

MEMORANDUM

Date: 17 September 2021

To: Council Committee on Academic Mission

From: Jerome Cranston, PhD
Dean, Faculty of Education

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

About the Faculty of Education, University of Regina

As per the Faculty of Education's Strategic Plan, 2021-2026:

Vision Statement

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

Mission Statement

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

Values

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

- Development of critical consciousness concerning the lives of marginalized colleagues, students, and their families and communities.
- Standing in solidarity with those marginalized by race, gender, sexual orientation, religion, ability, language and other forms of systemic discrimination.
- Respect for and commitment to academic freedom and public engagement.

Strategic Commitments

We are committed to socially transformative teaching and student learning experiences

We will:

1. Embrace innovative teaching methods and practices to prepare our students to excel as teachers and leaders in a globally diverse and changing world.
2. Engage in pedagogies and practices to identify and overcome the root causes of inequity, injustice and unsustainability.
3. Expand online program opportunities and other supports to serve the needs of rural and remote communities.

We are committed to Truth and Reconciliation

We will:

1. Accept our responsibility to live out our obligations as identified in the Truth and Reconciliation Commission's (TRC) Calls to Action, and Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls to Justice.
2. Introduce and engage all students in Truth and Reconciliation teachings as a way to build a deeper understanding of our shared histories and contemporary relationships.
3. Create a respectful, culturally relevant, and responsive learning environment to support Indigenous students, staff and faculty.

We are committed to our faculty as a social collective

We will:

1. Develop and engage in a diversity of research and scholarly output that has local, national and global impact.
2. Ensure that students, faculty and staff who identify as Indigenous, Black, LGBTQ2S+, persons with disabilities, or are otherwise minoritized or marginalized are provided with equitable opportunities for career progression and leadership roles.
3. Develop concrete steps to reassess and recreate faculty structures and practices to make space for the continued Indigenization of the faculty.

We are committed to community engagement

We will:

1. Develop and support meaningful relationships between the Faculty of Education and the diverse communities in Saskatchewan, with a specific focus to work with the sovereign First Nations and Métis/Michif Nation: Saskatchewan.
2. Enhance opportunities to engage with alumni, sector partners -- particularly schools and school divisions -- and the community at large to exchange knowledge and learn from each other.

We are committed to equity, diversity and inclusion

We will:

1. Ensure that the Faculty of Education, students, staff and faculty reflect our diverse society.

2. Work collectively to identify and change the causes of inequitable systems of power and privilege.
3. Protect Indigenous rights and the rights of minority groups.
4. Review our structures, practices and policies to ensure the principles of equity and diversity are realized.

We are committed to addressing the climate crisis and environmental emergency

We will:

1. Reduce our environmental impact by transforming our practices in ways that add to the equitable and sustainable future of the planet and contribute towards greater ecological justice.
2. Beginning with Indigenous peoples, build relationships and engage with the local communities and groups to which we belong to reduce our environmental impact.

Summary of the External Report's Recommendations

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

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

Faculty's Consultative Process Outline

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

Response to the Report's Recommendations

Recommendation	Response and/or Action To-Date
1. Create a culture of transparency	In response, more collaborative processes have been initiated with respect to how the Faculty's resources might be leveraged toward the stated priorities described in the Faculty's Strategic Plan 2016-2021.

The Workload & Innovation Committee, formed to examine workload issues within the context of the Faculty's Criteria document and budget, submitted their final report to the dean on 13 April 2018. Besides the reduction of student interns supervised by faculty members (as recommended by the committee, and carried out by interim Dean Dr. Sterzuk in 2018), a number of other initiatives followed, including:

- Undergraduate planning discussions with the Associate Dean, Student Services and Undergraduate Programs (2018-19);
- A workshop facilitated and chaired by faculty members, with the purpose of ideating the Faculty to more focused, streamlined, and flexible programming (April 23, 2019);
- A workload survey from the Associate Dean, Faculty Development and Human Resources to gather data for the project "Internship/Pre-Internship Workload" (March 18, 2019);
- The disestablishment of CIET (motion passed at November 15, 2019 Faculty Council).

With transparency in mind, the Faculty established two ad-hoc committees to revise the Faculty's Criteria and Structure documents. Revisions to each document were approved by Faculty Council in 2020 and 2021, respectively.

Since January 2018, the Dean has provided regular budget updates to both the Faculty of Education Council and the Planning and Priorities Committee within the Dean's Report. Over March and April 2021, the Associate Deans held four program-level budget meetings with faculty members; each featured robust discussion. On April 21, 2021 the Dean held a budget meeting which included all faculty and staff. In advance of this meeting, faculty members were invited to complete a budget questionnaire to gain an understanding of their preferences with respect to 2021-22 budgetary decisions.

The spring 2021 meetings also included important conversations on class sizes, program templates, areas with low enrolment, and internship supervision.

In May 2021, Faculty Council unanimously passed a motion to adopt the Consultative and Collaborative Process (CCP) and include it within Structure document. 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.

	<p>Following consultation with the Faculty, a revised internship supervision model was introduced in the summer of 2021. More information on this change is included in point 10.</p>
2. Review graduate programs	<p>The external reviewers recommended a reduction in the number of graduate programs offered by the Faculty. In 2018-2019, the Associate Dean of Research & Graduate Programs undertook a review process to consider the implications of this recommendation. As a result of the review, the following changes were implemented:</p> <ul style="list-style-type: none"> • Two degrees – the Master of Adult Education and Community Engagement (MAECE); and the Master of Human Resource Development (MHRD) – were consolidated into the Master of Adult Education and Human Resource Development (AHRD); • Two degrees – Master of Education in Curriculum and Instruction (EC&I); and the Master of Education in Educational Leadership (EDL) – were consolidated into the Master of Teaching, Learning and Leadership program. <p>The Faculty is in the process of submitting a proposal for the Masters of Teaching, Learning and Leadership (MTLL) degree program. If approved, this high-quality and sustainable program will be offered fully online, enhancing flexible learning options for graduate students.</p>
3. Review of the Secondary Program	<p>Currently under review by the Associate Dean, Student Services and Undergraduate Programs.</p>
4. Review a range of “structures”	<p>An ad-hoc committee completed revisions to the Faculty of Education Structure document on February 8, 2021.</p> <p>In January 2021, Faculty Council passed a motion to create an ad-hoc committee every four years; the responsibilities of the committee will include bringing forth items regarding structure to Faculty Council for further consideration and/or voting.</p>
5. Adjust financial plan	<p>Further information regarding the Faculty’s involvement in budget awareness and decision-making is located under point 1.</p>
6. Evaluate the Centre for International Education and Training.	<p>A motion to disestablish CIET was passed at the November 15, 2019 Faculty Council meeting; resultantly, the Centre is no longer part of the Faculty’s structure.</p>
7. Examine mechanisms to support the research	<p>In 2019, SIDRU was renamed the Centre for Educational Research, Collaboration & Development (CERCD), and a revised constitution was adopted. The Centre’s name and constitutional change were necessitated by the results of both the external audit and internal review process conducted</p>

<p>productivity of each of the faculty members</p>	<p>over the last several years; specific changes were made to reflect the input received from faculty and staff. Overall, the changes reflected a research centre with greater accountability and oversight while more inclusively supporting the needs of faculty, staff, students, sector partners, and communities. The restructure and management of the Centre now lies with the Faculty, rather than with external stakeholders.</p> <p>A special project account to support CERCD was established to disperse approximately \$500,000 of accrued faculty revenue through faculty-based research grants.</p> <p>In the summer of 2021, an inaugural Gabriel Dumont Research Chair in Métis/Michif Education was appointed for a five-year term. The Chair seeks to understand and expand the scholarship of teaching and learning by building capacity in Métis and Michif education. The research program will focus on research, learning, knowledge-keeping, language and cultural revitalization, reconciliation, and inclusion with and by the Métis through formal education systems.</p>
<p>8. Develop a mentoring plan</p>	<p>The dean meets annually with tenure-track and term faculty members for mentorship per the URFA Collective Agreement article 17.22.1. Full professors also meet with the dean once every three years for Career Planning meetings, per the article 17.2.4. All other tenured Faculty Members are welcome to request a mentorship meeting per article 17.22.2.</p> <p>The Associate Dean, Faculty Development and Human Resources also meets annually with all tenure-track faculty members.</p>
<p>9. Examine approaches to revenue generation.</p>	<p>The Faculty is submitting a proposal to develop a fully online Master of Teaching, Learning and Leadership degree program that will support graduate students by means of asynchronous learning. The proposed program will diversify revenue sources, with annual projections of \$27,000 to \$185,000 in net revenue earned (based on minimum to maximum cohort size).</p> <p>The Faculty has developed a community-based masters and community-based undergraduate program, in collaboration with GDI, which results in new revenue streams for the Faculty.</p>
<p>10. Examine approaches to better align resource allocation to strategic priorities.</p>	<p>The Faculty revised its internship supervision model in the summer of 2021. Prior to this, the model required all faculty members to supervise interns or pre-interns each year; the costs associated with this amounted to an average of \$228,000/year. The budget was not base-funded, and came from discretionary and/or carry-forward and fall-in. Budget projections displayed a decreasing amount of carry-forward for the 2021-22 year, with potentially none in 2022-23, compelling the adoption of a new model. The hiring of a new clinical coordinator position in August 2021 (replacing the APT manager</p>

	of student placements and field experiences) is anticipated to result in increased effectiveness, overall unit cost savings, and reduced workload for faculty members.
11. Institute a hiring freeze for both staff and faculty.	While the Faculty of Education is carefully working to align new initiatives to areas identified in the Faculty's Strategic Plan, hiring freezes have not implemented.
12. Develop a plan to increase digital literacy	<p>The Faculty hired a lecturer and coordinator of Digital Pedagogies and Literacies on July 1, 2021. The coordinator's responsibilities include:</p> <ul style="list-style-type: none"> • In consultation with the EDTC Chair, support program delivery and expands digital learning opportunities in both Undergraduate and Graduate programming, as well as contribute to the re-design of teacher education coursework that supports online and blended learning practices and pedagogies; • Support subject and program areas within the Faculty of Education in translating their program goals into effective practice, building teaching expertise and capacity, conducting research and designing pedagogical resources, initiatives and approaches; • Advise instructors on strategies for developing and delivering curriculum; • Research and recommend digital tools and best practices related to teaching and learning. <p>Teaching assistants were hired and trained in September 2021 to assist instructors with delivery of Hybrid classes in the TPC.</p>

Respectfully submitted



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 05 November 2018