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Council Committee on Academic Mission
University of Regina

Dear Committee Members:

Thank you for the opportunity to meet with the Council Committee on Academic Mission (CCAM) on October 11, 2022. I was pleased to provide the committee with a verbal update regarding the academic unit review recommendations for the Centre for Continuing Education (CCE).

CCE took part in a virtual Academic Unit Review on March 10 and 11, 2022. The review panel received feedback from administrators, staff, instructors and students about their experiences with, and perceptions of, CCE. Upon completion of the remote visit, the external reviewers compiled their information into a report that was received on June 19, 2022. The report noted CCE's strengths alongside several opportunities to build upon those strengths.

The review team recommended several changes for consideration to improve the operations of the unit and align CCE more closely with Faculties at the University. These recommendations, along with CCE's response, are included below. CCE's response outlines those recommendations we will prioritize for implementation and consideration over the next three to five years.

1. Position CCE to reflect the current organizational structure of the University. The review panel recommended that the Director title be changed to Dean, that there be an Associate Dean, Academic, overseeing the academic programs and issues of the unit and that consideration be given to changing the unit's name from Centre to Faculty or School.
   a. The Director's title was changed to "Dean", effective September 1, 2022.
   b. An Out-of-Scope Associate Dean (Academic) role is being considered.
   c. A change to CCE's name can be considered in the coming years, but is certainly a more significant change and undertaking.

2. Change the reporting structure to the Dean so that all service units (Marketing, Central Business Services, Student and Instructor Services) report to one individual, a Director. All academic units could report to an Associate Dean, Academic.
   a. The central service units all report to one individual, now with the title "Director, Administration & Operations". The title change was effective September 1, 2022.
   b. An Out-of-Scope Associate Dean (Academic) role is being considered.

3. Change the name of the English as a Second Language (ESL) program to English as an Additional Language and consider changing the name of the unit to reflect broader programming (E.g. Language and Access Programming or Language and Academic Preparation).
   a. This recommendation was brought to the ESL Academic Committee meeting on October 13, 2022 for discussion. The Committee asked for more research to be done including a scan of Canadian programs to see what names are in current use. Some suggestions include English Language Centre or English Language Studies. Further discussion at the Committee level is needed as making a name change would affect many aspects of the ESL department.

      Note: The names of all levels of the ESL Academic program were changed to "English for Academic Purposes" (EAP) on the advice of the Registrar's Office when the courses transitioned to the credit stream for Fall 2022.

4. Combine the Conservatory of Performing Arts (CPA) and the Lifelong Learning Centre (LLC) into a single unit: Community Programs. Retain the CPA and LLC names, for external recognition purposes, within that unit.
   a. This has been implemented, effective September 1, 2022, in response to this recommendation.

5. Consolidate the Student and Instructor Service Units into one unit that is, ideally, co-located. Move towards integrating the services (notion that all students are students and that all courses are academic). Map the student journey from recruitment through admissions. Develop clear guidelines related to supporting students through programs. Continue to prioritize, recognize and support non-credit students and processes within the institution, including other faculties and the Federated Colleges. The commitment to implementing a new non-credit registration system will assist with providing a seamless registration experience for all students.
   a. Coordination across SIS teams is increasing organically. It is, however, unlikely that the two teams will be co-located given space allocation constraints.
   b. CCE has participated in "student journey mapping" work this year and remains attentive to improving students' experiences across their journeys with CCE and the University.
   c. The implementation of Destiny One, the new student-centered registration system for our non-credit programs, is underway. It is anticipated that Destiny One will be fully implemented in 2023.

6. Data is key to effective decision-making and evidence-based planning. We recommend that consideration be given to implementing robust data sharing processes and building relationships between CCE and data stewards (Registrar, OIR). CCE should have in-house designated staff (either existing or new) that are cross-trained in the primary University information systems (E.g. Banner) and are proficient in data analysis. This internal expert could also serve as the internal data steward and UR liaison should CCE move to Destiny One.
   a. CCE is committed to expanding access to our own data for CCE-centered decision-making. Beyond this, we are contributing to campus-wide data projects.
   b. We agree that a staff position dedicated to using data to drive decisions would be optimal. We are working to understand existing staff members' expertise in this area. The Destiny One implementation will support data efforts we pursue in the coming years.

7. Establish the CCE as the educational technology leader within the University by supporting the Flexible Learning Division as the hub for online course development and educational technology support and ensure clarity of functions throughout the University. The CCE could consider embedding or identifying liaisons for each Faculty for cultivating relationships, identifying potential projects and providing support. Part of this work could include developing and implementing a digital learning strategic plan; identifying expected trends and outcomes from the pandemic (E.g. Increased demand for online and hybrid learning) and establishing a plan to deal with them including the establishment of quality standards for online delivery.
   a. CCE and our Flexible Learning team support this recommendation.
   b. This recommendation requires coordination and collaboration across the university broadly and with the Center for Teaching and Learning in particular.
   c. We appreciate the review committee's attention to this area of expertise within CCE and will work collaboratively towards implementing these recommendations.

8. Retain the Faculty/CCE relationship and funding model as it is clearly advantageous for the University and helps drive flexible learning, while providing funding to Faculties and other areas of the University. The funding formula for Flexible Learning should be clear, transparent and consistent.
   a. CCE strongly supports this recommendation given broad feedback about the current model from Faculties.
   b. The Distance and Distributed Learning Committee (DDLC) funding model is currently being reviewed as part of a recommendation of the Task Force on Technology and Teaching. The changes made to the DDLC applications in the past year, to support proposals that consider program-level impacts, has been welcomed by CCE.

The review team noted that that these changes will place CCE in an even better position to support the future needs of the institution as identified by the Strategic Plan and senior administrators. Alongside our dedication to supporting exceptional student experiences, CCE shares this institutional goal and looks forward to continuing our partnerships and collaborations with members of the University of Regina community.

Sincerely,

Christie Schultz
Dean