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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 French, English 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 “kahkiyaw kwhkomakananawak” (All our relations) www.uregina.ca/strategic-plan/.

The Faculty pursues its mission within a societal context of interrelated educational initiatives and educational needs, and within a framework of service to its students and to the Saskatchewan educational community. The Faculty of Education organizes itself in ways that support its mission and its goals of service, and that operate smoothly and efficiently to serve its students and its partners well. The Faculty Structure described in this document is intended to support both Faculty mission and Faculty service.

A HISTORY OF THE FACULTY STRUCTURE
Nearly thirty years have passed since the first documents describing the organization and structure of the Faculty of Education were written and approved in the early 1980’s. Faculty programs and procedures change over the years, however, and the original Faculty Structure and the documents that described it has been updated several times since then. In May of 1994, the Faculty of Education approved an “Interim Faculty Structure” for a period of three years. This Interim Structure document described the Faculty as a confederation of six program groups served by seven standing committees of Faculty. Each committee was composed of six representatives, one from each of the six program groups. The Interim Structure left untouched the administrative positions of the Faculty: a Dean, an Associate Dean, and three Co-ordinators. Notably, it arranged for program “chairs” to have more leadership responsibilities and more support than program “managers” had received in the past.

After May 1994, Faculty members worked with and responded to this structure. A discussion paper was developed for the Faculty in the fall of 1996 by the Dean's Advisory Council and was distributed to Faculty and Support Staff in December 1996. In February 1997, Faculty and Support Staff responded to the discussion paper at small group meetings. In March 1997, a committee of three rewrote the discussion paper as a proposal. The proposal attempted to address two major concerns expressed at the discussion meetings. It described a framework for improving communication within the Faculty, and it clarified the role of DAC (the Dean’s Advisory Council). It retained the program organization described in the 1996 discussion paper. Its intent was to honour fluidity and flexibility in the commitments Faculty members make to program groups so that any Faculty member could belong to and serve more than one program group at the same time.
The February 1997 proposal served as the basis for the Provisional Faculty Structure in use from July 1997 through 1999. It was approved in January 2000 by the Faculty of Education Council as an accurate written description of the Faculty of Education's constituent units, their relationships with each other, their responsibilities, and the ways in which decisions are made.

More substantive changes to Faculty structure emanated from the review of the Faculty in 2002 (see Report of the Review of the Faculty of Education, University of Regina, March 20-22, 2002). Two strategic planning documents, Taking Action: The Next Phase of the Faculty of Education Review Process (October, 2003) and Shaping Who We Are: Taking Action Revisited (December 2004) suggested fairly major changes to the Faculty structure. These documents precipitated the development of a new structure represented by a new Faculty of Education Structure Diagram (see Appendix C). The new structure approved by Faculty in 2005 reflected a balance in administrative and faculty roles through the alignment of the committee structure as well as the naming of three Associate Deans to the three main administrative functions in the Faculty: faculty development and human resources, student services and undergraduate programs, and research and graduate programs.

In 2010, a number of Faculty Committees were eliminated or streamlined and these changes were passed at Faculty Council to reduce duplication of Faculty work. Following the 2017 external review, in 2019 the Dean appointed a working committee to update the structure document to reflect various changes that were made by Faculty to the structure of committees and research centres and identify other substantive changes that may need to be addressed. The Committee was chaired by the Associate Dean Student Services and Undergraduate Programs, supported by the Dean’s administrative assistant, and included three Faculty members. An interim report and a revised draft were shared with Faculty in July of 2020. Feedback was received and reviewed from Faculty in September 2020 and the version here (October 2020) includes the updates to content. A report around the recommended substantive changes has been submitted to the Dean and shared with Faculty for future discussion.

In January 2021, Faculty Council passed a motion regarding the creation of an ad-hoc committee every four years; the responsibilities of which include bringing forth items to Faculty Council for further consideration and/or voting. Because the economic and political times are continually changing, the Faculty will be continually changing, and its structure will continue to evolve. The Faculty of Education needs an up-to-date structure document to guide its working life. This document is a description of the Faculty of Education Structure as it is operating in January 2021.

In May 2021, Faculty Council unanimously passed a motion to adopt the Consultative and Collaborative Process (CCP) and include it within this Structure document.
PART I: ACADEMIC DECISION-MAKING STRUCTURES

1. FACULTY COUNCIL

Faculty Council is composed of those who hold academic appointments in the Faculty of Education (tenure-track and permanent appointments including term and continuing Instructors and Lecturers, as well as Secondments). These are considered “faculty members” and are voting members of Council. Quorum for Faculty Council is set at 51% of the current Faculty members. Faculty Council is the highest level of Faculty academic decision-making and deliberates on all motions that come from individual faculty members, Faculty committees, subject areas, programs and the administration. Motions are passed when approved by the majority of those attending Council. Faculty Council normally meets twice in each of the fall and winter semesters and once in the spring/summer semester.

2. PROGRAM GROUPS

The Faculty of Education includes four undergraduate and three graduate program areas:

UNDERGRADUATE
- Arts Education Program
- Baccalauréat en éducation (élémentaire, secondaire, et français de base
- Elementary Program, including a middle-years concentration
- Secondary Program

GRADUATE
- Master’s Degree Programs (includes subject areas in 2.3.5)
- PhD Program
- Master’s Certificate Programs
- Community-Based Master of Education

2.1 PROGRAM GROUP MEMBERSHIP

Members of each undergraduate program group are those with academic appointments (term and continuing instructors and lecturers, and secondments) who have taught or are teaching at least one course in the program during the past or present academic year. These people may vote on motions in program meetings.

Sessionals and field supervisors are non-voting members of program groups, and may attend program group meetings at the invitation of the program chair should they wish to do so. They should expect to attend student review meetings and team meetings, which concern the groups of students they work with. Student members of the program groups do not attend review meetings.

Membership in the Graduate Program Group belongs to all Faculty members with continuing and tenure-track appointments who have been accepted as members of the Faculty of Graduate Studies and Research.

Each program group has one designated seat for a student member who has voting privileges. Ex officio members of the program groups are the Dean, the Associate Deans,
and the Director of Professional Development and Field Experiences. As ex officio members, they may vote at program meeting. Subcommittees for policy and program review will normally be composed of program group members.

Because each program group is made up of the people teaching for the program (and, in the case of graduate programs, thesis advisors and committee members), Faculty members may belong to more than one program group. Program groups are responsible for the delivery of the program, for creating policy with regard to the program, and for maintaining excellence within the program. A program group can send proposals to Faculty through any of the Faculty standing committees.

2.2 PROGRAM CHAIRS AND PROGRAM DIRECTORS
The Directeur/Directrice of the Baccalauréat en éducation (BAC) Program serves as both director and program chair. The Directeur/Directrice of the Bac Program has additional duties which include the supervision of budget, liaising with federal and provincial government officials regarding funding, and liaising with the Francophone community and la Cité. The Dean may also consult with members of the Bac Dean’s Advisory Council in the case of the appointment of the Bac Directeur/Directrice.

The Director of the AHRD Program serves as the program “Chair”.

The Directors and Chairs of programs are appointed by the Dean for terms of up to three years, on the advice of members of the program group. The procedure for selection of Directors and Chairs is as follows:

- At the request of the Dean, the Associate Dean calls for and receives nominations and volunteers, and then forwards these names to the Dean.
- The Dean considers the nominations of the program group, consults with others, and makes the appointment. The Dean may also consult with the Bac Dean’s Advisory Committee in the case of the appointment of the Bac Director.

Program chairs and directors work closely with the Dean, the Associate Deans, and the Director of Professional Development. Duties normally include:

1. Overseeing and coordinating the delivery of the program.
2. Providing leadership in establishing and clarifying program policy.
3. Consulting regularly with the program group and subject-area chairs to develop agenda items for program meetings.
4. Ensuring that motions made and carried by the program group are stated clearly and sent to the appropriate standing committee; and speaking to the motions of the program group in Faculty meetings.
5. Consulting when necessary with subject area chairs about program concerns.
6. Consulting regularly with the other program chairs and Director of Le Bac, the Associate Dean, Student Services and Undergraduate Programs, and the Director of Professional Development about matters related to the program.
7. Chairing mid-semester student reviews.
8. Ensuring program representation on the Planning and Priorities Committee to share information and give advice.
9. Serving on external committees where necessary as representative of the program.
10. The Director of the Bac Program also provides liaison with the federal and provincial government officials regarding funding, and liaison with the Francophone community.
2.3 SUBJECT AREAS

Subject areas continue to be important to the functioning of the Faculty of Education in two ways:

1. They bring Faculty members together in smaller groups where expertise and subject-specific educational theories and pedagogical practices can be discussed or shared. They develop and maintain specialized expertise and use their expertise to serve all programs as is required.

2. The members perform subject-specific academic and administrative tasks. They have an important role to play in serving on search committees for hiring faculty for the area, making staffing recommendations, and assisting with timetabling. They also identify textbooks for their courses; suggest library acquisitions; make suggestions about possible materials to support course delivery; review course content and update course outlines every 8 years; and create new courses.

Subject areas are not the primary policy-generating and decision-making units of the Faculty. They are not required to meet regularly for the purposes of reviewing Faculty policies and recommending change. They can participate in Faculty decision-making processes when they choose to by sending motions to a program group.

When a subject area or a program group wishes to recommend a motion to Faculty, that group will first send its motion to the appropriate standing committee for discussion and approval. Individual Faculty members who wish to send motions to Faculty are asked to work through a subject area, a program group, or a standing committee. Some Faculty members can belong to more than one subject area or more than one program group.

It is in the Faculty of Education's best interests to attempt to set a regular schedule of meetings for conducting academic business. Because some program changes and policy motions must go forward to the larger university community for consideration and approval, dates for meetings should be coordinated with dates for the University's Admissions and Studies Committee for the Faculty of Graduate Studies and Research, and for Executive of Council, wherever possible. For purposes of academic decision-making, meetings of Faculty of Education standing committees, program groups, and the Faculty of Education Council is scheduled at regular intervals (twice each semester in winter and fall and once in spring/summer) early in the year, and a list of dates should be circulated.

Faculty who represent a program group on a particular committee should expect to report on the workings of the committee at the regular meetings of the program group. Program chairs may be called upon to report at Faculty Council meetings.

Each program group is served by several subject areas, as listed below. Individual Faculty members may belong to more than one Subject Area, as they may belong to more than one program group.

Members of each subject area elect or appoint a Chair.
2.3.1 Arts Education Program Group
Subject Areas: Dance, Drama, Language and Literacy Education, Music, Visual Art, Educational Psychology, Educational Leadership, Educational Core Studies, and Educational Foundations.

2.3.2 Baccalauréat en éducation Program Group

2.3.3 Elementary Program Group

2.3.4 Secondary Program Group

2.3.5 Graduate Program Groups
Subject areas: Indigenous Language Education (MILED), Indigenous Education (MIED), Educational Psychology (EPSY), Teaching, Learning, and Leadership (TLL), Curriculum and Instruction (EC&I), Educational Leadership (EDL), Maîtrise en éducation française, Adult Education and Human Resource Development (AHRD).

All Faculty who belong to the Faculty of Graduate Studies and Research (FGSR).
3. FACULTY OF EDUCATION STANDING COMMITTEES

Standing committees play an important role in the Faculty's decision making processes. They may generate motions which go to Faculty for approval, and they may receive motions from individuals, subject areas or program groups, as is appropriate. Standing committees guarantee that motions, the issues they raise, and other business of the Faculty will be carefully considered by a representative group of Faculty members who have been given clear responsibility for that task by the Faculty at large, before those motions and issues come to the Faculty Council for consideration or approval.

The Faculty of Education has 10 Standing Committees and four External Liaison Committees:

Standing Committees elected from the Faculty:
- Dean's Advisory Committee on Performance Review and Sabbaticals
- Professional Development Committee

Standing Committees with program representation:
- Undergraduate Scholarships and Awards Committee
- Planning and Priorities Committee
- Undergraduate Program Development Committee

Standing Committees whose membership is determined differently:
- Comité du Programme de la maîtrise en éducation française
- Education Research Ethics Committee
- Research and Graduate Program Development Committee
- Graduate Scholarships and Awards Committee
- Coordinating Committee of the B.Ed./B.Kin. Joint Degree Program

External Liaison Committees
- The Dean's Advisory Committee to the Baccalauréat en éducation (Bac) Program
- The Provincial Advisory Board for the Centre for Educational Research, Collaboration, and Development
- Indigenous Education Circle
- The Joint Field Experience Committee

Each committee is composed of several faculty members, support staff, and ex officio members as well as student representatives where appropriate. Faculty will normally serve two-year terms, and replacements will be staggered for the sake of continuity in membership from year to year. Descriptions of membership and terms of reference for each committee are outlined below. Ex officio members of committees are allowed to vote. Faculty members on secondment may serve on all standing committees with the exception of the Dean’s Advisory Committee on Performance Review and Sabbaticals.
3.1 COMMITTEES ELECTED FROM THE FACULTY

3.1.1 Dean's Advisory Committee on Performance Review and Sabbaticals

Membership

The Dean's Advisory Committee on Performance Review and Sabbaticals is an elected standing committee of five Faculty members. Membership is composed of:

- Representatives from the Instructor, Assistant Professor, Associate Professor, and Full Professor categories
- A Member at Large

The Chair is elected from the faculty membership of the Committee. Quorum consists of at least four (4) faculty members.

All members of Faculty are eligible to stand for election with the exception of those on secondments, however, in view of potential conflict of interest the following guideline shall be recognized:

A member of Faculty who is applying for tenure, or who is applying for promotion in a given year, shall elect either:

a) To declare publicly their intention to apply prior to election, or
b) To decline to run for election in that year.

Duties include:

1. Making recommendations to the Dean concerning the reappointment of those members of Faculty whose appointments are tenure-track.
2. Making recommendations to the Dean concerning appointment with renewal, tenure, and promotion on behalf of all members of Faculty who are eligible.
3. Advising the Dean about procedures for implementation of the review process as specified in the current Collective Agreement.
4. Reviewing applications for sabbaticals (in accordance with Article 16.7 of the Collective Agreement) and making recommendations to the Dean.
5. Reviewing applications for merit and making recommendations to the Campus Merit Committee.

Note: Criteria for the Assessment of Faculty Performance and Sabbaticals

Article 17 (and by implication Article 16.1.1), and Article 16.7 of the current Collective Agreement, shall be interpreted in accordance with the current Faculty of Education Criteria Document.

Note: Performance Review and Sabbatical Leave Procedures

Procedures as outlined in the current Criteria Document will be used to carry out the performance review and sabbatical leave processes.

Meetings

It is the responsibility of the chairperson to call committee meetings as needed.
3.1.2 Professional Development Committee

**Membership**

The Professional Development Committee is an elected standing committee composed of:

- Five (5) faculty members
- Ex officio members include: The Associate Dean, Student Services and Undergraduate Programs, the Director of Professional Development, the Manager of Field Placements, one representative from each of SUNTEP, YNTEP, and FN Univ (Indigenous Education Program).

The Chair is elected from and by members of the Committee. A quorum consists of four (4) elected members.

**Duties include:**

1. Making recommendations to the Director of Professional Development and to the Field Placements Manager pertaining to student field experiences and student professional development.
2. Assisting Faculty members and the Director of Professional Development and Field Experiences in establishing procedures to carry out current policies related to professional development and field experiences.
3. Reviewing appeals from interns.
4. Taking responsibility (with the Joint Field Experience Committee) for internship seminar and field experience revision.
5. Serving on the external Joint Field Experience Committee (JFEC).
6. Effecting appropriate liaisons with other individuals and groups who have a direct concern with professional development and field experiences.
7. Assisting the Office of the Associate Dean, Faculty Development and Human Resources, in the planning and implementation of the Annual Fall Faculty Retreat.

**Meetings**

In consultation with the Director of Professional Development and Field Experience, it is the responsibility of the Chairperson to call committee meetings as needed.
3.2 COMMITTEES WITH PROGRAM REPRESENTATION

3.2.1 Undergraduate Scholarships and Awards Committee

Membership

The Undergraduate Scholarships and Awards Committee is composed of:
- Representatives from each of the Faculty of Education’s undergraduate program groups
- The Associate Dean, Student Services and Undergraduate Programs (SSUP)
- One (1) representative from each of SUNTEP, YNTEP, and FN Univ (Indigenous Education Program), as ex officio members.

A Chair is elected from the program representatives. A quorum consists of four (4) elected members.

As with other committees requiring program representation, members of the committee are asked to report back to their respective programs.

Duties include:

1. Deciding on matters pertaining to available scholarships, awards, prizes, medals, and bursaries; including the determination of eligibility of applicants, and the selection of recipients.

2. Reporting regularly on the business of the committee at meetings of their respective program groups.

Meetings

The work of the Undergraduate Scholarships and Awards Committee shall be conducted primarily via email and with electronic documents made available in ways that respect regulations of privacy and confidentiality. The Chair will be responsible for communicating recommendations and may, at their discretion, call committee members together for face-to-face meetings.

3.2.2 Planning and Priorities Committee (PPC)

The PPC plays a central advisory role in Faculty developments that relate to strategic directions, resources, and unit reviews.

Membership

The Planning and Priorities Committee is composed of:

- Dean (Chair, ex officio)
- Associate Dean, Faculty Development and Human Resources
- Associate Dean, Student Services and Undergraduate Programs
- Associate Dean, Research and Graduate Programs
- Faculty Administrator
- The Chairs of Elementary, Secondary, Arts Education, Educational Core Studies and Indigenization
- The Directors of le Baccalauréat en éducation, AHRD, CERCD, and Professional Development and Field Experiences.

**Duties include:**

1. Facilitating the development of Faculty priorities.
2. Reviewing Faculty resource allocations.
3. Taking responsibility for the Academic Unit Review process and periodic review of programs.
4. Monitoring major changes in programs and/or structure.
5. Considering proposals that have resource implications for the Faculty.
6. Reporting to Faculty Council.
7. Facilitating discussion with other Faculty committees on Committee matters as appropriate.

**Meetings**

It is the responsibility of the Dean to call committee meetings on a regular basis (typically monthly from September to April).

### 3.2.3 Undergraduate Program Development Committee (UPDC)

**Membership**

The Undergraduate Program Development Committee is composed of:

- Representatives from each of the Faculty's undergraduate program groups
- One (1) student member
- The Chair of Educational Core Studies
- Ex-officio members include the Associate Dean, Student Services and Undergraduate Programs (SSUP); as well as representatives from FN Univ (Indigenous Education Program), SUNTEP, and YNTEP.

The Chair is elected from and by program representatives. A quorum consists of four (4) Committee members; three (3) of whom must be faculty members.

**Duties include:**

1. Initiating, or receiving, reviewing and making recommendations regarding new programs, and any changes to existing programs.
2. Reviewing, as necessary, the undergraduate programs of the Faculty with respect to the quality and appropriateness of such programs.
3. Considering matters of policy relating to undergraduate programs in the Faculty as is appropriate.
4. Reviewing proposals for new undergraduate courses and making recommendations about them to Faculty.
5. Recommending to the Associate Dean, SSUP responsible for program development that particular new undergraduate courses be designed and that particular existing courses be revised or deleted.
6. Reviewing library resources and services related to teacher education.

The Committee will meet five times each year, with a concern for transmitting reports and recommendations at times which best fit with the Faculty’s decision-making cycle.
3.3 COMMITTEES WHOSE MEMBERSHIP IS DETERMINED DIFFERENTLY

3.3.1 Comité du Programme de la maîtrise en éducation française

Working languages
Canada’s two official languages (English and French)

Members
The maîtrise en éducation française Program Committee will be appointed by the Dean of the Faculty of Education. It will consist of six to eight members, composed of:

- The Program Coordinator, who will be committee chairperson for the duration of their mandate
- The Associate Dean, Research and Graduate Programs or designate
- The Director of the Baccalauréat en éducation program or their designate
- The Associate Director of the la Cité or their designate
- Minimum of one and maximum of three other regular members of the Faculty
- A master’s level student (one year term).

Quorum is achieved when at least four (4) members with voting rights are present; voting rights are granted to all regular committee members. La Cité will provide administrative support to the Committee.

Duties include:
1. Providing advice to the Dean of the Faculty of Education on managing the Program. This unique program is the result of a collaborative partnership between la Cité and the Faculty of Education.

Meetings
It is the responsibility of the chairperson to call committee meetings as needed.

3.3.2 Education Research Ethics Committee

Membership
The Education Research Ethics Board is composed of three (3) faculty members, appointed by the Associate Dean, Research and Graduate Programs. The Chair is elected from the Committee members.

Duties include:
1. Reviewing applications involving undergraduate research.
2. Reviewing applications pertaining to graduate courses that require students to engage in research projects involving the collection of data from human subjects.

Meetings
It is the responsibility of the chairperson to call committee meetings as needed.
3.3.3 Research and Graduate Program Development Committee

Membership

The Research and Graduate Program Development Committee is composed of:

- Six (6) elected and/or appointed representatives from the five Graduate Program areas (EPSY, EDL, AHRD, EC&I, and la Maîtrise) and FN Univ of Canada
- Four (4) elected faculty members at large
- Two (2) elected graduate students (one Master's/one Doctoral) from the graduate student body
- The Associate Dean, Research and Graduate Programs (RGP) (Ex officio).

A quorum is set at five (5) voting members.

Terms will be staggered so that each year half of the Committee is composed of newly elected members and half of continuing committee members in the second year of their two-year term.

Duties include:

1. Working with the Associate Dean, RGP to facilitate Faculty research opportunities.
2. Working in an advisory capacity with the Associate Dean, RGP to facilitate and support regular reflection by each program area on its respective program.
3. Working with the Associate Dean, RGP to advise upon program related matters.
4. Reviewing and approving all changes to Graduate Programs in Education, prior to these being taken to Faculty Council for approval and, subsequently, to the Faculty of Graduate Studies and Research Council Meeting.

Meetings

The Research and Graduate Program Advisory Committee will meet on a regular basis (twice in the fall term and twice in the winter term). Dates and times for these meetings will be established by the Research and Graduate Programs Office in early September of each academic year.

3.3.4 Graduate Scholarships and Awards Committee

Membership

- One (1) full-time academic staff member who is also a member of the Research and Graduate Program Development (RGPD) Committee and who shall be Chair
- Six (6) full-time academic staff members, one from each of the following: EDL, AHRD, EC&I, EPSY, la Maîtrise, and MIED
- Research and Scholarship Funding Officer, Faculty of Education (non-voting)

Three (3) voting members are required to make a recommendation concerning any award. Note: In the event that quorum is not met, but a decision is required to meet a deadline external to the Faculty of Education, the Research and
Scholarship Funding office may request that the Chair to waive the quorum agreement and proceed with the Committee members present at that meeting.

**Duties include:**

1. Adjudicating and making nominations for:
   - Internal graduate scholarships and awards (e.g. convocation awards, and titled scholarships)
   - External graduate awards (e.g. CGS Masters, SSHRC Doctoral, Trudeau Foundation, and Vanier Tri-Council scholarships)

2. Providing feedback, as deemed appropriate by the committee, to funding applicants and their supervisors
   - Recommending procedures pertaining to these scholarships, awards, and funding opportunities.

**Meetings**

The work of the Faculty of Education Graduate Scholarships and Awards Committee shall be conducted primarily via email and with electronic documents made available in ways that respect regulations of privacy and confidentiality. The Chair will be responsible for communicating recommendations and may, at their discretion, call committee members together for face-to-face meetings.

### 3.3.5 Coordinating Committee of the B.Ed./B.Kin. Joint Degree Program

**Membership**

The Committee is composed of:

- Two faculty members appointed by the Health, Outdoor, Physical Education (HOPE) subject area, of which one must be the subject area chair
- Two faculty members appointed by the Faculty of Kinesiology and Health Studies (KHS), of which one must be the Associate Dean of KHS
- Ex officio members include one academic advisor from each Faculty.

The members will serve a two-year term which are staggered to ensure continuity on the Committee from year to year. The Chair of the Committee will rotate annually between the Chair of the HOPE Subject Area and the Associate Dean of KHS. Ex officio members may present motions for consideration but may not vote. The Committee’s meeting minutes are distributed to all Committee Members and the respective committees and/or faculty members within each Faculty.

**Duties include:**

1. Considering program changes related to curriculum revisions as well as policies associated with the program. The Committee forwards these recommendations to the Faculty of Education and Faculty of Kinesiology and Health Studies for processing through current procedures for approval and implementation. Changes to the program require the Committee’s prior approval as well as the approval of respective Faculty committees and both Faculty Councils.
2. Overseeing specific program requirements within the two Faculties as they apply to the retention of individual students.

3. Maintaining contact on matters of mutual interest and concern related to the Joint Degree Program

Meetings

The committee will normally meet once each semester.
3.4 EXTERNAL LIAISON COMMITTEES

External Committees have some members who are external to the Faculty. They relate to the Faculty of Education through Standing Committees and through the Office of the Dean.

3.4.1 Consultative and Collaborative Process with FNUniv, SUNTEP, GDI, Elders and Knowledge Keepers, Faculty of Education and Chair of Indigenization (CCP)

Through the Office of the Associate Dean, Faculty Development and Human Resources, the Faculty of Education will engage in an ongoing consultative and collaborative process (CCP) with colleagues at FNUniv, SUNTEP, GDI, Chair of Indigenization, and Elders and Knowledge Keepers when looking to initiate efforts to decolonize and Indigenize practices and structures within the Faculty of Education. This may include, but is not limited to developing new courses, revising existing courses, restructuring programs, collaborative work or some items that may emerge through the EIC or other Faculty Committees that compel us to consult and collaborate.

There will be a minimum of five meetings per academic year; two in the Autumn semester and two in the Winter semester, and one in the Spring/Summer of each year. There may be more meetings if the need emerges. There will be representation from FNUniv, SUNTEP, GDI, Elders & Knowledge Keepers, Chair of Indigenization, Indigenous Faculty, the Associate Dean Research & Graduate Programs, Associate Dean Undergraduate Programs and Student Services, and the Associate Dean Faculty Development & Human Resources (FDHR). The office of the Associate Dean FDHR will schedule the meetings and will act as chair for the Consultative and Collaborative Process Committee (CCPC).

The consultative and collaborative process will be guided by the teachings, principles, and protocols reflective of the Indigenous groups our programs serve. This includes the seven grandfather teachings and protocols, which are universal to many First Nations (Humility, honesty, respect, courage, wisdom, truth, and love) and the Métis Michif Nation guiding principles (Humble, humorous, respectful, proud, resourceful, generous, reflective, resilient, autonomous).1 In that spirit we recognize that this is a living document that requires us to embody these teachings and the process itself so that we must re-visit it regularly (every 4 to 5 years) to ensure that Indigenous Worldviews are held to the centre of such work. This work is the work of building and repairing relationships in our partnerships that must hold to these teachings and be anchored in respect and reciprocity.

Some of the ways we must move forward are to think about a realignment through relationships, respect and reciprocity. The following list shows examples of things to keep in mind in this process and are by no means exhaustive:

- Build relationships for cohesive understanding by a consultative process with FNUniv, SUNTEP/GDI before requesting course syllabus or any party’s intellectual property
New Courses and Revising of Courses will be carried out in a consultative and collaborative manner with FNUniv, SUNTEP, GDI, Elders, Knowledge Keepers, Indigenous colleagues.

Restructuring of programs requires a collaborative and consultative process as it affects all parties. For Example: Streamlining the Bachelor of Education Program and reducing education courses towards degree will see that consultation and collaboration are essential.

Emergent matters through the Education Indigenous Council (EIC) initiatives and/or Faculty Committees will require consultation and collaboration.

Evaluate the plan in place (all checks and balances) before a new course is offered as creating a space for restructuring through consultation and collaboration.

Should be a reciprocal process for all parties: U of R, FNUniv, SUNTEP/GDI.

Protect intellectual property rights of FNUniv, SUNTEP/GDI, Indigenous Scholars.

Eliminate courses with Indigenous in the title if written by a colonial/non-Indigenous scholar.

Courses with Indigenous offerings must be written and taught by Indigenous peoples.

Be cognizant of the practices instilled for kēhtē-ayak, Lii Vyeu/Vieux (Old Ones), ā́łnethi, Kihci-anihšinâpēk, Gấbinaas, Wakâŋ, and Knowledge Keepers.

Relationship needs to be at the heart of our consultative and collaborative partnerships as we move through decolonization and Indigenization so that we may come to an authentic reconciliation in living and working alongside each other in our shared Education programs. The aim of this policy is to move us toward that goal, this is a first step.

Notes:
1. The Seven Grandfather Teachings and the Métis Michif Nation guiding principles are further detailed in Appendix D.
2. The use of Indigenous languages is intentional in this document as a representation of our commitment to decolonization and indigenous language revitalization. These are the preferred terminologies, rather than the English word Elder.
3.4.2 The Dean’s Advisory Committee to the Baccalauréat en education (Bac) Program

*Terms of Reference*

1. To make recommendations related to courses and practical internships offered by the Bac Program.
2. To make recommendations related to the various programs and degrees offered by the Bac Program.
3. To inform the director of the program about the expectations school boards and other education stakeholders have for Bac graduates.

This Committee meets once a year, usually in June. The meetings take place in the Education Building, University of Regina. During the meetings, participants can use either French or English to communicate. All written communications to members will be in both English and French. Represented organizations are asked to assume travel costs associated to their participation to the annual meeting.

3.4.3 Provincial Advisory Board for the Centre for Educational Research, Collaboration, and Development

*Terms of Reference*

The Provincial Advisory Board is designed to maintain the Unit within the communicative and the influence networks of education in Saskatchewan. It includes representatives from all educational agencies and from the teaching profession.

*Membership*

The Provincial Advisory Board is composed of:

i. Dean of Education (Chair)

ii. Director of CERCD (Secretary)

iii. Associate Vice-President of Research and International

iv. Associate Dean, Research and Graduate Programs

v. A representative from each of the following agencies:
   - Faculty of Education, University of Regina
   - College of Education, University of Saskatchewan
   - Saskatchewan Teachers' Federation (STF)
   - Saskatchewan School Boards Association (SSBA)
   - League of Educational Administrators, Directors and Superintendents (LEADS)
   - Ministry of Education, Government of Saskatchewan

vi. Directors of the Saskatchewan Educational Leadership Unit (SELU) and Saskatchewan Teacher's Federation Professional Learning.

vii. Such representatives at-large as the Chair of the Provincial Advisory Board, on recommendation from the Provincial Advisory Board shall approve.

For further information, the constitution of the Faculty Based Research Centre provides a more comprehensive description of the organization of the Unit.
3.4.4. Education Indigenous Circle

Terms of Reference

The Education Indigenous Circle (EIC) will work in a manner consistent with the University of Regina Strategic Plan and the Deans’ Accord on Indigenous Education. In keeping with the Faculty of Education Criteria document and its intentions toward social change (page 3), the Circle recognizes the need to engage with knowledge and pedagogical practices that might challenge and disrupt the ongoing legacy of Canada’s colonial history.

The EIC provides recommendations, guidance and support to the Associate Dean, Faculty Development and Human Resources (FDHR), pertaining to indigenization of all academic and administrative areas within the Faculty. The Circle is a space in which issues, ideas and perspectives are constructively shared and explored so a place of understanding may be reached. The Associate Dean, FDHR has the responsibility to ensure regular gatherings of the Circle throughout the academic year.

Membership

All members of the Faculty are invited to participate in the Circle. Sessional, CUPE, APT, graduate and undergraduate student representation is encouraged.

Duties include:

1. Strengthening relationships with Indigenous knowledge keepers, community members, elders and educators.
2. Making recommendations to all administrative and academic areas and offices in the Faculty of Education to support ongoing efforts of indigenization.
3. Making recommendations to support students in the Faculty of Education to create a culturally appropriate and indigenous context for learning.
4. Supporting the ongoing First Nations, Métis and Inuit education initiatives.
5. Supporting ongoing treaty education initiatives.
6. Supporting ongoing social justice and anti-oppressive work of the Faculty of Education.
7. Making recommendations to support the recruitment of a more diverse student and faculty population.
8. Supporting hiring and promotion practices through service on search committees and the Dean’s Advisory Committee on Performance Reviews and Sabbaticals.
9. Providing support for other advisory Groups in other faculties.
10. Supporting indigenization through university-community linkages in collaboration with the Office of Indigenization and the University Advisory Circle.
11. Encouraging the recognition of indigenous ways of knowing in curriculum practices and research.
12. Addressing and advocating for Faculty based priorities for indigenization with the University’s senior administration.
13. Supporting a collaborative culture of research.

**Meetings**

The Associate Dean, FDHR shall call two or more meetings per semester with the exception of July and August.

**3.4.5 The Joint Field Experience Committee**

The goal of this Committee is to maintain a strong field experience in teacher education through a partnership of the educational agencies in the southern region of the Province in which the Faculty of Education, University of Regina places students for field experiences.

**Membership**

*Members should be appointed for staggered three year terms*

- Eight (8) teachers appointed and funded by the teaching profession by the Saskatchewan Teachers’ Federation (STF); all members should be active in field experiences
- Professional Development Committee members: five (5) members from faculty; one (1) member from the FN Univ; one (1) member from SUNTEP
- Up to five (5) members from the Education Students’ Society
- One (1) Director of Professional Development and Field Experiences Office
- One (1) Field Placement Manager of Professional Development & Field Experience Office
- One (1) member from the Bac Program
- One (1) member from the Conseil Des Écoles Fransaskoises
- One (1) Executive Assistant, Saskatchewan Teachers’ Federation
- One (1) member from Ministry of Education
- One (1) member from the Saskatchewan School Board Association (SSBA)
- One (1) member from League of Educational Administrators, Superintendents and Directors (LEADS)
- One (1) member from the Regina Public School Board
- One (1) member from the Regina Roman Catholic Separate School Board
- One (1) member from the Prairie Valley School Board
- One (1) member from the Prairie South School Board
- One (1) member from the Holy Trinity Roman Catholic Separate School Board

A chairperson is elected from the teacher representatives, with quorum set at a majority of the committee.

**Duties include:**

1. Making recommendations to the Professional Development Committee at the Faculty of Education, University of Regina with respect to matters pertaining to
field experiences and the professional development of students, teachers, and faculty related to the field experiences.

2. Advising the Director of Professional Development and Field Experiences about procedures for carrying out current policies related to the above.

3. Reviewing policies relating to the above.

4. Effecting appropriate liaison with the profession in order to bring concerns from the field to the attention of the faculty.

5. Establishing ad hoc committees as needed for internship seminar and field experience revision.

Meetings

The Committee will meet once in fall and once in winter.
PART II: THE STRUCTURE OF FACULTY ADMINISTRATION

The Faculty of Education is administered by the Dean with the assistance of three Associate Deans and the Faculty Administrator. The Dean and Associate Dean, Faculty Development and Human Resources (FDHR) are located in the Dean’s Office. The Associate Dean of Student Services and Undergraduate Programs (SSUP) and the Associate Dean of Research and Graduate Programs (RGP) are located in the Student Program Centre. The Faculty Administrator is also located in the Student Program Centre and oversees staff members across the Faculty.

Members of Faculty also serve in several other in-scope administrative roles, including the Director of CECRD and the Director of Professional Development and Field Experience.

*See APPENDIX B for the Faculty of Education Structure Diagram.

OUT OF SCOPE ADMINISTRATION

DEAN

Duties Include:

- Relating to the larger university community on behalf of the Faculty of Education
- Relating to the Faculty’s educational partners in Saskatchewan
- Taking final responsibility for the dispensation of the Faculty’s budget as determined by the University’s senior administration
- Taking final responsibility for staffing and personnel decisions
- Enacting Faculty of Education policy as they believe to be in its best interests
- Marketing Faculty of Education programs and initiatives
- Making recommendations and final decisions related to renewal, tenure, promotion, and salary review
- Planning for Faculty sabbatical leaves
- Planning for other major initiatives.

ASSOCIATE DEAN, FACULTY DEVELOPMENT AND HUMAN RESOURCES

Duties include:

- Acting as Initial Reviewer for renewal, tenure, promotion, merit and sabbatical applications in the performance review process
- Being responsible for Faculty staffing and personnel work, including teaching and other work assignments and its budget implications
- Providing liaison with educational partners
- Overseeing allocation of Faculty professional development and travel funds
- Overseeing Faculty development opportunities including the Fall Seminar
- Overseeing space allocation in conjunction with the Faculty Administrator
- Collaborating with the Student Program Centre on semester timetables
- Approving Technology Enhanced Learning (TEL) applications in liaison with Flexible Learning of CCE
- Overseeing the teaching evaluation process
- Overseeing the hiring, orientation, evaluation and support of sessional lecturers
- Approving instructors for the TEPs
- Monitoring instructor grades
- Setting up and overseeing Faculty search committees
- Providing orientation and support to new Faculty, Secondments and Instructors
- Accepting responsibilities as appropriate for duties assigned by the Dean.

ASSOCIATE DEAN, STUDENT SERVICES AND UNDERGRADUATE PROGRAMS

Duties include:

- Overseeing/facilitating undergraduate program development
- Overseeing/facilitating student program advising
- Providing support for Program Chairs
- Overseeing/facilitating undergraduate admissions, awards and scholarships
- Overseeing/facilitating undergraduate student registration, student records, student recruitment
- Coordinating all official correspondence with students
- Overseeing/facilitating class timetables and schedules and room allocation (in conjunction with the Registrar’s Office and the Associate Dean, FDHR)
- Monitoring all student appeals
- Overseeing/facilitating presentations, publications (brochures) and website for undergraduate programs
- Representing Faculty on the SPTRB’s Teacher Education and Certification Committee, Council Committee on Undergraduate Admissions and Studies and other committees as assigned
- Providing support for the Program Development Committee
- Providing support for the Admissions, Studies and Scholarship Committee
- Coordinating program work with Aboriginal TEPs and the Indigenous Education Program of FN Univ of Canada
- Liaising with Registrar’s Office and other Faculties
- Being responsible for Faculty information in the University of Regina undergraduate calendar/website
- Preparing and analyzing undergraduate statistics
- Developing policies related to undergraduate student issues and program advising
- Accepting responsibilities as appropriate for duties assigned by the Dean.
ASSOCIATE DEAN, RESEARCH AND GRADUATE PROGRAMS

Duties include:

- Overseeing/facilitating graduate program development
- Developing policies and procedures related to graduate programs and graduate student supervision in the Faculty
- Liaising with Faculty of Graduate Studies and Research
- Liaising with REB and Faculty of Education Research Ethics Committee
- Coordinating professional development initiatives for graduate students and faculty with respect to research ethics and quality of graduate work
- Overseeing/facilitating graduate program curriculum renewal and development
- Overseeing/facilitating graduate students advising in consultation with program areas
- Overseeing/facilitating registration and supervision of graduate students
- Coordinating all official correspondence with graduate students (in conjunction with the Faculty of Graduate Studies and Research)
- Serving as Faculty representative on Faculty Based Research Centre Board
- Preparing and analyzing graduate statistics
- Being responsible for Graduate T.A.s and R.A.s in the Faculty of Education
- Overseeing/facilitating adjunct, professional associate and FGSR accreditation lists
- Being responsible for Faculty information in the University of Regina graduate calendar/website
- Accepting responsibilities as appropriate for duties as assigned by the Dean.

FACULTY ADMINISTRATOR

Duties include:

- Overseeing and managing financial information and budgets for the Faculty of Education
- Preparing financial reports as required by the University
- Overseeing financial procedures, policies and regulations as set out by the university
- Authorizing payments on behalf of the faculty
- Identifying faculty needs and makes recommendation to the Dean
- Overseeing the space assignments for the Faculty of Education
- Assuming responsibility for the Human Resource issues for support staff in the faculty
- Overseeing payroll
- Overseeing and monitoring all purchases of equipment and services
- Promoting professional development for all support staff.
IN-SCOPE FACULTY LEADERSHIP ROLES

DIRECTOR OF PROFESSIONAL DEVELOPMENT AND FIELD EXPERIENCE

**Duties include:**

- Overseeing student field placements for the Faculty while working closely with the Manager of Student Placements and Field Experiences.
- Providing leadership and direction in establishing and clarifying policies as necessary and appropriate to the Professional Development and Field Experiences area in collaboration with the Associate Dean, Student Services and Undergraduate Programs (SSUP); and bring any issues arising in this regard to the attention of the Dean of the Faculty who shall address the Director’s requests in a reasonable and prompt manner.
- Consulting regularly with the other administrative heads and the Associate Dean, SSUP about placement concerns, student courses and all matters and issues relating to and in support of students successfully completing their field experience.
- Liaising on behalf of the faculty with Saskatchewan school leadership and teachers to ensure appropriate placements of students in the field.
- Co-ordinating all Faculty of Education and student contacts with schools/school divisions.
- Facilitating the integration of theory and practice in Faculty programs, including internship seminars.
- Administering the field components of all Faculty programs.
- Meeting regularly with the Associate Dean, SSUP and the Program Chairs to discuss issues affecting student placements.
- Supporting the Joint Field Experience Committee through meeting attendance and submission of agenda items as determined.
- Ensuring representation on the Planning and Priorities Committee, and at meetings provide regular reports and communicate any issues to the Dean.
- Chairing regular meetings of the Professional Development Committee, creating agendas for and scheduling the meetings.

DIRECTOR OF LE BACCALAURÉAT EN ÉDUCATION

**Duties include:**

- Overseeing the day to day administration and direction of the program area, including the assignment of specific teaching duties to the academic staff members following consultation with all members of the program area, as well as with the Associate Dean, Faculty Development and Human Resources (FDHR).
- Providing leadership and direction in establishing and clarifying program policies as necessary and appropriate to le Bac area in collaboration with the Associate Dean, Student Services and Undergraduate Programs (SSUP), and bring any issues arising in this regard to the attention of the Dean of the Faculty who shall address the Director’s requests in a reasonable and prompt manner.
• Setting regular meetings of the program area, creating agendas for these meetings, and chairing the meetings.

• Consulting when necessary with subject area chairs about le Bac program concerns, and ensuring that motions made and carried by the program group are stated clearly and sent to the appropriate standing committee; and speaking to the motions of le Bac program group at Faculty Council meetings.

• Consulting regularly with the other administrative heads and the Associate Dean, SSUP about program concerns, student courses and all matters and issues relating to and in support of students successfully completing their degree programs.

• Consulting with the Director of the Professional Development and Field Experience Office about all matters regarding the placement of students in appropriate schools, for pre-internship and internship.

• Working collaboratively with both the Associate Dean, SSUP and the Associate Dean, FDHR to plan and determine accurate offering of courses in a semester for all years of the Bac programs, and oversee the assignment of courses to instructors of the program area.

• Liaising with the Dean of Université Laval to prepare second year students and make the necessary arrangements for a smooth transition and successful year of French immersion at Université Laval.

• Chairing student reviews with faculty/instructors to maintain policies and consistent practices with regards to student issues.

• Ensuring program representation on the Planning and Priorities Committee, and at meetings with la Cité to provide regular reports and communicate any program issues to the Dean.

• Serving on external liaison committees (with Education partners and stakeholders) as representative of the Faculty of Education and the Baccalauréat programs.

• Liaising on behalf of the Faculty of Education with the Francophone community, with Federal and Provincial government officials regarding funding and support for le Bac programs, and is responsible for facilitating the Dean’s Advisory Committee to the Baccalauréat en Education.

The Director of le Bac shall have access to clerical and other administrative support necessary for the administration of the program area; and with regard to the recruitment, program advising, monitoring of student records, registration and graduation of students in the delivery of the Baccalauréat program(s) under the auspices of the Faculty of Education.
DIRECTOR OF CENTRE FOR EDUCATIONAL RESEARCH, COLLABORATION, AND DEVELOPMENT

Duties Include:

- Supporting Faculty in their research and publication efforts.
- Co-ordinating research projects with external agencies and developing and sustaining community-based undergraduate and graduate programs.
- Serve on the Planning and Priorities Committee, and provide regular reports and communicate any issues to the Dean
- Working closely with the Dean and Associate Dean, Research and Graduate Studies to support faculty members in their research and publication efforts, scholarly and creative contributions, and knowledge mobilization endeavours.

The Centre for Educational Research, Collaboration, and Development (CERCD) develops instructional resources for the wider educational community, conducts projects at the request of the Dean, and conducts evaluations and other projects for external agencies. The Director of CERCD is appointed by the Dean.

INSTRUCTIONAL TECHNOLOGY COORDINATOR

Duties include:

- Supporting faculty and students in their use of technology for teaching, learning, and research
- Supporting and providing guidance for the development of blended and/or online courses or programs
- Support and troubleshooting of computer equipment problems in offices and classrooms, including support related to the faculty-owned technology
- Providing support for faculty in the development of instructional materials (e.g., PowerPoint, web-based materials, video-editing, etc.)
- Advising on the use of social media by faculty and staff
- Providing guidance on technological adoption and purchases by administration, faculty, and students
- Purchasing, renewals, development, and maintenance of the many faculty-owned domains and websites
- Managing Faculty of Education Zoom (web-conferencing) licenses and user accounts (in coordination with Information Services)
- Management of the Faculty of Education Google Apps for Education license; which includes user creation and rights management of user accounts for faculty, staff, and students
- Providing sessions related to educational technology, media, and digital citizenship for students through in-class presentations in various programs and subject areas
- Serving on University-wide committees related to educational/instructional technologies, including the Advisory Committee on Research and Instructional Computing (ACRIC), the Instructional Technology Advisory Group (ITAG), the
Leadership Development Advisory Group (LDAG), and the Distance and Distributed Learning Task Force (DDLTF)

- Connecting and consulting with government and industry on issues related to educational technology
- Other responsibilities related to technology and media as they arise.

**CHAIR OF INDIGENIZATION**

The Faculty of Education, University of Regina is committed to Indigenization as stated in the faculty’s strategic plan. In light of that commitment and taking up ways to practice and realize indigenization of teaching, learning, researching, and service, the Chair of Indigenization position was created. This position is similar to Chairs of other program areas; however, it is not a program area, but rather a position that will provide guidance and direction with implementing item number four of the Strategic Plan.

**Duties include:**

- Overseeing and coordinating implementation of the Indigenization commitment outlined in article number 4 of the Strategic Plan.
- Providing leadership in establishing and clarifying program policy and practice related to program Indigenization, including:
  - Creating agendas for and chairing regular meetings related to Indigenization practice.
  - Ensuring that motions made and carried by the program group are stated clearly and sent to the appropriate venue?
  - Speaking to the motions of the program group in Faculty meetings.
  - Consulting regularly with subject area chairs and the Dean’s Group about program objectives.
  - Ensuring program representation on the Planning and Priorities Committee to share information and give advice.
  - Serving on external committees where necessary as representative of the program.
  - Communicating about program issues with the Faculty of Education.
- Liaise and support the work of elders, old ones, knowledge keepers, who are in residence with the faculty of education. Providing guidance to faculty, staff and students with respect to protocols when working with elders, old ones or knowledge keepers in residence and from outside the university community. Always emphasizing that building relationships is central to reconciliation and Indigenization.
- Creating ongoing/regular opportunities to engage in learning and professional development with Indigenization for faculty and staff.
- Communicating about Indigenization with the Faculty of Education.
- Providing guidance and direction in other ways that may subsequently be identified.
- Ability to communicate in an Indigenous language and/or French would be an asset.
APPENDICES

APPENDIX A - INFORMAL FACULTY STRUCTURES
APPENDIX B – FACULTY STRUCTURE DIAGRAM
APPENDIX C - FACULTY COUNCIL
APPENDIX D - THE SEVEN GRANDFATHER TEACHINGS & THE MÉTIS MICHIF NATION GUIDING PRINCIPLES
APPENDIX A - INFORMAL FACULTY STRUCTURES

SUPPORT STAFF GROUP
Support staff members of the Faculty of Education are essential contributors to the administration of the Faculty. They also provide support for the day-to-day operations of the Faculty and the delivery of programs. Although they do not participate in the academic decision-making, support staff are an integral part of the communication structures within the Faculty. Changes in support staff roles, responsibilities, duties and locations necessitated by changes to the administrative structure will need to be considered and addressed by the Support Staff Group itself. The Faculty Administrator is responsible for ensuring positive and effective communication amongst all staff.

DEAN’S FORUM
At the Dean’s discretion, a Dean’s Forum will be called to which all faculty members (and support staff if affected by the issue under discussion) are invited. The purpose of the Dean’s Forum is to provide the Dean with a sounding board for ideas coming from the Dean’s Office and the Planning and Priorities Committee. The Dean will share information arising from the Dean’s Group about issues which concern the Faculty, present ideas for change, listen to opinions, and answer questions. The Dean will act as Chair. Minutes can be recorded, but formal motions will not be made, debated, or approved. Agendas will be circulated in advance of the meetings.

ACADEMIC FACULTY MEETINGS
Academic Staff Meetings will be arranged by the Dean’s Office at the request of a Faculty member. Their purpose is to provide an opportunity for academic staff to discuss one or two academic issues at length and in depth. A member of the academic staff will chair the meeting. Minutes can be recorded, but formal motions will not be made, debated, or approved. Agendas will be circulated in advance of the meetings. Out of scope administrators will not normally attend these meetings.
APPENDIX B – FACULTY STRUCTURE DIAGRAM

Faculty of Education

Administration

Out-of-Scope Administration
- Dean
- Associate Dean, Faculty Development & Human Resources
- Associate Dean, Research & Graduate Programs
- Associate Dean, Student Services & Undergraduate Programs
- Faculty Administrator (in-scope)

In-Scope Leadership
- Chair of Indigenization
- Director, le Baccalauréat en Éducation
- Director, Centre for Educational Research, Collaboration, & Development
- Director, Professional Development & Field Experience

Other In-Scope
- Faculty
- Program Chairs
  - Subject Chairs
    - ECE, EDL, EPSY, ESST, ESCI, EDAN, ERLA, EVIS, EMTH/IT, EMUS, EDRA, EFDN, EDTC, ECS, French, HOPE
- Support Staff

Offices & Centres
- Centre for Educational Research, Collaboration, and Development
- Professional Development & Field Experiences Office
- Student Services

Associated Programs
- FN Univ (Indigenous Ed)
- GDI Community-based programs
- SUNTEP (Regina)
- YNTEP (Whitehorse)

Program Areas
- Graduate
  - Master’s (MILED, MIED, EPSY, TLL, EC&I, EDL, Maîtrise, AHRD),
  - Doctoral,
  - Master’s Certificates,
  - Community-Based Master’s
- Undergraduate
  - Elementary
  - Secondary
  - Arts Ed.
  - le Bac

Standing Committees
- Coordinating Committee of the B.Ed./B.Kin. Joint Degree Program
- Comité du Programme de la maîtrise en éducation française
- Dean’s Advisory Committee on Performance Review & Sabbaticals
- Education Research Ethics Committee
- Graduate Scholarships & Awards Committee
- Planning & Priorities Committee
- Professional Development Committee
- Research & Graduate Program Development Committee
- Undergraduate Program Development Committee
- Undergraduate Scholarships & Awards Committee

External Liaison Committees
- Dean’s Advisory Committee to the Baccalauréat en éducation (Bac) Program
- Provincial Advisory Board for the Centre for Educational Research, Collaboration, and Development
- Indigenous Education Circle
- Joint Field Experience Committee

March 12, 2021
APPENDIX C - FACULTY COUNCIL

TERMS OF REFERENCE

1. The Faculty of Education is the major decision-making body in the Faculty.

2. Decisions relating to the internal operation of the Faculty are made by Faculty by majority vote.

3. The Faculty recommends by a majority vote to senior decision-making bodies those matters falling outside of the final purview of the Faculty of Education.

COMPOSITION

(Senate By-Laws – October 15, 2004)

The Faculty membership of all Faculties, other than the Faculty of Graduate Studies and Research, shall include:

1. The President and Vice-Chancellor of the University
2. The Vice-Presidents of the University
3. The Dean of the Faculty
4. All University Deans
5. The University Secretary
6. The Registrar
7. The University Librarian (or designate)
8. Professors, Associate Professors, Assistant Professors, Full-Time Lecturers, Special Lecturers, Instructors and Secondments who hold full-time academic appointments in the Faculty
9. Students (up to 20% of faculty constituents)

Faculty of Education
Arts (2)
Business Administration (1)
Campion College (1)
Centre for Continuing Education (1)
Engineering and Applied Science (1)
Kinesiology and Health Studies (1)
La Cité (1)
Library (1)
Media, Arts, and Performance (1)
Nursing (1)
Science (2)
Social Work (1)
FN Univ of Canada (1)
Luther College (1)
Director (or designate) of SUNTEP (Saskatchewan Urban Native Teacher Education Program)
Director (or designate) of YNTEP (Yukon Native Teacher Education Program)
Lay Members of Senate (2) – for two-year terms
President (or designate) Education Students’ Society

CHAIR

The Dean of Education
QUORUM
Quorum for Faculty Council is set at 51% of the current Faculty members.

PROCEDURES
1. Receives regular recommendation from Faculty Committees.
2. Receives special recommendations and/or requests from individuals, groups, or committees appealing regularized procedures and/or decisions.
3. Transmits recommendations to various campus and University individuals and committees.
4. Transmits recommendations and directives to Faculty of Education individuals and committees.
5. Transmits to all Faculty members information on all decisions made.

AGENDA AND MINUTES
1. Agenda established by the Dean of Education.
2. Dean’s Administrative Assistant acts as Recording Secretary.

MEETING DATES
Normally, the Faculty meets five times in each academic year (September, November, January, March, May).

Note
The April 27, 2006 Faculty Meeting passed the following Motion to replace the Motion of February 5, 1986. “That only persons with academic appointments in the Faculty of Education (tenure-track and permanent appointments including term and continuing Instructors and Lecturers, and Secondments), will be given the opportunity to vote for elections to Standing Committees of the Faculty of Education with the exception of the Dean’s Advisory Committee on Performance Review and Sabbaticals. Secondments are not eligible to vote or stand for elections for this committee.”
APPENDIX D - THE SEVEN GRANDFATHER TEACHINGS & THE MÉTIS MICHIIF NATION GUIDING PRINCIPLES

THE SEVEN GRANDFATHERS TEACHINGS
(adapted from Talaga, 2017)

Zah-gi-di-win (love): To know love is to know peace.
Ma-na-ji-win (respect): To honour all of creation is to have respect.
Aak-de-he-win (bravery): To face life with courage is to know bravery.
Gwe-ya-kwaad-zi-win (honesty): To walk through life with integrity is to know honesty.
Dbaa-dem-diz-win (humility): To accept yourself as a sacred part of creation is to know humility.
Nbwa-ka-win (wisdom): To cherish knowledge is to know wisdom.
De-bwe-win (truth): To know of these things is to know truth.
SUNTEP GUIDING PRINCIPLES

Lii Michif Niyanaan
Identity
Honoring self and community through experiences which decolonize and which build pride in our Metisness.

Lii Zhawn
Relations
Working with and for others in the indigenous community with similar goals.

Lii Teyr

Lii Masssee

Ka Kishkayhtamahk
Knowledge
Affirming and embracing Metis ways of knowing.

Reflective
RESILIENT
Autonomous
Humble
Humorous
Respectful
Lii Laang
Language
Committing to reclaim the Michif language.

Tanshi Ka Weekkeeyen
Culture
Committing to reclaiming the cultural characteristics and values inherent in being Metis.

Milew Weechayhtouwul
Old Ones
Privileging the wisdom and expertise of those who came before us.

Gabriel Dumont Institute

Economic and Educational Trust

Faculty of Education Structure Document
## DOCUMENT HISTORY OF SUBSTANTIVE REVISIONS:

<table>
<thead>
<tr>
<th>SECTION</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Mission</td>
<td>Jan 2021</td>
<td>Added</td>
<td>Dean</td>
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<tr>
<td>History</td>
<td>Jan 2021, May 2021</td>
<td>Updated</td>
<td>Dean</td>
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<tr>
<td>3.1.2</td>
<td>Jan 2021</td>
<td>Student rep removed from Professional Development Committee</td>
<td>Faculty Council</td>
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<td>3.2.1</td>
<td>Jan 2021</td>
<td>Undergraduate Admissions, Scholarships, and Awards Committee renamed to Undergraduate Scholarships &amp; Awards Committee</td>
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<tr>
<td>3.4.1</td>
<td>May 2021</td>
<td>Added new section for Consultative &amp; Collaborative Process (CCP)</td>
<td>Faculty Council</td>
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<tr>
<td>Part II</td>
<td>Jan 2021</td>
<td>Instructional Technology Coordinator section added Chair of Indigenization section added Director of CIET section deleted</td>
<td>Dean</td>
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<td>Appendix B</td>
<td>Mar 2021, Mar 2013, Jan 2011, Feb 2009, Jul 2005</td>
<td>Revised Faculty Structure Diagram</td>
<td>Dean</td>
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<td>Appendix C</td>
<td>Feb 2021</td>
<td>Quorum for Faculty Council set at 51% of current Faculty members</td>
<td>Faculty Council</td>
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<td>Appendix D</td>
<td>May 2021</td>
<td>Added Appendix D for the Seven Grandfather Teachings and the Métis Michif Nation guiding principles</td>
<td>Faculty Council</td>
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