

ANNUAL REPORT

2020 /// 2021

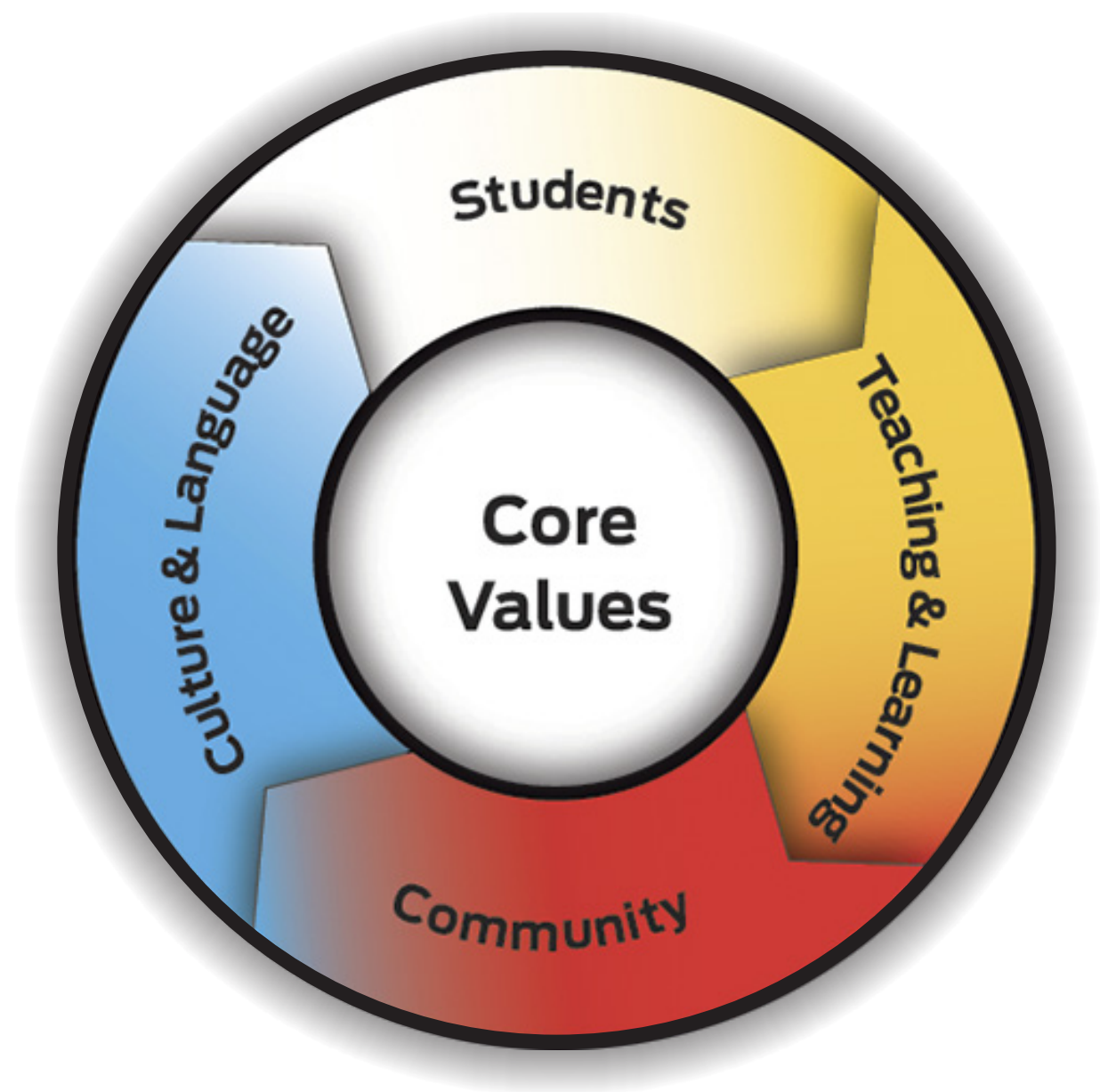
FIRST NATIONS
UNIVERSITY
OF CANADA



tānisi ānīn ?edlānet'e Háu Hau Han

As First Nations, we treasure our collective values of **wisdom, respect, humility, generosity, honesty, bravery** and **caring**. They have preserved and passed down our traditions through countless generations. The Elders teach us to respect the beliefs and values of all nations. Under the Treaties, our leaders bade us to work in cooperation and equal partnership with other nations.

The First Nations University of Canada provides an opportunity for students of all nations to learn in an environment of First Nations cultures and values. The university is a special place of learning where we recognize the spiritual power of knowledge and where knowledge is respected and promoted. In following the paths given to us by the Creator, the First Nations have a unique vision to contribute to higher education. With the diversity and scope of the First Nations degree programs, the university occupies a unique role in Canadian higher education. The university promotes a high quality of education, research, and publication.



REGINA CAMPUS

FNUUniv Regina Campus is located on the atim kâ-mihkosit (Red Dog) Urban Reserve, Star Blanket Cree Nation, Treaty 4 Territory. FNUUniv began delivering programs on the University of Regina campus in 1976.

NORTHERN CAMPUS

Our Northern Campus, located in Prince Albert, serves the north with programs in Indigenous Social Work, Indigenous Education, Indigenous Business and Arts. We have offered programs in Prince Albert since the early 1990s and have seen enrollments increase over the years.

SASKATOON CAMPUS

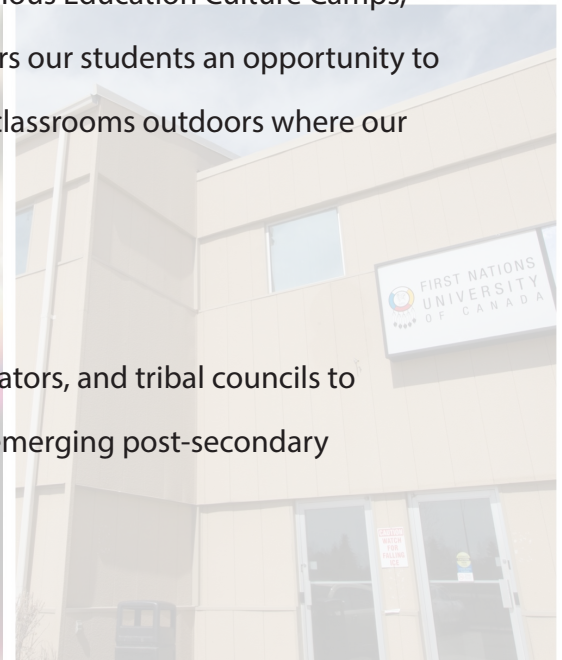
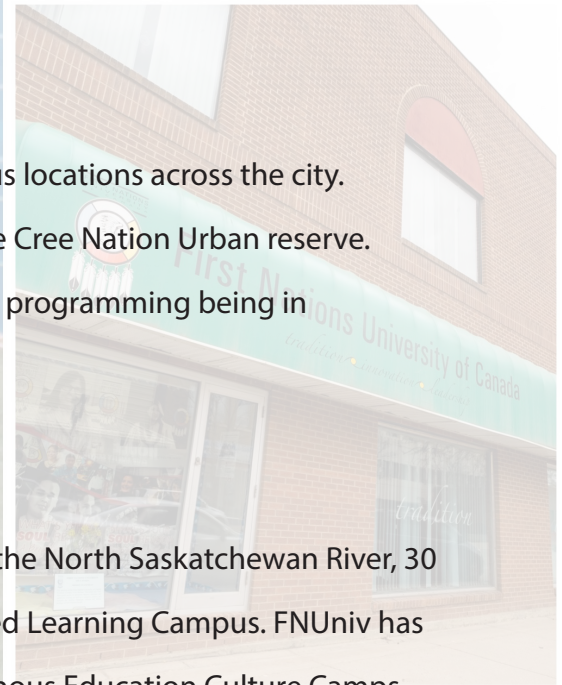
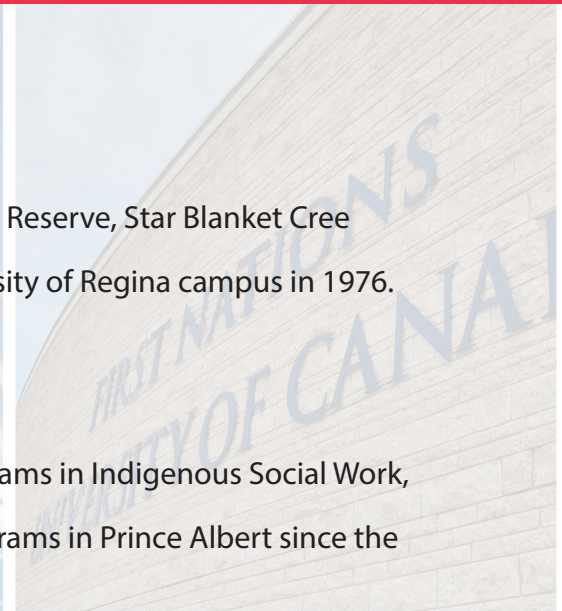
Our Saskatoon campus has evolved over many years of operations in various locations across the city. We now have a long-term lease at the McKnight Centre on the Muskeg Lake Cree Nation Urban reserve. We offer multiple programs in Saskatoon, with the central area of academic programming being in Indigenous Social Work.

TRADITIONAL CAMPUS

In early 2020 the University purchased 22 acres of land along the shores of the North Saskatchewan River, 30 minutes outside Prince Albert, to create a permanent Traditional/Land-based Learning Campus. FNUUniv has utilized this property since 2017 for our Indigenous Social Work and Indigenous Education Culture Camps, sweat lodge ceremonies, and medicine picking teachings. This campus offers our students an opportunity to live and learn on the land guided by Elders and allows faculty to take their classrooms outdoors where our teachings have always been.

COMMUNITY BASED

FNUUniv collaborates with Indigenous communities, local and regional educators, and tribal councils to deliver programs and, on an ongoing basis, identify and develop new and emerging post-secondary educational needs.



In early 2021, a global pandemic, Novel Coronavirus (COVID-19), affected us all. By mid-March 2021, Saskatchewan encountered its first case with a slow increase in closures of organizations, businesses, and educational institutions, including the First Nations University of Canada (FNUUniv). Our students, faculty, Elders, and staff encountered a new remote online delivery method of learning, teaching, working, and interacting.

We have encountered an unprecedented time. Resiliency is a term many have heard throughout the pandemic. It speaks to our university community's strength, perseverance, and flexibility by transitioning to the alternative administrative, operation and teaching methods within the institutional framework.

I'm incredibly proud of the 195 graduates who convoked during the Spring and Fall 2020 ceremonies. Although unconventional, the graduation celebrations moved towards a virtual platform to honour and recognize their achievements. As a university, we provide the best quality education and services our students deserve.

With the commitment of multi-year government funding, we provided continuous support for our students through bursaries, technological aid and most importantly, ensuring our students had access to mental health services.

Looking ahead to 2021-2022, we have strong, committed leadership and our kêhtê-ayak (Elders) Council, who will continue to guide us on the right path.

I look forward to another year with the Board and the First Nations University of Canada.



LORETTA PETE LAMBERT

The First Nations University of Canada is fortunate to have a strong board of nine voting members, who devote their time and expertise, to help guide the university.

The Board also has two non-voting Elder observers, plus a student from each campus and faculty observer, who provide council and support for the Board.

I offer greetings on behalf of the Executive at the First Nations University of Canada.

During the past year, the First Nations University of Canada has taken steps to ensure the health and safety of students, staff, and visitors were of utmost importance. While many had hoped the negative impacts created by the challenges of the global spread of COVID-19 would be short-lived; however, the threats posed to all on our three campuses across Saskatchewan are still significant.

For the fall 2020 term, all classes were delivered remotely, including a combination of real-time class meetings via Lifesize (live video-conferencing system) and web-based course delivery via UR Courses. Field placements in Indigenous Education and Indigenous Social Work moved ahead with the host agencies and schools responsible for ensuring the safety of our students.

Despite the constraints of our current state, the University was able to build upon partnerships, secure research grants, and develop new initiatives. FNUUniv provided a laptop loan program, emergency bursaries and other essential services that students urgently needed to achieve their educational goals. Enrollment numbers increased slightly with new course offerings in Winter 2021, along with celebrating the Spring and Fall virtual graduation ceremonies honouring 195 graduates.

The University started with a student's vision. Today, our students should be commended for their dedication and perseverance during this unusual time. As the appointed leader of this University, our students continue to be the first and foremost priority.

mīkwêc



DR. BOB KAYSEAS



STUDENT ASSOCIATION PRESIDENT'S MESSAGE

Háu midáguyabi, Amanda Leader emagiyabi.

Hello my relatives, they call me Amanda Leader.

It is my honour to attend and support FNUUniv and the student body. The FNUUnivSA – Regina Campus (First Nations University of Canada Students' Association) is committed to a supportive and inclusive university environment. We currently provide several different supports for our fellow students: bursaries, online events (in-person events starting summer 2021), support groups, partnerships to build relationships, student advocates, merchandise, links to other supports, scholarships (beginning in 2021), and much more.

In my first year as an Honorary Representative, I started on the SA and have made it my mission to better relationships and increase funding. Over the past three years, we have been able to work on our relationships with URSU (U of R Student Union), Ta-tawâw Student Centre, and within our administration. During my role as the Director of Finance, we have also increased our funding from 20% of the URSU student fee that our students pay to 40%.

April 24, 2021, I was voted in as Interim President of the FNUUnivSA. I have worked with FNUUnivSA Women Presidents' strong legacy, which has guided me for this role. I want to acknowledge Marissa Kakaway, Taryn Acoose, and Lucy Musqua for their hard work and constant guidance. I would also like to recognize the current members for their continual hard work during the COVID-19 Pandemic.

Wópina k'ú – to give gratitude



AMANDA LEADER
FNUUNIVSA 2021 INTERIM PRESIDENT

HILLARIE LAMBERT
SASKATOON CAMPUS PRESIDENT

tānisi, Krysta nitisiyihkāson, kāh-kwiwīstahāw kayahtē ohci niya. Niya okimāw Northern Campus Student's association.

Hello, my name is Krysta, I am originally from Kahkewistahaw First Nation, and I am the President of the Northern Campus Students Association. As an Indigenous-Francophone woman, I am humbled by the opportunity to represent the Northern Campus students in the 2020-2021 academic year.

We begin by thanking both the Regina and Saskatoon Students' Association for their guidance and support on this journey. The Northern Campus Students Association required an updated constitution to ensure consistency, institutional memory, and accountability within its operating systems. Because our focus has been on revitalizing Indigenous kinship systems to support strong community relationships with our stakeholders, the first step was to approach oskapēwis Preston Gardipy through the proper protocols to be our elder representative. His guidance has been invaluable to us as a Student Association.

For the students, we created a new social media site to foster consistent and ongoing supportive communication. Through this site, we provided multiple gift card giveaways to ensure students had funds for groceries and extras they needed during the pandemic. oskapēwis Preston Gardipy made it possible for us to offer traditional medicines of sweetgrass and cedar to students along with some merchandise during midterms. The Annual General Meeting is scheduled for April 2021 where the updated Constitution will be voted by the Northern Campus students. Spring and Summer will be a busy time for us as we plan for the new year and work towards holding a by-election in September to fill our vacancies and help develop future leaders.

As volunteer leaders, we are working hard for the Northern Campus Students. We hope to achieve an inclusive, diverse, and culturally respectful home as we welcome students back into the hallways in Fall 2021. Hiy! Hly!



Respectfully,
KRYSTA HATFIELD
NORTHERN CAMPUS PRESIDENT

The Elders Council held two virtual meetings from one of the campus locations or their homes this past year. On September 25, 2020, the Elders council discussed the research and creation of a directory of knowledge keepers and Elders, including Elders and knowledge keepers in the classroom, flag choices at the main campus, and providing cultural knowledge and teaching in virtual settings.

In the second virtual meeting on February 25, 2021, council members guided the internal cultural committees on their activities. The Elders Helpers provided a progress update on the Traditional Campus. The Council was invited to Faculty sessions on protocols to approach Elders.

Council members attended the virtual NCCIE National Gathering on March 10, 2021. Elders were invited to participate in Tax Clinics for Elders hosted by the University. The Elders Council appreciated connecting virtually at a safe social distance and looking forward to future in-person meetings.

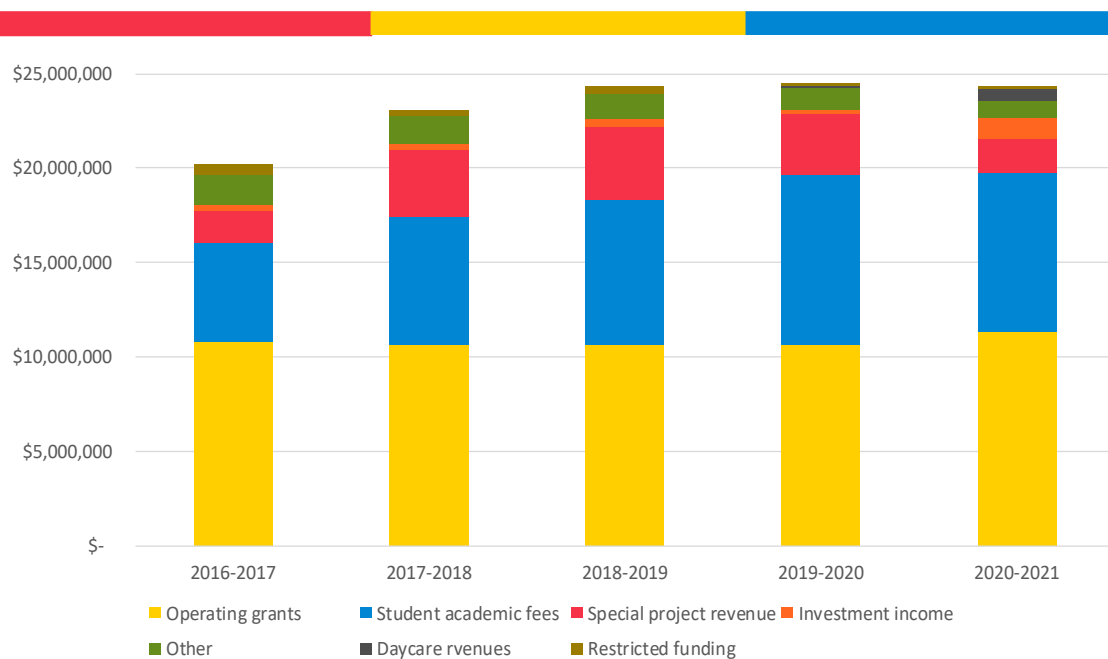


FIRST NATIONS UNIVERSITY OF CANADA INC.

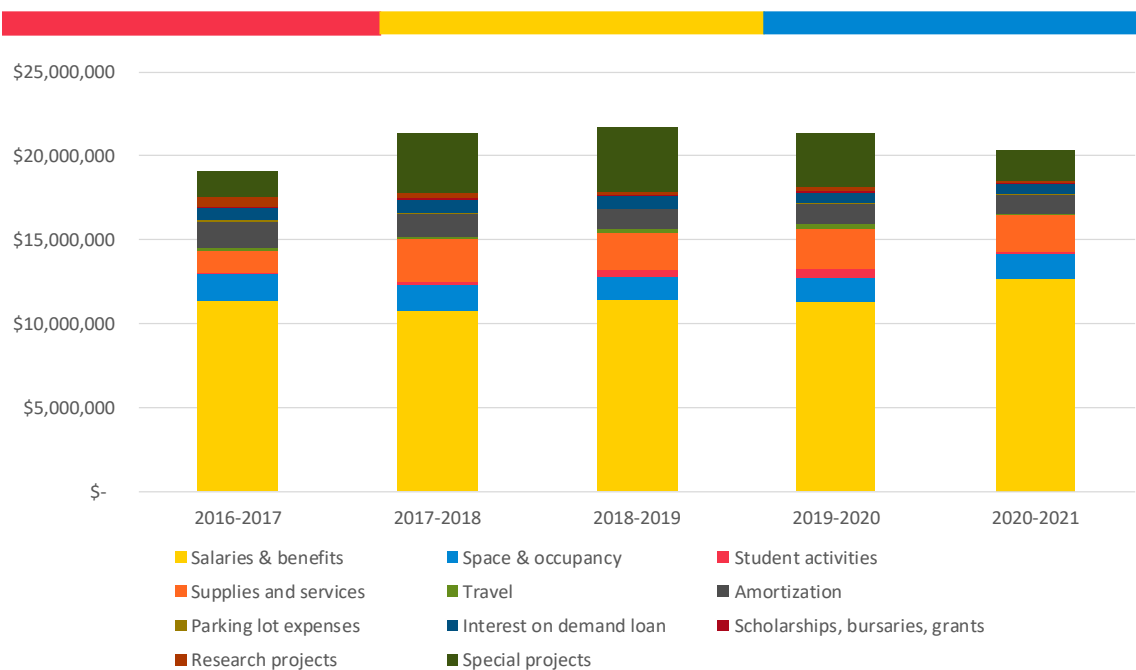
FISCAL YEAR ENDING, MARCH 31, 2021

- Total revenues decreased by (\$242k), from \$24.548M to \$24.306M, a decrease of (-1%).
- Revenue from operating grants increased by \$731k, from \$10.638M to \$11.369M (+7%), an increase that has resulted from increased pandemic supports.
- Other revenue decreased by (\$379k), from \$1.218M to \$839k (-31%), resulting from decreased donations, attributable to the pandemic and an expected decrease in facility lease revenues.
- Investment income increased by \$986k, from \$171k to \$1.156M (577%), resulting from the unprecedented market gains realized during the year.
- Total expenditures decreased by (\$1.061M), from \$21.375M to \$20.314M, a decrease of (-5%).
- Salaries and benefits increased by \$1.354M, from \$11.318M to \$12.672M, an increase of 12%. This increase was planned for and expected as the University continues to work toward building capacity to catch up to its continued growth.
- Special projects expenditures decreased by \$1.443M, from \$3.238M to \$1.794M (-45%). This decrease was anticipated upon the conclusion of a major project in the prior year.

REVENUE



EXPENDITURES



Entire Financial statement can be viewed on our website:
<https://www.fnuniv.ca/about-us/annual-reports-financial-statements/>

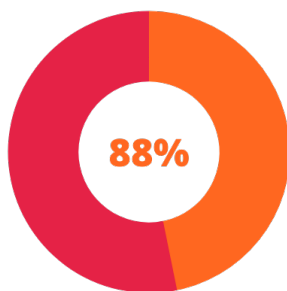
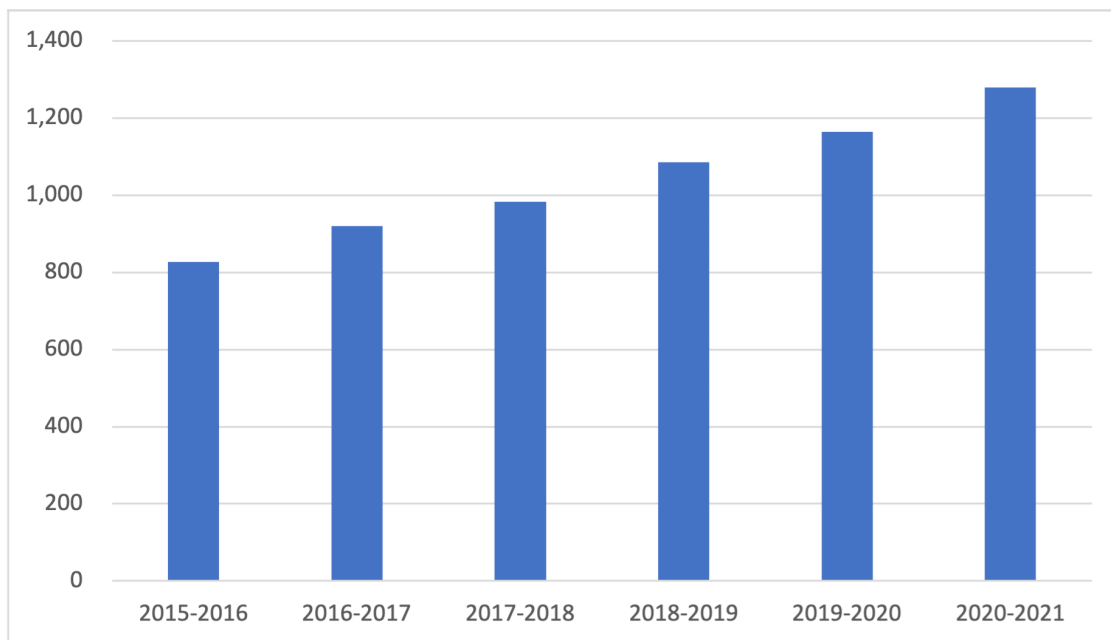
OUR STUDENTS IN NUMBERS

Throughout the Spring/Summer 2020, Fall 2020, and Winter 2021, the University had 2,791 students over three campuses and in communities. During Fall 2020 alone, we had 566 first-year students, 56% of whom were mature students, 30% were direct from high school, and the remainder transferred from other advanced education institutions.

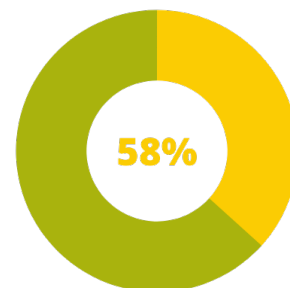
The student population in Fall 2020 had representation from across Canada. Students from Nunavut, Ontario, BC, Alberta, Manitoba, the Yukon, Nova Scotia, and Saskatchewan have pursued their education at the First Nations University of Canada.

Our Community-Based programs included the delivery to James Smith Cree Nation, La Ronge, Red Earth Cree Nation, and North Battleford (in partnership with Battlefords Agency Tribal Chiefs) and Yorkton, Saskatchewan.

Student Enrollment



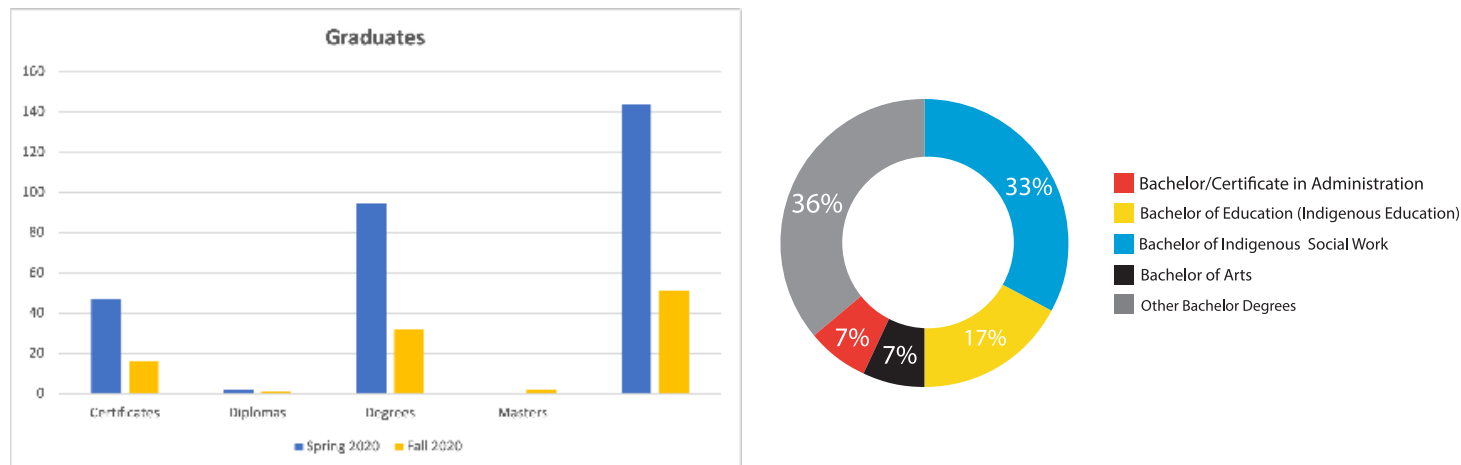
INDIGENOUS STUDENTS



INDIGENOUS FACULTY

GRADUATES

Since our founding, First Nations University of Canada has celebrated the graduation of 5,658 students, including 195 during the Spring and Fall Convocations in 2020.



Honouring the graduates through hosting virtual convocation ceremonies was the norm for the Spring and Fall. FNUUniv delivered a “Live” event, integrating social media to keep the graduates and their families engaged and added to the overall experience.

- **Spring Virtual Graduation Celebration** 4.5K Viewers
- **Fall Virtual Graduation Celebration** 1.6K Viewers

The majority of our graduates over our 45-year history have received a Bachelor of Indigenous Social Work, followed by the Bachelor of Arts and Bachelor of Indigenous Education.

DENE TEACHER EDUCATION PROGRAM (DTEP)

The vision of DTEP became a reality with partnerships between FNUUniv, Clearwater River Dene Nation, Northern Lights School Division, Meadow Lake Tribal Council (MLTC), the University of Regina, and the Provincial and Federal Governments. In 2016, 32 students began their educational path towards becoming educators in the classroom and the Dene language delivered at the Clearwater River Dene Nation school.

Students of the program graduated with a unique quality - the capacity to speak, read and teach in the Dene language and gained the traditional land-based knowledge to pass along to their students.

The Spring 2020 Graduation Ceremonies welcomed the first 19 graduates of DTEP with a Bachelor of Education - Indigenous Education Degree. Two (2) students completed the program after Spring/Summer Term and were eligible for Fall 2020 convocation, while two (2) additional students have scheduled field placements with a convocation date of Spring 2021 (June).

Overall, twenty-one students graduated with a Bachelor of Indigenous Education and have found employment in Dene speaking communities where they will teach using the Dene language, ensuring future generations of language keepers, another milestone for the University.

OFFICE OF THE VICE PRESIDENT, FINANCE & ADMINISTRATION

Amy Morris,
Payroll Manager, May 2020

Justin Easton,
Manager, Information Technology, January 2021

FACULTY

Richard Dosselman,
Assistant Professor, Indigenous
Knowledge & Science , January 2021

Cassie Stefanski,
Lecturer, Indigenous Social Work, December 2020

FACULTY AND STAFF

We value the service our employees provide to our students year after year! In 2020, we were unable to honour our long service awards with the annual dinner and ceremony, however, eight employees were acknowledged with beautiful gifts and certificates.

YEARS OF SERVICE

5 Years

Sheila Acoose-Gould
Academic Administrator

Jason Bird
Program Coordinator, Lecturer, Indigenous Business & Public Administration

Paula Daigle
Head Librarian, Regina Campus

Marlene McNab
Assistant Professor, Indigenous Social Work

10 Years

Dr. E. Kathleen O'Reilly
Graduate Program Coordinator,
Associate Professor, Indigenous Education

20 Years

Sharon Acoose
Graduate Program Coordinator,
Professor, Indigenous Social Work

30 years

Shannon Avison
Assistant Professor, Indigenous Communication Arts

Louise McCallum
Administrative Assistant, Saskatoon Campus

Indigenous Education

Dr. Angelina Weenie, Associate Professor, and **Dr. Kathleen O'Reilly, Associate Professor,** are part of a research team that has been awarded the SSHRC Partnership October 2020 Grant for the Partnership on University Plagiarism (PUPP) valued at \$2.5 Million. The PUPP consists of a team of 32 partners, made up of eight collaborators and 49 researchers from 28 universities and four associations in Canada, the United States, and Europe.

The objective of the PUPP is to put together the first international initiative for preventing plagiarism in universities in order to establish a culture of integrity. This innovative research project focuses on digital scrapbooking strategies (DSS) used for writing university assignments by students and professors from different countries, cultures, and speaking different languages with a view to determining how effective teaching of these strategies can encourage behaviours demonstrating greater integrity.

Centered on preventing plagiarism, a critical issue at the heart of learning by university students, the work of the PUPP will allow Canada to create an international reputation as a leader in developing a culture of academic integrity in the digital setting of the university.

The grant has been announced here: <https://www.sshrc-crsh.gc.ca/results-resultats/recipients-recipientaires/2020/pg-sp-eng.aspx>

Indigenous Communication Arts (INCA)

Shannon Avison, Assistant Professor, worked to complete an InSpirit research grant, Indigenous Language Broadcasting, from Library and Archives Canada throughout the 2020/21 fiscal year. Final report due August 2021.

Indigenous Studies

Dr. Andrew Miller, Assistant Professor, in partnership with the Firelight Group and Saskatchewan Indigenous Land Technicians (SALT), delivered an Indigenous Mapping Workshop in March 2021.

Indigenous Knowledge & Science

Dr. Arzu Sardali, Professor, completed Studies of Physical Parameters of Indigenous artifacts funded by Heritage Canada (2018-21). Dr. Sardali has also been working on National Science Laboratory Video Lessons for Aboriginal Youth, funded by the Natural Sciences and Engineering Research Council of Canada (NSERC)(2018-22). He is also working on an Open textbook for introductory Physics courses with Indigenous elements, funded by the University of Regina.

Dr. Vincent Ziffle, Assistant Professor

Natural Sciences and Engineering Research Council of Canada (NSERC) PromoScience had awarded various grants in 2020. Indigenous Knowledge & Science in partnership with the University of Regina, was awarded \$72,200.00 for Science Camps for Saskatchewan Indigenous Youth. Further details are available through the NSERC website https://www.nserc-crsng.gc.ca/Promoter-Promotion/PromoScience-PromoScience/Recipients-Laureats/index_eng.asp.

In addition, the Indigenous Knowledge & Science program received \$15,000.00 from the Indigenous Peoples Health Research Centre (IPHRC) and \$5,000.00 from the UofR Faculty of Science. Overall total of \$92,000.00 in grants, with the expectation that these collaborative camps will be offered in perpetuity.



Student Success Services staff transitioned to remote service provision with continued academic advising, retention services, recruiting, writing, and tutoring support through virtual platforms and conventional communication methods. Wellness counsellors and campus Elders resumed all services to students through similar virtual and communication methods.

Over the year, despite the adjustment to new delivery methods and increased workflow, the department continues to grow in response to the student population increase.

- **Retention Specialist** - Northern Campus;
- **Two Student Success Navigators** – Regina Campus and Saskatoon Campus.

The Navigators are recent FNUUniv graduates whose role was to connect with students, focus on first-year students, and helping students navigate through the various parts of the university system and connect to needed resources.

The nutrition support program was transformed with the provision of enhanced emergency bursary support, grocery hampers, and gift cards for food purchases.

A central FNUUniv URCourse Platform was created as a means for students to access information, seminars, tutorials, and resources. The department amplified the social media engagement to reach students on another level. Throughout the pandemic, the team expanded on their professional development capacity to strengthen their capabilities to answer to student needs throughout the transition period.



Since officially opening in January 2020, it has been an incredible year full of new challenges, growth, and development at the pamināwasowin Child Care Centre.

Due to the pandemic, the Centre closed on March 27, 2020. During this closure, the staff remained connected to the children and parents by facilitating Zoom meetings once a week. Other areas developed were an online access link for families and staff professional development opportunities. On June 8, 2020, the re-opening was a learning curve for all by implementing new COVID policies and procedures.

CHALLENGES DURING PANDEMIC

The staff, children and families have persevered together in facing the new challenges presented with the pandemic. The Saskatchewan Health Authority (SHA) restrictions for daycare centres included smaller group sizes and masks for children. Other challenges included limited access to PPE and cleaning supplies and backorders of new furniture, toys, and items for the program.

Grants of over \$158,000 from the Ministry of Education aided to support our Centre and the COVID challenges further. Additional support included:

- Federal Safe Restart Funding Grant of \$9,000.00
- COVID-19 Supplement Grant of \$54,000.00
- COVID-19 Deficit Grant of \$95,421.85

SINCE RE-OPENING

Despite the pandemic challenges, the Centre has experienced achievement and growth in staff, children, and families. The infant room became licensed and opened July 2020 upon successful completion of final assessments. Management hired First Nation University students as casual employees.

In March 2020, the Centre received a one-time grant of \$3,500.00 to support our educators in various professional development workshops. Staff have enrolled in Early Childhood Education courses online to continue their formal education.

PROGRAMMING

At pamināwasowin Child Care Centre, the staff provide quality care and emphasize programming development that fosters Indigenous cultural traditions to promote positive outcomes.

- Land-based learning curriculum - traditional outdoor survival, traditional games, fishing, and canoeing.
- Experiences with the children using songs, art, dramatic play and much more.
- Empowering the children to build a strong sense of identity and contributes to their overall health and well-being.
- Connections with nature and the seven sacred teachings.
- Available resources such as books and songs in traditional languages.

We have created a sense of belonging and community, celebrating important events such as National Indigenous Peoples Day and coming together to honour the residential school victims and survivors.

LOOKING TO THE FUTURE

The First Nations University of Canada partnered with Crosby Hanna and Associates to design and create our future natural outdoor playground. Our playground will focus on nature, maintaining the integrity of our land and traditional values. Providing this natural-based playscape for the children will allow them to connect with the land and develop a sense of belonging within themselves, their families, and the community.

We look forward to further growth and development, providing an inclusive and healing environment for all children and families.

The National Centre for Collaboration in Indigenous Education (NCCIE) organized 61 knowledge mobilization events across all the provinces, with over 2,500 people attending. The virtual National Gathering had nearly 300 people in attendance held on March 10, 2021. NCCIE participated in various conferences and trade shows, including Indspire 2020, Canadian Online Homeschooling Conference, Indigenous Languages Symposium, Manitoba Aboriginal Languages Symposium, and NAISA 2021.

It is estimated that approximately 250 First Nations were represented at one or more events for all knowledge mobilization events when considered together. Challenges due to COVID-19 impacted the capacity of First Nations schools, education authorities, and education councils to participate in virtual events. Information about the Teaching Resource Centre was included in all promotional materials, in English and French, and distributed with all event invitations and notices.

In Year 4, the number of lesson plans available through the Teaching Resource Centre on the website grew to 100 lesson plans (split between the English and French sites).

A major project for Year 4 involved setting up the 'Listen to the Knowledge of the Elders' landing page on www.nccie.ca. This page contains a searchable database that people can browse to locate videos on YouTube related to knowledge shared by Elders and Knowledge Holders around the country. Currently, there are over 300 resources available on this site.

The team completed the Indigenous Governance site, originally started in Year 3, and launched in August 2020. Several other website developments included:

- Resource Library.
- French page.
- Translation of nineteen lesson plans from English to French.
- Subtitle creation for 10 videos.
- Translation of text content is available in English and French.
- Updated website layout to enhance the user-friendliness of the site.
- Enabled Search Engine Optimization (SEO) to increase searches on Google and other search engines to increase NCCIE visits.
- Teaching Resource Centre Tip Sheets made available in English and French.
- A virtual teaching resource guide to provide users with a series of videos to help navigate the website and how to use lesson plans.
- The 'terms of use' policies and redesigning the home page to add social media feeds, events, and links to featured resources are other updates areas.



INDIGENOUS EDUCATION

The National Centre for Collaboration

ELDERS GATHERING



In January 2020, the Federation of Sovereign Indigenous Nations (FSIN) approached First Nations University of Canada (FNUUniv) regarding its desire to see the University move towards academic autonomy as an independent post-secondary university. This interest in moving FNUUniv to a stand-alone institution was initially referenced in FSIN Resolution #1958 from May 28, 2015.

The path towards academic autonomy will be guided by the direction from Saskatchewan First Nation leadership and communities. Engagement to gather this feedback could be pursued in alignment with FSIN's consultations regarding design of a regional post-secondary education model to replace currently funding programs delivered by Indigenous Services Canada. Ultimately the pursuit of academic autonomy is about self-determination and sovereignty. Additional objectives for being a stand-alone university include:

- First Nations control of First Nations education.
- Alignment with First Nations-led, Treaty-based and/or regional-based processes to best support First Nations post-secondary education by having First Nations control of First Nations education with systems designed by First Nations, under First Nations control.
- Enabling FNUUniv the opportunity for uninhibited growth to deliver on its strategic plan in providing ongoing access for Indigenous students to high quality, university-accredited education, offered in an Indigenous environment conducive to student success.
- Permitting FNUUniv to offer degrees of its own, independently from other post-secondary institutions which is enabled through the Degree Authorization Act legislated by the Government of Saskatchewan.
- Providing FNUUniv the ability to partner with any institution to meet the needs of its students at all of its campuses.

There are a number of requirements to meet in order for the University to become 100% academically autonomous (the university is already administratively and financially autonomous) and the journey will unfold over several years. Strategic objectives that will be focused on in the short term include:

- Implementing the "FNUUniv charter" through the "First Nations University of Canada Act" under the jurisdiction and laws of the governments of Indian Nations.
- Provincial Legislation for FNUUniv degree granting eligibility. FNUUniv programs currently are accredited through the University of Regina Federated Agreement.
- FNUUniv owned academic programming. Currently programs and all related course and curriculum are accredited through the University of Regina. An agreement needs to be negotiated between the FNUUniv and UofR that allows for the FNUUniv to take ownership of all program materials or we would need to develop it all from scratch.
- Development of student records administration and management systems to support students from admission through to graduation.
- Development of an internal program quality review and assurance framework as part of creating and delivering FNUUniv owned certificates, diplomas and degrees.
- Development of an FNUUniv Senate to create required academic policies.



We would like to acknowledge the supporters and funders who assist us in achieving our mission.

The First Nations of Saskatchewan

Federation of Sovereign Indigenous Nations

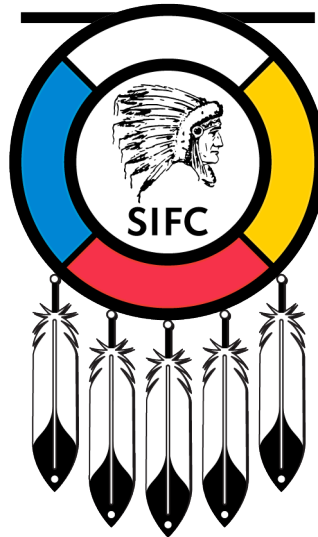
Government of Canada,
Indigenous Services Canada

Government of Saskatchewan,
Ministry of Advanced Education

University of Regina



**FIRST NATIONS
UNIVERSITY
OF CANADA**



REGINA CAMPUS

atim kê-mihkosit (Red Dog) Urban Reserve
1 First Nations Way
Regina, SK S4S 7K2
P: 306.790.5950

NORTHERN CAMPUS

1301 Central Ave.
Prince Albert, SK S6V 4W1
P: 306.765.3333

SASKATOON CAMPUS

Asimakaniseekan Askiy Urban Reserve
203-103B Packham Ave.
Saskatoon, SK S7N 4K4
P: 306.931.1800