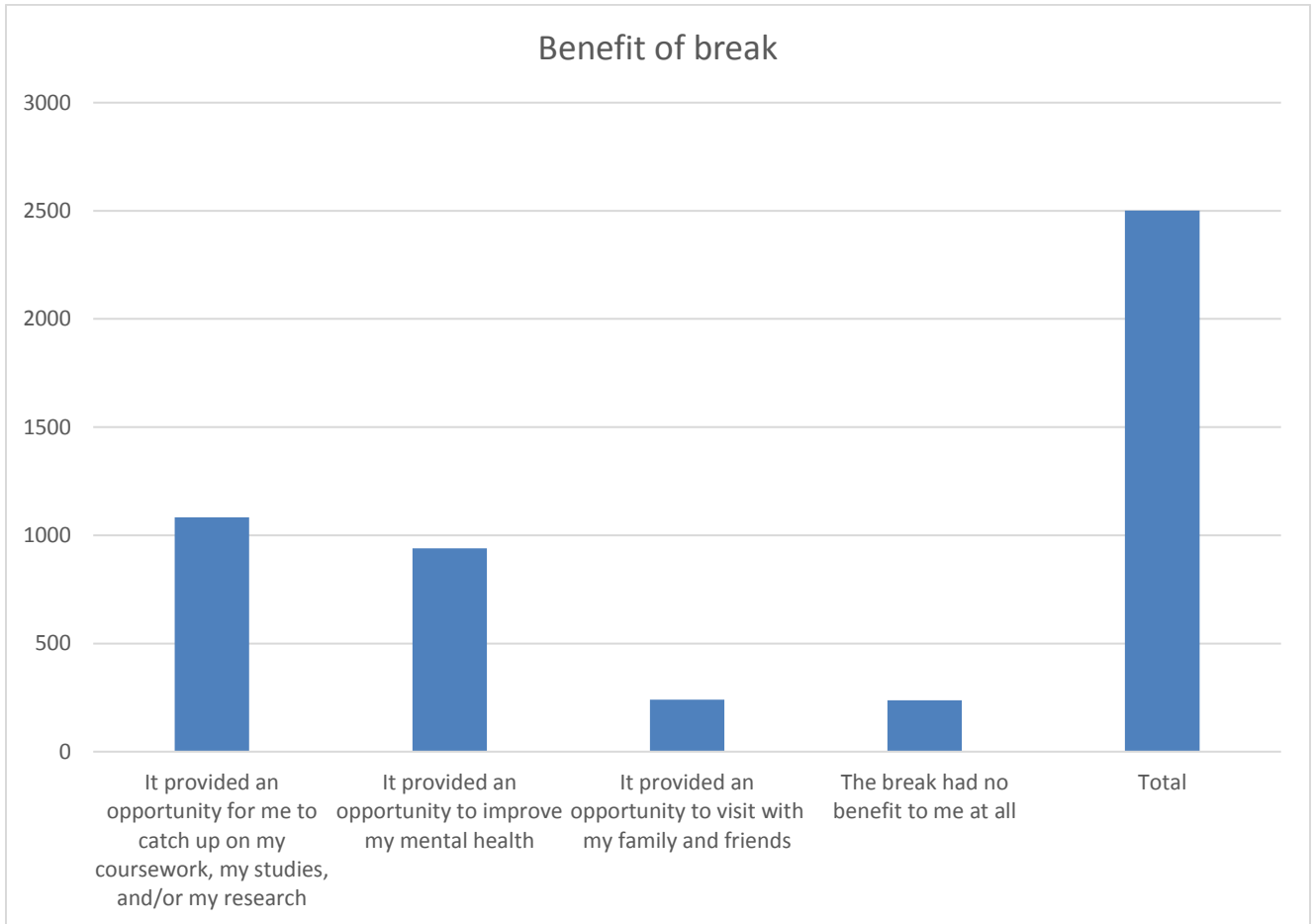
too late in the term	26%
appropriately in the term	82%
no response	2%



### Benefit of the fall reading week break

It would appear that the break provided an opportunity for respondents to catch up as well as an opportunity for improved mental health. A recommendation for future surveys would be to allow for participants to select multiple benefits and to include an “other” free text response so that the benefits can be measured more thoroughly.

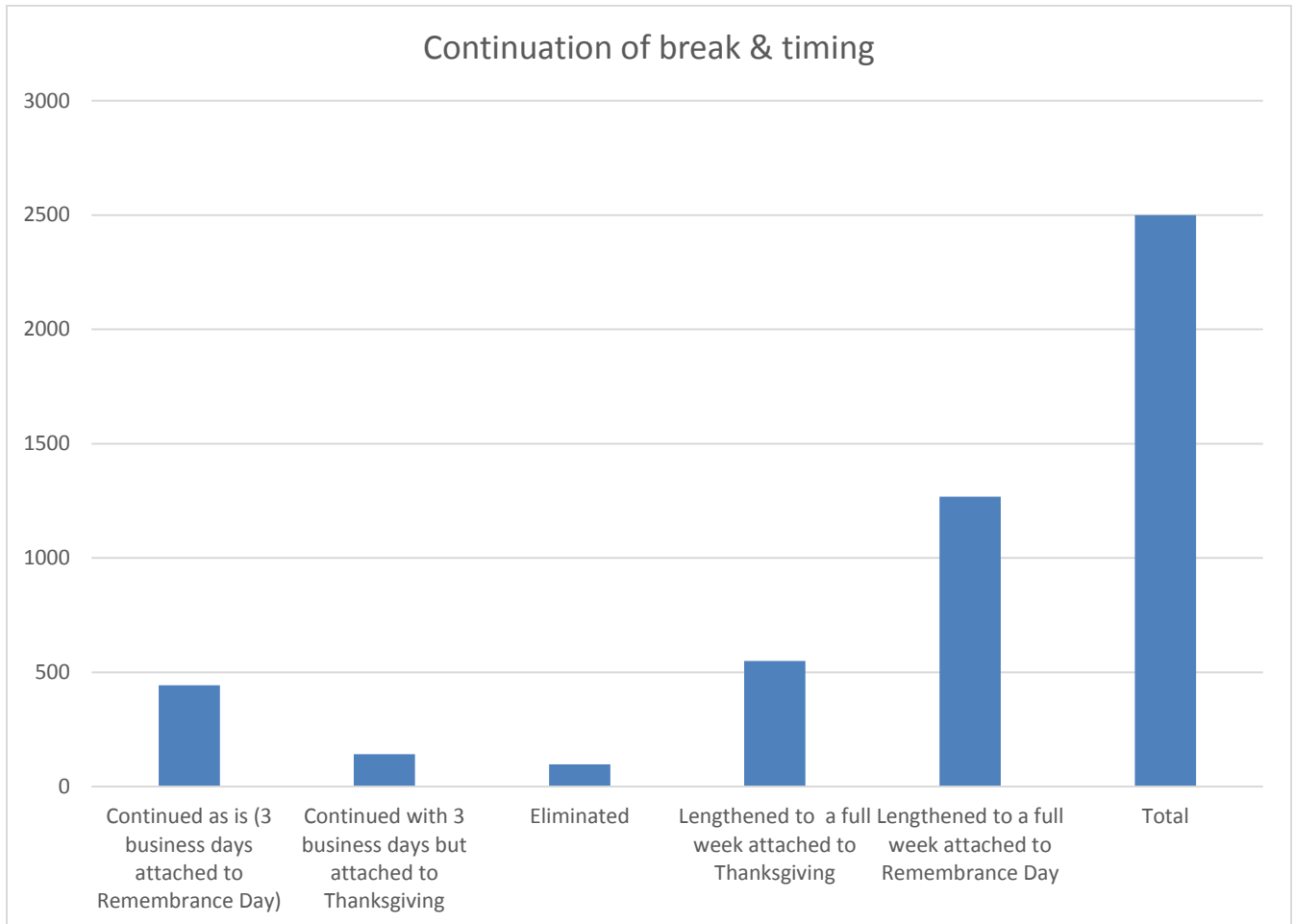
It provided an opportunity for me to catch up on my coursework, my studies, and/or my research	43%
It provided an opportunity to improve my mental health	37%
It provided an opportunity to visit with my family and friends	9.6%
The break had no benefit to me at all	9.4%



### Continuation of a fall reading week break

Less than 4% of the respondents felt that the fall reading week should be eliminated. The majority of respondents are in favour of the break being attached to Remembrance Day (68.5%) and that it should be lengthened to a full week (73.5%).

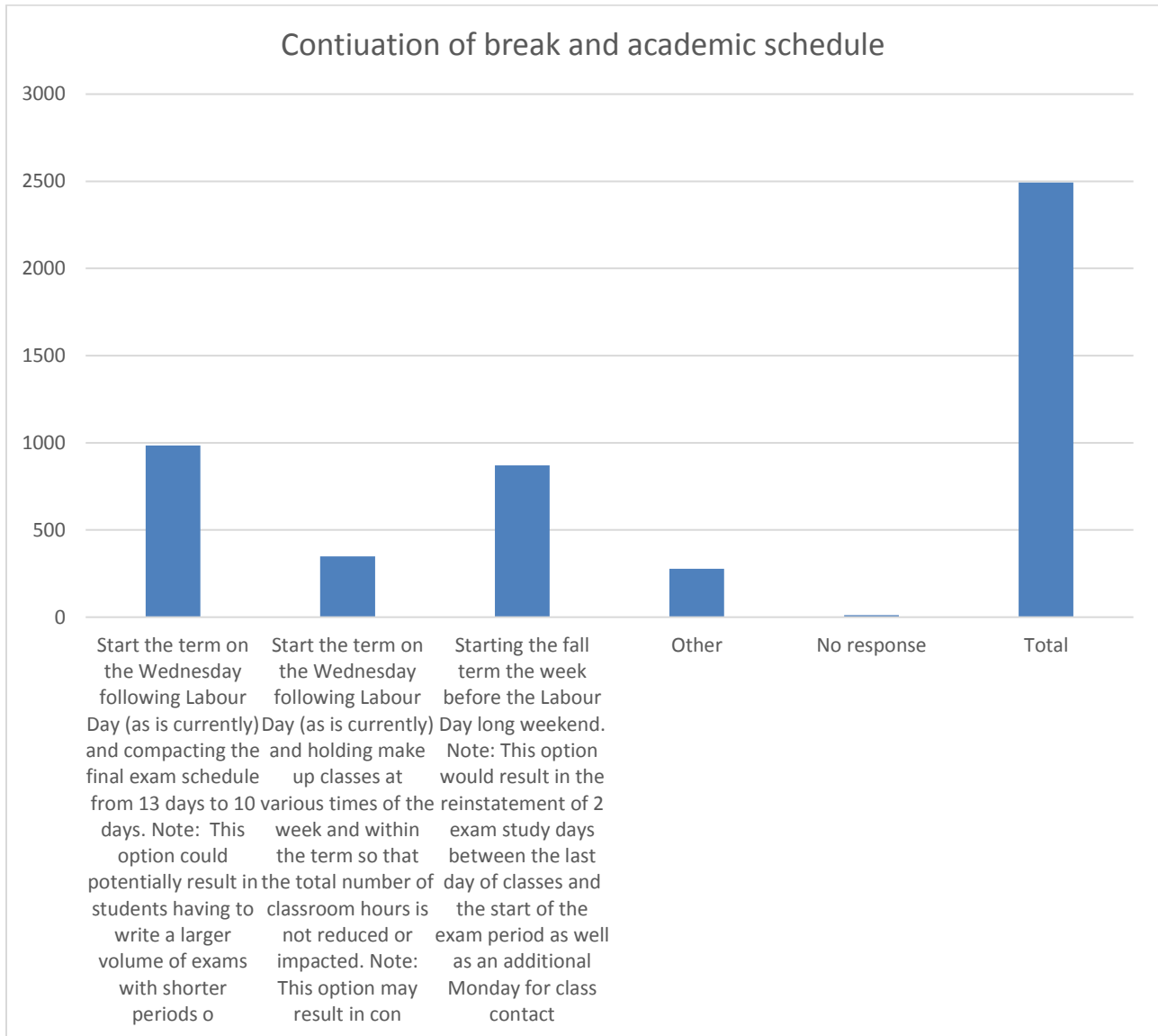
Continued as is (3 business days attached to Remembrance Day)	17.7%
Continued with 3 business days but attached to Thanksgiving	5.6%
Eliminated	3.2%
Lengthened to a full week attached to Thanksgiving	22.7%
Lengthened to a full week attached to Remembrance Day	50.8%



### Continuation of break and modifications to academic schedule

No real definitive conclusion can be made from the responses to this question. A recommendation for future surveys would be to rethink this question so that the options can be evaluated more effectively.

Shorten the final exam schedule from 13 days to 10 days.	39.6%
Start the term as is and hold make up classes	13.9%
Start the term the week prior to labor day	34.9%
Other	11%
No response	0.6%



### **Continuation of Break - Other Summary**

The most frequent suggestion was to follow the U of S term structure. Other suggestions varied from leaving things as is, reducing the number of contact hours per term, and going back to the regular schedule without a break. There was very strong objection to condensing the number of exam days from the current 13 day period to a 10 day exam period or implementing anything that would have a negative impact on students. As well there were several comments made related to homework being assigned or assignments being due during the reading week period. A complete table of comments can be found in Appendix 2.

### **Comments - General**

As was seen in the comments on the previous question, the majority of feedback was positive in relation to the fall break and the most frequent suggestion was to follow the U of S term structure. In many cases, it was cited that the U of S has been doing this successfully for a number of years however, this is a misconception.

The U of S introduced their fall reading week in the year 2016 and are still in the early stages of implementation. They have eliminated exam study days between the last day of class and the start of the exam period and, depending on where Labour Day falls have plans on starting classes the week before Labour Day in those years where class hours are negatively impacted. Other suggestions included moving from a 13 week term (39 contact hours) to a 12 week term (36 contact hours), ensuring that any modifications to the schedule did not have negative impact on the total number of contact hours, and ensuring that assignments and homework was not due during a reading week.

### **RECOMMENDATIONS**

1. Build a one week fall reading break into the 2020/21 Academic Schedule.
2. Match the U of S fall schedule as closely as possible with the understanding that the two schools may have different needs in relation to the outcome of the academic schedule so it may not be an exact match.
3. Ensure that class hours are not compromised in the implementation of a fall reading week. This may require that the term, in some years, start the week before Labour Day.
4. Whenever possible, ensure that assignment due dates do not fall within the dates of the fall reading week.
5. Discuss the possibility of moving from a 39 contact hour term to a 36 contact hour term. This would allow some flexibility in how the term is managed and allow for additional time to complete related activities (marking of exams, adding academic actions to student records, etc.).

## Appendix 1 – Survey Questions

Q1 My primary role at the University of Regina is:

- Student (1)
  - Faculty (2)
  - Staff (3)
- 

Q2 I found the fall break to be scheduled:

- too late in the term (1)
  - appropriately in the term (2)
- 

Q3 I found the fall break to be:

- too long (1)
  - too short (2)
  - the appropriate length of time (3)
- 

Q5 In my opinion, the primary benefit of the fall break was:

- It provided an opportunity for me to catch up on my coursework, my studies, and/or my research (1)
  - It provided an opportunity to improve my mental health (2)
  - It provided an opportunity to visit with my family and friends (3)
  - The break had no benefit to me at all (4)
-

Q6 At the end of the 2 year pilot period, I think the fall break should be:

- Eliminated (1)
- Continued as is (3 business days attached to Remembrance Day) (2)
- Continued with 3 business days but attached to Thanksgiving (3)
- Lengthened to a full week attached to Remembrance Day (4)
- Lengthened to a full week attached to Thanksgiving (5)

Q7 If the fall break were to be continued beyond the 2 year pilot I would be willing to accommodate the break by:

- Starting the fall term the week before the Labour Day long weekend. Note: This option would result in the reinstatement of 2 exam study days between the last day of exams and the start of the exam period as well as an additional Monday for class contact hours. (1)
- Start the term on the Wednesday following Labour Day (as is currently) and compacting the final exam schedule from 13 days to 10 days. Note: This option could potentially result in students having to write a larger volume of exams with shorter periods of time to study between each exam. (2)
- Start the term on the Wednesday following Labour Day (as is currently) and holding make up classes at various times of the week and within the term so that the total number of classroom hours is not reduced or impacted. Note: This option may result in conflicts for students between other classes and/or work commitments. (3)
- Other (4)

*Display This Question:*

*If the fall break were to be continued beyond the 2 year pilot I would be willing to accommodate... = Other*

Q8 You answered other, please specify

\_\_\_\_\_

Q9 Do you have any other thoughts on the fall break that you would like to share?

\_\_\_\_\_

## Appendix 2 – Continuation of break and academic schedule – comments

Continuation of Break – Modification to academic schedule – Oher Reponses
a couple classes could compensate by making a class 4 hours instead of 3 hours a few times throughout the term.
Add 2 finals day on Sundays and start on the Tuesday when there is usually first year orientation
add one day to the break to make the week of NOV. 11 the break.
After tge end of the two year pilot project I will have graduated so I can't say in fairness what I'd do.



<b>Continuation of Break – Modification to academic schedule – Oher Reponses</b>
a couple classes could compensate by making a class 4 hours instead of 3 hours a few times throughout the term.
Align U of R and U of S fall breaks.
All of these options are terrible.
All these options are terrible. Option 1: Gets in the way of students who NEED to work to get money to pay for tuition for this school that is well above what it should be for the quality of education we are receiving. Option 2: definitely not enough study time; 5 exams plus final projects and essays in 10 days in ridiculous. Option 3: what is the point of having a break if were just going to get pressured with more work and classes right after. One of the reasons listed was to improve mental health. Do you seriously think that taking a week off and then getting struck by large workloads? I listed that we should get a week off but 3 days is also beneficial. However any of those three options are terrible. Why can't we just have an actual break
Any way is ok
As is please
As per requirements
As staff, I don't have a strong preference on this question.
Because of my role at the University I do not need to alter any aspect of my job to accomodate the break.
Break should include Diwali to embrace the diversity
Changing the lengths of the class, or frequency, or otherwise altering the schedule to accommodate the change.
classes ending later in dec
Continue as is, do not change start times
Continue doing what we did this current semester with the extra 3 day break.
counselling services available to them and ensure it is advertised properly so they know it is available to them.
Do not give a break and then give us a few more days off after the fall term finals and the start of the winter term.
Do the same this as this year so there is no conflict with other classes or work
Do what the U of S does. Fall break has worked for them for years.
Donno
Don't change anything. Don't add anything. Just give us a break. Because my mental health sucks. Thanks.
Don't like the options
Eliminate final exam in my course, and carry on in that period with another class.
Eliminate the winter break.
Extend classes until the 10th of December and start exams on the 12th
Extend the semester later in the year. Only Christians care about getting Christmas off - other religions aren't catered to the way Christians are so far as holidays are concerned.
Fall break should be the same as before and not effect or change of the classes and days in the semester
Find out what saskatoon does and do that.
Follow the University of Saskatchewan's schedule
Follow what the UofS and other university does already.
For now it's good
Have a self study class - in the scbscn program and that what was expected
have orientation the week before labour day and then start classes on the tuesday. giving us an 11 day exam period. But would just prefer to not have the fall break.
How many other universities have the break and don't need us to make it up. Just have a break and if that means certain profs have to change how they teach them so be it
I am faculty in the CNPP (nurse practitioner) program. The fall break has potential to interfere with clinical hours that students must accrue as part of the course requirements. Unless policies exist that will allow students to continue in clinical if they choose, this is not useful in my mind.
I am graduating in the spring so I feel like I can't really contribute to what should be done
I am not currently impacted by the break because I am staff. It was nice to have the week be a little quieter so I could get some more work done. If it's going to cause scheduling issues, make it sorter. I'd think the majority of students don't study anyway. They just relax some before finals.
I am not in favour of a fall midterm break. As it is, we already have 2 statutory holidays in the fall.

<b>Continuation of Break – Modification to academic schedule – Oher Reponses</b>
a couple classes could compensate by making a class 4 hours instead of 3 hours a few times throughout the term.
I am strongly opposed to starting term early. It makes child care difficult for students with kids and it reduces the time students can work full time at summer jobs. If starting term early is the only option, then fall break should be discontinued.
I am unsure which is the best. However, I strongly believe that the break should not result in less classes.
I believe the required material can be covered without making schedule changes (starting the semester earlier or compacting final exams).
I did not understand the other options
I do not prefer any of the options to accommodate the break. Given those options, I would choose no break.
I do not think it is needed.
I do not understand why the break was implemented, and I didn't know about the break until days before when an instructor mentioned it. Its nice to have I guess, we should just do whatever we do during the winter semester, but in the fall.
I do not want a longer break
I doesn't really matter to me as I work every day
I don't think the break is worthwhile, so I am not interested in accommodating it in any way.
I don't care that much. Not sure I should fill this out regardless, I likely won't be here by then and I don't like the fall break anyway even if I were to be here.
I don't have direct contact with students, so it had no impact on me.
I don't know how the U of S changed their term to accommodate the reading week, but that worked well for me. The first option provided did not make sense to me.
I don't think there needs to be time made up. Most of my classes cancelled the last week of classes anyway, or ended class early near the end, so extending the semester would only increase the number of days cancelled
I dunno. This is silly.
I enjoyed how it was this term
I fail to see why, if the break is important, and it is, we cannot have a slightly shorter term, as is done at some other institutions (e.g., Univ of Toronto).
I feel that classes should start on a Monday. Might as well start with a straight week
I feel the profs should find a way to fit all there content into that time period
I have no idea what "make up classes" refers to.
I present no solutions.
I teach Tu and Th - I didn't have to adjust my schedule too much, I was just more time efficient and could make up the material. This was helped by classes running to Th during the first week of Dec.
I think classes could just be extended throughout the year to accommodate for more of a break. So having like 1 hour classes three times a week instead of 50 minute classes or something along those lines to make up for the time lost due to the break.
I think everything could stay the same. The University of Saskatchewan has the full week break and no issues have occurred from that.
I think it is fine to have it after remembrance day or even thanksgiving. More so thanksgiving as a lot of student would love to travel home and be with family and to have a week off would certainly give each student the mental health relief. More time with family is usually a wonderful gesture.
I think it is not highly necessarily to have a Fall break.
I think it should just be how it is now. Profs can cut out some nonsense material. they always do anyways.
I think it should stay as it is but then have an online part for making up for the class hours that would be taken due to the break
I think it was an appropriate period of time
I think it would be beneficial to not have a break if it means starting early or shortening the exam period, the most stressful time of year for students
I think the fall break should be eliminated
I think the total number of class hours is sufficient with a 3 day reading "week" attached to Thanksgiving.
I think we could utilize more exam periods, such as Saturday or evenings, for classes not in those time periods. This might be occurring now as I have a night exam for my day class, but maybe we could take more opportunities like that, in order to allow a full week fall break.
I think we just need to cover less material. Or have professors put more info into less classes. One week makes very little difference in classes and is huge for mental health and catching up on working, family, housecare, mental health, homework.
I think we should start on the Tuesday not the Wednesday after Labour Day, the break be a full week and exam period be shortened by 1 or 2 days.
i was not sure which option to pick; so I selected other. All I want is for all students to have the opportunity that is nonconflicting to their class shedule for the first day of classes!!

<b>Continuation of Break – Modification to academic schedule – Oher Reponses</b>
a couple classes could compensate by making a class 4 hours instead of 3 hours a few times throughout the term.
i will be convicted by then
I will graduate before a potential third fall break.
I would be willing to shorten up exam period by one day to 12 days or two days to 11. I feel by shortening up exam period to 10 days from 13 would increase stress and would not be beneficial to my grades.
I would like to do the semester like the same as this semester
I would like to get rid of the break entirely. I would not be willing to start or end the semester at different times and would not want to participate in make up classes.
I would pick any one of those
I would rather eliminate the fall break and be done a week earlier.
I would revamp my classes so there would be fewer (or no) final exams in favour of research papers.
I would simply eliminate a week of classes. At 14 weeks, we are already above other institutions. We gain a lot by providing the students with a proper break, and we gain a lot by giving students time to study between exams. Do we really lose anything by shortening the term itself?
I would still like the school to start on the Wednesday following the Labour day weekend; but not give up on the 13 days for the exam; I think the classes schedule can be rearenged minorly to fill in the space for the missing classess
Iâ€™m fine with how it is
Iâ€™m wondeing why there is a need to start earlier in September or condense time to do finals. Doesnâ€™t seem to be a problem with reading week
If it is a break, it should be made up with longer classes in the current format. More school before or after (or more days in class) makes a break irrelevant
If possible, start the semester at the same time as we currently do, but for courses where students or instructors are worried that students are falling behind, have non-mandatory synchronous sessions, or an online lecture that is viewable for students to "catch-up".
I'm not sure how it works at other universities but where i attended before coming to u of r we had a shorter semester that ended earlier but still had a break and 14 days for finals. I'm not sure how they arranged it but that's how it worked.
I'm staff. The term start doesn't matter to me.
Instead of having a 3 day break in the middle of the semester, we should have a day off for remembrance day but just end the fall semester 3 days earlier and start finals 3 days earlier.
It does not matter to me, I just liked the break
It really makes no difference to me or my work flow during that time.
It should be removed. It is better to learn more.
It worked out well this semester
It would be better if you had mentioned the dates of the labor day. I have no idea when is labor day.
It would not be reasonable to compact the final exams as such because it would add more stress to already stressed students at this time. But it would also impacts students who work and would also affect the way that students schedule their semester because many might have to take less classes.
Itâ€™s unnecessary
just add acouple days at the end or in long breaks
Just copy how U of S does it.
Just give the break as a break rather than trying to make up for it
Just go back to the regular schedule.
Just leave as is
Keep as is!
Keep it as it was this year
Keep the schedule (the start and end of the term) as is and offer a full week for the break.
Keep the term the same amount of length. The break assisted with students mental health and catching up on course work.
leave as is
leave it how it is
Leave it the way it is with the same amount of days for classes and finals.
Leave the way it is. Saskatoon gets a week off and their class times are same as ours. Also the week break should line up with Saskatoons because lots of people have friends between the two cities they would like to see.

<b>Continuation of Break – Modification to academic schedule – Oher Reponses</b>
a couple classes could compensate by making a class 4 hours instead of 3 hours a few times throughout the term.
Less days between class end and exams
Maximize instructional days; no class cancellations
maybe making final exams on weekends and until the 23rd of dec instead of 21
Mid November
Most profs cancel at least one class or end early so the time is very similar in this regard
My mental state felt fine before the break but after this break I felt less motivated to work hard. It stunned my learning momentum and I was thrown back into the thick of it and not eased into it like the first few weeks of the semester.
My other option is to borrow the format Mount Royal University uses and extend the fall class semester to end on the 10th of December instead of the 6th. The exam period could be from the 12th of December and end on the 22nd of December. This would still allow the students two days of studying.
N/A
NA
No
no break and leave term starts as they are
No comment
No comment.
No fall break. Start the class on the Monday following the labor day.
No idea
No need to reschedule the classes.
No other University has accommodated even though they have an entire week break. Personally, I think professors should accomodate and compress two assignments into one and so on .
None of these sounds very good, but I'm sure you will come up with something!
None.
Not at all
Not sure
Not sure, but the other options didn't seem appealing
nothing specific
Operate in the same manner as in Winter semesters.
Options 1 and 2. I'd be willing to do a few different things not just one thing.
Other universities have FULL reading weeks and start at the same time/after the U of R and do not require the loss of any course time or having to shorten exam periods. Slightly pathetic of the school to think helping students with their mental health means that they should be punished by taking away instruction days (which we would still have to pay for) or cram all the exams into a shorter perios (thus causing more stress for students)
Other Universities, like the University of Saskatchewan has the fall break for a fall week connected to Remembrance Day. They start classes the same day as us (The Wednesday AFTER Labour Day) and they finish classes the same day. They have no extra classes, but just a longer break. I think a full week would be beneficial because I felt like I just got home and it was already time to go back. I wanted to improve my mental health and spend time with my family, and still have time for homework and studying. However, I did not have time for all of that. When I returned back to school, I did not feel refreshed or energized. I felt drained and lacked motivation. I think a full week off would help lots of students at the university. I think the fall break should be continued after the 2 year pilot program.
Reduce course content
schedule should simply align with the UofS and how they do their fall break
School should start when it always does and finish when it always does as every other university does this without having to extend anything.
Should not have any break.
something renovative would be there .
Start after labour day but have the exam period start earlier.

<b>Continuation of Break – Modification to academic schedule – Oher Reponses</b>
a couple classes could compensate by making a class 4 hours instead of 3 hours a few times throughout the term.
Start classes immediately after Labor Day
start on the Tuesday after Labour Day or prior providing the semester and resident move in does not start prior to Sept 2 as students renting accommodations can not often get in until Sept 1. Perhaps cutting back to 2 days associated with Remembrance Day which will give them at least 3 days and a weekend. Then make up the necessary classes.
Start term on Tuesday after Labour Day. 4 day break after Thanksgiving. Maybe a day break between exam start and classes.
Start the fall break around Thanksgiving and keep exams how they r this semester. Like instead of having fall break in November, move it to October and keep it the same length.
Start the same day as we do now. There is a winter break so itâ€™s not like we are losing any time
Start The semester at the same time. Have the break at the same time. Start and end finals exams at the same time. Just make sure the profs and class manage their time better to make up for those missed days as it done in the second semester.
Start the term a few days earlier and end a few days later
Start the Tuesday after labour day. Have one day beofre the final exam period.
Starting after labor day
The break could be a bit shorter, and it would still help. Trying to cover all the topics when we miss that many days is actually stressful.
The break should be earlier in the semester. It should be a full week, perhaps the week if Remembrance Day or before. As it was this time, it seemed pointless to have it so late in the term as it didn't sllow for proper mental recuperation or to get any studying done. I suggest putting the break earlier, or not having it all. Rather, period of finals should be brought forward so that the last day of finals isnt Dec 22! Have it so they end a week earlier.
the break should be eliminated.
The classes should start after labour day and students should not have to cram their finals into a shorter period of time to write.
The fall break worked this year with no changes to the program length (start and end date = Same) so why is there a need to change anything other than giving a fall break? BUT I do think that it should be a full week so that all classes are left in the same boat- with one class date given up. Iâ€™m sure professors can put the information that was going to be taught in that class into another class. Most years, my profs end up giving us a class day off anyways just because they can.
The purpose of this break is to either catch up on homework and/or give students a mental break. School should start after labour day however, exam days should not be messed with. This break allows faculty and staff to catch up on their marking too. However, if the reason for not having a break is because the time limit of how much content they can get through then maybe. Assign students with a 1 page reading with a 1 page reponses.
The same as this term
These options do not apply to me; I am a part-time distance student, so the study break has no benefit or disadvantage to me in the first place.
to not start a full week before labour day weekend, but rather do like a half a week
Unsure
unsure of the answer at this time
We should just do whatever the U of S is doing because it works for them.
Well Iâ€™d be willing to have start classes in the last week of August but hesitant in only having two days before finals begin. Not enough time to review the last bit of content for a class - especially if students like myself have accommodations and require the time to also try to rest for mental health and to focus better. Also this could be problematic for people who may have 2 finals on the first Monday If finals for sure
Whatever is best for the students, as I'm staff I don't feel I should comment on this.
Whatever works best for students and faculty is OK with me. As a staff member, the break did not impact my work and workload. Over the break, I continued to work with students (individually, groups, workshops), as well as attend to resource development and administrative tasks. the break
When the fall term starts does not impact me specifically but it should be in the best interests of students.
Why can we not be like every other Canadian Univeristy like the UofS? Itâ€™s literally perfect what break they get.
Won't be affected by it as I'm done school.
Ww teach 13 weeks of classes, most universities teach 12 and they also have a break. So I don't think we need to make up classes.

## Appendix 3 – Other thoughts

Other thoughts
I think that the fall break is essential to providing students the opportunity to reduce stress in whatever capacity they chose during the fall break. This break has been shown to reduce suicidal rates due to the extreme stress and pressure of University.
In my point of view it gives time to adopt for new climate condition. This is my first semester in regina i feel very uncomfortable before fall break, but after the break I completely familiar wth the climate. Best break time for international students.
It was at a great time during the term, any sooner and it wouldn't have made sense, any later and I would have lost my mind. I used the break to visit my family, catch up on sleep, and do the few assignments I had due later that month.
.
{"ImportId":"QID9_TEXT"}
3 days was too short, and the break happened after all my midterms had finished. A break earlier would be beneficial to aid in study time.
A complete week would have been beneficial for students and faculty and earlier during the semester.Thank you
A couple of students commented that their instructors assigned additional work to be done during the break, so it didn't feel like a break at all.
A fall break is necessary. I do not recommend starting classes the week before Labour Day because that would rob students of a full week of summer employment to save up for school. Removing 3 days during the final exam period should be possible as long as the final exams of each faculty are scheduled with this in mind (e.g. spacing out 4th year Engineering final exams throughout the exam period). Thank you for the pilot of a fall break and for the consideration!
A fall break is needed to help students catch up with the course load and some form of leisure from all the stress university brings along.
A Fall break should not be difficult to schedule since a Feb break is scheduled in Winter semester. Consider adjusting those classes that run 13 weeks so all run 12 weeks instead.
A full week when Halloween is. Students are then able to unwind, destress and catch up on school.
A full week would be way better
A great way for students to concentrate on their classes, catch up on course work,, and improve mental health.
A lot of my answers were as a result of my experience with the break. I had a horrible experience with this break. A% of my profs did not honour the purpose of this break was meant to be a "mental break". I would have really valued a mental break; however, many of my profs had told students that they were not made aware of the fall break until right before class began therefore had "no choice" but to keep assignments to be due during the fall break in order to not fall behind. I know this to be a lie as I have been told by various faculty members, other profs and my advisor that teachers were notified about the details of this break LAST YEAR in order to properly schedule things accordingly. As a result, I spent all 6 days (Wednesday to the Stat Monday) everyday on-campus for 12 hours and spent another few hours at home to complete assignments and studying for exams that were due either during the break or immediately right after. This meant that I had absolutely no time to just relax and freely catch-up and get ahead like I was intending to coming into this semester. I was offended when one of my profs who assigned a group assignment the day before the break began (and was due the first day back from break) that despite the fact that we have a fall break that he had the "full right to assign you [us] any assignment he wants and it was your [our] responsibility to use this break to meet up with your [our] groups and have this completed. The best part of this break is that you have all the time you want!" I felt that devalued how most of my profs considered this break and felt it was insensitive for a prof to say that to his students. As someone who suffers from mental illness, this honestly felt like a slap to the face because I felt that profs were not considering the mental health of students and more concerned with making sure they don't fall behind on their teaching plans. During the span of the break, I got an average of 4 hours of sleep, had 3 panic attacks, and my symptoms from some of my disorders were severely heightened during that period that had a tremendous effect on my mentality and my efficiency, while still working my two jobs. By the end, I fell even farther behind than I did coming into the break. Although I have accommodations that allow for me to ask for extensions, I do not like to resort to this option; however, because of how this break was handled by my profs, I had to ask extensions from most of my profs. Going forward, I feel that profs sincerely need to be better informed about why this break was initiated and have a better understanding about mental health. If this was respected, my answer about the length of which I would rather have the fall break to be may have stayed the same.
A lot of students feel that the break was too short as it was used to catch up on homework/assignments and very little time to actually take a break and relax from the constant stress and business of University
All the fall break did was group up large assignments and in the end caused way more stress than not having it
Although it was called the fall "break" many teachers assigned a lot of homework to be done over the break. So was not able to actually catch up or relax as much as I would've liked. But I am very glad that this has been incorporated into the school year!
Although this is my final semester I greatly appreciated the break, It was much appreciated.
Amazing idea! Use it past the pilot period!
As a former student and current staff member, it was great. It provided everyone with a few days to get away, catch up on work/assignments, and spend some time relaxing which was to the benefit of many students' mental health.
As a LAboratory Instructor, this break was troublesome for scheduling and since I teach 2 labs on Tuesdays I actually had no "break" at all. I taught on the Tuesday right before the break...had marking, dept meetings, dept service throughout the rest of the "break" on Wed Thurs, Fri. Then I had to prepare for the next Lab on the Tuesday immediately following the break (came in on the weekend and on Monday). I had no break due to having Tuesday Labs and the students with Tuesday labs had no official time to digest one lab and prepare for the next lab (since there was no commensurate Lectures to provide a context for the following Lab). MY exopereince speaks that the break should be 1 continuous week or some equal to LABs / classes on different days of the week. Thanks

<b>Other thoughts</b>
As for the fall break that was implemented this year, I found it to only encourage the profs to assign a larger workload including projects and assignments. With the break being held prior to Remembrance Day, I found it was not beneficial to help study for finals, as it was a bit too early in the semester. If the break was implemented throughout the week of Remembrance Day it would have been more beneficial. This would allow it to be longer and later in the semester allowing us to prepare for finals as midterms would already be over. For example, I spent 5/6 of the days trying to complete assignments and projects that were to be due the week we returned. This did not really allow much of a break to recoup from an already stressful semester.
As great as it sounds, it just ended up being fully consumed by homework as most of my profs assigned work to be done following the break. I really required an actual break for my mental health but did not receive one.
As i understand it, the Fall break is primarily a mental health rest for students. As an instructor, there is no value to me other than supporting the needs of students. If we are not going to reduce the class time accordingly, it makes no sense to include it. Adding more pressure to students during exams, or pressure to all of us to "make time up" seems counter intuitive.
As much as I would like to have a break, it really didn't provide any down time. My profs used the break to assign as much work as possible. I never got the chance to relax. If anything, I was busier with school work over the break than I would've been otherwise.
As much as it was helpful to take a break from the school routine of homework and such, it was equally, or even more helpful, in improving the mental and physical health of students
As staff it has no impact on me but i found it very cumbersome. It seemed really awkward based on number of days and how they fell in the week. Personally, as I do academic action, beginning the school year early would really impact my workload as i am supposed to have academic action done the first Friday of classes, however, SS grades would still be coming in when Fall was beginning. Also how would we know students had the passed the prereqs to their next classes? Moving the start of term before labour day (on the years it is at the very beginning of september) would deeply impact the workload of staff.
As the bulk of my classes are on Tuesday, it wasn't much of a break
Assignments should not be due during the break, if it is really meant to be a break.
Been teaching at Uni 10 years. I believe the fsl break greatly refuced the stress of my students. Less sickness and absenteeism
Beneficial
Besides working here my son attends. He found that it wasn't a break because more work was assigned to cover the missed days.
Best Thing EVER
Breaking it up over two weeks is not good. Students seemed to think they didn't need to come back for the rest of the week after the break was done.
breaks are great:)
Breaks are meant to allow us to escape from the stress of school, but having teachers increase homework to overcome the break almost makes it a moot point. It almost would have been less stressful to continue classes and just have a break from the homework.
By making it a week then the student has weekends on each end to lengthen the break.
Changing the number of lecture days is very distructive to large classes with set curriculum. Please strive to keep the number of lecture hours the same from term to term.
Classes that fall on Monday evenings are impacted more by this than other classes.
Coordinate with U of S fall break schedule - U of R students in Saskatoon (and other locations) are often students in both institutions, and different breaks can be confusing.
Could be switched to the thanksgiving weekend instead, but I personally preferred the current time. My previous university had a similar thing.
created uneven balance between Monday and Tuesday classes
dates of fall breaks should be matched up with other universities in canada
Definitely ensure the break is a Monday-Friday and not spread over 2 desperate weeks like it was this year because it really messed up lab schedules
Definitely need fall break
Definitely too short. Either extend it or just get rid of it altogether.
Despite a trend at other institutions, fall break is unnecessary and should be eliminated. It is not long enough to offer significant mental health benefits and lengthening/modifying the semester to accommodate it is problematic.
Didn't even feel like a break since it was split up over 2 weeks, should just be the same as the Winter break being a full week
Do not eliminate it! My students were stress-relieved and caught up after the break and that is what counts!
Do whatever works with the break and lower tuition!
Do you have any other thoughts on the fall break that you would like to share?
Don't break it up!
Don't let profs have papers due the first day back or have midterms the first day back. This break is for our mental health. We don't get a break if we still have to write a paper or study for an exam.
Don't start it in the middle of the week...

<b>Other thoughts</b>
Don't think I could have finished the semester without the break cause I was so burnt out, needed the time to catch up on homework and my mental health.
Don't use natural weekend days and call them part of the "break" . We would have gotten those off anyway (if you don't take weekend classes).
Don't get rid of it please
Don't get rid of the break. Could cut down course hours since most of them are useless anyway
Dont make it from a Wednesday - Tuesday
Don't take it away please. I finally had a chance to breathe and relax from school work.
Effective break as is. Student's benefited greatly by having time to catch up and prepare for the incoming course load.
Either provide the whole week attached to remembrance day, or just take it out completely. It wasn't long enough to actually take a break and get things done, so it just felt like a waste of time.
Eliminate the break
Enforce a rule that homework/assignments are not due during the break. When homework / assignments are due during this time there is NO break for students. Students need time off to improve their mental health/ u of r experience
Enjoy it!
ESL did not take the break so the survey has no relevance for the ESL program.
Even if we can't have a longer break, the school should keep it at least how this year was.
Every other university has a full week. We should have a full week too.
Every university should have a break mid-semester as everyone benefits from it to catch on work or help your mental health
Everyone needs a break to catch up or visit family
Everyone that I've talked to thought it was a great idea and would like to see it made permanent.
Exams start too close to the end of classes
extend TA marking deadlines around reading week (from 2 to 3 weeks) so TAs can also enjoy the fall break.
Faculty should have this break too
Fall break essentially saved my life, I was hitting a point where everything was very stressful and going home to be with family and away from Uni for a bit was really worth it. I think that it is a good decision and should be kept, it has the potential to save lives.
Fall break is a chance to go home and catch up with your family and friends, and a chance to catch up in your studies. It is a nice way to take some time off and unwind at home.
Fall break is great.
Fall break is very beneficial and should be kept.
Fall break is very helpful to catch up courses and doing assignment. At the same time we can have some break from our school and refresh our mind.
Fall break is well needed. Gave students the opportunity to catch up/study for future assignments/exams. Provide a well relief on first year students for students to use self care and help with mental health. Fall break should be 1 week long, with thanksgiving and Remembrance day off
Fall break of one week should be attached to weekend
Fall break should be 1 week long, not counting weekends and holidays
Fall break should be eliminated and those days should be spread during final exam so that more time is spent on final studies
Fall break should be longer than it is now. So that student will be more benefited.
Fall break should be the same week as it is for UofS students
Fall break was a permanent fixture of Brock University when I attended there and it was a major mental health boost for everyone.
Fall break was nice, at my previous university it was a full week and students and it seem to work well
Fall break was very beneficial overall. Not only was I able to get caught up on my studies, I also got to spend time with my family and was able to regenerate so that I could have a deeper focus on my studies from the break until finals.
Fall break was very much appreciated. I really hope to see this in future fall semesters!
felt very short
Final day of classes before break should be the friday before remembrance day and the break should last the whole week (friday-friday) and classes resume the following monday. The break was just at such an awkward time of the week
Finally. Most other universities have a full week break in the fall, and it really helps especially students with family outside of the city because it gives them time to go home for a bit or spend time with friends without worrying about coursework. It's very nice for mental health. The university at which I did my undergrad had a fall break which the students affectionately called Suicide



<b>Other thoughts</b>
Week because that Thanksgiving holiday had a lot of issues with people feeling isolated.
First year at U of R, thankful for the fall break as most post secondary institutes have a fall break to break up the semester, allow for catch up and allow students / teachers to recharge and prevent burn out
Five full consecutive days is the way to proceed
Follow the same set up the U of S has. I dont understand why this is so difficult? You gaves us two days off and disguised it as a week. It didnt line up with U of S at all. They start earlier but have these break because they are useful. They had Saturday and Sunday as well as an entire week with the following weekend. This "pilot" break need to less of a surprise. Half the profs didn't even know about it! Come on. That's just ridiculous. Communicate with the whole University. Get all Faculties opinions. This could have been a great break but it wasnt planned correctly nor is this survey going to be effective because the question have been laid out in a poor manner. This comment box for instance. Isn't a box, that allows you to see what one has written discouraging any feedback.
For 3rd year nursing students, it was a bad time as we had just gotten into our 2nd block for the semester (3rd week of classes) and so it was not beneficial to the learning experience for the particular block. Perhaps having it between the end of block 1 and start of block 2 would be more impacting.
for all students including graduate and undergraduate students
For it to be held the same week as the other university in Saskatchewan and Alberta
For it to be the same week as all the other universities. Ours was week days before Remembrance Day and everyone else had theirs after Remembrance Day.
For me as an international student, the break add no valve to me as am just learning the culture and weather
For two years of my degree I struggled and cried during what should have been a break. This year I got one and it made all the difference for my mental health and stress levels as I was able to catch up on much needed course work for my degree! Thank you so much for giving us one!
From an instructor's perspective, I appreciated that the scheduling of the break this semester did not create a discrepancy between the two sections of a course I teach, which meet on different days. Each section had the same number of classes, even though only one of the classes took place during the break.
From the students I spoke to, it gave them a bit of a breather where they could catch up on their studies or get a few extra hours a work so a little extra money could come in.
fuck yeah
Full week off like the UofS students do
Good change to have compared to previous years. It was a good way to take a break away from everything after all midterms were done.
good idea, much needed
good idea, thank you
Good initiative!
Good timing, good amount of time, maybe add a few more days, exams could be closer together but overall it should continue. I think overall it went very well even if it was kept the same length and dates.
Great and a well, needed break, good timing because of midterms and other things
Great for students' mental health and helping them catch up academically; all kinds of meetings ended up being scheduled for faculty and those in admin roles so it didn't allow me time to focus on mental health or research.
Great idea - mental health is so important especially in the current university climate where students are heavily in debt with no job prospects. The more time to focus on getting better grades and taking a break is needed.
great idea to have a fall break
Great idea, please keep it.
Great idea. U of S has been doing it for years. It clearly helps break up the first semester and the stress involved with school.
great idea; should be lengthened to seven days;
Great opportunity to take some time to catch up on work but still relax from stress
Had my largest assignment due the day we got back from break. My entire "break" was just working on this one assignment. Maybe have profs not be able to have major assignments due so soon after the break.
Have it the same length as winter. Monday-Friday (which could be either the stat is during those 5 days)
Have it the same week a Saskatoon's.
Have it the week before Remembrance Day. Thanksgiving is too early for a break.
Having a Fall break is a wonderful idea.
Having Fall break begin on a Wednesday isn't much of a break for people who still have to participate in classes on Monday and Tuesday of that week.
Having it split over 2 different calendar weeks was problematic. It resulted in MW classes having several less meetings during the semester and TTH classes were unaffected. Would be better to just make it a calendar week.

<b>Other thoughts</b>
having it start in the middle of the week (on the Wednesday)caused students to skip/not go to classes for the first two days of the week.
Having one day of classes was a bit awkward. I think it would be better to have 4 business days attached to a holiday/long weekend to make a full week.
having the break from a Monday to Friday is crucial in my opinion, it then feels like a break rather than just some shorter weeks which doesn't really feel like a break
Having the Fall break be around Thanksgiving would allow staff and students to have more time with their family, especially if they can afford only one trip every semester. Furthermore, I don't think the Fall semester start date should change because it will conflict with summer job and co-op contracts.
Having the fall semester begin earlier might be beneficial if the break is going to remain a thing. Also ensure that profs are reminded to explain major projects and exams that they expect due after the break very early in the semester to give students a bit of preparation time for that very stressful period.
Helped partially relieve stress from Seasonal Affective Disorder.
helped with mental health as well as being able to catch up on school work
Homework shouldn't be allowed to be due on a date that is on the break
Honestly, let's be a little less soft.
I enjoyed having a fall break this year. However, I think that the days should be all together rather than split up. ex. monday-thursday
I also attend the UofS and it was difficult to plan a vacation with my family as the UofS break was from November 9th-19th but my UofR break was November 7-12. I think both university's should get on the same page so the hundreds of students that are in the social work or nursing programs can enjoy one break from both universities.
I am a distant learning student currently taking 4 online classes. I found the break to be necessary for mental health reasons, and also so I could catch up on school work. Unfortunately none of my online classes followed the break and continued giving me full amount of work as if there were no break at all. Please, if fall break continues ensure that online students also get this break.
I am a transfer student from the University of Saskatchewan where they also have the fall break, their break is the full week with remembrance day. I found the break this year to be a little bit too short. Being from Saskatoon and struggling with SAD (which usually starts to surface near the end of October) it was refreshing to be able to take a break and return home to visit family and friends. I do wish however that the break was a little bit longer so that I would've had more time to see family as well as catch up with course materials and assignments, it all seemed very rushed this year.
I am happy to see that U of R is finally starting to care about the mental health of their students by providing this break.
I am strongly in favour of the fall break.
I am very happy the school has finally acknowledged the necessity for this break although, this break should be mainly focussed on a mental break and students, staff, and faculties mental health opposed to "allowing time for assignments" so it would be more beneficial to have no assignments or tests due immediately prior to or during the break
I am very willing to start a semester earlier so accomodate for a break as most people's jobs end before Sept.1st. More time to do homework and to plan for studying would be much appreciated. Thank you so much taking student mental health seriously!
I answered that the break should be longer and extended to a week around Remembrance Day. These answers had to fit your questions. What I really would like is a break that gives the students a week off with a weekend on either side. This would be much less disruptive than taking days from two different weeks.
I appreciate the attention it gives to student mental health. Please continue to value it.
I appreciated having the break a lot, and I truly hope it continues. All of my peers feel the same (although I'm sure a lot will not do the survey).
I appreciated it - well done
I appreciated it. Thank you for introducing it.
I appreciated profs that did not increase workload but treated it as a normal homework schedule minus classes. This allowed me to have a normal daily schedule while catching up on material covered in class.
I asked all my students if they felt the break helped them. Only one thought it was okay. The rest felt it came too late in the semester, and did not allow a proper break, because it was split over two weeks. From the increase in stress levels I have seen in students over the past few years, I definitely think they need a break. My mental health benefited from being able to catch up on work, and having a pause from classes; I would like students to experience that as well.
I attended the University of Saskatchewan and had no problems of how they ran their breaks
I believe it is very important for us as students to have time away from our studies and give us a chance to catch up on school work, rest, or just seeing family. I found it very beneficial and I believe that it is good for our mental health to have this break included in the fall term.
I believe that a Fall Break is necessary for both Faculty and Students. It's a benefit for students and faculty to remain caught up and provides a chance for both to mentally recuperate. I recommend that Fall Break continue on past the two year pilot period
I believe that it was well intentioned but a bit of a cop out. Tuesdays are my busiest, craziest days and that was the one day we did not get off. It did not feel like much of a break - it should be a full week so that students with a heavier course load during one half of the week still get a break.
I believe the break is incredibly important. It provided me with the opportunity to get out of town and recharge, so that I could continue to work hard in my studies. However, I would appreciate having the break match up with whenever the U of S students are on break.
I believe the break is needed at the Remembrance Day mark for staff/faculty/students alike. The reasons maybe different but it is

<b>Other thoughts</b>
still needed.
I believe the fall break is very beneficial for students' wellbeing
I believe the fall break is vital in my mental health. Having the break in November, allows students to catch up after the hectic season of midterms and prepare for finals.
I believe this break so great not only for my mental health, but I was able to catch up on assignments and work ahead. I was also able to see some friends in Alberta that I had not seen in a long time as I am not able to go home often.
I can't even explain just how beneficial this break was for me. Thank you!!
I can't imagine getting through my first semester without having the break.
I definitely think it is extremely beneficial to the students, especially to the ones that are away from home. We need some time (preferably 1 week) to go home, since it is a very stressful time with midterms
I did not enjoy the fall break, I found that it interrupted my classes and made exam time more busy. I would have rather resumed normal classes.
I did not feel this directly, but students did tell me the following: 1. Why could it not be after Remembrance Day instead of before? 2. I had assignments due directly after the break and so it was not a break for my mental health or for a moment to catch up on other assignments - it created more work/stress. 3. It interrupted my momentum. I did not feel motivated to continue after the break.
I did not find that it provided a benefit to the students in my class. I would be very interested in seeing the survey results.
I did not find the break very helpful since Profs seemed to just assign the material we would have covered in the classes we missed for us to teach our selves
I did not like the fact that it was not a full week and went from Wednesday to Monday. It should be a full calendar week earlier in the semester to allow study time for midterms
I did not like the fall break at all. I found it was an extremely unwelcome interruption in the semester, and I definitely think that my performance this semester suffered because of it.
I did not see much benefit from the break.
I didn't get a break there wasn't one in my Tuesday classes, so it was completely useless and did not impact me. This was very frustrating and changed how I was able to take advantage of the fall break. My other courses are online and were also not impacted by the break. There was no break from workload
I didn't have classes Tuesday/Thursday this semester so I ended up getting an extra 2 days off. I was done all my midterms except 1 at this point so I didn't study, however this was a much needed break at exactly the right time. I felt refreshed after the break and my attitude was a lot better towards school with a week break. I hope this continues.
I didn't know th break was happening. I don't think it was well documented.
I do think it is beneficial.
I don't see the point of having the fall break
I don't think this helps student mental health in any way whatsoever. In fact it enables students who need to learn life skills and healthy coping strategies. We cannot "blame" millinials for being anxious and stressed when we enable them and add to their problems. Help them toughen themselves up - help them learn how to cope with stress, manage their time and become self-sufficient. Making their life "easier" by giving them more time off is the worst possible of solutions.
I don't understand how U of M has a week off and their classes were September 5th to December 7th. why would we need to extend our dates to accommodate a week off when other schools implement a week off without extending dates?!!?!?!?!?!?!
I enjoyed having a break to catch up on studying and let my mind take a break as well. It was also nice to see my family too.
i enjoyed it and it relieved stress
I enjoyed it! I wish it was a full week instead of 6 days and connected by the Remembrance day week like Saskatoon
I enjoyed it.
I enjoyed the break and would like to see it in the schedule every year.
I feel it is necessary for students to be able to clear their minds halfway through the semester so that they are able to refresh and be able to focus closer to exams.
I feel like it was to late in the term and it didn't really have an impact on the state of my mental health because I was to busy catching up and starting big end of year assignments.
I feel strongly that it was too short and should be a full week.
I feel that midterms should be scheduled before the break. During the break, I was studying for 3 midterms which were all to be completed in the following week.
I feel that most courses don't cover all the content outmined anyway, and my studies/courses didn't suffer. I don't believe lengthened terms or shorter exam periods are necessary.
I feel the fall break was to late in the semester resulting in teachers piling the extra work on the following week which wasn't beneficial in terms of mental health
I feel this fall break is beneficial to students attending classes with a full course load. It allows students to have a break from the pressures of class and get re-focused prior to the last few months of the semester.
I felt that a lot of the course work was crammed into this week or due right after so the break did not feel like a break at all.
I felt that it was a nice break for myself as Grad student who is also teaching. I did not feel like the break had any impact on my

<b>Other thoughts</b>
curriculum, as I still had an extra 3 hours of lecturing that went beyond the curriculum and the time allowed me to continue work on my research and dissertation. However, I do think that a 10 day exam period is too tight for most students.
I felt that it was strange how it started in the middle of a week and ended in the middle of a week. If there would have been one more day off and shifted to a normal work week everyone could have taken advantage of the fact that two weekends would have been attached to it, making the break feel significantly longer.
I felt that some teachers took advantage of the break and made us do more work. For example, my English class had two essays do after it
I felt that the break came at a good time as the amount of homework and assignments were getting to be pretty overwhelming. It was nice to have a few days to catch up on everything and get some much needed rest.
I felt that the break should have been a full week; as it was just under a week, it seemed like it was almost a break, but not really. It felt like a tease of a break
I find it unfortunate that many profs seemed to take the break as an opportunity for students to study for midterms. Following the long weekend (for both Thanksgiving, and the reading week) I had 3+ exams and major papers to hand in within the 4-day week back. If the break is meant to be beneficial to the mental health of students, it seems counter-intuitive to me for it to be treated by faculty as free days that students can spend studying for all of their classes and doing work. If the time off is meant to be a break, then give us a break. I do understand that professors schedule their own exams and it would be impossible to try and guarantee no student is going to have a heavy week of work directly following the break, so there's likely nothing that can be done about this issue. I only raise it to illustrate my point, which is that while I do think the break is beneficial and would like it to become permanent, I personally did not feel that it benefited my mental health the way I needed it to because I was still so focused on school.
I find professors manipulate the break and do not use it to benefit their students, but instead themselves. Assignments and midterms get due before the break leaving the students no time to do assignments and create the weeks before the break to become extremely stressful.
I found it hard to catch up on homework during the break when teachers assigned more to do over the break.
I found it odd that if you had a Tuesday class, you ended up having 2 "extra" classes for that course. This semester it wasn't an issue as we ran a little behind.
I found it really helpful to catch up on my assignments, spend time with my family, and to improve my mental health. If it was a full week, it would be even more useful.
I found it to be good, but it could be improved. It was awkward to have a break begin in the middle of the week. It would be nice if they lined up breaks with the U of S as it would allow friends and family at the two different institutions to get together.
I found it to be really helpful! November is really stressful and it was a good time to go visit family, work on my mental health and catch-up on work. It is a must! Because of my schedule I had a week off and a week is definitely needed.
I found it to be very beneficial as I could have a mental break from school for a couple days, then catch up on my homework for the rest of the time.
I found it to be very beneficial to catch up on work and spend much needed time with family and friends.
I found it to be very beneficial to have a break during the fall semester, but would be better to have it longer
I found it very good for both my mental health but also good for family time and studies
I found it very problematic that the semester was planned without making sure that we would have the same number of class hours. My classes are on MWF, and I usually have 37-38 class hours. (My understanding is that we should have 38 or 39, but that is rare.) This semester I had only 36 class hours, which is insufficient to cover the same material. Any benefit gained to students in having a break was negated by having the material and assignments compressed into fewer class hours. Also, I think that if there is to be a break, it should be half-way through the semester, and could just be an extra long weekend. As there are already two long weekends in the fall, I don't see the need for so much more time, especially timed so late in the semester (not helpful for students who are struggling and need to get on top of things earlier than this.)
I found it very useful because I could not only catch up with my studying and class work, I was able to relax after being stressed about school for a long time.
I found it wasn't really a break because it was only 5 days and it was before the U of S break so I still was not able to visit with friends and such. Although, it gave me a good opportunity to catch up on school work. With my current schedule it only gave me an extra day off.
I found it weird having it before Remembrance Day as if we were given one more day off the week of, it would give students 9 days of no classes to catch up and mentally prepare for finals and complete final projects.
I found that many of my professors made a lot of work due right before the break instead of after it, which led to a lot of stress the week before and not being able to use the break to do that work.
i found that the fall break was extremely beneficial. it provided me time to focus on my mental health, catch up and get ahead of my studies, and allowed me to visit with friends and family. i do wish that we had more than 3 days off but i'm not complaining because some time off is definitely better than no time off. however for u of r students at the saskpolytechnic campus it would have been more beneficial to have reading week the same week as u of s reading week; allowing for more opportunity to catch up with friends!
I found the break to be a much needed break to catch up with school work as well as take a much needed mental break. Quite a few staff and students that I talked to were on the verge of mental breakdowns and it was very much needed. Having it earlier would have been more beneficial I think.
I found the break too short to have time for myself, to visit with family and friends, and to catch up on school/study, I think a full week would be a better break. I also think the condensed finals time would work for the necessary time accommodation because students are aware of their finals schedule the day they register, and can hopefully plan to study accordingly (whereas the fall break gives a nice break from midterms)
I found the break very beneficial in both my studies and also mental health. I personally think it was at a perfect time in the semester, not too early but right before the second round of midterms which was very beneficial to study.

<b>Other thoughts</b>
I found the changes to the food services extremely inconvenient. As a resident the hours were unclear and nearly everywhere was closed which meant that I couldn't get lunch anywhere other than the buffet.
I found the fall break beneficial to me, not only for getting caught up, but it was helpful in reducing that overwhelmed feeling that students tend to suffer from psychologically, resulting in burn out, the break helped me somewhat to avoid that. I think that this should be kept past two years and implemented permanently. Burnout from little breaks directly affects students' mental health and physical health overall as most people know and in turn will eventually affect quality of work. The break was greatly appreciated.
I found the fall break to be difficult to accommodate. It was more difficult to schedule midterms. Further, it did not provide a stress release, I found it was more stressful. In fact one student complained to me that the term was more difficult because his midterms were all rushed so that they could be scheduled before the reading break. I like the spring break and it helps that it is (now) coordinated with the schools. But I found the fall break unnecessary and problematic.
I found this break helpful for my overall health. This was the first fall semester in the last 3 years I have not had a cold/flu illness and I believe it was partly because I was able to get some added rest during the break.
I found this break well needed and came at the right time. It allowed for me to catch up on my work, and provided the break I needed to take care of my mental health. It was very beneficial for me and provided much needed relief!
I found with the current format, all my due dates were pushed back to the following week (labs) and I ended up having two major papers and a midterm all due the same day. Because of the current format, I did not feel like I had a break, and instead had to grind longer than usual to complete my coursework that would typically be staggered.
I greatly appreciated it as it provided me with some time to breathe. I believe it improved my mental and emotional wellbeing midway through a tough course load semester and provided me with an opportunity to catch up/get ahead on course material and gain some much needed sleep.
I greatly appreciated the fall break both for mental health recovery and catching up on too much coursework.
I had 6 heavy midterms before the fall break and a midterm and 2 lab exams the following couple weeks back. In a way it was much needed to catch up in all my classes, however I believe if it was earlier I would not have felt as far behind in my other classes. The professors were trying to pack in everything before and as a result lost us, what felt like an entire month. I realize adjustments take time and I am curious to see what comes of a semester when the professors plan for the break (as most of mine forgot). I do also think it's crucial to have more time before finals begin - for science students, for example, it is important to remember that their lab exams go until the very last day of classes and I personally have assignments due until the Friday after classes end. This does not give me a lot of time to prep and study for my exams, which I have two in the first two days. Overall, if they are planning to shorten this break and the duration of finals, I don't think this fall break is beneficial as a mental health break as it just moves the stress to later on in the semester.
I had 6 tests in the 4 days back after the break. If the break is intended to "improve mental health" that is not a magic thing to come back to.
I had a negative experience with this break and I apologize in advance I am not a strong writer. As a science student I am involved in labs all semester. In this case the fall break took away a week of lab to work on a project yet the same amount of work was expected. The point is that either instructors need to adhere to the fall break and cut down course loads appropriately or the break must be eliminated. I understand the U of S has this break but compressing midterms to a shorter time period, starting earlier in the semester or having less time for finals are not good ways to accommodate this break. Yes theoretically this break is supposed to be used to catch up on homework and studies but if you have ever spoken with a group of young people most (75% is my guess) use the time to unwind, go out, and relax. Personally I work full time while I'm in school in order to survive so I wasn't just sitting at home all day studying I was working and trying to catch my breath in the semester but ended up scrambling to study to write three midterms on the first three days back from the break. If we've come this far without a break why do we need one now?
I had assignments due during the fall break, professors need to respect the break also.
I had no idea that the break was happening until the week of, not impressed by the university's inability to inform their students and staff. Additionally, I am strongly impressed by professors giving out extra work during the "break" because they think we have extra time to work on our studies. How am I supposed to catch up on my studies and improve my mental health if I am panicking to try and get the extra work done!
I have 2 midterms on the 11th and 2 on the 12th, please try and avoid this in the future scheduling as it is very stressful.
I have heard from students that some of their instructors did not adjust the pace of coursework to fit the slightly shorter semester, with the result that students went into the fall break /more/ stressed (from having work squashed into a shorter time frame) than they would have been without the fall break. I am in favour of the break, but I think faculty all need to be on board with regard to ensuring a reasonable pace of work.
I have heard many students say they wish the break was longer and get a full week.
I have lecture Tuesdays only. This "break" went from Wednesday to Monday so it didn't get me out of lecture. Online classes still assigned work each week. It wasn't a break.
I honestly don't even remember when the break was all I know is that it should be a full week.
I honestly think it's that we have this fall break because it gives us students time to catch up on homework and also a break for our mental health.
I hope the fall break continues! Very helpful - perfect amount of time and at the right time in the semester.
I informally polled my students in KHS 100 and KIN 101 (~165 in total) and it was almost unanimous to extend the break to an entire week, start earlier to accommodate, but don't shorten the final exam period as it would cause an increase in stress over a shorter period of time. Further, they unanimously said do not move the break to Thanksgiving as it wouldn't be worth it.
I just hope that instructors keep in mind that this should be a break for students and do not give them a lot of homework to do.
I just think it was great it really does help mentally.

<b>Other thoughts</b>
I just think the fall break should not be less than one week. Academic work affects my mental status and i think the break came very late and i was so overwhelmed with school work and lost my mental sanity and family life at the time
I like
I like that it was a week, but I would enjoy it moreso if it were to start on a monday and end on a friday.
I like the fall break and think it helps with student mental health
I liked having the Fall Break. I was hoping that offered a chance for my students to catch up in their classes and reduce their stress, but unfortunately too many classes added extra work beforehand, effectively negating the benefit for the students. I also lost a few days in my class and had to manage my coursework and grading differently, which I found disappointing but not a catastrophe.
I liked it!
I liked it, but It didn't really help me because my classes were only at the beginning of the week and I never actually got a day off.
I liked it, but will need to further adjust my classes to accomodate it ...
I liked it. Thanks for giving it to us this year!
I liked the location of the break, I think November is a very busy month so it's a good time to have this. I would have liked even just one more day in the break, but I definitely wouldn't go any shorter than it already is.
I love it
I love the fall break, helps me catch my mental health, studies and sleep.
I love the idea of a week long break because it allowed me to catch up on what I needed to, and get much needed rest. It was at a good time in order to start studying and reviewing for finals. It split the semester up nicely. The only thing I did not like were the dates, I think 1 week would be great, or 1 week with weekends attached.
I loved fall break!
I loved that the fall break gave me some time to work on my mental health and not feel so overwhelmed in my first year of university. I had time to make sure I had everything handed in and to make my assignments the best that they could be
I loved the fall break because it gave me a chance to go home and see all my family and friends. I also got a chance to catch up on all my coursework and distress from the busy month of October. The fall break was super beneficial to my success in my first semester of university, so I recommend that it be an annual break!
I loved the fall break. It gives me time to catch up mentally and on my school work . We should follow in the foot steps of the U of S and make this a permanent thing .
I needed the fall break desperately. It not only allowed me to catch up on work but also halt the l��m class learning.
I noticed far less fatigued (mental/physical) on the part of my students. This opportunity allowed them to 'pause' and reflect, catch up on course work, reconnect and recharge. I believe this is one of the most logical and beneficial decisions made by the University since I started teaching here 16 years ago. Thank you!
I only had classes tuesday and thursday so I only got 1 day off and I'm bitter
I personally did not get to use the break due to being in internship. But I know people who had the break, and my answers are based on understanding their experiences as well as what I would have liked if I was able to participate in the break. This break is very beneficial for the mental health of the students attending the University of Regina, and I believe it is important to start supporting those attending our institution.
I personally like the fall break. I just thought it was a bit awkward starting school up again in the middle of the week. I definitely think it should be attached to Remembrance Day (Thanksgiving is too early). I do not think it would be a problem to start school a couple days early.
I personally used it as an excuse to go party in Saskatoon with friends but if it weren't for a special occasion and reason to go I would've spent it catching up on readings.
I prefer how the u of s has their fall break encorpersted into the semester
I probably would have felt that the fall break was sufficient with the 3 days attached to Remembrance day, however, I was scheduled to do assignments the whole break by a sessional instructor where students weren't able to get out of it. I feel the University should have done their part to ensure all instructors - permanent or sessional - should be aware of the break and remind them why the break was put in, in the first place.
I quite enjoyed having the break this semester. I will be graduating this year but please keep this as I feel it is a well-needed break for many students. Mental health isn't a joke!
I really appreciated having a week in the fall. One thing I found difficult is that some professors allowed the week to catch up on assignments and get ahead. Others decided that since it was a week "off" they should give extra assignments that weren't originally scheduled. To me, that seem to defeat the purpose and it would be necessary to have all professors on the same page in order to ensure the week off doesn't become more stressful. However, I believe that it is essential for the mental benefits of the students to have a break in the fall.
I really appreciated having the break I needed it to regain my sanity to finish off the semester.
I really appreciated having the break when it was. Before the break arrived I was having emotional breakdowns quite often due to the stress.
I really appreciated having this break. By that point in the semester I felt drained and behind in my classes. The break allowed me to catch up on assignments, see friends/family, and overall reduced my levels of stress greatly. I would love to see this break continue throughout my education- first year student

<b>Other thoughts</b>
I really appreciated the break. It was extremely beneficial mentally as well as allowing me to catch up on school work. Please continue to offer this to students in the future.
I really appreciated the fall break. It was perfect.
I really did appreciate the break, it gave me the chance to catch up on the busyness since the start of semester.
I really enjoyed having a break in the fall semester. I hope it continues
I really enjoyed having it and i hope it continues
I really enjoyed it. I think it was crucial for maintaining my mental health and will be very upset if itâ€™s not continued.
I really enjoyed the break. All around I thought the days off were helpful in all aspects.
I really enjoyed the fall break and i didn't have a mental breakdown
I really enjoyed the time to catch up on school and to also take a break for myself. It was a breath of fresh air.
I really like fall break but I wish it was longer. If it meant starting before labour day, I would rather not have a fall break. however, if there was some way it could be arranged so we still started after labour day and weren't super stressed out during exams, I think that would be great.
I REALLY liked it - Not certain if timing was that much of a deal, so long as it fell after midterms were assigned. Instead of being a total mess (bogged down) in the last month of semester, I am actualy in pretty good shape. After 25 years, this is a noticable improvement in my mental status.
I really liked it as a student
I really liked the length because it really gave me time to study and catch up on things. It also allowed me to see my family which live far away.
i really needed it for many reasons and would like it to stay premaritally
I really needed that break, it was very helpful!
I really needed that fall break for my sanity
I really thought this fall break was really beneficial because it gave me the opportunity to catch up with my classes and take a break from school. However, I feel like the break wasnâ€™t long enough because I had a lot of work that was due after the break that I didnâ€™t get much time to spend relaxing and catching up with family/friends.
I so do not want to start school earlier in the summer
I spent most of the break doing homework, so while the break itself was not very relaxing, trying to complete all coursework without the break probably would have had a larger negative impact on my health in other parts of the semester (lack of sleep, higher stress, etc.). Also knowing that I was going to have a break decreased my stress in the first part of the semester because it gave me something to look forward to: there was a week in my calendar without a pile of deadlines.
I strongly believe the break should be a full week and professors should not be able to assign assignments due the week of the break or the week after the break. The break should be use to catch up on assignments and focus on self care.
I support breaks as it provides a much needed mental health check for individuals, even if this particular break doesn't really impact me.
I t was a nice break but for those that had to take classes on Monday and Tuesday, it was probably not long enough. It would be nice to have a week off vs 3 days. I am grateful though for the time off.
I take 4/5 of my classes through the U of S and classes get a full week for a Fall Break which is very useful to catch up or get ahead before final exams begin.
I taught a class on Monday of this year's break, and lost 6 hours out of the 39 hours allocated for a term. This created a very unsatisfactory learning and teaching environment for me and my students, largely because this was a survey course. Also, I am not sure why the exams for both of my classes were scheduled for 2 weeks after the final class, since one week is commonly the pattern - this put the exms very late in the term, with no chance to get grades in before the Christmas holidays.
I teach 2 courses in 201830 and for each of the courses I lost 5 hours of lecture time: 2 h (W, F) in the break plus the following Remembrance Monday, Thanksgiving day and in-class midterm exam. 10 contact hours for two courses. It drastically disrupts the timely deliverance of lectures. I have to revised my lecture notes to ensure that the course syllabi were met. Further, the timing of when assignments were given had to be markedly adjusted.
I think a 7 daybreak would make more sense at thanksgiving to provide people with the opportunity to see their family at thanksgiving. I donâ€™t want the break to have any issues with finals I feel like finals are stressful enough and happen too quick.
I think a full week would be more beneficial to everyone. Many students donâ€™t live close to home and as it is a time to catch up on work it is nice to get home and see friends and family as well.
I think fall break ould be more effective if it did not cut down the number of days between end of classes and finals because the purpose of the break is to help with mental stress and rushing into finals just adds more stress then the fall break took away
I think it improved my semester and my motivation for my classes
I think it is a great idea
I think it is great for mental health and catching up on studies, or just good for being a complete useless human (which we all need to do, sometimes). Also, wouldn't it be great to have American Thanksgiving off from school so that students could watch all three NFL games that day? :)
I think it is important to have a fall break to allow people to catch up on studies as well as take a break for their mental health.

<b>Other thoughts</b>
I think it is important to have the fall break because it serves as a reading week, it is also the week where students have a higher rate of suicide due to the stress of midterms. I believe that by eliminating the potential of a fall break for students would be damaging to the overall well being of student especially of those who's marks are at a make it or break it time in their life.
i think it is very needed as it benefits students and staff
I think it should be a full week but the time allotted is better than nothing. It is definitely a good thing to have regardless of the time period.
I think it should be extended to a whole week like it is at the U of S! Otherwise a great idea for a little break in the middle of the semester like we have with February break in the winter terms.
i think it should be halfway through the first semester and should be longer and not start in the middle of the week
I think it should be in congruence with other university's and it should be a full week just like all other school. The break we have now is not long enough.
I think it should be the week leading up to remembrance day.
I think it should continue and give the students that full week break.
I think it should definitely be a full week. It did feel late in the semester but I did not mind it as I feel thanksgiving will feel early. Either option is sufficient as long as a week long break is provided.
I think it should have been all one week because it messed up some classes if you had them on different days and then had to go longer/ some classes had no break
I think it was both proactive and beneficial, and thus should be continued. It may not seem like a big deal, but having a few days off to recoup after midterms has a significant influence on mental health and well-being. I found the break reduced the stress I felt greatly and made me feel like I was caught up and ready to go again in my courses.
I think it was great and provided a great break for my mental health, time to catch up on homework, and catch up with family. I think it would be great if it was in line with the University of Saskatchewan's break as I have family members and friends who go to school there, and would be great if we shared the same break.
I think it was not a good option to have it start on a Wednesday while you then only have 2 days of school that week and i found many people just left early and did not attend classes on the Monday or Tuesday before it started.
I think it worked great this year, just wish it were longer. (More similar to USask's break)
I think it would be more logical to have the break all the same week (not 2 days of classes before, break thurs-tues, and then classes after). However, I realize that doesn't necessarily fit easily.
I think it's highly beneficial for mental health & improving my ability to catch up on coursework. The primary significance would definitely be on boosting mental health.
I think it's really good time to take a mental health break because university is extremely stressful for those with mental health issues
I think it's a great opportunity for students and faculty alike to catch up / get back on track / take a break mid-way though a very busy term
I think its good if you have massive projects and that's the only time to work on them, but not otherwise because you just procrastinate stuff until then and become even more swamped. I think if its continued, it would be less confusing if they just gave us a straight week off-like the week of remembrance day- instead of a random extra 3 days half way through a week.
I think it's really awesome that the U of R is trying this out, and soliciting input from students & staff to make it better. THANK YOU!
I think it's silly
I think it's very important for our first-year students to have a break to get caught up.
I think many students suffer from burn out and need a break.
I think that a lot of faculty overcompensated at the beginning of the semester with many assignments and due dates prior to the break. This could explain the increase in mental health issues with the current student population.
I think that it should be at the same time as the u of s fall break, so that friends are able to see each other.
I think that it should fall on the same days as the University of Saskatchewan, as some of my siblings attend school there and it would be very beneficial for me to get to have my break the same as theirs, so I can spend time with my entire family, as I'm sure it is the same for many other students.
I think that it would be a bad idea to compress the exam period. I'd like to see the fall break extended, however.
I think that only having three days was an unrealistic time for students to catch up on course work. As many students families live out of town therefore for myself i drove 2 plus hours just to be home for a couple extra days. Whereas if we were given a full week, we would be able to visit friends and family and catch up on important course work. Also i think it would have been beneficial if University of Regina had the same fall break as surrounding universities, for example we had the week before u of s.
I think that the break is absolutely necessary
I think that the break is needed and benefits students mental health as well as gives some time to do course readings as there is never enough time to do all assigned readings if you are taking a full course load.
I think that the break should last from Monday to Friday so that all classes miss the same time, can it can be well prepared for. The week off is amazing. The week provided me with time to be a person, take care of myself, and to personally catch up on life.
I think that the fall break is a good thing for many students, however I did think that it was short in comparison to other Universities that have it.
I think the break allowed for students and faculty to breath and catch up at a very busy time in the fall. I found my sense of frantic was diminished by the break.



<b>Other thoughts</b>
I think the break is a good thing for students and could be for faculty - but it needs to be a whole week. As I only taught on Tuesdays this semester, I did not really benefit from it. Also I had more students away than usual since several went home for the week instead of coming to one class on a Tuesday.
I think the break should be the around the same time as the U of S, to that its more fair for all students in sask.
I think the break should be the same as the univerisity of regina
I think the break should have been earlier in the semester, like the February break, so in October. I also think it should be a full week long like the February break is as well.
I think the break was a really good stress reliever for students. To get a week and make sure everything is caught up is really beneficial.
I think the break would have been better if the break had been the week of Remembrance Day. Starting that Tuesday to Saturday
I think the fall break is a big necessity for students to catch up on school work they feel they're fallig behind on as well as mental health. October can be one of the busier months for students so to give us a chance to get caught up and somewhat of a headstart on work to come would be beneficial.
I think the fall break is a great idea but we should look at how they're doing it at the U of S. I don't think most students would mind starting classes before Labour Day as it is a much needed break in the middle of midterms. I found that the break was not to my benefit as my online courses still had many assignments due and tasks to do over the break and because of where Thanksgiving fell, anyone with Monday night classes ended up missing three over the semester. This was not fun for the students or the profs to have to play catch-up with. It would also be nice to have a full-week break like the U of S has...
I think the Fall Break is a great idea.
I think the fall break is a great idea. It helps students catch up on work and destress which improves mental health
I think the fall break is a wonderful idea and should be kept for the future. It does nothing but allow students like myself to take a step back to relax. breath. and catch up on homework and studies. I do believe the break should be longer as during the school year we get so caught up in our studies that we forget to spend time with family and friends. for those that work on the side to help pay for tuition. Those leisure activities are often missed out on. By having the break to be longer can compensate for both catching up and spending time with loved one. My only concern is that the break will not allow students to have as much to study for final exams when those are the most stressful times yet. Having a break to help take a breather should not be punishing students with more stress later in the semester.
I think the fall break is very valuable in de-stressing students during a busy semester.
I think the fall break provided staff, students, and faculty with a much needed opportunity to visit with family and friends, catch up on work/student commitments, and regain mental/spiritual balance.
I think the Fall Break provides an important oppotunity for students to recover and to complete work during this time. It also better balances the academic year having a break in both semesters, and shows our students that we care about their well-being.
I think the fall break should be a full week. I enjoyed having the break to catch up on school, and help my mental health.
I think the fall break should be the same time as U of S because many of us have siblings that we would then be able to see
I think the fall break should stay. It is well deserved by students and staff. It allowed me to catch up on a lot of homework. And visit some family. If we were not given this time off the last two weeks of classes would have been terrible with the amount of work that was due. Because I was able to get a lot of it done over the break I avaided an inevitable mental breakdown. Please keep the fall break for others that share the same feelings as I do.
I think the Fall break was a great idea. The time off allowed me to catch up on my BUS 260 notes, get a head start on my BUS 205 end-of-term paper, and allowed myself to unwind with friends and family. I DIDN'T feel as though any of my classes were rushed as a result of the break, and would currently keep it the way that it is.
I think the fall break was a great oppurtunity to catch up on any class work as well as to prepare for any midterms or early start on finals. it was also a good break to have to take time for yourself so you can be working your best and not getting run down. For students who live out of Regina it was a great oppurtunity to go home and see friends and family especially when they life to far just to go home for a weekend
I think the fall break would be most useful before finals. The break should happen during the panic period a week or two before final reviews start. That's when papers and books are being rushed and not done to their full potential.
I think this break is a great idea for everyone. In terms of mental health, it is preventative. It also allows families to get together, allowing us to all stay in touch and connected. This keeps us healthier and productive.
I think this break is absolutely necessary. Without it, the workload gets overwhelming and results in issues with classes and mental health
I think this is a good idea. I wish it existed 30+ years ago when I was a student.
I think this is a really great idea. It allows student some much needed time to either catch up, or just have some time off. This break couldn't have come a better time in the semester for me this year as it was right before I had a bunch of assignments and midterms. It allowed me to focus my efforts on those instead of other things.
I think this was a great choice and aligns us more with the policies and procedures in other universities.
I think this was a great initiative.
I thought fall break was a great way to catch up on readings, family and get some mental health benifits.
I thought it was good.
I thought it was great to have the time off. However right now during the exam time, I HATE how little time we have to prepare, especially for CNUR 103, only two days!!!

Other thoughts
i thought it was great! i don't see why we can have that little break in the fall since we have one in the spring
I thought it was great, and I heard lots of others who were happy with it.
I thought it was really great for everyone involved. I felt much more motivated and in better health to be able to finish the term on a high note.
I thought it was very valuable for catching up with homework, sleep, and having some time for self-care. I wish we would have had the fall break in the first two years of the program, but better late than never! The november timing is great for many courses "major" projects.
I thought that the break was great for both students and staff on campus as this allowed both parties to refresh themselves and to feel better when they got back to the office
I thought that the fall break was really refreshing and a much needed pause from classes. It got me out of a slump of homework and stress.
I thought the break was very important to have, but was awkward where it was placed in the week. I believe having it the same week as the Remembrance Day stat holiday would be most appropriate.
I thought the fall break was much needed. I really needed a break at this time, it was very helpful.
I transferred from another university for this semester (the universe was Mount Royal University). Over the course of my two years there, they had a fall break and a winter break. So this break was nothing new to me. I think its a much need break to recharge ones battery for the last half of the semester and I would like to see it continue.
I understand that mental health issues are fairly prevalent among students, especially those just beginning to study. The break would benefit them by giving them more time to catch up and have a little break from the stress of being a student. As a part time student, full time mother, and working full time, while doing graduate studies, I found the break gave me some time to get a few more things done for assignments and have a little break.
I was dealing with some stuff due to an injury and this time allowed me a breather to recover my wits and force myself to do my assignments.
I was given additional assignments to "make up" for the break. This caused more workload than normal weeks.
I was glad to have it and think it should be continued
I was happy to see this being put in place. This was highly beneficial for me to catch up on school work.
i was in pracitcum during this fall break and practicums continue on as normal so essentially i really did not have a fall break
I was not initially in favour of the fall break, but I have heard many positive comments about the impact and have since changed my opinion on the issue.
I was originally skeptical about the timing of the break, but now appreciate the value of having it a bit later in the term. Making it a full week would be good, since many students in my courses took it as a full week on their own.
I was stressed and I just needed off at that time, it helped me to get back with same energy again
I was surprised that this was the first year the u of r had a fall break, I have always had on in other universities I have gone to and don't know of any others that don't have a fall break.
I was very impressed by the University of Regina for implementing the fall break. Many other universities have a fall break. It is beneficial for both staff and students as it helps mental health, allows students to catch up on work and allows everyone to spend time with friends and family.
I was very pleased with the fall break and it helped reinvigorate me
I wish prof's wouldn't assign work to be due right after the break. If all the midterm exams and assignments were to be completed BEFORE the break, I think the break would be more beneficial. The break can then be used to actually catch up on course work rather than stressing on all the upcoming due dates once again.
I wish the profs were more prepared around fall break. No one seemed to know about until last minute and it screwed up the midterm exam schedule.
I wish this was around when I first started my degree.
I wish this was implemented sooner as i am now finishing up my degree this semester. But glad to see the u of r is trying out the new fall break.
I would have liked it to have it during the same time as the University of Saskatchewan students.
I would like if the fall break was at the same time as the U of S fall break. It would give us the opportunity to spend some time with other friends and family. Otherwise I have no complaints I think it worked well.
I would like it earlier in the semester. Also, i think most universities have one, im not sure why we havent so far
I would like to see a soft-ban or strong encouragement to not assign any assignments with due dates during the break.
I would make it the same as other universities an example would be same as saskatoons. As starting the week of remembrance day and having it a full week off. So weekend week off weekend.
I would prefer a full week surrounding Remembrance Day provided the start and end dates of term could remain as is.
I would put the break in the middle of term and not attached to a holiday per say. It's more important to properly place it. This year, it was not properly placed and I have more students than ever dealing with mental health issues.
I would rather eliminate the fall break and be done a week earlier.
i would rather have a longer christmas break than a fall break
I would split the term placing the break right in the middle.

<b>Other thoughts</b>
I'm a graduate student and I did not get a break from one of my classes due to how the break was set up (class is on Tuesdays, and the way it's set up didn't allow a break from a course)
I'm an alumni and I've decided to pursue another degree and I thought it was nice and really beneficial and had wished I had it in my prior university years
I'm happy with currently fall break
I'm working full time and taking online courses. It definitely helped me get ahead on course work and take some much needed rest.
If a goal of the fall break is to help with mental health, particularly that of students, I think that scheduling it around Thanksgiving makes more sense. It is a holiday that people want to gather for and the additional time off may allow for more students to be able to make trips home. Though, I do recognize that in some cases that means the break is fairly close to the beginning of the semester.
If classes start before Labor Day will have a large percentage of students not attending until after long weekend
If continuation of the break with the current semester start date results in unreasonably compressed exam period for only a few students (eg test it for a year), perhaps arrangements can be made to policy that a student can't have more than, for example, 3 final exams in any three day period - or whatever is appropriate.
if it were to be lengthened to a week, maybe consider the possibility of having it the week before Remembrance Day rather than the week following.
If it were to line up with U of S fall break, that would be nice to visit with friends while I am at home (since I am not from Regina, and many of my friends go to U of S)
If it's attached to Thanksgiving it will be much more beneficial because midterms may fall on either end of the break, allowing students to recover following midterms and prepare for their next. If classes start before the labour day weekend, the semester will line-up so much better than this past one. The two days before final exams needs to be reinstated immediately.
If the break could be at the same time as the University of Saskatchewan, it would help families that have members attending both schools.
If the fall break is supposed to help with mental health i dont think faculty should be assigning more homework to do over the break.
If this is to be a true break assignments should not be due during this period
If we are going to have it, it should be coordinated with the U of Saskatchewan break.
If we are introducing this break, professors need more time to prep
If we need to take 3 days off I'd rather have them in the last week of the semester to have more time to study for finals.
If we shifted Orientation to the week before Labour Day -- which would give more opportunities for orientation and welcome week -- we could then begin classes on the Tuesday immediately after Labour Day. This would mean less one day less compaction of exams.
If we're going to do this for the students (as we say), then let's be honest and actually do it for them and make these decisions based on their needs, not ours.
if you're gonna do a break do a whole week and not a random thing in the middle that way people can actually go home or catch up on homework or take a nice break and re-evaluate there life
I'm a grad student and it didn't really impact me. I never had a fall break when I was doing my undergrad and was a university athlete and I survived.
Im a sessional that teaches a Tues afternoon course. Thus, with the break being Wed to Mon, I didnt actually get a day off from teaching. So as is, the break was of no benefit to me. A break similar to the UofS, at the same time as UofS, would be preferable in my opinion.
I'm faculty. The fall break really messed up the flow of my course. I think it would have been better to have the break on the same week as Remembrance day. We've all gone through our share of Uni to be faculty without ever having fall breaks. Quit pandering to the laziness of society in general, University is hard and students have enough breaks.
I'm paying for classes not for a vacation.
I'm somewhat indifferent if the break continues and I can see pros and cons to making it permanent or discontinuing it. Overall, though, keeping the break seems to balance both the fall and winter semesters. It seems to me the fall semester should mirror the timing of the winter semester. Therefore, if it is to continue, the break should be moved into October with Thanksgiving, because that is similar to the winter semester with the February break.
I'm very happy this was incorporated into this semester! Thank you! I needed this break.
Implementation of the fall break was a great idea.
In addition to finding it beneficial for my mental health, it was an opportunity to refocus and catch up on my studies.
In my classes I found that students returned more focussed and energized
In my informal survey of my students, the main response was that the break was too short, that it was disruptive, and too late in the term. Moving it to Thanksgiving would be too early as we would be disrupting the important early weeks of the semester. If we are to accommodate a break by starting the semester before Labor Day and/or having make up classes that will surely also be disruptive rather than restorative. From what I saw in my students, there seems to have been no benefit and probably the opposite. If we are going to have a break, have it right in the middle of the semester and don't worry about make-up classes and starting early. We will surely manage that fine and better than options that disrupt.
In one of our online classes (SW350) we were not given any break at all. Still had to do a unit and assignment. Please make sure all teachers are aware going forward. The break helped immensely. Everyone needs a mental break during the semester.

<b>Other thoughts</b>
In talking to my students -- some felt the break was good to catch up on school work and some felt it broke their momentum in the Fall semester. It was hard to get motivated again.
In talking with students--the break was a "life saver". Let's have a full week for the break.
In the break we can use this time very useful
In the course I was in this semester the break was more of a nuisance and didn't create any additional time or lower my stress level.
Increase the break period for 2/3 days more.
Initially I was skeptical, but we needed it this year!
Instead of a broken week, one full week
Instructors can also support students online during the break, and so I think there wouldn't be any difference to have it extended to a full week
Instructors need to be made very aware that the purpose of the break is not to assign students (large) assignments that are due immediately after the break.
Instructors should not add additional classes to make up for this Fall break. If continued, the course load should be planned accordingly to all for this break.
It allowed me to become less overwhelmed in school and life.
It allowed me to go home and see my family for the first time of the year. I really loved it, it is at a perfect time between the start of the year and Christmas, which is my next opportunity to see my family
It allowed me to take a break from the hustle and bustle of school and relax by spending time doing things I enjoy. I spent the first day doing homework to meet deadlines before I would ignore school until Monday where I finished up assignments and reports. Many professors assigned work for the break and it was inconvenient to miss scheduled lecture times. Although, it was very nice to have a break in the semester because I went from my coop work term spring/summer classes then this fall semester with little break in between. It made me feel uneasy knowing I had time to relax but there was much homework to do. Work hard play hard
It also helped catch up on homework but I could only choose one
It also helped with mental health as well as catch up. It just felt way too short and is after the time that a lot of assignments/midterms are done.
It barely felt like a break. It was late in the semester and too short. I would have preferred to not have a break, and gotten out of classes a week earlier and had exams sooner but not in less time.
It definitely should stay. Every peer I've talked to absolutely loved the break. Please keep it.
It definitely was beneficial as it was great to catch up and study for upcoming midterms and definitely great for your mental health
It did not have any benefit
It didn't feel like much of a break when professors are assigning a whole bunch of projects, assignments and studying.
It does complicate course schedules and it does not serve any purpose.
It fell too late in the semester, I felt like I lost my momentum and had trouble focusing for the last bit.
It gave me time to play more games and forget what I just learned
It helped a lot to have a fall break but when it was scheduled this year it conflicted with it being the busiest part of the semester. At that point lots of my friends and I agreed that projects, essays and midterms happened in the time frame that fall break happened
It helped me catch up on my school work and improve my mental health
It helped me catch up on studies
It helped me catch up with school work, allow me to travel and see my family and stop the overwhelmed feeling I had after midterms
It helped me deal with outside matters as well as catch up on my work. In the end, it was extremely beneficial to my mental health as well as my studies.
It helps a lot. I get why people call it suicide week because during that time I knew my mental health wasn't well but my friends reminded me of the fall break which pushed me to attend my classes more because I'd be getting 6 days off and be able to just rest and not think about school.
It honestly got me through this semester. It is much needed for students with mental health disorders and also to keep up with the workload. Even more so I was able to spend quality time with my friends and family that I usually am not able to do.
It is a great idea
It is a great idea to support the academic workload and mental health on our campus.
It is a great idea. Even though I could not benefit much because I was pushed to keep doing research and there was still assignment, however, for some of my friends it helped them to relax and take a break from school. Overall, I would say that it was good, but however, I would extend its period for few more days.
It is a great idea. It would be nice if it is lengthened to a full week though.
It is a great way for students to regain motivation in the term. After spending much needed time away from school to regain mental health, and spend time with family and friends. All as well as catching up on some work in the classes.

<b>Other thoughts</b>
It is a really good thing
It is awesome to have a fall break
It is called "fall break", however most instructors were treating it like "reading week" - therefore, it was not a break at all! Either the name has to be changed and it intended purpose or instructors have to be advised that this is not a time to give the students "extra" work because "they have lots of time...!" If that's not changing then lets leave things as they have previously been. Thx.
It is definitely helpful to get a short break away from the stress of classes.
It is great, we need it.
It is important that the number of classroom hours not be reduced
It is incredibly difficult to catch up in language classes, which are ideally scheduled on Monday, Wednesday and Friday when we have such a long break. It actually added to my stress this semester. For me even just one or two days off would be fine, and wouldn't make it so hard. All of my classes decided to schedule exams and assignments right before the break, rather than having it spread out. That added to my stress.
It is necessary. It gives students a chance to recharge and make it through the last month with energy.
It is not long enough to be worth a shorter exam period. I barely caught up in my life during that time and now I'm getting absolutely WRECKED by finals. Not worth it.
It is really needed to catch up on readings as well as students' mental health
It is something to get used to. I didn't find much benefit to it this year as my classes didn't work around it well. Had I had items to catch up on, I may have had more benefit.
It is unnecessary and confusing to both staff and students.
It is very important for us students to have a longer break to catch up on homework, improve our mental health, and be surrounded by loved ones. I think the weekend should not be in the middle of the break for students already have that time off.
It is very useful to reduce mental stress.
It needed to be way longer, did not have much time to catch up on work and relax from classes at the same time. In the end, was more stressful. So I would recommend a 5 day week and two weekends for the break
It needs to be a full week. It is unfair that the U of S starts their fall break the date we ended. Visiting with cousins over the break was impossible due to the poor timing
It not only provided me with an opportunity to improve my mental health but it also allowed me to get ahead in some classes and visit with my family back home.
It only makes sense to have a week break in each term. It is welcomed by the students and faculty alike as it provides some "catch-up" time.
It provided me with a opportunity have a mental break.
It really helped me catch up on work, but almost all my science classes had assignments due right after the break. This added to the work i was trying to catch up on, and I did not have much time to relax during the break.
It really helped my mental health
It really needs to be a full week.
It really helped me catch up on school work or work ahead on school work. I also had time to make for my families and friends.
It should align better with other university breaks. To start the week following the Remembrance Day stat
It should be a full week, not only 6 days in the middle of 2 weeks
It should be a week long attached to either remembrance day or Thanksgiving
it should be a week, start on saturday and end in next saturday
It should be at the same time and length as the other Universities (U of S, U of A)
it should be continued
it should be lined up with break at U of S, it's weird that it isn't. Also, it gives an opportunity to catch up on course work as well as provide a mental health break
It should be longer then it was
It should be mid October or late October. Pushing it to November just creates more exam rush after the break which continues to the end of the semester and gives minimal time to prepare finals.
It should be the same as other universities (U of S). My friends got to U of S and i would like to see them during the break
It should definitely be longer and there shouldn't be too much homework assigned all at once.
It should have been a week later like the other universities such as U of S, or the universities in Alberta. It also needs to be a full week because a few days doesn't make that much of a difference when professors schedule exams immediately after the break.
It should have been communicated to sessional better - I had to remind many of them of the upcoming break
It should not be allowed for profs to assign and make assignments due during this break.

<b>Other thoughts</b>
It should simply be a monday-friday situation just like every other university out there. Having it be partially in one week and partially in another makes zero sense. One of my professors still held a class on the monday of the break, so clearly the faculty don't take it seriously, the U of R should aim to mimic the fall break that the U of S uses, as none of their students seem to have any issues with it.
It was a good addition to the term, because it gave me a chance to do school work and take time for my mental health. Additional days at the beginning of the semester to accommodate a full week break would be a good idea. I think it should continue to happen
it was a good idea and should be continued
It was a good idea having the fall break. Helped me a lot to catch up on my classes.
It was a good mental health break. I had to work during the break, but only had one school commitment to focus on during this time, so it was still nice to have. Could have used an extra couple of days.
it was a good opportunity for staff to catch up on other projects
It was a great break from school but also good to catch up on homework and relax. Most people went away and others stayed and worked. Really loved this, my studies improved.
It was a great idea, much needed by both faculty and students. Please keep it, somewhere in the timetable!!!!!!
It was a great thing to implement, please don't cut it
It was a great time to catch up on work, do some self-care, and spend time with family and friends. The fall break should be continued as it is a great idea. Students are too run down by the end of November for final season without having a break. A break is needed for a better mark in finals.
It was a much appreciated surprise. :)
It was a much needed break. I chose catching up on coursework as the biggest benefit but in catching up, it also helped with my mental health.
It was a nice break to an otherwise hectic semester! I've always been somewhat jealous of other students from U of S or the U of A who had a break in both semesters because I couldn't have any time for myself or to catch up on the course work. I would suggest, in order to get the most out of this experience, to include online classes. I was taking an online class this semester and was required to submit an assignment right before the break ended. The prof had stated that , because it was an online class, she did not have to accommodate the Fall Break. This was stressful on my part and would think online classes should follow me the same Break as in-class classes.
It was a nice change and allowed me to catch up with my studies and take some time for my mental health before hitting to ground running again.
It was a nice change but it seemed too short
it was a nice time to take a break from classes and spend time with family. It allowed me some time to focus on one paper and get it done.
It was a very needed break for me it allowed me to catch up on school work, and gave me a short break to get away from the constant stress of my classes and focus on making sure I still had my mental health in check.
It was amazing and INCREDIBLY NEEDED
it was awesome
It was awesome and in my opinion very needed.
It was awesome to have a break and I will enjoy it no matter what time of the year it is. Although, i believe for myself and many others it would be better to have it in October before midterms or in the midst for extra time for studying.
It was barely a break. 3 days does not a break make.
It was beneficial
It was beneficial but could be shortened by a day.
It was beneficial for workload AND mental health. Professors should allow students the time to use this for mental health reasons or for catching up, not for assigning a larger work load.
It was beneficial to complete assignments as well as get caught up on sleep, and other homework and readings
It was beneficial to debrief and relax mentally while still having time to catch up on homework.
It was definitely too short. The fall break should be made a whole week just like the winter one. Also, let's make the break be about having a break to improve mental health, spend time with fam, etc NOT about studying for upcoming midterms. I get that we're in school and we choose to be here but like everything we as students get burnt out. I couldn't even enjoy the break as myself and my friends had 3 MIDTERMS the week after the break. That doesn't seem like time off to me. Profs need to be more considerate. It's not a break if we're stuck inside studying every day!!!!!!
it was gladly accepted and definitely needed. i loved it.
It was good - the way my teaching schedule goes, I didn't get much of a break compared to my colleagues - only one class was affected because I teach Tuesday during the day and Tuesday night and Thursday. But even having that one class off was a nice break. I did feel bad for my night class students that they didn't get a break, but wouldn't want to add an extra week on to the end of the term.
It was good this year, don't change it.

<b>Other thoughts</b>
It was good timing as late October and early November were very heavy academic months
It was good to have a break from classes just to catch up on studies, health, AND family and friends.
It was great
It was great and the break was well needed, but it would be alot better if it lined up with other universities and saskpolytechs days off too
It was great chance to catch up on grading and admin work.
It was great for catching up, but I would like that to extend to mental health benefits too
It was great for mental health
It was great to freshen up my mind and focus on other things.
It was great, and we certainly need it. Later in the semester is optimal because this is when students bog down in the Fall semester (where as more middle Winter Break is suitable because that is when we bog down in the winter). It should be a week though, not this awkward crossover. Even if Tuesday was included that would be better, but in reality not many students have classes on Saturdays, so having it "Monday to Friday" inclusive of Remembrance Day makes substantially more sense because the majority of students technically get two weekends off attached to that break (making it theoretically 9 days instead of 6 for most students). Essentially, it gives more bang for your buck for most people because of the low Saturday student population. I would also recommend coordinating with USask about this, as it would be incredibly beneficial if both schools matched breaks, allowing families to be together in the case of siblings at both universities.
It was greatly needed, but needs to be longer so students have time to study for midterms and have some mental down time b
It was highly beneficial especially for someone who is still acimatizing to university life and classwork
It was just very short, and a full week would be a lot better, aside from Remembrance day, other than that lets keep having this fall break!
it was much needed
It was much needed
It was needed. Thank you.
It was nice
It was nice idea so thanks for the trial
It was nice to also have time for myself and spend time with family but it would've been nice to have more time cause I felt like I was trying to get caught up/ahead most of the time.
It was nice to have some time away from class to be able to catch up and finish things that were starting to pile up, so I think itâ€™s beneficial overall
It was nice!
it was not a break for me, my faculty scheduled several major meetings for the 3 days. my colleagues and I were not happy with this. could this break coincide with the other major post-secondary institutions in the province???
It was not only beneficial to my mental health but it greatly helped me improve with my school work. Really helped defeat stress
It was ok.
It was placed strangely around Remembrance Day: Thursday to Monday is stupid. Just do Monday to Friday and be done with it
It was pointless to have over a weekend attached to Remembrance Day. We technically only got 2 days off (Wednesday and Thursday)
It was really good
It was really great for me to catch up on homework, work an extra few days which helped with student loans and espenses. It also provided me time to work on my mental health which I found super beneficial. Please donâ€™t do anything that penalizes students who take 5 classes like myself. Having shorter times between finals would only increase stress levels for many students. Feeling ready going into an exam is the most important thing and that may be difficult if you shorten the days of finals.
It was really helpful and beneficial for me to do well for the rest of the semester
It was really needed
It was really needed by a lot of students.
It was really needed!
It was really nice to have, considering other institutions have fall breaks
It was really valuable to me to be able to stay home for the week and recharge, as well as get caught up/ahead for assignments
It was scheduled after midterms so it didn't serve any benefit for helping with catching up on work and taking care of my mental health.
It was shorter than I would have liked. It would make sense for it to be the same time as the U of S reading week. Classes should not be started before labour day.

<b>Other thoughts</b>
It was stressful due to the high amount of work that need to be done during the break due to it being so late in the semester.
it was the most stressful week of my life. it was placed completely wrong an travelling home was complicated because it shortened the break (travel time). not all students have family in regina so the ones that want to go see their family somewhere else don't have the same time period with their families as the ones that get to see them everyday.
It was the perfect way for me to take a break from studies for my mental health and take care of myself
It was too short and wasn't compliant with other universities so it was hard to schedule time to go home or to see friends to re charge
It was too short.
it was useful regardless of length, mental health is important
It was useful to catch up, but would prefer it to be the week after Remembrance Day instead of the week before
It was very beneficial
it was very beneficial and i think it should be continued as is
It was very beneficial and perfect timing. I am in Doug Cripps Kin 101 Seminar and almost all of the students thought it was beneficial, but could be improved by tying it into a full week off with Remembrance Day. Thank you!
It was very beneficial. Though could provide further benefits from being longer and not being separated over two weeks in the same manner.
It was very beneficial to catch up on work, spend time with loved ones, and recharge mentally in the middle of the term.
it was very good to be able to catch up on what i needed and at the perfect time to collect myself and get ready for the rest of the term.
It was very good to have a break
It was very helpful and the timing was convenient. It was exactly the time I needed to catch up on my school work and just take time for my mental health and family as well. I really hope the break is not eliminated.
It was very much appreciated. Helped with both having a mental break while also giving time to catch up on studying, assignments etc
It was very much needed and thoroughly enjoyed by myself and many of my classmates. Being able to look forward to a break was a huge thing that kept me going, University is intense and you need things to look forward to.
It was very much needed. Not only did I catch up on course work but it helped relieve a lot of stress and gave me an opportunity to relax and return feeling well rested.
It was way too short. I understand that you also need to make up hours In class for having a longer break but that means the term will either start too early or too late. Keep the classes as is
It wasn't planned properly. Reading break shouldn't be starting from the middle of the week but rather beginning of the week.
It wasn't that fantastic of a break and we didn't get a full week off so when everyone came home during their fall break we were already going back to classes and the three days did give me time to do work but thats all I could do during the break was homework and go to work I didn't have anytime to actually take a break and relax a little bit
It wasn't that the break was too short but rather awkwardly placed to start on Wednesday Starting at the beginning of the week or the week following remembrance would have made more sense and feel like more time when its not
It would be beneficial if professors tried their best to schedule exams and assignments before the break so students can actually have a break rather than studying
It would be beneficial to hold the fall break at the same time as the University of Saskatchewan's fall break. We have a joint school and it was very confusing for students, faculty and staff to have the break on different weeks.
It would be good to have it as the same time as the University of Saskatchewan.
It would be great to keep the break and try and match is up with the Remembrance Day+4 days that Saskatoon has.
It would be more beneficial if it was at the beginning of the week or lasted a full week.
It would be nice if our fall break matched up with the U of S. They get a full Monday to Friday off. This way if we are to vacation or catch up with friends the dates match up. This also makes it easier to get together with fellow students at the U of S to do some group studying while having time off.
It would be nice if the break was in sync with the fall break of other universities.
It would be nice if the fall break aligned with the fall break that the University of Saskatchewan receives.
It would be nice if the fall break at u of r lined up with the fall break at the u of s
It would be nice if the fall break could line up at the same time as the University of Saskatchewan's does, so that students can visit their friends they cannot regularly see due to school. This would be a huge impact on improving mental health to be able to see friends and family at the same time of their break.
It would have been best to have started the break the monday of remembrance day and end friday in order to miss an even amount per class. Starting on wednesday was a confusing decision to many people
It would help if professors did not give any exams/ or assignments on the days of the break. They can give before the break and will be alright. It would be great if they give assignments more ish at the beginning of the term than at the end where everyone is rushing which is not good for the health of the students or anyone. Please and thank you. All the best everyone.
It would make a lot more sense for it to be one straight week rather than half of two weeks. This break was weird, and too short, and the times of it made it difficult to schedule time to visit family. Also, every other university's fall break is the full week after



<b>Other thoughts</b>
thanksgiving, so why wouldn't you coordinate it with other universities?
It's awesome
It didn't feel like a break because there were still midterms to study for
It's important students get a mental break
It's to help you with midterms, so it should come before the midterms
It's very beneficial to my and others mental health during midterms
It's a good initiative
It's a good thing and encourage for it to continue as it gives you time to catch your breathe.
It's a great idea.
It's a much needed mental and physical break for full-time students. Faculty should not be assigning additional work during this time. Support students to catch up, reflect on learning, strengthen resolve, then push forward to the end of term.
It's about time we get one
It's definitely needed
It's obviously a good idea and weird that it hasn't existed previously.
I've had the break around thanksgiving at my other institute and it was way too early. Having it around thanksgiving was a much better time than thanksgiving was because I didn't feel I needed a break that early. I felt I needed one around remembrance day though.
Just follow the model that the U of S has set in place for their fall break; it has been in place longer, and they seem to have the fall break, class schedule and the finals schedule figured out far better than we have so far.
Just make it a total calendar week - the Wednesday to Tuesday break idea was silly - and made it hard for myself (and other students that I talked to) to fully disconnect from the stress of the semester.
Just make it the same week as the scheduled remembrance day statutory holiday That way you would only ever lose 4 business days. Which wouldn't be a huge fix from the piloted 3 business days
Just too short, it would have been nice to have the full week instead
Keep it
Keep it the way you did it this year.
Keep the break at a week. Students and staff need mental health breaks. its critical.
keep the fall break the way it was, but allow students and staff to know more about it so that we can schedule things around it.
Keep this going after the two year pilot project. This is my last year of university, but it was so beneficial to have this break in the fall it offered me time to improve my mental health, catch up on homework as well as visit family and friends. This break is much needed to keep you sane during the fall semester!
Lengthen the break. Taking 5 classes, with one lab, it wasn't nearly enough time to catch up on schoolwork while improving mental health and trying to socialize with family/friends.
lengthen the fall break to a full week but do not shorten the exam period and do not start classes before labor day long weekend
Like it but could easily live without it.
Like the idea of fall break.
Line it up with the U of S fall break days please
long overdue. Helped immensely with my mental health.
longer and later in the semester. more in November?
Longer break, without taking away from class hours
longer please!
Love it! Feel so much more balanced
Loved it
Loved it
Loved that this was included in the fall term! I personally find that a week long break for me feels too long, but also understand that many students need that break for their mental health.
Loved the fall break! Allowed me to be a better and healthier student!
Make it a 7 day break instead of 6
make it a full week please and thank you with a cherry on top <3<3<3

<b>Other thoughts</b>
Make it a week long break. It was stupid having it only a few days then coming back then another weekend.
Make it at the same time as the UofS fall break!
Make it exactly as Univeristy of Saskatchewan's.
Make it from a Monday to Friday, not divided before and after the weekend
Make it line up with the fall break of literally every other university of there! 12th Nov to 16th. That way people with family in other cities and schools can at least do homework while spending time with their family.
Make it LONGER
MAKE IT LONGER AND SHOULD NOT INCLUDE THE WEEKEND .
Make it longer please
Make it longer, 3 days was far too short
Make it longer, a complete week. Like how U of C is set up.
make it longer, it was literally a glorified long weekend. just do what the UofS does TBH it seems to be working for them
MAKE IT LONGER. IT WAS VERY SHORT
Make it the full week, taking in either Thanksgiving or Remembrance Day, whichever works best.
Make it the same as stoon so i can hang with my stoon friends
Make it the same as the University of Saskatchewan's
Make it the same length as U of S's fall break
Make it the same time as every other University
Make it the same time as U of S's break.
Make it the same time that U of S has their fall break
make it the same week as other universities and not the week before everyone else
Make it the same week as the University of Saskatchewan break.
make sure it is aligned with other universities (such as UofS) so we can spend time with all of our friends in our home towns
make the break a full week
Make the break longer! The measly Wed - Friday and the following Monday does not have a lot of benefit for students in an entire Faculty, Business, who already does not have any classes on Fridays. A whole week Monday - Friday would be MUCH more beneficial to accommodate the schedules of ALL student, not cutting the week in half; who's ideas was that anyhow?
Make the fall break line up with uofs.
Make the week break actually a week long (it did not include Tuesday this year).
Making it for a week plus thanksgiving would give me a chance to make myself mentally prepared for what is to come in the semester and would help with actually being able to have more time to be with my family.
Many faculty seemed to pile on so much work at the beginning of term that it created exhaustion and extreme stress amongst students earlier than usual in the semester. For example: half of my assignments were due by October 14th. I was so tired trying to get them all done on time. The second half are all due on December 6th. The work was not spaced out well at all. I think many faculty piled things on early, worried about giving students work during the break. Reading break should be a time that is given to complete assignments, not take a break from them. I look it as a break from classes, not studies.
Many instructors forgot to factor fall break into their academic plan. Almost all of my classes had assignments due during or assigned for the break. If you are have a break, it should be a chance to get ahead not just cover material on your own time.
Many students have to work while in school simultaneously. The break created an opportunity for students and staff to recharge and focus on the workload for the remainder of the semester - great idea.
Many students reported that their professor gave them an inordinately large work load to do throughout the break, so they did not find it as helpful in their mental health as they were hoping. I still think it had benefits for them though.
Match it up with the University of Saskatchewan's fall break
Matching it to the U of S' schedule would make the most sense in my opinion
Monday classes always suffer but I love the new break
Most of my professors scheduled exams and midterms before the break, so I was more stressed before the week started and had nothing to study during the time off. It would have been more beneficial if professors scheduled assignments for after the break so that the tie off can be more useful/beneficial.
Most people did not use the break to catch up on homework or as a mental break. I found myself more stressed as I still recieved assignments over the break but did not have any contact time with my professors to ask them questions.
Most professors did not take the break seriously and even went as far as to pile on more work for us and increasing our anxiety and decreasing our mental health. I understand that it is in a pilot right now but the professors need to take the break more

<b>Other thoughts</b>
seriously and not dump work on us because "we have time". I was planning on catching up on school work because I work part time and I take care of a 2 year old but then professors just added to the work load and made it due right when the break ended. If you are at all interested in helping students with mental illness you need to get the professors on board with this new break
much needed
Much needed break for mental health
My biggest complaint was that I only teach on Tuesdays, so it made no difference to my teaching schedule. But I still appreciated the break and calm for a couple of days.
my class was given a group project for the break that was near to impossible to do because everyone was out of town/ needed a break. so wasn't really a break.
My course syllabus did not reflect the fall break so there was lots of confusion re: expectations (readings, discussion forums and assignments were listed in the syllabus as required but later noted as optional). Students were not able to enjoy the benefits of the break, which is a shame.
My kids are both students here, and they seemed to like it.
My main complaint is that the fall break was too short. I think it should be lengthened to be a similar amount of time to winter break. The break was beneficial as it allowed me to catch up on my work (but not as much as I would have liked; I feel if the break was longer I would have had more luck catching up on my work). I would be willing to start the fall term a bit earlier. I don't want to condense the time to write finals or have make-up classes. Overall the fall break was beneficial for me and I think it should be kept.
My online class that was connected to the U of M (through the U of R) did not have a break, so I did not get a complete break from classes.
My program (nursing) holds a bit heavier of a workload and the break was much needed and appreciated - I was on the edge of a breakdown and it gave me those few extra days to recoup and collect my notes/organize studies and absorb the information thus far.
N/A
nah
Need university staff to understand how crucial a break is for mental health
needs to b longer
nice time off
No
No assignments due directly after the break. If this is actually a break, it should be treated as such. Not as a week with no classes, but full of papers due.
No Fall break. and Start the class on the Monday following the Labor Day
No I do not
No it's all good.
No one has considered the impact on labs and practicals. If only 3 days are scheduled for a break, an entire week of labs must be cancelled.
No thx
No time to focus on mental health due to course workload and assignments. After Thanksgiving break so it is more midterm.
No, not at the moment.
No.
No.
Non at the moment
none
Nope
Nope.
Not all of my professors followed the fall break. 2/4 did. The other 2 still had assignments and forums due in between.
not at the moment and I think fall break time period off campus is fair!
not at this time
Not at this time. I do think that a fall break is necessary.
Not enough options on your questions. The timing is an issue when it is only part of a week. You wind up with labs with part of the class having the lab before break and others after break. Some classes lose class time, which is not made-up. Perhaps inclass time has to be increased to compensate and some other measure needs to be in place for labs. The length is not as

<b>Other thoughts</b>
important and ensuring the that content doesn't have to be removed for the sake of the break.
not even
Not having any assignments due during this time
Not really, but having even a shorter break, was good, it doesn't have to be a full week.
Nothing
One last long weekend before the semester makes sense. everyone likes getting time off, but not at the expense of a preferred day.
One of my online classes had assignments due during the break so was it really a break?
Online students did not benefit. All my online classes still had assignments, forums etc due on days during the break.
Other schools get a full week and they begin and end at the same time as u of r. I never got a single Tuesday off this semester. other universities have their breaks in October, and I see no reason not to incorporate one. I'm also not sure why this would result in a shorter semester [or make-up classes] as it does not in any top university in Canada
Our fall break should be in Time with U of S. I have family who goes there and our breaks weren't coordinated. It was really weird having Wednesday-Monday off
Our statistics show 400 less students patronaging our department during the week, including reduced patronage on the days classes were held. Many instructors cancelled classes, many students chose not to attend and many people were confused about the implementation.
Out of this semester having the new fall break, 3 professors/5 were able to finish all the material before the last week of classes. Obviously giving students/staff a couple of days off was not detrimental and resulted in better grades as a whole.
Placement is kind of weird being in the middle of two weeks. I would much rather have a full week off in a row whether it be including a stat holiday that is already in place or not. So for example, if Thanksgiving was on a Monday we would have the 4 days after off. This just gives some more time with family as well as to catch up on studies. This break I still had projects due after the break that required me to use University equipment so I could only visit family for a short while.
Please allow the food court and Tim Horton's to open for businesses during the break, All of them are closed during the break, causing students to travel to other places for meals.
Please coincide with the u of S
Please continue doing this!
Please continue it. Do give breaks for Winter and Spring/Summer Semester too
Please continue to have the fall break!!
Please do not allow exams right after fall break
Please do not allow professors to shove piles of homework down our throats because the reading break should be to lower mental health, not to give professors an excuse to assign 10x the amount of homework all due the day we get back
Please don't get rid of it
Please ensure that all classes are being cancelled during the fall break, some classes such as JSGS 801 still held classes during the fall break. It would be great if the fall break also aligned with the University of Saskatchewan's fall break, as a JSGS student, the cross-campus experience is hurt by the fact that the two campuses have different scheduled breaks!
Please keep as permanent!! Lines up so well with u of s break and it soooooo helpful with term papers !!! Like you literally have no idea how helpful that was, I had 5 papers due within 2 weeks and I got 3 of them done on that week off so I only had to do 2 in the past 3 weeks and is was honestly soo beneficial and Many many other students thought so as well!!
please keep it
Please keep it
Please keep it - it did make a difference both to my students and myself, but consider having it earlier, around Thanksgiving.
PLEASE KEEP IT AFTER THE PILOT PERIOD! ITS VEEY HELPFUL
PLEASE KEEP IT!
Please lengthen it. I need it.
Please make the break a full week instead of only starting it in the middle of the week
Please start the break on either a Monday or a Friday.
Please, please, please don't eliminate the fall break. Pretty please.
PlESE have the Strat of the break for a entire week. Sunday to Saturday.
Professors and instructors should accommodate the break with there course outline. Most classes were not able to get through all of the outlined topics and blamed it on the break even though they had time to account for it.
Professors did not adequately change lesson plans and it resulted in the last several units being rushed through. This had the opposite desired effect of the fall break and greatly increased mental stress. In the future I hope the fall break would be better accounted for by professors or as suggested in this survey to have either a longer semester or a shorter exam period.

<b>Other thoughts</b>
Professors need to be informed if the fall break. It was used to issue more assignments than usual. Didn't feel like a mental break or freedom to catch up on areas where I was personally lacking or behind. We wouldn't really discuss it since a lot more work was assigned due immediately Nov 13th
Professors used it as a time for everyone to finish huge projects that were all due in the first few days back from the break. This should not be allowed, as it defeats the purpose of "catching up" and working on mental health. The idea is suicide prevention, not work the students until they commit suicide.
Profs don't consider it a non-contact break -- just more time to work on the stuff they assigned. Fall/Winter breaks aren't breaks at all.
Profs should not be able to have anything due on the Break. This happened to me and I received a zero
profs should plan better around it
Profs shouldn't take this week as how many assignments can I assign and how many midterms can we put right after it. This should be a time for students to catch up if needed and relax, not worry about the upcoming midterms the day we're back. I had a prof who wanted the midterm the day we got back. He let the class vote. We all chose to do it before the break instead of having to do it the day back
Put the long weekend either at the beginning rather than at the end.
Really enjoyed it. Found my grades increased after the break as the break allowed me to rest up, refresh and prepare for the end of semester grind and final exams it was a much appreciated change compared to having no fall break before
Really good idea to implement the break. We have one in February so it doesn't make sense not to have one in the Fall term.
Really helpful for me to catch up on lectures
Really liked it, good time to catch up and take a mental break. Should continue
Really liked the opportunity to go home and take a break
Really loved the fall break but was expecting a week when it felt like only 3 days
Really not sure UofR needs to get on this bandwagon. It doesn't matter what the intention is, people will use the 'break' for their own purposes.
Really weird timing going for only six days from Wednesday to Monday. A full week would have been much better.
Ridiculous that our break was not the same time as other universities. How are we supposed to visit with family if they/us are in school at different times. Was not even a full week. Foolish that it was split up over 2 weeks!
Run exams on Saturdays to help expedite that process.
same time as the U of S break so we can visit with our friends and family that go to school there as well
Seems necessary for students.
Seems to not be a problem at other universities across the country, and no one is starting back to school in August (which has negative impact on both faculty and students re: research time, family vacations, summer jobs, etc etc). Are we not looking to how other universities have successfully done this for years before us? Also if the point is to ward off negative mental health outcomes in students, then waiting until peak season for counselling (as was the justification from the get-go) makes no sense re: averting these issues vs. waiting until it's too late.
Send it boys
should be like every other school in Canada. Not sure what makes it so difficult for the U of R to have a fall break. Considering every other school in Canada has one
Should be longer, having 2 midterms the day after the break and one the following day did not help the mental status of myself. Did not get much of a break.
Should line up with UofS break if possible. Also would look to UofS to see how they accommodate the full week off without changing semester start/end dates
Shouldn't have been split between the weeks. Should have been one week off. Not split.
should've been the week later having Monday as remembrance day and given us the rest of the week like U of S
Since the University of Saskatchewan's break is the week following remembrance day, I think it would be nice to have the same time off so that I would also be able to spend time with my friends that attend the U of S.
Since the UofS has a fall break, we should receive one as well. Not having a fall break is probably part of the reason people choose to study in Saskatoon over Regina. Plus, I was losing my MARBLES last November due to all the stress. Keep it.
Since the winter reading week is a week long and attached to the Family Day holiday, I think the fall break should also be a week long and attached to the Remembrance Day holiday.
Some of my classes did not have a break so I could therefore not have the complete/full benefit of the fall break. (Nursing Student)
Some of my online classes did not take a break the week of the break so it wasn't much of a break.
Start it on the Monday and extend it through the week rather than beginning it in the middle of one week and ending it near the start of another!
Start school a week early and coordinate fall break with every other school
Start the school year earlier in September so we have more days during exams
Start the term as usual with the usual amount of time for exams. Just cut the lost class time and encourage professors to use in

<b>Other thoughts</b>
class time more effectively (not read from slides, cover material already covered in previous weeks, or present in articles assigned for readings, or do not deviate from their syllabus. As well, students can assume their normal responsibly for their course loads.
Starting in the middle of the week is a bad idea. Attendance on the Tuesday before the official break started was significantly reduced which was harmful to everyone in the class.
Starting in the middle of the week was a little weird. The uofs has a good set up for theirs
Starting it on a monday, rather than a wednesday.
Starting the break in the middle of the week was one of the few poor decisions of the idea of a break. Practically all other universities in Canada have a week long break for students to catch up on homework and projects, study for midterms and take a mental break so that their stress levels can be managable. I can attest to this break a) not being long enough and b) not having the adjusted amount of time for the profs to fit in their lessons which thus made the break even more stressful. For the next trial period, adjust the amount of days in the semester (by adding them before labour day weekend) AND add a full week break so that the profs still have the amount of time neccessary to teach what they need to by the end of the semester and so everyones lives are easier.
Starting the break in the middle of the week was pointless. I believe if it was at the beginning of a week it would be more beneficial.
Students in both 2nd year and grad classes spontaneously commented on how disruptive the break was to their semester. lthe break impacted my teaching and I am scrambling during the last week which I don't usually have to do. Having the break at Thanksgiving would be too early and in November was too late. If the goal of the fall break was to help students then it does not appear to have achieved its goal.
Students need this break.
Students reported that faculty took it as a time to schedule more assisgnments/reading that was not originally in the syllabus and that it added more work/stress, rather than alleviating it
Students seem better. Less requests for extensions
Students were much more refreshed when they had this break! Very stressed & exhausted the week before so think the timing was perfect.
Students were very confused about when it began and ended in real terms in the classroom. It needs to operate like winter break in which one full week is scheduled. Students will experience it in different ways and this gives them better options, especially with partners/family. The break this fall did not feel like a break.
Studies have shown that suicide risks are the highest at the end of October and start of November months. Having a lengthened fall break is an opportunity for self-care and improving mental health, which should be important to all students and educators.
Studies have shown that Suicide risks are the highest at the end of October beginning of November. Lengthening this break would allow more time for students to self care and look after their well being.
Teachers should NOT be permitted to hold exams within 2 days of returning to classes after a break. They also should not be permitted to have due days during breaks. Professors can very quickly turn a break into an extra week of reading. They should not be permitted to use the break to make up for lost time.
Teachers were asked to not have work due during or immediatley after the break. This resulted in me having 5 assignments and 2 midterms due in the 2 days prior. I collapsed from exhaustion after and spent my break sick in bed. I enjoy the idea of a break, however please ensure it doesn't cause undue stress and/or hardship on the students. Thank you.
Thank you
Thank you for adding the Fall break! It did feel a little odd with the days that were included, however. I am also a distance student at the UoS and would have appreciated if the two breaks were coordinated.
Thank you for giving us an opportunity to catch up in our school work with this break. My only opinion is that it should be at Thanksgiving (half way thru the semester) and people who have family farther away might get the chance to visit with their family.
thank you for giving us the break - much needed for mental health! please, continue!
Thank you for the fall break
Thank you for the opportunity for students to be engaged in the process via an online survey.
Thank you for this opportunity
Thank you guys for giving us a fall break
The arrangement this year is perfect and highly recommend to continue in the future.
The benefits of fall break and holidays are largely negated by the fact that most professor increase the work load over them.
The biggest problem was that we only got 1 weekend attached to it, not 2 as per the winter break. I do not think it matters when in the semester it is, as long s it feels like a full break.
the break did not feel like one at all. instead of a mental health break i felt like it stressed me out more. the amount of tests and homework that were due right after the break were ridiculous and caused many breakdowns.
The break didn't feel like much of a break to me, I'd rather have the ability to finish final exams earlier as they are currently very close to christmas.
The break has no effect for me
The break is great but profs should realise the break and not expect much much right after the break. Because this adds more stress during a break where we are suppose to get somewhat relief from it.

<b>Other thoughts</b>
The break really helped me this semester, ive seen my GPA increase from the extra days off to help me catch up on coursework. In my opinion this was a very useful tool
the break should be at the end of October
The break should be scheduled the same as the UofS, beginning on Remembrance Day and ending the following Monday
The break should had been set to give a full week off not a Wednesday to Monday.
The break should start the week of Remembrance Day, making it the same week as the u of s and other universities, not the week before everyone else
The break started the week following commencement of Clinical/Practicum so interrupted as students had just received Orientation to placements. Awkward. And it did not support family get together a - it should be attached to a family holiday such as Thanksgiving. Remembrance Day holiday "floats" whereas Thanksgiving is solidly the weekend, no matter what.
The break was advertised as a mental health break. However, circumstances were not condensed to account for the break. I was provided with significant amounts of course work to do over the break, preventing me to receive any relief.
The break was extremely helpful in catching up with assignments & readings. I found the timing to be good as the catch-up period was well in to the semester but far enough from the last class / exam to be useful.
The break was far too short as the three days did not give enough time to actually rest. Many profs make their midterm and class projects due the day we got back from the midterm break. So just having three days made it very hard to really rest because the time was taken up studying.
The break was helpful in catching up on all of my studies and assignments. However, I had 3 midterms the week I got back and had 4 assignments due so I felt that I was stressed/busy the whole time. It would be helpful for professors to understand that scheduling everything to be due after the break may defeat the purpose of having a break to relieve stress/improve mental health of students.
The break was helpful to my mental and physical wellbeing.
The break was needed. November is such a busy time and to have a break even for a little more than a few days makes such a big difference. I was able to catch up and work on assignments but also improve my mental health by taking a much needed break and to be able to catch up on sleep and healthier eating. Honestly, my mood became so much brighter after the fall break because a lot of people get down in November because everything is all due at the same time so it is stressful. Please keep the fall break for years to come. Thankyou
The break was not long enough to "help improve student's mental health"
The break was not useful because it was either too late in the term, or too early. It was after most classes had written midterms, but too early to start studying for finals. Also, the number of days was not sufficient. It should be one full week, or nothing at all.
The break was perfect, it allowed me to go through heart surgery. I was thankful, it gave me time to recover
The break was too short to actually have time to accomplish all of the work that was assigned to do over it (major projects due right after it concluded) and find time for a mental health break. It compacted the semester enough that profs pushed to finish the same amount of material in less time, but not long enough to accommodate for the additional stress on students.
The break was too short, it did not provide enough of a break from all classes and therefore should be a week long.
The break was VERY awkward, starting on a wednesday and ending on a monday. This made travelling awkward with family. It would be appreciated if the break fell during a week between weekends to give us some extra time with family, to work on assignments and to recover/prepare from the stress of exams
The break was very beneficial for me -it allowed me to decompress and recharge to get going during a tough semester.
The break's starting date on a Wednesday and continues until the following Monday is such an awkward, and ultimately unhelpful, series of dates for the break. Please either make the break be the FULL WEEK of Thanksgiving (Monday to Friday, where the Monday is Thanksgiving), or the FULL WEEK including Remembrance Day (Monday to Friday, where the Monday is the Remembrance Day holiday). I don't know who selected this year's dates for the break, but if it was a team collaboration, it was a poor final decision. I'm graduating this year so I won't care what happens, but I think it would be much highly favored if you just copy what UofS does and extend from Remembrance Day. At least their dates makes sense.
The fall break benefited both my mental health/physical health immensely as well as my coursework.
The fall break did more damage to students than it did help. The idea of giving a break for mental health is awesome, but professors don't care and load students up with work the week before to do over the break.
The fall break did not help me to see my professor. Although I had the extra time, he went away for the break and so was unavailable.
The fall break gave me a great opportunity to catch up on work, and more importantly, to have a much needed mental health break. This allowed to continue my studies after the break in a better mind set, and I now feel confident approaching final exams.
The fall break gave me time to improve my mental health as well as catching up on schoolwork. I'm in my last semester so I wish that this was implemented earlier As I struggle with mental health.
The fall break gives students time to recharge within the semester. I felt I attended more classes throughout the semester than I would have otherwise. In future years, I would like to see the break extended to a full week before or after Remembrance Day.
The fall break has no impact on my position but I support and appreciate it as a mental health initiative for students! (:
The fall break helped me a lot. It gave me a little bit of a break to help with my mental health and reduce some stress
The fall break helped with my mental well being
The fall break is a fantastic idea. It was a huge relief to have a break at that time to get caught up and to improve my mental health.

<b>Other thoughts</b>
The Fall Break is a great idea, and we should keep it forever. It made the semester so much less stressful as I was able to catch up on all my work.
The fall break is absolutely necessary. It was so helpful and gave me the break I needed for both my health but also to get ahead in the semester. For students who live out of town, it would have been better to have the break run a full week between two weekends to maximize the time spent at home. Removing this break would cause additional stress to students both mentally and with their academic work.
The fall break is an excellent idea. The only issue is that it is so late it falls behind all of the midterms. It would be much more beneficial if it is placed in a way that makes it reasonable for midterm exams to be scheduled either before or after i.e. Mid-October would be ideal
The fall break is appropriate and worked well for students and staff.
The fall break is essential for me for studying and increasing my hours at work
The fall break is extremely beneficial for me and so many others who I have heard from. I am done school after this year, but I honestly think my mental health would decline greatly without it. It allows students to have a break, do something that isn't school related, catch up on homework, or work. It is truly a time to reset and catch up.
The fall break is extremely nice. I don't think it should be eliminated as it's a great way to relax from classes. I don't think profs should assign anything over the break or close to after the break as it should be allowed for us to catch up on readings and other work and not try and do assignments or study because it's a break and we should be trying to relax and calm ourselves before finishing off the semester.
The fall break is great and needed.
The fall break is great especially for me as 1st year student. We are experiencing something new and challenging future so fall break helps to catch up homework as well as to visit your family if you lived somewhere else and you are new in Regina.
The fall break is important to everyone's mental health. Studies have shown that suicide risks are the highest at the end of October and start of November months. I am disappointed that this was not included in the survey as mental health is more important than the preference of when one wants their break. Lengthening the break to 5 days would allow for more time to participate in self care, spend time with loved ones and work on ones self.
The fall break is invaluable because it gives the students more time to breathe, relax, catch up on homework, study without cramming, and visiting family and friends.
The fall break is not beneficial for anyone's mental health IF instructors schedule the year around assignments being due immediately after the break, or if they assign more homework because of the break.
The fall break not only benefits students academics but also their mental health, which in turn, also has a positive impact on an individuals academics
The fall break ONLY benefits students and Faculty/Professors, particularly those that are teaching. It would be nice for the University to close for at least two days, hence everyone would benefit and have an actual break, not just a selected few.
The fall break really allowed me to have better mental health during the semester. I am usually burnt out by December and wanting to quit university by the easter break in the winter semester
The fall break seemed to be beneficial, I wonder how many students missed class for a week break instead of the three days. Has anyone considered/evaluated having a few long weekend breaks instead of one break?
The fall break should be at the same time as every other university. By placing the break at a different time of other universities made us skip class after we had a break so we could actually spend time with others.
The fall break should be of a week long as per my views from Monday to Friday and shouldn't be a cross week one.
The fall break should be used the same as the Winter break and coincide with other Universities. If this is truly a mental health break, absolutely no homework or assignments should be given over the break or immediately after the break. Aside from not having to physically go to class, there was no benefit because I was still doing homework that was either assigned during the break or immediately after.
The fall break squished everything together, forced one of my classes to cut interesting material out, and generally made the semester more hectic. Also, on a more personal note, when the break was done my motivation to study was shot. I know it's a 2-year pilot and I inevitably will have to endure it one more time but I genuinely hope it is not a permanent fixture.
The fall break was a good chance to relax from the social stimulation of being at university, I had time to just be home and work on my course work without having to worry about making class or missing events. I think it was very beneficial to me and the other students I talked to.
The fall break was a way to catch up on my schoolwork but I only needed to catch up on my school work BECAUSE all my classes squished the information together because of the break. The break was a nice mental break however but did seem very late in the semester and a little short.
The fall break was beneficial towards mental health AND catching up on school work
The fall break was detrimental to the beginning students who were just getting in to the groove of university. It totally threw them off. Most students reported NOT using it as a way to catch up...they spent more time on Netflix. It created more stress in some students as reported to me by them. They "shut down" during that week doing nothing which actually increased their stress levels in the following weeks of November as they did not get done what they wanted to/should have gotten done. So...not a great idea and definitely not a "mental health" week. That was just a "smoke screen" in case someone actually committed suicide to say "we did everything in our power to give students a mental health break". Hire more folks at Counselling Services. I, myself, enjoyed the days off but also fell behind due to no structure.
The fall break was extremely beneficial to me in terms of mental health. I was beginning to feel extremely overwhelmed with assignments and midterms and it was a huge relief to have not only extra time to catch up on assignments and readings but free time as well. Although I would prefer it be extended to a full week, even if it remains as is I definitely think it is something the university should continue to offer.
The fall break was extremely helpful. I hope they keep it because it's important to give importance to things like self care and most students do not know how to do this. The break will allow them to slow down and take a moment and debrief



<b>Other thoughts</b>
The fall break was far too late In the semester. It was after everyone had already crashed after October
the fall break was good because i did not have to go to class however, it did not provide a break because i still had multiple assignments due during the break so i still had to study and do homework and could not go visit family instead.
The fall break was great!! I was able to get ahead in my classes and it also helped me to relax and not be so stressed out. I truly believe that it is beneficial not only to students mental health but it also helps them catch up on school work and studying. Also, i found that the break was right after midterm, which didn't help me much. It should be during or before midterms or before finals.
The fall break was great, but it would have been great to have it all over one week instead of being spread over two.
The fall break was met with positive remarks. I gave students a time to catch up, rest, and for faculty to mark and prep for the rest of the term. I think the content can be added to the other 12 weeks of the term as many classes are becoming too content heavy.
The fall break was much needed to catch up on my class readings, catch up on sleep and rest, and have time to see family.
The fall break was not a full week. That made it sort of disappointing. It was too late in the semester which made it challenging to come back to classes. I appreciate the time to catch up on assignments and projects.
The Fall break was such a positive experience. It allowed me time to catch up and get ahead of my coursework as well as make progress on research projects. I would wholeheartedly support making the Fall break a full week for the benefit of both students and faculty alike!
The fall break was super beneficial and well needed, without it I would have burnt out way earlier and probably would have done worse in my classes.
The fall break was too late, I was not productive with the time causing stress at the end of November
The fall break was too short and placed in an inconvenient spot in the week. It acted more like an extended weekend that forced professors (for my classes) to all plan midterms immediately before and after the break because of the time crunch. It made a "weekend" into a cramming weekend. For those who work, like me, we still have shifts on that weekend and adding 3 midterms on top of that is too much.
The fall break was useless to me as an engineering student, as I received more work to complete for the end of the break as well as had to attend make-up lectures to accommodate for the missed time. I believe that the break should not exist or the curriculum should be shortened to accomodate for the time lost. The break resulted in more stress as I was spending more time than ever working on schoolwork so I might as well have just been in class.
The fall break was very beneficial for me! I was very stressed with the workload i had and it helped to give me a break from all the stress! It is a very good pilot program that i think should be carried forth. I will not benefit from another fall break so im speaking on behalf of continuous students. Everyone i talked to said they were so happy to have break but wished it was a week.
The fall break was wonderful addition to this years classes, however I feel it should have just been the same as the university of Saskatchewan for a chance to catchup with friends and make the break the full week instead of starting on a Thursday and coming back in a Monday.
The fall break would have been much more effective if it had spanned over one full week, because it messed with the scheduling of labs, but it seemed like professors would just get around this by making us come in to do maintenance on the following weekend or other non-lab periods of time. I felt that some professors would have actually taken the break seriously and make better adjustments to the course schedule at the beginning if it had been over one full week.
The instructors should be restricted from placing quizzes, exams, or assignmentson the days of the break, they should be moved to the days following the break.
The length was good but it was a little late in the semester.
The mid week start and finish of the break was very awkward and caused many issues with class schedules. The break should mirror the winter semester, much easier to manage school schedule and any extra curriculars that would benefit from the break.
the only downside is the slip in progress, meaning students may lose the focus to continue and then a week is spent in a catch-up and reset state where little is done.
The options for some questions on this survey were quite leading and did not provide satisfactory opportunity to voice objections to the fall break. I vote thatit should be eliminated; however, if it is to be retained, it should be made into a full week: Monday to Friday. The way it is noe really screws up the flow for my online class.
The placement of the break was at the perfect time, right in the middle of midterms which allowed me to catch up on some studying, while also having time to breathe between midterms which had a positive effect on my mental health.
The profs piled on so much homework and shifted midterms and assignments and so the week before and after was so incredibly intense. The break did give me extra time to do all this work but it seems unnecessary to jam that much work into a short period of time.
the structure of the break just didn't make sense. to have it start mid week and end after the following monday was odd.
The students clearly thought the fall break was too short: I had 50% reduced attendance on the M/T right before the break. I found the break disruptive and lost too much class time.
The students I spoke to really liked having the break.
The students I talked with said that they liked the break. One student noted a preference to align with the U of S break, --1 full week with a weekend on each end. An observation, seemed like the hallways were quieter after the break. Wonder if some students did not return until the next Monday.
The students in my classes really seemed to appreciate having a couple of days off to catch up on studies in the middle of the term.
The thought is good, however many profs did not adjust to it in a beneficial way. Many profs gave more homework to work on over the break to make up for the lack of class time, which didn't help anything, and made any previous stress and/or worry worse

<b>Other thoughts</b>
The time was appreciated time for recharge
the timing of the break does not make a difference to me. What makes a difference is when all the professor assign deadlines/midterms before the break because they assume all the other professors will be assigning things to be due after the break. This means that the break makes life much more stressful leading up to it because of all the deadlines that would otherwise have been more spaced out. If there is a break, professors should communicate with each other regarding deadlines and not all assume jay they are doing students a favour by making everything due at the same time. That is very stressful.
The timing of the break was ridiculous. It conflicted greatly with midterm schedules. While a break is greatly appreciated by staff, students, and faculty (I'm sure), the timing could be better, and thus, have a greater benefit to all students involved. Also, to ensure all professors are informed of the break; some of mine were unaware and thus we have had to skip concepts/lessons in classes consequently. Thank you for taking feedback seriously. I look forward to next year's fall break - hopefully with better timing (surrounding Thanksgiving) and having one week off CONSECUTIVELY, rather than spread over two weeks like it was this year, forcing students to go back at a random time. Thanks!
The timing was odd to start on a Wednesday and end on a Monday, would have been more convenient to have a full consecutive week.
The U of R should evaluate other universities fall break schedule and follow their direction.
The way it is right now is kind of dumb. Ending the week on a Wednesday and starting again on a Tuesday is just confusing. The break should either be the full week before or the full week after remembrance day.
The way it is set up right now is garbage. I did not even have a break from certain classes. Make it a full week off (monday-friday) that way it makes more sense for people. I know a lot of my friends and colleagues had several problems trying to figure out what days the break ran from.
The weather in November is unpredictable. Travel can become dangerous. October (Thanksgiving) weather is usually milder, and travel conditions safer.
The week before Remembrance Day
The week of Remembrance day.
There are only 35 teaching hours in my MWF class but there are 39 teaching hours in the TR class this semester. Thus, it creates issues for both faculty and students.
There is no option for not attaching reading week to a holiday. If this is an actual mental health / family break, can the registrar's office not be so militant about these breaks only being attached to these dates? -- put them where it makes sense for students. Over the course of the last 3 years, I've regularly had 3 additional contact hours, so it's not as though the term is being calculated with regularity across weekedays and across the board. Students are legitimately having a difficult time making it through term. Give students a break. The university won't fall apart. And hopefully the students won't either.
This break gives a chance to renew motivation, so that students aren't so worn out by the time exams come.
This break kept me from approaching the ledge. I could relax, catch up on some work. When it was done I was more focused in class and was able to keep my learning momentum going until exam time.
This break was invaluable to me.
This break was not well planned. Since it was less than a week in length, it affected some classes more than others. I think it should be eliminated because it comes after a period of reduced activity (summer) and may not be needed.
This break was so beneficial academically and mentally.
This break was so good for students. Dont eliminate it.
This fall break is a great idea for those students who are not as strong as others, it provides them the extra time they need or for those who have to pay for university can work fulltime for a week to help them cover the time they miss out on for the exam days.
This semester, I took three 400-level courses and one very difficult 300-level, in addition to participating in extra curricular activities. I can say with confidence that the break was the primary reason that I am able to keep my grades high. I needed the first few days of break to sleep, but the remaining few days were crucial for helping me finish assignments early and get started on term papers. Thanks so much for having the break!!
This was a welcomed by students in education as they prepared for their final two weeks of pre-internship.
This was perfectly timed with the time of year that students are burnt out and this was vital, at least to me, to recover and get re-engaged. It not only reduced stress, but improved my academic performance.
This was super important, and please keep it!
This was very beneficial to have a break for mental health; however I would find it beneficial for it to be longer and to match up with other university breaks.
This year, it was vital to allow me to breath. It served as a checkpoint in my year, and allowed me a few days to take a break and visit my parents, who I otherwise rarely get to see.
This year's fall break hardly felt like a break at all and more like a glorified long weekend. The timing was not good in relation to the class drop date.
This years set up made no sense as the timing of what days we got off was interrupted by a weekend when it should have been attached after a holiday Monday. Also, I would like to add it helped my mental health as it gave me time to catch up on studies as well. Both options should be allowed to be selected. Mental health and well being should be a huge priory to the university in my opinion.
Though it was not my primary goal to help my mental health the break did give me a chance to relax and allowed me to commit myself to my studies more than I would have without a break.
Three days then Remembrance Day was poorly thought out - just give us the week

<b>Other thoughts</b>
To have the break in November always and not October. Having it in October is too early in the term because you are just getting into school year. It wouldn't be a benefit to help catch up with course work like it is in November. In November you are fair enough into the term that that break to either help you catch up on loose ends of school work or enjoy a little away time from school
To make it from Monday to Friday, not in the middle of two different weeks
To me, Thanksgiving weekend fall-break is too early; Remembrance weekend fall-break is too late; I would prefer somewhere in the middle, but hey between Thanksgiving and Remembrance I am better off with the Remembrance full week fall-break
Too long. One extra day attached to either thanksgiving or Remembrance Day. If not possible then should be eliminated entirely.
Too many assignments for grad students so much so that we don't get the needed mental break... a break should be just that
Too short!!!
too short, could only catch up on some of my school work..there should be enough time to relax as well!!!!
Try to line it up with fall breaks in other schools (manitoba schools) so that I can visit friends and we can study together
Try to schedule it at the same time as other universities. Also, I had about 5 assignments due over the fall break. So I was barely even given a break as I had to work on stuff everyday
Tuesday classes met one extra time compared with classes on other days. This was confusing and strange. Break should be a full week (4 days plus remembrance day), to minimize inequality in meeting hours among class days.
U of S has better breaks, I assumed U of R would be the same. Very disappointed in the lack of breaks and how brief they are. very badly needed. by that late in the term everyone is stressed, overwhelmed and growing in homework. very, very helpful to catch up and help mental health of students
VERY beneficial for my mental health. It's scheduled at the appropriate time to give students time to review work and have their anxieties eased a bit.
Very beneficial, should most definitely be kept in. Students really needed this time.
Very beneficial. Gives time to study, see family, and destress. Hope to see it continue.
Very good.
Very helpful
very helpful to destress and be able to feel less overwhelmed for the rest of the semester. It is very necessary for the health of the students
Was a good break when class work loads were starting to settle. However, the following weeks after fall break seemed heavier and more frantic.
Was a wonderful mental break, it is always hard to get back into the swing of things after summer break. This fall break is great for catching up on self care and mindfulness.
Was not long enough to help to "improve the mental health of students".
Was too short
was weirdly timed
Way too short. At an odd time.
We just want a full week! It felt so short. But I will admit, it's a good thing the uni decided to finally do this. Other schools like uSask have been doing this a long time.
We lose too many Monday classes in the fall, without the break.
We need a full week break so we can have some quality time with our families or more importantly for our own sake.
We need it. But we need a full week.
We really need it.
We should sync our fall break with the U of S break as many people from Saskatchewan would then have more time to see friends and improve mental health by de-stressing.
While I felt it was a little late in the term, an October/Thanksgiving break would likely feel too early, so Remembrance Day likely makes more sense.
Why give us a winter break when we don't get a fall one? A fall break gives students much needed time to take some time to study and catch up on things, but also gives students a much needed mental break.
Why is this so difficult to figure out? The U of S has been doing a Fall break for years now and have had no issues and without having to rearrange classes. It seems like this fall break test was done in the stupidest way possible. We did not get a break. We got a glorified weekend. Why is it so hard to do one in the fall but easy in the winter? Talk to the U of S and replicate their model. It should not be this difficult to figure out.
Wish it was longer
With family and friends at other universities, it would be nice to have a break at the same time as them (U of S)
With the consideration of the U of R being present on other campuses (the University of Saskatchewan), the break should run at the same time, for the same length, as the University of Saskatchewan has their break. This is stated because there are numerous students who are dual students at both the university of Regina and Saskatchewan meaning these students do not get

<b>Other thoughts</b>
a break from either collages as the breaks run at different times.
wonderful but timing needs to be changed
Would be nice if staff benefited from the break too...flex hours or some kind of incentive.
Would be optimal to have it tuesday-friday following remembrance day
ya, some of my profs didnt accomodate for the break and assigned large assignemnts to do over the break so it wasnt really a break for me just a pause from learning new material. i was dissapointed with those profs.
Ya, they Regina homepage page said it was Hohn yobeh a mental health break. It certainly wasn't. Everyone I talked to agreed with me that the break made them feel more overwhelmed and exhausted than before the break. Spend the whole break studying or working on big assignments. Couldn't have one day to myself because it actually felt like I couldn't afford losing a day of doing school work
Ya. Make sure profs actually give it too me. I had 2 classes where work load never decreased, so it did nothing for me being able to catch up.
Yes - before this trial period, I was in favour of the idea of a fall break - however the experience I and some of my colleagues had was very bad this first term. A split break resulted in students leaving early on the week the break started, and returning late - causing a significant loss in teaching time. There are claims that lecture time was not impacted - but in my, and others case, we found we went from 26 to 24 lectures in 75 minute classes. This has been extremely disruptive, particularly in a faculty that is governed by an external body, and contact hours and curriculum have to meet a standard. My view is that our faculty has to "opt out" of the 2019 fall break or risk damaging our program
yes . i have . there must be something new which never held at campus before to motivate the students az well as make them feel stressless.
Yes, if it is indeed a "fall break", then I believe that in should in fact be a "break". Professors and instructors assigned countless assignments and had midterms the day or the day after we get back. If this break was originally meant for the mental health of students, then I believe it should seriously be a break in which students can actually benefit from it and not be stressed out the entire 4 days we actually got off doing hours and hours of homework instead of relaxing, catching up if needed in classes (not doing new assignments) and mentally repairing from the stress of school. So this break for me and lots of others I know was not in fact a break at all, so if you're going to give us one then make it s literal break, if not, then why bother doing it at all.
Yes. I really enjoyed it. Don't take it away. Like I said, my mental health sucks. And it helped a little bit. The U of S gets a break, so we should too.
Yes. The fall break should be an ACTUAL BREAK. Not a break just to study more material. The reason that this break should exist is so that students can reduce their stress and anxiety levels during the semester as opposed to just a break to "catch up" on studying. The addition of the fall break, if anything, just increased stress levels due to the opportunity for all due dates and midterms to be placed IMMEDIATELY after the break. This is ridiculous and if this were to continue to be the trend, I'd rather not have a fall break at all.
You could feel the tension building for the students and when they came back, it did seem that the stress levels had gone down a bit.
Your survey is clearly biased. Why not ask participants if they would rather have NO break and have the option to being later starting in September (have a longer summer break) or earlier starting (have a longer Christmas break) -- you might find those would be more popular than what you are currently foisting on us