

# Vision and Future Goals & Summary of Accomplishments

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# Vision and Future Goals

## **Introduction**

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In the context of the areas of focus in the University of Regina's 2020-2025 Strategic Plan, [All Our Relations](#), the present document outlines my vision and future goals for the Faculty of Science.

## **Vision**

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Ideally and primarily, the Faculty of Science at the University of Regina would be recognised provincially, nationally, and internationally for the high quality of its scientific discoveries and for the excellence of its undergraduate and graduate teaching and mentorship, attracting the strongest students and faculty from across Saskatchewan, Canada, and abroad. Achieving this vision entails making notable positive impacts in our communities, ensuring access to postsecondary education is available to all people of Saskatchewan, leading the way in environmental stewardship and reconciliation on the Canadian prairies, understanding the importance of our presence on Treaty 4 lands, employing an engaged workforce that is representative of our diversity, and sustaining meaningful relationships with our alumni.

## **Future Goals for the Faculty of Science in the Context of *All Our Relations***

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Relationships underpin the University of Regina's 2020-2025 Strategic Plan and the success of any academic leader. I have made them the foundation of my leadership style for many years. In looking to the future, I will continue strengthening the relationships I have, and build new relationships to realise initiatives that were conceived or started during my first term. In collaboration with those on campus and in the community, I shall strive to chart a course for the Faculty of Science that will enhance its excellence in research and teaching, create new opportunities for students and stakeholders near and far, and advance the strategic priorities of the University of Regina.

## *Discovery*

As highlighted in *All Our Relations*, discovery is where teaching and research meet, and forms the core of a university's mission. The research activities of our academic staff draw students into the excitement of science, thereby creating a fertile intellectual landscape in which discoveries germinate and grow. Thus, it is crucial that the Dean of Science is committed to recruiting top-tier faculty members—people who are passionate about discovery, understanding how it connects research and teaching, and show potential for long-lasting careers as scientists. A subtle shift in how research is supported in the Faculty of Science has promoted active engagement in discovery by most of our academic staff, including Laboratory Instructors (several of whom have PhDs) and Lecturers, along with members of the other faculty ranks.

To drive our future strength in discovery, I am committed to filling academic-staff vacancies when they are created, recruiting Canada Research Chairs and other external Chairs, and providing all academic staff with resources that will enhance their efforts in research, teaching, and undergraduate- and graduate-student supervision.

Our current and future faculty members will lead innovative changes to academic programs in response to emerging needs and interests. Already there are plans in place to rethink basic curricula (e.g., geology), revitalise activities in areas of interest that had become dormant (e.g., astronomy), and to repurpose our field resources to enhance research and experiential learning (e.g., Cypress Hills field station). In addition to these changes, new diplomas, certificates, and microcredentials will respond to student interests and increase participation in postsecondary studies.

## Vision and Future Goals for the Faculty of Science

Douglas Farenick

28 February 2021

Our two faculty-based institutes (the Institute of Environmental Change and Society and the Institute for Microbial Systems and Society) continue to be hubs of discovery for our faculty, students, and postdoctoral researchers in areas that are vital to the provincial environment and economy. Our memberships in the TRIUMF accelerator facility and the Pacific Institute for the Mathematical Sciences connect our community of scholars to a global network of talent and opportunity. I am committed to making investments that will assist our institutes and external partnerships in remaining vital and sustainable; they bring added value to our overall journey of discovery.

Promoting our strong foundation in discovery will allow us to attract students eager for a rich learning experience. The majority of the Faculty of Science's students are from Saskatchewan, but a significant portion of our undergraduate and graduate students are international. All of our students are essential to the impact of our work in discovery. As we emerge from the pandemic, the competition for excellent domestic and international students will be fierce. It will be crucial to continue recruiting good, upwardly mobile international students through UR International and [Study International](#), both of whom assisted me during my first term with targeted student-recruitment campaigns, and put new energy into attracting high-achieving domestic students.

### *Truth and Reconciliation*

Responding to the Truth and Reconciliation Commission's Calls to Action represents a defining moment for the Faculty of Science. Reconciliation is difficult; it is uncomfortable and demands an appreciation for issues (social, historical, cultural) that appear far outside the realm of Eurocentric science. Yet, our community of students, faculty, and alumni are keenly aware, perhaps now more than ever before, that we do not live, learn, or operate in a vacuum. In embracing our relationships with the land, its peoples, and the past, present, and future, the Faculty of Science has the opportunity to enhance the impact of its mission, to create opportunities, to reconcile with the past, and to shape a better future.

To address the issues of reconciliation directly, Science will continue its annual Professional Development Day for Reconciliation, create opportunities for learning, and support efforts to bring Indigenous knowledge and ways of learning into the curriculum, where appropriate. Efforts to bring Indigenous ways of knowing into the daily practices of our activities will be encouraged. For example, two of our Faculty's Associate Deans have worked with Science Student Services to revitalise the vision and mission of the office to one that respects and understands the individual narratives and histories of the students they encounter. Recognising that each person is on their own journey during their time at the University enhances the quality of assistance Science Student Services provides and the experience of the student receiving that help. This is especially important when dealing with international students who may be unaccustomed to University procedures and practices, and with students from underrepresented groups who may feel that they do not belong.

I am committed to working with Human Resources and the new Associate Vice President (Indigenous Engagement) to develop institutional supports for Indigenous students, staff, and faculty. Enhancing on-campus employment opportunities by streamlining entry to University positions would, for example, be an impactful first step. Prior to the pandemic, the Office of Indigenisation in the RIC building offered a welcoming environment for our campus community, providing smudging, coffee, conversation, and consultation with the Executive Lead, Elders, and Knowledge Keepers. It will be important to reinstate this space, post-pandemic; its proximity to Faculty of Science spaces is especially advantageous for facilitating interactions.

## Vision and Future Goals for the Faculty of Science

Douglas Farenick

28 February 2021

Building on our modest beginnings toward reconciliation, a primary goal of mine during a second term as Dean will be to strengthen the relationships that we have developed with some key Indigenous educational leaders (e.g., in the Meadow Lake Tribal Council and the File Hills Qu'Appelle Tribal Council) and members of First Nations University of Canada. Through these relationships, the Faculty of Science will learn how we can better support Indigenous youth to increase their exposure to science in meaningful ways, establish a mentorship program between young people and Science faculty and alumni, grow an interest in STEM fields and careers, and enhance accessibility to postsecondary education. These initiatives will build on the work of the *Let's Talk Science* national network, of which the UofR and FNUniv together form a node, and from a recent NSERC Promo Science Grant to develop and offer science camps to youth in Indigenous communities. I am also currently working with the Faculty's Development Officer (from University Advancement and Communication) on corporate sponsorship for these types of outreach activities, and on enhancing financial supports, in the form of bursaries, scholarly awards, and research opportunities, for Indigenous students in Science and Engineering.

### *Well-Being and Belonging*

The Faculty of Science is composed of a diverse assortment of people; their cultural and socioeconomic backgrounds, prior learning experiences, and levels of support can be wide ranging. This diversity makes us richer, but with the size of the Faculty, it can be easy for people to feel alone or disconnected. As we move forward, another goal as Dean will be to promote the sense of community within the Faculty of Science, thereby supporting the overall well-being of our students, staff, and faculty.

Our postdoctoral fellows (PDFs) and research associates (RAs) are instrumental to our mission in discovery, yet they remain a largely anonymous, unrecognised group—and possibly underappreciated by some sectors of the University. Continuing to recognise the importance of their contributions through our annual PDF/RA Appreciation Social, highlighting their scientific work on our webpages and campus display cases, and ensuring that the Faculty of Science operates under fair and transparent processes with respect to recruitment, appointment, and employment of our research personnel will provide visibility and a positive working environment for this group.

We are fortunate to have a substantial non-academic workforce whose breadth of skills contribute to our overall success. Working closely with the Faculty Administrator and Coordinator of Science Operations, we will continue to develop ways in which the needs and aspirations of our non-academic staff are heard and addressed, and enhance their connections with Science and with each other.

Toward making the Faculty of Science a more inclusive environment for everyone, a new Associate Dean of Science position was created (and filled in October 2020) with equity, diversity, and inclusiveness as an area of leadership responsibility. Under the Associate Dean's leadership, progressive steps forward have been quietly made—for example, the sections from Robert's Rules of Order that the Faculty of Science uses to conduct its official meetings were revised to make the language more inclusive. This portfolio and its Associate Dean will result in significant advances for the Faculty of Science in the years ahead.

### *Environment and Climate Action*

Acknowledging our responsibilities to the community in which we reside, and to the people of this and future generations, the Faculty of Science must develop, embrace, and promote ecologically and economically

## Vision and Future Goals for the Faculty of Science

Douglas Farenick

28 February 2021

sustainable practices. The Faculty of Science is particularly strong in environmental science, creating an embedded culture of environmental stewardship. The Faculty of Science was a catalyst for the establishment of an on-campus recycling program two years ago; future focus will be on reducing the amount of waste we produce (including recyclable waste), adopting reusable products, where possible, in our daily practices and work. Promoting environmental research and reducing our energy consumption are two ways in which the Faculty of Science will strive further to address climate and environment.

### *Impact and Identity*

Before we can have a positive impact on the world around us, we must build a strong community within Science. A few years ago, the Faculty of Science took important steps in forging a strong identity by creating a new logo. Production and distribution of Faculty of Science / University of Regina branded accessories promoted a sense of belonging for our faculty, staff, students, and alumni. An immediate priority is to revise the Faculty of Science webpages to modern standards, aligning with changes the University of Regina is making to its own website, promoting inclusivity, and ensuring the visual images on our webpages are representative of our diversity. Most importantly, the Science webpage will capture a sense of our Vision, enticing visitors to explore the activities, programs, and people of the Faculty of Science, and to convey the excitement that we all feel from discovery and learning.

Our confidence in who we are and all that we have to offer will give us a means of attracting top students and faculty. A fully engaged and strong Faculty of Science at the University of Regina can celebrate its place in the Canadian postsecondary landscape, and make greater strategic use of the University's unique geographical setting at the heart of the Canadian prairies, operating on Treaty 4 and Treaty 6 lands. The impact of a relatively small community of scientists and science educators on a widely dispersed population cannot be underestimated. We have a passion for discovery, teaching, and community connection that sets us apart from the rest. We know who we are; we must ensure others know too.

### **Conclusion**

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A major expectation of the Dean of Science in the upcoming years will be to make advances on the objectives put forward in the University of Regina's 2020-2025 Strategic Plan, *All Our Relations*. In this spirit, the key to our future progress is relationships, which have formed the basis of my work as Dean to date. I trust that the brief synopsis herein provides some personal insight into how the Faculty of Science, and I as its Dean, could contribute to advancing these strategic objectives in meaningful ways.

# Summary of Accomplishments

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

### Introduction

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On July 1, 2016, I began a one-year term as Acting Dean of Science and, after an international search, was appointed Dean of Science for a five-year term beginning July 1, 2017. During my tenure, the Faculty of Science has advanced in many areas, as described below in this point-form summary. Our progress has not been accomplished by me alone; it is only through the good will and hard work of others that these advancements have been realised. I am, therefore, grateful to the many colleagues and students in the Faculty of Science and the University of Regina who have been integral to advancing the mission of the Faculty and the University in diverse, important ways.

### Accomplishments

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#### 1. *Research*

The reputation of a university is derived from the quality of its academic staff, students, and alumni. To attract curious, passionate, high-achieving students to the University of Regina we must have high-quality faculty who are passionate about their disciplines, the questions they seek to answer, and share the joy of discovery with the young people they mentor. To be successful as scientists in the competitive global world of Science, it is imperative that research and related scholarly activity be nurtured, supported, and appreciated by the Dean, and that the members of the Faculty of Science be committed to research excellence.

#### a. Teaching Loads in the Department of Mathematics & Statistics

- On review of the teaching expectations across the Faculty's six departments, I adjusted the teaching load of NSERC-funded faculty in the Department of Mathematics & Statistics downward so that their teaching loads aligned with the teaching loads in the math-based departments of Physics and Computer Science, facilitating research competitiveness nationally

#### b. Support for the Training of Highly Qualified Personnel

- To assist with attracting high-achieving graduate students, a program was initiated to provide each new tenure-track Assistant Professor with up to \$16K per year for three years for the purpose of supporting one or at most two such graduate students
- A matching-funds program was created to assist academic staff who supervise undergraduate research students under the FGSR Undergraduate Student Research Program
- Continued the matching-funds program for the Faculty of Science's Pacific Institute for the Mathematical Sciences (PIMS) Postdoctoral Fellows

#### c. Laboratory and Fieldwork Safety

- Placed new emphasis on safety practices in labs and fieldwork; leadership and oversight for lab/field safety was added to the portfolio of the Associate Dean (Research)

#### d. Infrastructure, Instrumentation, and Laboratories

- Provided funding support for CFI applications for instrumentation and infrastructure
- Invested in instrumentation for teams of researchers, including a new scanning electron microscope facility and a new 400 MHz NMR

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

- Reassigned individual laboratory space so that (i) high-performing researchers can capitalise on their current momenta and (ii) new faculty members have appropriate research spaces to launch their careers
  - Supported the shared use (and re-use) of Science vehicles by researchers, making effective use of our resources
- e. Faculty-based Institutes, External Institutes and Labs
- Enhanced or created supports for activities of the two formal faculty-based institutes (the Institute of Environmental Change and Society and the Institute of Microbial Systems and Society) in the Faculty of Science to foster the sustainability and impact of our institutes
  - Continued the support of memberships with external institutes such as the TRIUMF accelerator facility and the Pacific Institute for the Mathematical Sciences (PIMS) to allow University of Regina faculty and students to engage as equal partners in national research networks
- f. Travel Support
- Revived the Science Travel Fund to support academic staff with travel costs associated with disseminating their work
- g. Scholarship of Teaching
- The scholarship of teaching is recognised in the Collective Agreement as a form of scholarly activity in all faculties; the revisions to the Criteria Document now make this explicit
- h. Awards
- Nominated Science researchers for major external awards (e.g., Royal Society of Canada)

### 2. *Academic Programs and Teaching*

The majority of academic-program initiatives originate with individual departments and is guided by the Associate Dean (Academic); therefore, the work of the Dean in these matters is to support program innovation. My goals are to create a culture where academic programs are kept current and interesting, and to seek out new or niche opportunities for academic programming.

- a. New Academic Programs
- (Approved) Diploma in General Science; this diploma will appeal to pre-professional or other students who may not stay at UofR for a degree but desire a program credential in recognition of their studies here
  - (Under Development) Interdisciplinary undergraduate program in Data Science; this was initiated in 2019 and has industry funding for its development
  - (Under Development) Minor in Indigenous Science
- b. Teaching
- The creation of the Teaching-Focused Profile in the Science Criteria Document for Faculty and Instructors sought, in part, to recognise and support those academic staff who have strong interests in teaching or who are winding down their research programs to now focus more on teaching

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

- Innovations in teaching are promoted, publicised, and a UR Courses page of best practices in teaching has been created to share these innovations
- The scholarship of teaching, as an area of research, is encouraged and supported

### c. Teaching Infrastructure and Support

- Invested in Science laboratories, instruments, computing resources, and office upgrades
- Created, in collaboration with Laboratory Instructors, a TA Expectation Form that outlines expectations for Laboratory Teaching Assistants in collaboration with Laboratory Instructors

### 3. *Student Recruitment and Support*

As noted in the AVP's (Student Affairs) Winter 2021 report to Senate, enrolments of undergraduate students in the Faculty of Science have grown 79% since 2017. In the two-year period during the calendar years 2018 and 2019, 48% of the growth in enrolments at the University of Regina were attributed to Science. Nevertheless, there remains a need to be vigorous in our recruitment of high-achieving students graduating from Saskatchewan secondary schools and from good international academic systems. In addition to recruiting good students, there is a need and an expectation of high-quality advising and strong student service.

#### a. Student Recruitment

- Contracted Study International to promote the Faculty of Science to upwardly mobile international students through sponsored content and social media exposure
- Initiated Science Sneak Peek, an annual March "conversion" event that brings students who have been admitted to the University but have not yet accepted to campus to meet Science staff and students, see laboratory and teaching spaces, and to ask questions directly to advisors and academic staff

#### b. Student Advising, Registration, and Service

- Centralised the Student Services Office into one location, converted two half-time advisors to one full-time advisor, and created an additional base-budgeted advising position to strengthen our work in supporting undergraduate students
- Altered the administrative structure so that the oversight of Science Student Services is the responsibility of academic leadership (namely, two of the Associate Deans), providing new vision, direction, and sense of purpose to our efforts in student support
- Responded to workload and quality of service issues by revising administrative processes; this ongoing work is led by two of the Associate Deans and the Faculty Administrator in consultation with the staff in Science Student Services

### 4. *Reconciliation*

To address the Principles of Reconciliation and the Calls to Action put forward by Canada's Truth and Reconciliation Commission, the Faculty of Science has made modest initial steps.

#### a. Internal

- Established an annual Professional Development Day for Reconciliation, designed for academic and non-academic staff to become better versed in the need for, and the goals of,

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

reconciliation; the 2019 PD Day for Reconciliation was profoundly moving, as it featured a blanket exercise and an extraordinary team-building activity

- Encouraged academic and non-academic staff to complete the *Four Seasons of Reconciliation*, setting up time and space for people to meet to work through the sometimes emotionally challenging material together

### b. External

- Partnered with First Nations University of Canada and the national organisation *Let's Talk Science* in outreach activities in K-12 classrooms; First Nations University of Canada has to this point done the majority of the work, while the Faculty of Science has provided funding and student volunteers in support of this work
- Engaged the Faculty of Science and University of Regina in the *Treaty 4 Gathering* in Fort Qu'Appelle by providing education tipis and public lectures, joining the annual parade, and hosting an Elders' Tent
- Supported the inclusion of a representative from Science on the Treaty 4 Education Committee
- Established relationships with educational leaders from the Meadow Lake Tribal Council, and joined the President's Northern Tour in 2019 to further these connections and consider their desires and needs with respect to postsecondary science education
- Signed a Memorandum of Agreement with the File Hills Qu'Appelle Tribal Council in Fall 2020 to strengthen the two-way exchange of knowledge and to facilitate the discussion of issues of shared interest or common concern
- Led, in partnership with members of the University of Regina and First Nations University of Canada, the application for NSERC Promo Science funding in support of *Science Camps for Saskatchewan Indigenous Youth*, an initiative that we are currently developing; the NSERC Promo Science Grant was awarded in January 2021

### c. Curriculum

- Supported efforts at incorporating Indigenous ways of knowing into the curriculum; the hard work and effort has been undertaken by our academic staff, often on their own initiative

### 5. *Identity, Engagement, and Advancement*

The year prior to my start as Acting Dean, Human Resources conducted a survey on engagement and morale, which suggested both were low among the Faculty of Science's primary stakeholders of staff and students. I had also observed, as a professor, that the Faculty seemed more or less invisible as an independent entity, and appeared to lack a good marketing strategy to recruit strong students and faculty to Science. Similarly, the Faculty of Science had weak engagement with its alumni, many of whom have gone on to build highly successful careers. Therefore, I felt there was a strong need to rethink our community events, our visual image, our social media presence, our donor relations, and our sense of belonging. While I feel I made advances in all these areas, the Science webpage requires immediate attention, and in that regard the current focus on the redesign of our webpage should result in a more professional-looking, effective website later in 2021.

### a. Identity

- Converted a CUPE position to APT to concentrate on internal and external communications
- Created a new visual identity for the Faculty of Science

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

- Produced and distributed clothing and other accessories to increase the visual presence of the Faculty of Science on and off campus, and to develop a sense of belonging among staff and students
  - Created Twitter and Instagram accounts, which are curated by selected staff and faculty
  - Delivered a presentation to Senate on the Faculty of Science, which was a rare opportunity to publicise the work of the Faculty and its students to 100 community leaders, and the Minister and Deputy Minister of Advanced Education
- b. Advancement
- Built a successful, collaborative relationship with University Advancement and Communication (UAC) in the areas of development and donor relations; in response to our accomplishments to date and potential in future, UAC assigned a full-time development officer to the Faculty of Science in January 2021
  - Fostered a culture of philanthropy within the Faculty of Science; in particular, the *Science Indigenous Scholar Award* and the *Dean of Science Scholarly Achievement Award* were established through an internal (within Science) campaign, with initial funding for the latter award donated by current and former deans and associate deans of the Faculty of Science
  - Celebrated notable scholarships that arose through donor relations, such as the *Jack and June Krogan Award for Women in Science* and the *Finney Entrance Scholarship for Northern Students*
  - Established the *SGI Postdoctoral Fellowship in Data Science* and the *SaskPower Chair in Artificial Intelligence* by securing, through UAC development officers, \$1M in funding from relationships with local crown corporations
- c. Engagement with Community, Alumni, and Ourselves
- Launched the Science Public Lecture series, which filled a longstanding gap that was created when the Basterfield Lecture series concluded over ten years earlier; the Science Public Lecture series has, to date, been fully funded by an external donor
  - Hosted donor recognition events and student achievement events, as well as an annual postdoctoral fellow and research associate appreciation event
  - Assisted the hosting of the 2014 Canada Wide Science Fair, which was a high-impact event that received tremendous support from University leadership and the entire UofR community, and for which our Faculty Administrator and two of our faculty members were primary organisers
  - Provided the Science Student Society with office space, and developed a good working relationship with their executive
  - Created an annual Laboratory Instructors breakfast meeting; held in Decembers, these meetings provide the Science Laboratory Instructors the opportunity for direct discussion with the Dean about their successes, issues, and concerns
  - Established annual meetings with Science Departments to give individual department members an update on Faculty affairs and provide them the opportunity to ask questions of the Dean
  - Attended social events hosted by academic and non-academic staff, and established the practice of joining, from time to time, weekly meetings of the non-academic staff that are hosted by the Faculty Administrator

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

### 6. *Environmental Sustainability*

During my time in the Dean's Office, the Faculty of Science has addressed its environmental impact by investing in energy-efficient lighting for areas that are open daily for many hours each day and by purchasing and delivering more than 2,000 recycling bins to campus. I had hoped to reduce our water usage in the Laboratory Building's teaching labs; however, the costs are extremely high and would not be recovered in future utility savings. Nevertheless, in partnership with the Faculty of Engineering and Applied Science and with the Office of the Vice President (Research), we improved the water chiller/re-circulator units that are used for teaching and research; the benefits are a reduction in the risk of accidents, improved sustainable water practices, and a reduction in institutional costs.

### 7. *Performance Review and Career Mentoring/Planning*

A key responsibility of the Dean of Science concerns the careers of the Faculty's permanent academic and non-academic staff, and understanding and valuing the contributions of short-term staff and Sessional Lecturers. In this regard, I have found it essential to develop a strong working knowledge of all our collective agreements, and to respect and adhere to the clauses and articles therein. My approach emphasizes transparency, fairness, respect, consistency, accountability, and freedom of bias throughout the entire performance review and career mentoring processes.

Career planning for senior academic staff, which is a novelty of the most recent URFA Collective Agreement, is new to us all. However, after 18 months of career planning meetings with more than 30 Science academic staff, I have found these conversations to be insightful, meaningful, and inspiring.

#### a. Development of significant revisions to the Faculty of Science Criteria Documents

- for Faculty and Instructors [2017/2019/2020]
- for Laboratory Instructors [2020], using the Criteria Document for Faculty and Instructors as a model, with four Laboratory Instructors leading the rewrite
- Two novelties to our revised documents are: (i) the use of a gender-balanced committee of six people, chaired by one of these six, to work with me on the development of a substantially changed Criteria Document that minimised (as much as possible) gender bias in overall language and in the specific criteria for tenure, promotion, and merit; (ii) the development of faculty profiles (e.g., teaching focused, balanced, research focused) for use by the Dean in assigning duties to Science faculty in a way that is fair, consistent, and transparent
- These new Criteria Documents were approved by Science Council in 2017 and 2020, with minor revisions approved in 2019/2020 to align with the 2017-2021 URFA Collective Agreement

#### b. Redesign of the Faculty of Science's Student Evaluations of Teaching (SET)

- For my entire career as a faculty member in Science, the Faculty has used SETs and their associated numerical scores as a primary indicator of teaching effectiveness; however, all the peer-reviewed research into the use of SETs indicates that they are poor indicators of teaching effectiveness and the results can be highly biased against women and people of colour
- New language in the 2017-2021 URFA Collective Agreement on the assessment of teaching provided the opportunity to dispense with the long-standing SET questionnaire/system and introduce a new questionnaire, called the Student Experience Survey, providing academic staff with feedback about their students' experiences in classes and labs
- Survey results are no longer interpreted as a measure of teaching effectiveness

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

- c. Teaching Dossiers and Peer Reviews of Teaching
  - Supported the development of a Teaching Dossier template for the purpose of performance review, as teaching effectiveness is assessed in accordance with the 2017-2021 URFA Collective Agreement using a process of peer review and a self-reflection document in the form of a Teaching Dossier; a template for the Teaching Dossier was agreed upon through consultation in committee and approved by Science Council
  - Developed Terms of Reference for the peer review of teaching, as well as a template for what a peer review should address; these documents were agreed upon through consultation in committee and approved by Science Council
  
- d. Career Planning
  - Career planning was introduced the 2017-2021 URFA Collective Agreement; after holding public meetings to learn from academic staff what they would like career plans to address, I developed Terms of Reference for Career Planning and a Career Plan Template, which were approved by Science Council through consultation in committee
  - In response to faculty concerns of potential misuse of career plans by deans, I ensured that the Terms of Reference and the Career Plan Template included language that specifically addressed the use (and limits of the use) of these career plans
  
- e. Sessional Lecturers Performance Review
  - Developed, in collaboration with the Science department heads, Terms of Reference for the performance review of Sessional Lecturers, in accordance with new language in the 2017-2021 URFA Collective Agreement

### 8. *Human Resources*

I have come to appreciate the intricacies faced and managed by the University's human-resource professionals when it comes to labour law, immigration law, working conditions, collective agreements, harassment, conflicts, and codes of conduct. Further, I believe that I have established strong relationships between Science and HR, to the benefit of the Faculty; the expertise and advice of the HR staff assigned to Science has been of exceptionally high quality.

- a. Personnel Complement
  - Created new permanent base-budgeted faculty positions in the Departments of Computer Science, Chemistry & Biochemistry, and Physics
  - Recruited tenure-track academic staff in five of the six Science departments
  - Recruited a Tier 2 Canada Research Chair to the Department of Chemistry & Biochemistry
  - Created a new permanent base-budgeted staff position in academic advising to address increased student demand
  - Created a new permanent base-budgeted staff position to ensure research and teaching laboratories are in compliance with federal regulations on autoclaves and animal care facilities
  - Term academic appointments were made to support the growth in student enrolments
  - Created term staff positions to support urgent administration needs in Computer Science, Mathematics and Statistics, and Science Student Services
  - Created an Associate Department Head position in Computer Science for graduate programs
  - Formulated a clear position-management plan for CRC Chairs at the end of their CRC terms

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

- b. Conflict and Grievances
  - Addressed and resolved longstanding URFA/CUPE grievances and workplace conflicts
  - Encouraged all Science employees to participate in the Respectful University programs
- c. Research Personnel
  - Drafted Terms of Reference for Science Research Personnel (Postdoctoral Fellows, Research Associates) to standardise terminology and to bring clarity to basic issues such as vacation, parental leave, and minimum salary
  - Served on the negotiating team (representing the University) for the CUPE 5791 Research Personnel Collective Agreement

### 9. *Financial*

While I was serving as Acting Dean, a cut in the University's provincial grant led to a permanent cut to the Science budget of \$320K per year, resulting in the very unfortunate elimination of an encumbered APT position and a vacant CUPE position. The Faculty's financial picture has improved since then (improved, that is, until the present "pandemic year"). With the help of Science's Faculty Administrator, I increased revenue flow from tuition agreements, setup capital accounts to save for infrastructure and instrumentation investments, and spent carefully in areas where there was potential for realising the value for investment.

### 10. *Faculty Governance, Policy, and Procedures*

I spent considerable effort in revamping the Faculty of Science's governance structures, and updating/rewriting/creating policies and procedures. The overarching principles that guided my work in this regard are: (i) these structures and policies must serve the academic mission; (ii) the Faculty must undertake its work and conduct its business with a high degree of professionalism; (iii) transparency and fairness must be paramount; and (iv) the Faculty's policies and procedures must adhere to the University's policies and Collective Agreements.

- a. Leadership in the Faculty of Science
  - Established Terms of Reference for Associate Deans and Department Heads, as well as procedures for their recruitment, appointment, and reappointment in accordance with the Collective Agreement and the University's policies for Out-of-Scope appointments
  - Normalised the appointment conditions for Department Heads in terms of professional-support funding, teaching release, and time away for scholarly work
  - Created a third Associate Dean portfolio to enhance the work of the Dean's Office in the areas of student experience, engagement, reconciliation, and equity, diversity, and inclusiveness
  - Recruited and sponsored Science faculty and staff for the URLeading program to develop and foster leadership within the Faculty of Science
- b. Faculty of Science Council
  - Updated Terms of Reference for Faculty of Science Council meetings in accordance with the University of Regina Senate Bylaws, correcting many inaccuracies that evolved over time regarding the Science Council membership and voting privileges
  - Settled the issue of Quorum for Science Council meetings through consultation in committee
  - Purposefully recruited undergraduate- and graduate-student members of Science Council

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

- Increased the frequency of Science Council meetings, which has led to greater participation in the meetings, better communication, and faster responses to pressing issues
- c. Faculty of Science Committees
  - Updated Terms of Reference for the Faculty of Science Admissions & Studies Committee (Undergraduate), Admissions & Studies Committee (Graduate), Appeals Committee, and Scholarship Committee, restoring voting to be the responsibility of academic members only
  - Worked with non-academic staff on updating Terms of Reference for the Science Safety Committee
  - Established ad-hoc advisory committees on (i) Reconciliation and (ii) Sustainability
- d. Laboratory Instructors as Members of Council and Executive of Council
  - Collaborated with the University Secretary to have Laboratory Instructors recognised as members of Council, thereby making them eligible to serve on Executive of Council and on a variety of Council Committees (which they are doing this academic year, for the first time ever)
- e. Procedures for the Review of Faculty-Based Research Institutes
  - Developed templates for the five-year review of faculty-based research institute, in accordance with policies of the Office of the Vice President (Research)

### *11. Work with Decanal Colleagues and University Leadership*

The position of Dean of Science has provided an opportunity for me to learn from other academic leaders, and to participate in decision making bodies at local, provincial, and national levels. I have aimed to be a collegial contributor to Deans' Council and the Senior Leadership Team. Beyond the University of Regina setting, I am currently serving a two-year term as President of the Canadian Council of Deans of Science, after previously serving a two-year term as its Vice President.

### **Academic Accomplishments**

Although the responsibilities of Dean are diverse and ever present, I have endeavoured to stay engaged as a professor. In that regard, I have taught undergraduate and graduate courses, supervised undergraduate and graduate students, written peer-reviewed articles, delivered lectures at conferences, served as Co-Editor-in-Chief of a journal, and served as Vice President (West) of the Canadian Mathematical Society. A few benchmarks are:

- Supervised one BSc Hons, one MSc (co-supervised), and two PhDs to completion
- Renewed my NSERC Discover Grant in 2018; awarded NSERC Promo Science Grant in 2021
- Taught Math 816 (Winter 2019), Math 103 (Fall 2020), and 1/3<sup>rd</sup> of Math 223 (Fall 2018)

### **Looking Ahead: Completing the Current Term of Appointment**

Some of the "headings" in the summary of accomplishments above may be considered complete; for example, future work regarding governance, policy, and performance review is expected to be relatively minor. Other headings may require substantial attention as we transition to a post-pandemic reality; I anticipate human resources, financial planning, student recruitment, and planning new student supports to involve more thought and creativity during this transition period than what would be required routinely. Similarly, now is the time to prepare for the future with respect to our primary mission of research and teaching, as there will surely be a disconnect between the pre-pandemic and the post-pandemic worlds.

## Summary of First-Term Accomplishments

Douglas Farenick

28 February 2021

Therefore, my immediate priorities—especially to June 30, 2022 (the end of my current term as Dean)—will focus on (i) strengthening the Faculty’s skill and ability in the areas of distance teaching, learning, and assessment; (ii) revising the Science webpage and refocusing our enrolment strategies to focus upon high-achieving students graduating from Saskatchewan secondary institutions; (iii) ensuring the Faculty’s financial position is healthy; (iv) engaging our faculty and students in *Science Camps for Saskatchewan Indigenous Youth*, a project that is partially supported by NSERC Promo Science funding; (v) building the Faculty’s capacity for high-quality research through faculty and CRC recruitment; and (vi) continuing to grow the relationships I developed with external partners in support of various aspects of our primary mission in research and teaching.

### Conclusion

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The position of Dean of Science at the University of Regina is interesting, challenging, and rewarding. Over my first term, I have learned a great deal from decanal colleagues and other University leaders, and they have been very supportive of my work in the Faculty of Science. Within Science, I have developed enormous respect for the daily efforts of our staff, faculty, and students; each day they show up, work hard, and produce something worthy, something of value. It has been a very fine experience for me to share in the accomplishments of the Faculty of Science—accomplishments that belong to everyone—and to have had the privilege of leading us over the last few years.