

THE FACULTY OF EDUCATION STRUCTURE

Revised December 2005

Introduction:

Accepting the mission statement of the University of Regina, As One Who Serves, as its own, the Faculty of Education serves society by educating classroom teachers, administrators, counsellors, adult education facilitators, human resources personnel, and other education leaders; by conducting educational research; and by engaging in provincial, national and international programs and projects concerned with education, training and development. The Faculty of Education is committed to ideals of service, outreach, and the collaborative processes that flourish in a community of caring and mutual respect.

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 forty years have passed since the first documents describing the organization and structure of the Faculty of Education were written and approved. Faculty programs and procedures changed during those years, and the original Faculty Structure and the documents that described it became outdated. That is why, in May of 1994, the Faculty of Education approved an "Interim Faculty Structure" for a period of three years. The Interim Structure document attempted to describe the Faculty in terms that reflected its present ways of working. It described the Faculty as a confederation of six program groups, a confederation 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 Fall 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 reflects 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.

Because the economic and political times are continually changing, the Faculty of Education 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 November 2005. It should be reviewed, discussed and updated every three years.

Part I: Academic Decision-Making Structures

Faculty Council

Faculty Council is composed of those who hold academic appointments in the Faculty of Education (probationary and permanent appointments including term and continuing Instructors and Lecturers, and Secondments). These are considered “faculty members” and are voting members of Council. Faculty Council is the highest level of Faculty 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.

Program Groups

The Faculty of Education includes six program groups:

- Arts Education Program
- Baccalauréat en Education (Elémentaire et Secondaire) Program
- Elementary Program
- Graduate Program
- Secondary Program
- Adult Education /Human Resource Development Program

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, field supervisors and sessional practica coaches are non-voting members of the program group, 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 probationary 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 may vote.

Ex Officio members of the six 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 meetings.

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 the Graduate Program, thesis advisors and committee members), Faculty members can belong to one program group or to several. 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.

Program Chairs and Directors:

The Director of the Baccalauréat en Education Program serves as the program “chair”. The Director of BAC has additional duties which include the supervision of budget, liaison with federal and provincial government officials regarding funding, and for liaison with the Francophone community and the Institut français. The Dean may also consult with members of the BAC Dean’s Advisory Council.

The Director of the Adult Education/Human Resource Development 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 (note: the Graduate Program group does not have a chair). 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. Their duties include co-ordinating program delivery, providing leadership in policy matters, creating agendas for and chairing meetings of the program group, and sending motions from the group on to the appropriate standing

committees or to the Associate Deans. (See Appendix A for a more detailed list of duties for program chairs and directors).

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 theories of education are understood and sometimes shared. They develop and maintain special expertise, and use their expertise to serve all programs as is required.
2. They 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 materials to support course delivery, review course content, create new courses, and in some cases select students for admission.

Subject areas are not the primary policy generating and decision-making units of the Faculty. They are not required to meet regularly for the purpose 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.

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 a Chair for the area yearly.

Arts Education Program Group

Dance, Drama, Language Arts, Music, Visual Art, Educational Psychology, Educational Administration, Educational Professional Studies, and Educational Foundations.

Baccalaureat en Education Program Group

Arts Education, Health/Outdoor Education/Physical Education, Language Arts Education, Mathematics Education, Educational Psychology, Educational Foundations, Educational Administration, Educational Professional Studies, Physical Education, Science Education, Social Studies Education.

Elementary Program Group

Arts Education, Dance Education, Drama Education, Early Childhood Education, Educational Professional Studies, Educational Administration, Educational Foundations, Educational Psychology, Health/Outdoor Education/Physical Education, Language Arts,

Mathematics Education, Music Education, Science Education, Social Studies Education, Visual Art Education.

Graduate Program Group

All subject areas.

Secondary Program Group

Baccalauréat en Education (French Education), Business Education, Dance Education, Drama Education, Music Education, Educational Professional Studies, Educational Administration, Educational Foundations, Educational Psychology, Health/Outdoor Education/Physical Education, Language Arts, Mathematics Education, Science Education, Social Studies Education, Visual Art Education.

Adult Education /Human Resource Development Program Group

Adult Education and Human Resource Development

When a subject area or a program group wishes to send 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 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 should be scheduled at regular intervals (probably at least twice each semester) 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.

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 of Education Council for consideration or approval.

The Faculty of Education has eleven Standing Committees:

1. Committees elected from the Faculty
 - Nominating Committee
 - Dean's Advisory Committee on Performance Review and Sabbaticals
 - Professional Development Committee
2. Committees with program representation
 - Admissions, Studies and Scholarship Committee for Undergraduate Programs
 - Instructional Technology Committee
 - Planning and Priorities Committee
 - Program Liaison Committee
 - Undergraduate Program Development Committee
3. Committees whose membership is determined differently:
 - Education Research Ethics Board
 - Facilities and Resources Committee
 - Research and Graduate Program Development Committee
 - External Liaison Committees

Each standing committee is composed of several Faculty members, a student member, and Support Staff and ex officio members as is 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. Secondments, as Faculty members, may serve on all standing committees with the exception of the Dean's Advisory Committee on Performance Review and Sabbaticals.

1. Committees Elected from the Faculty

Nominating Committee:

The Nominating Committee organizes and conducts the nominations and elections of all Faculty committees with the help of the Dean's secretary.

Membership:

It is an elected committee of five Faculty members. It has no ex officio members and no student members. The Chair is elected from members of the Committee. A quorum consists of four (4) elected members.

Duties:

1. Surveying Faculty members about their committee preferences.
2. Making nominations for elected membership for all Faculty committees.
3. Proposing slates of nominees that are balanced by program, gender, experience, subject area, etc. to the Faculty.
4. In addition to preparing a slate of nominees, receiving nominations from individual faculty members signed by the nominee and two eligible nominators

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 and one student member (normally the President of the ESS). 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 except 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:

1. Making recommendations to the Dean concerning the reappointment of those members of Faculty whose appointments are probationary.
2. Making recommendations to the Dean concerning appointment with renewal, tenure, promotion, and merit increases 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 16.5 of the Collective Agreement) and make recommendations to the Dean.

Criteria for the Assessment of Faculty Performance and Sabbaticals:

Article 17 (and by implication Article 16.1.1), and Article 16.5 of the current Collective Agreement, shall be interpreted in accordance with the current Faculty of Education Criteria Document.

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.

Professional Development Committee:

Membership:

The Professional Development Committee is an elected standing committee composed of five (5) faculty members and one (1) student member. The Chair is elected from and by members of the Committee. 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 NORTEP, SUNTEP, YNTEP and FNUC (Indian Education). A quorum consists of four (4) elected members.

Duties:

1. Making recommendations to the Director of Professional Development and to the Field Placements Manager, which pertain to student field experiences and student professional development.
2. Assisting Faculty members and the Coordinator 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 liaison with other individuals and groups who have a direct concern with professional development and field experiences.

2. Committees with Program Representation

Admissions, Studies and Scholarship Committee for Undergraduate Programs:

Membership:

The Admissions, Studies and Scholarship Committee is composed of representatives from the Faculty of Education's five (5) undergraduate program groups, and one student member. The Associate Dean, Student Services and Undergraduate Programs (SSUP), and one (1) representative from each of NORTEP, SUNTEP, YNTEP and FNUC (Indian Education) are 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 Admissions, Studies and Scholarship Committee for Undergraduate Programs are asked to report back to their respective programs.

Duties:

1. Assisting the Associate Dean (SSUP), in recommending general policies and executing established policies concerning Faculty of Education studies and admissions practices.
2. Deciding on all matters pertaining to available scholarships, awards, prizes, medals, and bursaries, including the determination of eligibility of applicants, and the selection of recipients.
3. Reporting regularly on the business of the committee at meetings of their respective program groups.

Instructional Technology Committee:

Membership:

The Instructional Technology Committee of Faculty is a committee composed of representatives of each of the Faculty's six (6) program groups, plus one student member appointed by ESS. The Associate Dean, Faculty Development and Human Resources, and the Faculty Instructional Technology Coordinator is an ex officio member. The Chair is elected from and by program representatives. A quorum consists of four (4) Committee members.

Duties:

1. Proposing to the Dean those policies, structures, and practices which will allow the Faculty to take best advantage of information communications technology (ICTs) to enhance Faculty and student instructional practices, learning opportunities, research projects, and information and resource management.
2. In particular, the committee will address:
 - integrating computer concepts and skills in curriculum
 - supporting Faculty computing and technological information and resource management
 - collaborating with other groups within and beyond the university to further Faculty goals regarding educational technology.
 - Promoting and facilitating research and development related to educational technology.

Planning and Priorities Committee

The Planning and Priorities Committee (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 the Dean (Chair) Ex Officio, Associate Dean, Faculty Development and Human Resources, Associate Dean, Student Services and Undergraduate Programs, Associate Dean, Research and Graduate Programs, Director, Professional Development and Field Experiences, Faculty Administrator, six (6) representatives elected from program groups by faculty from that program group (one from each of Elementary, Secondary, Arts Education, Baccalaureat en Education, Adult Education and Training, Graduate), and one student representative selected by Education Students' Society (ESS). Elected members will serve a two year mandate. The mandates will be staggered so that each year there are new elected members and experienced committee

members in the second year of their two-year term.

Duties:

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

Program Liaison Committee

Membership:

The Program Liaison Committee is composed of chairs from the elementary, secondary, arts education and Baccalaureat en education programs, the Associate Dean (SSUP), the Director, Professional Development and Field Experiences and the Program Manager. The Associate Dean is the Chair.

Duties:

1. Discuss issues that are common to the four undergraduate programs.
2. Improve communication across programs.
3. Plan efficiently for the delivery of field and program services.

Undergraduate Program Development Committee:

Membership:

The Undergraduate Program Development Committee is composed of representatives from each of the Faculty's five (5) undergraduate program groups and one (1) student member. The Associate Dean, Student Services and Undergraduate Programs, is an ex officio member of the committee as are representatives from NORTEP, First Nations University (Indian Education), SUNTEP, and YNTEP. The Chair is elected from and by program representatives. A quorum consists of four (4) Committee members of whom three (3) must be faculty members.

Duties:

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 at times suited to the membership, but with a concern for transmitting reports and recommendations at times which facilitate the decision-making cycle of the Faculty.

3. Committees Whose Membership is Determined Differently

Education Research Ethics Board

Membership:

The Education Research Ethics Board is composed of three (3) faculty members. The Chair is elected from the Committee members.

Duties:

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.

Facilities and Resources Committee:

Membership:

The Facilities and Resources Committee is appointed by the Dean and is advisory to the Dean. Its membership includes five (5) undergraduate program chairs or directors, two additional Faculty members, the Faculty Administrator and the Associate Dean, Faculty Development and Human Resources.

Duties:

1. The ongoing assessment of the Faculty of Education's facility and resource needs.
2. The framing of Faculty policy with regard to the distribution and allocation of space.
3. Considering specific requests for space.

Research and Graduate Program Development Committee

Membership:

The Research and Graduate Program Development Committee is composed of four (4) elected representatives from the four Graduate Program areas (EPSY, EADM, AE/HRD and EC&I), two elected (2) faculty members at large, two (2) elected graduate students (1 Masters/1 Doctoral) from the graduate student body, and the Associate Dean, Research and Graduate Programs (Ex-officio). Elected members will serve a two year mandate. Terms will be staggered so that each year the committee is composed of half newly elected members and half continuing committee members in the second year of their two-year term.

Duties:

1. Play a central role in Faculty developments that relate to the Graduate Program.
2. Review and update graduate programs both at the masters and doctoral levels including proposing new programs to the Graduate Program group and approving proposals from Graduate Program areas.
3. Promote research in the Faculty.
4. Work with the Associate Dean of Research and Graduate Programs to facilitate Faculty research opportunities.

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. They are:

- The Dean's Advisory Committee to the Baccalauréat en Education (BAC) Program (Appendix D)
- The SIDRU Provincial Advisory Board (Appendix E)
- The Mamawihtowin Aboriginal Education Council (Appendix F)
- The Joint Field Experience Committee (Appendix G)

Part II: The Structure of Faculty Administration

The Faculty of Education is administered by a Dean with the assistance of three Associate Deans, a Director of Professional Development, and the Faculty Administrator. The Dean and Associate Dean of Faculty Development and Human Resources are located in the Dean's Office. The Associate Dean of Student Services and Undergraduate Programs oversees the Student Program Centre, and the Associate Dean of Research and Graduate Programs oversees the Education Graduate Studies Office. The Director of Professional Development and Field Experiences oversees the Professional Development and Field Experiences Office. The Faculty Administrator oversees the Financial Services Office.

There are also administrators serving several Faculty Centres. These include the Director of the Saskatchewan Instructional Development and Research Unit (SIDRU), the Director of the Centre for Social Justice and Anti-Oppressive Education, and the Director of the Centre for International Education and Training (CIET).

See Appendix C for the Faculty of Education Structure Diagram.

Duties of the Dean:

- 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
- Taking final responsibility for staffing and personnel decisions
- Enacting Faculty of Education policy as he or she believes it to be in the best interests of the Faculty
- Marketing Faculty of Education programs and initiatives
- Making final decisions related to renewal, tenure, promotion, merit and salary review
- Planning for Faculty sabbatical leaves
- Planning for other major initiatives

Duties of the Associate Dean, Faculty Development and Human Resources:

- 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 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 the Faculty
- Collaborating with the Student Program Centre on semester timetables
- Approving Teaching Enhanced Learning (TEL) applications
- Overseeing the teaching evaluation process
- Overseeing work of CIET
- Communicating by newsletter with faculty and staff
- Overseeing the hiring, training and evaluation of sessional lecturers
- Approving instructors for the TEPs
- Monitoring instructor grades
- Setting up and overseeing Faculty search committees
- Making secondment arrangements and evaluating secondments
- Providing orientation to new Faculty, secondments and instructors
- Overseeing the work of the IT Coordinator, IT staff and the TPC administrator
- Accepting responsibilities for duties assigned by the Dean

Duties of the Associate Dean, Student Services and Undergraduate Programs:

- Overseeing undergraduate program development
- Overseeing student program advising
- Providing support for Program Chairs
- Overseeing all admissions, awards and scholarships
- Overseeing student registration, student records, student recruitment
- Coordinating all official correspondence with students
- Developing timetables and schedules for room allocation
- Monitoring all student appeals
- Overseeing Academic Integrity initiatives
- Developing presentations, publications (brochures) and website for Faculty
- Representing Faculty on the Board of Teacher Education and Certification, Council Committee on Undergraduate Admissions and Studies and other committees as assigned
- Providing support for the Program Development Committee
- Chairing Program Liaison Committee
- Providing support for the Admissions, Studies and Scholarship Committee
- Coordinating program work with TEPs and First Nations University of Canada
- Liaising with Registrar's Office and other Faculties
- Overseeing curriculum development and renewal
- Being responsible for Faculty information in University calendar
- Preparing and analyzing undergraduate statistics
- Developing policies related to undergraduate student issues and program advising
- Accepting responsibilities for duties assigned by the Dean

Duties of the Associate Dean, Research and Graduate Programs

- Overseeing 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 Board
- Coordinating professional development initiatives for graduate students and faculty with respect to research ethics
- Overseeing graduate program curriculum renewal and development
- Overseeing graduate students advising in consultation with program areas
- Overseeing registration and supervision of graduate students
- Coordinating all official correspondence with graduate students
- Overseeing SIDRU
- Serving as Faculty representative on SIDRU Board
- Preparing and analyzing graduate statistics
- Being responsible for T.A.s and R.A.s in the Faculty of Education
- Overseeing adjunct, professional associate and FGSR accreditation lists
- Overseeing the CRC
- Accepting responsibilities for duties as assigned by the Dean

Duties of the Director of Professional Development:

- Overseeing field placements (with the help of a Manager)
- Providing liaison with the field
- Meeting regularly with the Associate Dean, Student Services and Undergraduate Programs and the Program Chairs
- Co-ordinating all Faculty and student contacts with the schools
- Facilitating the integration of theory and practice in Faculty programs
- Supporting the Joint Field Experience Committee
- Supporting the Professional Development Committee
- Administering the field components of all Faculty programs

Faculty Administrator

- Overseeing the deployment of the Support Staff
- Managing the details of budget and expenditures
- Overseeing support services for the use of technology

Other Administrative Positions of the Faculty of Education:

Director of SIDRU

The Director of SIDRU has responsibility for supporting Faculty in their research and publication efforts, as well as for co-ordinating research projects with external agencies. SIDRU 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 SIDRU is appointed by the Dean.

Director of CIET

The Director of CIET (Centre for International Education and Training) has responsibility for co-ordinating and supporting the international education projects of the Faculty. CIET exists to promote teacher education in Canada and internationally, by fostering and encouraging basic research on topics related to teacher education around the world; by promoting applied research in teacher education around the world; and by developing and co-ordinating international projects in education. The Director is elected from the CIET membership.

APPENDICES

- A. Duties of the Program Chairs and Directors
- B. Informal Faculty Structures
- C. Faculty of Education Structure Diagram
- D. The Dean's Baccalaureat Advisory Committee on Bilingual Education
- E. SIDRU Provincial Advisory Board
- F. The Mamawihtowin Aboriginal Education Council
- G. The Joint Field Experience Committee
- H. Centre for International Education and Training
- I. Faculty Council

Appendix A

Duties of the Program Chairs and Directors

Duties normally include:

1. Overseeing and coordinating the delivery of the program.
2. Providing leadership in establishing and clarifying program policy.
3. Creating agendas for and chairing regular meetings of the program group.
4. Ensuring that motions made and carried by the program group are stated clearly and sent to the appropriate standing committee (through the Professional Development Director or the Associate Dean, Student Services and Undergraduate Programs or to the Associate Dean, Faculty Development and Human Resources); and speaking to the motions of the program group in Faculty meetings.
5. Meeting regularly with the Program Manager or Program Assistant.
6. Consulting when necessary with subject area chairs about program concerns.
7. Consulting regularly with the other program chairs, the Associate Dean, Student Services and Undergraduate Programs, and the Director of Professional Development about matters related to the program.
8. Chairing student reviews.
9. Keeping student files up to date with appropriate notes when students encounter difficulties.
10. Ensuring program representation on the Planning and Priorities Committee to share information and give advice.
11. Serving on external committees where necessary as representative of the program.
12. The Director of the BAC Program also provides liaison with the federal and provincial government officials regarding funding, and liaison with the Francophone community.
13. Communicating about program issues with the Faculty of Education.

Appendix B

Informal Faculty Structures

The Support Staff Group:

The 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 the Faculty's programs. Although they do not participate in the academic decision-making of the Faculty, Support Staff are in all other ways members of the Faculty. They are an integral part of the communication structures that are described below. 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 Dean's Group

The Dean's Group will be composed of the Dean, Associate Deans and the Director of Professional Development. The Director of SIDRU, the Chair of the CIET Board and the Faculty Administrator can be invited at the Dean's discretion. Dean's Group will meet at the call of the Dean, who will be responsible for generating the agenda and who will act as Chair. Its purpose is to receive information from the Dean, to share information with the Dean, and to provide him or her with advice. This group will not play a formal role in Faculty academic decision-making processes.

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.

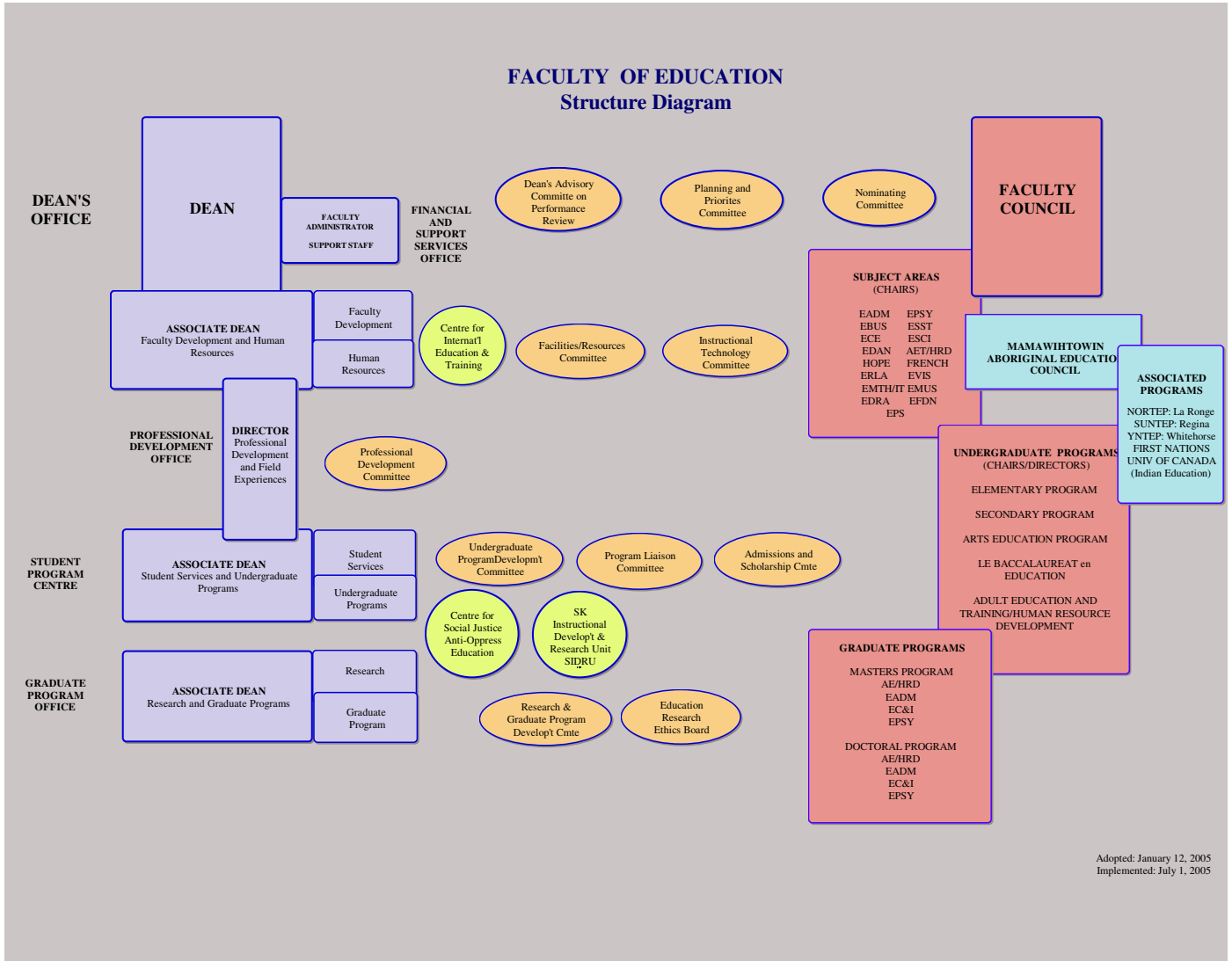
Academic Staff Meetings:

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 C

Faculty of Education Structure Diagram



APPENDIX D

Dean's Advisory Committee to the Baccalaureat en Education (BAC) Program

Terms of Reference (2004)

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.

Participation in the Dean's Advisory Committee

The Committee meets once a year, usually in June.

The meetings take place in the afternoon 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.

APPENDIX E

Saskatchewan Instructional Development and Research Unit **Provincial Advisory Board**

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.

The Provincial Advisory Board is composed of:

- i) the Dean of Education, University of Regina (Chair)
- ii) the Director of the Unit (Secretary)
- iii) the Vice-President of Research and International, University of Regina
- iv) the Associate Dean, Research and Graduate Programs, Faculty of Education
- 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)
 - Saskatchewan Learning, Government of Saskatchewan
- vi) the Directors of the Saskatchewan Educational Leadership Unit (SELU) and the Saskatchewan Professional Development Unit (SPDU)
- 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 Saskatchewan Instructional Development and Research Unit (SIDRU) provides a more comprehensive description of the organization of the Unit.

APPENDIX F

Mamawihtowin Council on Aboriginal Education

Rationale

The Cree name for the Council, Mamawihtowin, means “altogether as one”.

A formal Council on Aboriginal Education that is part of the Faculty structure enables a continuing dialogue with associated Aboriginal teacher education programs and educational partners. The Council includes several members of the Faculty of Education, faculty representatives from SUNTEP, First Nations University of Canada, NORTEP and YNTEP, representatives from local school divisions, and other educational partners who bring a strong Aboriginal perspective. The Council provides direction and advice for Aboriginal education in the Faculty, including participation in related faculty searches, program development, student issues, course revisions, and graduate course development, and also provides support to the associated Aboriginal teacher education programs.

Purpose

1. to provide advice and support to the development of Aboriginal education in the Faculty and associated Aboriginal teacher education programs.
2. to build a stronger partnership between the Faculty of Education and its associated Aboriginal teacher education programs: SUNTEP, NORTEP, YNTEP and First Nations University of Canada.
3. to provide advice to the development of courses, programs, and certificates related to Aboriginal education.
4. to raise the profile of Aboriginal education within the Faculty, University, school systems and community.

Structure

The Council on Aboriginal Education consists of:

- an Elder
- the Dean of Education
- the Associate Dean (Student Services & Undergraduate Programs)
- 1 member from each of SUNTEP (Regina), NORTEP, YNTEP and First Nations University
- 1 member of the Faculty of Education (Aboriginal education initiatives)
- the Director of the Centre for Social Justice and Anti-Oppressive Education (new Canada Research Chair in the Faculty of Education)
- 1 representative from Saskatchewan Learning Strategic Partnerships and Aboriginal Education Unit
- 1 representative from the Regina Public School system
 - 1 representative from the Regina Catholic School system

- 1 representative from the Prairie Valley School Division
- 1 representative from the Regina office of Saskatchewan Teachers' Federation
- 1 representative from the First Nations educational community at large

Terms of Reference

1. The full Council will meet once a year.
2. Advice from the Council will be passed on to the appropriate offices, committees, subject areas and programs for Faculty consideration.
3. The Art McBeath Fund will be used to partially cover expenses related to the Council; the Faculty of Education will cover expenses for the Council meetings other than travel expenses for out-of-town representatives which will be covered by the institutions involved.
4. The Dean of Education will chair Council meetings.
5. Representatives to the Council will serve for a 3-year period.

APPENDIX G

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.

A. Terms of Reference (as of January 1999)

The Committee shall:

1. make 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. advise the Director of Professional Development and Field Experience about procedures for carrying out current policies related to the above.
3. review policies relating to the above.
4. effect appropriate liaison with the profession in order to bring concerns from the field to the attention of the faculty.
5. effect appropriate liaison to the Saskatchewan Teachers' Federation Advisory Committee on Teacher Education and Certification (ACTEC).
6. review appeals from interns
7. establish ad hoc committees as needed for seminar and field experience revision.

B. 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; up to five (5) members from the Education Students' Society; one (1) member from the Saskatchewan Indian Federated College; one (1) member from SUNTEP.

One (1) Director of Professional Development and Field Experience Office

One (1) Executive Assistant, Saskatchewan Teachers' Federation

One (1) member from Saskatchewan Learning

One (1) member from the Saskatchewan School Boards 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 Division

One (1) member from the Prairie South School Division #210 (Moose Jaw)

One (1) member from the Holy Trinity Roman Catholic Separate School Division (Moose Jaw Catholic)

C. Chairperson

Elected from the teacher representatives.

D. Quorum

Majority of the committee.

E. Procedures

1. Review minutes of Professional Development Committee meetings
2. Review policies related to field experiences.
3. Solicit and review reports from the field pertaining to field experiences.
4. Transmit recommendations to the Professional Development Committee.

F. Meetings

The Committee will meet three times a year, normally in October, February and May.

APPENDIX H

Centre for International Education and Training

CIET CONSTITUTION

Article I - Name:

The name shall be the Centre for International Education and Training (CIET) and its academic location shall be The Faculty of Education at the University of Regina. The Centre has a Faculty mandate and is listed in Schedule A of the University of Regina policy on centres and institutes.

Article 11-Purpose:

The purpose of the Centre for International Education and Training is to improve the human condition through the sharing of expertise and experience in education.

This purpose suggests the following roles for CIET:

1. To coordinate international projects in which education is the vehicle for sustainable social change.
2. To assist members in the planning, implementation, and funding of scholarly proposals consistent with the principles of CIET.
3. To provide Faculty of Education members and other members of the university and educational communities the opportunity to work with partners in other countries.
4. To provide opportunities for collaboration with scholars from other universities and countries.
5. To provide opportunities for visiting scholars at the University of Regina.
6. To liaise with partners towards the development of collaborative international initiatives consistent with CIET's guiding principles.
7. To represent the Faculty of Education in its relationships with the University's Office of International Cooperation and Development.

Article III - Board of CIET

The Board of CIET will be elected annually from and by tenured, tenure-track, term and seconded members of the Faculty of Education. The Board will be comprised of seven elected members and four ex-officio members [Vice-President Research/International, Director of the Office of International Cooperation and Development, the Director of CIET and the Dean of the Faculty of Education).

The elected CIET Board members' terms will be staggered so as to ensure continuity of Board membership.

Article IV - Organization and Administration

1. The Director of CIET shall be appointed for a three-year term by the Dean of the Faculty of Education (as set out in Centres and Institutes Guidelines, Policies, and Procedures) with the advice of the CIET Board.
 - a) Day-to-day administration of CIET shall be under the aegis of the Director, consistent with the policies approved by the Board.
 - b) The Director of CIET shall be responsible to the Board for the implementation of policies approved by the Board.
2. The chairperson of the CIET Board shall be elected from and by the members of the Board.
3. Funds accruing to CIET will be designated only to support international initiatives and the infrastructure of CIET.
4. All programs and initiatives sponsored by CIET shall have the approval of the Board.

Appendix I

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 other Deans.
5. The University Secretary.
6. The Registrar.
7. The University Librarian (or designate).
8. Those Professors, Associate Professors, Assistant Professors, Full-Time Lecturers, Special Lecturers, Instructors and Secondments who hold full-time academic appointments in that Faculty.
9. Students (up to 20% of faculty constituents)

Faculty of Education

Administration (1)

Arts (2)

Engineering (1)

Fine Arts (1)

Kinesiology and Health Studies (1)

Science (2)

Social Work (1)

Centre for Continuing Education (1)

Campion College (1)

First Nations University of Canada (1)

Luther College (1)

Director (or designate) of NORTEP (Northern Teacher Education Program)

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

Chairmanship

The Dean of Education

Quorum

Those present.

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 Secretary 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.

"Moved that all individuals with academic appointments in the Faculty of Education, including term, probationary, tenured and seconded faculty, will be given the opportunity to vote or stand for elections to Standing Committees of the Faculty of Education, with the exception of Secondments who are not eligible to vote or stand for elections to the Dean's Advisory Committee on Performance Review and Sabbaticals."