



MEMORANDUM

Date: 5 November 2018

To: Council Committee on Academic Mission

From: Jerome Cranston, PhD
Dean, Faculty of Education

Re: Follow Up Report to CCAM on the Implementation of Recommendations of the External Review of the Faculty of Education, University of Regina Report Date: 29 May 2017

About the Faculty of Education, University of Regina

As per the Faculty of Education's Strategic Plan, 2016 – 2021
(<http://www.uregina.ca/education/for-faculty-staff/index.html>)

Vision Statement

The Faculty of Education aspires to be a leader in innovative and anti-oppressive undergraduate and graduate research, scholarship, teaching, learning and service.

Mission Statement

The Faculty of Education serves society by educating classroom teachers, other educators, the wider community, and the public, preparing educational leaders and lifelong learners, providing leadership and support for ongoing education, training and development, conducting innovative educational research, practices and methods in pedagogy, and by initiating and engaging in local, national and international programs and projects in English, French, and Indigenous languages. The Faculty of Education is committed to enacting social and ecological justice, indigenization, sustainability, cultural and linguistic diversity, life-long learning, service, outreach and the collaborative processes that flourish in a community of caring and mutual respect. The Faculty's mission embodies commitments to student success, research impact, and community engagement as articulated in the University of Regina Strategic Plan "peyak aski kikawinaw" (One with Mother Earth/Together we are stronger) www.uregina.ca/strategic-plan/.

Values

- Innovative and transformative teaching, learning, research, and service.
- Research that informs teaching, learning, practice and theory.
- Accessible, equitable, and inclusive curricular, classroom and community practices.
- Our individual and collective achievements and expertise.
- Positive well-being, collegiality, and mutual respect.
- Development of successful, adaptive, responsive and flexible citizens, teachers and leaders in education.
- Development of critical consciousness concerning the lives of marginalized colleagues, students, and their families and communities.

- Standing in solidarity with those marginalized by race, gender, sexual orientation, religion, ability, language and other forms of systemic discrimination.
- Respect for and commitment to academic freedom and public engagement.

Priorities

- Creating opportunities to reach full potential of faculty, staff and students.
- Opening access to multiple modes of learning.
- Indigenizing processes, practices, and curricula.
- Preparing pre-service teachers to teach well in increasingly complex classrooms.
- Working collaboratively with faculty, staff, students and community as well as with our partners locally, nationally and internationally.
- Responding to, and engaging with, community.
- Ensuring sustainability: longevity of programming; financial, environmental/ecological and personal.
- Exploring and investigating new pathways for teaching and learning placing primacy on experiential, relational and holistic approaches.
- Developing a cohesive and comprehensive digital/social media presence for the Faculty.
- Resisting hegemonic education practices that work to marginalize students, communities and ourselves.

Summary of the External Report's Recommendations

1. Effective with the start of an Interim Dean and continuing into the work of a new Dean, efforts have been taken to create a culture of transparency within the Faculty of Education that will foster greater collegial input into a range of decisions including workload, program configuration and possible change, budget allocations, and committee formation and processes.
2. The Faculty is advised to review its graduate programs and their relationship to the core mission of the Faculty.
3. A review of the Secondary Program should be undertaken with a particular focus for developing learning and teaching opportunities across the now siloed subject areas.
4. In addition to reviews of programs in the Faculty of Education, it is important that the interim Dean and then the new Dean undertake a set of collegial processes to systematically review a range of "structures" currently employed in the Faculty of Education.
5. The Faculty needs to adjust its financial plan for future years.
6. The Faculty needs to reevaluate its Centre for International Education and Training.
7. The new Dean for the Faculty of Education will need to find a variety of mechanisms to support the research productivity of each of the faculty members, despite the challenges that decreasing budgets may present.
8. A new strategic mentoring plan for the Faculty should be developed.
9. As in all universities that are faced with imminent reductions of government funding, the Interim Dean and the new Dean need to focus a considerable amount of their time towards

diversifying the ways in which funds come into the Faculty budget, in particular, ways that revenue can be generated.

10. The Interim Dean and the new Dean should engage in a process of strategic alignment of all present and new initiatives within the Faculty. This includes aligning budget, facilities, time, staff, space, and new revenue streams.
11. An immediate hiring freeze for both staff and faculty would significantly help foster the strategic alignment that is required.
12. Attention needs to be given to increasing digital literacy throughout the faculty.

Faculty's Consultative Process Outline

Date	Action
29 May 2017	External report received.
5 July 2017	Report distributed to Faculty members.
22 August 2017	Education leadership team meets to plan a multi-pronged approach to ensure opportunities for faculty input.
28 August 2017	At the Faculty Fall Retreat, the Dean provided faculty members with an update on this process.
12 September 2017	At the Faculty's Planning and Priorities Committee meeting, the Interim Dean, Dr. Andrea Sterzuk, asked program chairs to discuss the 12 recommendations and provide notes from those discussions.
15 September 2017	The Interim Dean wrote to Faculty to begin the process of requesting individual written submissions from faculty pertaining to the external unit review by October 6.
18 October 2017	The faculty met to discuss the recommendations as a collective.
8 December 2017	The faculty met again to discuss the recommendations.
27 August 2018	At the Faculty 2018 Fall Seminar at the request of the Associate Dean, Faculty Development & Human Resources, a Facilitator was contracted to provide faculty members with an opportunity to consider how we might best work to align our structures and practices in response to the External Reviewers' Report, the Report of the Faculty's Workload & Innovation Committee and the Faculty's 2016-2021 Strategic Plan.
Ongoing	Regularly scheduled consultation and discussion at: Faculty Council, Faculty Planning & Priorities Committee, Program Area meetings, Workload & Innovation Committee & Dean's Administrative Group (Dean, 3 Associate Deans and Faculty Administrator).

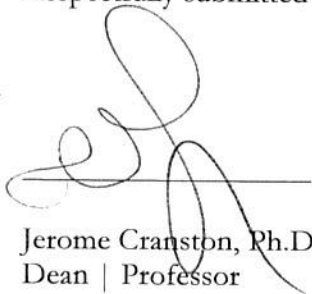
Response to the Report's Recommendations

Recommendation	Response and/or Action To-Date
<p>1. Create a culture of transparency</p>	<p>In response, more collaborative processes have been initiated with respect to how the Faculty's resources might be leveraged toward the stated priorities described in the Faculty's Strategic Plan 2016-2021.</p> <p>The number of scheduled meetings for the Faculty's Planning and Priorities Committee have increased to monthly meetings instead of alternate months. The PPC has been focused on discussions that will allow members to provide strategic recommendations in a consultative manner to the Dean with respect to resource allocation.</p> <p>Approaches were implemented to foster more collegial input with respect to the decision-making process for hiring tenure-track positions. For example, sessional hiring patterns over the last three academic years were examined and that information was shared with all faculty members, and then proposals were solicited from faculty members. Ten proposals were submitted. The Dean's Group met, reviewed, and determined a direction forward for the two positions</p> <p>Workload was identified as an important area in the External Reviewers' Report. This was also identified by faculty members as a key area of concern. A Workload & Innovation Committee that reports to the Dean's Administrative Group was created to examine work load issues within the faculty and within in the context of the Faculty's Criteria Document and budget. The Committee completed a report and submitted it on 13 April 2018. Subsequently, Dr. Andrea Sterzuk, the Interim Dean, implemented part of one of the Committee's recommendation, which was to reduce the number of student interns supervised by Faculty members by two (2) interns each, from the previous four (4).</p> <p>The Workload committee also suggested a review of programs in relation to workload. The Education Core Studies (ECS) subject area has embarked upon a review of all ECS courses which are across all undergraduate programs looking to: "create foundational classes that, in consultation and collaboration with the program and other subject areas, help contribute to more flexible programming options for students."</p> <p>In addition, the Committee presented its report to the Interim Dean in October 2018, and monthly meetings have been scheduled with the Committee to discuss the resource implications of implementing the remaining recommendations.</p>
<p>2. Review graduate programs</p>	<p>The Reviewers NOTED concerns that there may be too many graduate programs and have identified that the Faculty should review its current breadth of graduate programs and programming.</p>

	<p>Under the direction of the Associate Dean, Research & Graduate Programs, a review process is underway to further consider the implications of the recommendation. However, no formal decisions have been made as any discussions that might consider the consolidation and/or deletion existing programs will require a fulsome discussion at the Faculty Council level.</p> <p>The Faculty is committed to increase access to programs and courses through online options. There has been discussion of the possibility of forming cohorts and there is also a sense that the faculty requires a better rotation of core courses alongside regular courses.</p>
3. Review of the Secondary Program	The Chair of the Secondary Program has initiated efforts to find regular times so that all program areas (Elementary, Secondary, Arts Education) meet together to discuss, review, and work toward common and shared program(s) ideas that might lead to review, revision, and streamlining of programs.
4. Review a range of “structures”	The Faculty has begun a preliminary review of its “Structure Document” focused on examining the most appropriate structural model to foster collegial governance in ways that reflect the Faculty’s commitments and priorities as outlined in its Strategic Plan, and the current and projected level of resources; both human and financial.
5. Adjust financial plan	The new Dean has been working with the Faculty Administrator to better understand the current operating budget, variances in it, and is reviewing the past five-year historical budgets in order to make more accurate projections of resource allocation that align with the Faculty’s Strategic Plan.
6. Evaluate the Centre for International Education and Training.	A process was initiated in the 2017-2018 to consider whether or not the Faculty’s Centre for International Education and Training (CIET), one of the two Faculty-based research units, is a duplication of some of the services now offered by UR International and other supports that may exist in a re-imagined SIDRU (the Saskatchewan Instructional Development and Research Unit). While no firm decisions have been reached about the future of CIET, Faculty discussions led an Activity Report by the then-Director, Dr. Douglas Brown whose term as Director ended 30 June 2018. Dr. Sterzuk informed Faculty that she would not appoint a new Director for CIET for 01 July 2018. At this time, nominations have not been sought for Faculty members to serve on CIET’s board and CIET will remain inactive until a broader Faculty discussion can occur with respect to the future of CIET.
7. Examine mechanisms to support the research productivity of each of the faculty members	<p>A collaborative process was implemented in 2017-2018 to provide a pathway forward for SIDRU, the other Faculty-based research unit – that included: an initial report being circulated, faculty feedback being solicited, faculty meeting held in November, and a final report presented to the Faculty. A new Director of SIDRU, Dr. Alec Courros, was appointed for 01 July 2018 with the mandate to review and modernize SIDRU’s Constitution and examine alternative governance models for SIDRU.</p> <p>In addition, Faculty resources, approximately \$800,000, have been established in the form of a series of special project accounts to</p>

	support the development of a five-year research and development plan for Faculty members through SIDRU. This proposal which is intended to stimulate and support research and development projects will be presented to Faculty for review, revision as necessary and finally for approval.
8. Develop a mentoring plan	The Dean's Administrative Group will be examining in 2018-2019 how best to implement a mentoring process that can be initiated in the 2019-2020 academic year.
9. Examine approaches to revenue generation.	This recommendation is still under consideration. Initial meetings have been held between the Dean and staff in the Development Office to explore opportunities. While there are some program areas that support revenue-generating options, the reimagining of SIDRU may also open up opportunities for revenue generation. There are Faculty members who question how much time and energy the Dean should focus towards revenue-generation.
10. Examine approaches to better align resource allocation to strategic priorities.	The Dean has been working with the Faculty Administrator to better understand the current operating budget, variances in it, and is reviewing the past five-year historical budgets in order make more accurate projections of resource allocation, namely budget, facilities, time, staff, space that better align with the Faculty's Strategic Plan.
11. Institute a hiring freeze for both staff and faculty.	While the Faculty of Education is carefully working to align new initiatives to areas identified in the Faculty's Strategic Plan, hiring freezes have not implemented.
12. Develop a plan to increase digital literacy	This recommendation is still under consideration. The External Reviewers' finally recommend that attention be given to increasing digital literacy throughout the Faculty. In reality, some faculty members and staff have high levels of digital literacy while others do not. The Faculty is committed to working to improve its competencies and capacities in digital literacy through training for faculty and staff.

Respectfully submitted



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