



Shaping Who We Are:

Taking Action Revisited

Strategic Plan for 2004-2006

Faculty of Education
University of Regina

December 2004

Continuing the Journey

During 2002-03, the Faculty change process focused on the work of the Steering Committee (consisting of elected and appointed members) and three subgroups. These committees attempted to outline possible changes in the areas of Faculty programs, structure, and scholarship that were targeted in the Faculty External Review. The Steering Committee also prepared a report reflecting on the change process. In addition to their work, the Dean's Office worked with various groups of the Faculty to identify other areas for change.

During 2003-2004, the Steering Committee continued to provide direction for overall Faculty change. The document Taking Action guided the Faculty change process. It outlines changes that had already taken place, along with possibilities for additional change. It describes the move into the second major cycle of action research in the Faculty change process. Information in the document emanates from reflection on the subcommittees' work as well as ideas for change that emerged during the change process. Cycle 1 of the renewal process sought to provide reconnaissance of ideas for change related to programs, structure and scholarship. Cycle 2, reflection on the process and change to date was presented in broader themes, or priority areas for action.

Cycle 2 of the renewal process challenged the Faculty to prepare for and carry out action that would carry us towards our preferred future. It involved the presentation of the Taking Action document to the Dean's Advisory Committee for discussion, meetings with the various units of the Faculty such as programs and subject areas to develop and prioritize specific change proposals, and academic staff meetings to discuss the proposals. Programs submitted updates to the Steering Committee on their priorities and process for change. See Appendix 1 for a summary of progress on Taking Action during 2003-04.

This document, Shaping Who We Are, further refines action to be taken during 2004-06 Cycle 2 of the Faculty change process. It articulates the values that shape our Faculty and provides an opportunity to clarify major priority areas for action.

In our Faculty, there is a healthy tension between the desire to change and the preservation of our foundational characteristics: a strong concurrent model of undergraduate teacher education (four years with Education and non-Education courses taken simultaneously), strong partnerships with educational professionals in the province, a strong social justice ethic, a strong collaborative Faculty culture, and highly qualified, dedicated graduates. We are well-positioned for change and well-anchored in terms of purpose.

Change in the Faculty of Education has often occurred in incremental phases that build on the accomplishments of the past rather than through the implementation of grand master plans. It has usually involved substantial dialogue before decisions are made. Although it is impossible to consult broadly on every proposed item for change, major changes that emerge from the current process will need sufficient dialogue to inform the decision-makers responsible for those changes. The change process will continue to include the circulation of documents and provision of discussion opportunities for faculty in the various programs and subject areas so that the resulting changes make our Faculty as a whole a better place to work and study than it already is.

The change process had indeed shaped the Faculty. We have a solid foundation of past accomplishments. We have a history of leading change in the province. We have a history of program development that strategically places the Faculty in the educational landscape. What we become is not by chance, but by the collaborative efforts of all of us.

Mission Statement

The Faculty of Education serves society by educating classroom teachers, preparing educational leaders, providing leadership and support for training and development, conducting educational research, and engaging in provincial, national and international programs and projects. 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.

Goals and Priorities

The Faculty values

- A developmental model of teacher education
- Research that informs teaching and education
- Justice and diversity in curricular and classroom practice
- Our collaborative work among Faculty members, and with our educational and training partners at home and around the world
- Our individual achievements and expertise

We are committed to making the world a better place for everyone through education.

(Mission Statement, Goals and Priorities approved by Faculty Council March 2001.)

Shaping our Future

The following five categories capture the VALUES that shape our Faculty: the importance of CONTRIBUTING PEOPLE, the strength of QUALITY PROGRAMS, the need to promote FAIRNESS AND OPPORTUNITY for all children, youth and adult learners, the desire to EXPLORE EDUCATIONAL KNOWLEDGE AND PRACTICE, and a mission to COLLABORATE WITH AND SERVE THE COMMUNITY.

- Nurturing a Caring Collegial Faculty Environment
- Revisioning Programs: Quality Teaching & Learning
- Expanding the Vision: School^{PLUS} and Aboriginal Teacher Education
- Promoting Quality Scholarship & Research
- Strengthening Partnerships

Priority Area: Nurturing a Caring Collegial Faculty Environment

The people in the Faculty of Education are its primary resource. It is they who shape the future of this place. We are committed to ensuring that all members of our community—students, faculty and staff—are supported and recognized for their contributions and accomplishments. We will continue to review ways to strengthen and enhance the orientation activities, information sessions, formal and informal mentoring initiatives, support services, consultation processes, and celebration events that we organize throughout the year for students, faculty and staff.

A major focus for action for 2004-06 is the Faculty structure. The Faculty structure needs to capture the energy and excitement that people bring to their work, and needs to clearly define roles and responsibilities for them.

The 2004 Fall Faculty Seminar provided faculty members the opportunity to yet again discuss the Faculty structure and to provide feedback on proposed diagrams that attempt to provide an overview of our administrative structure and collaborative decision making processes. A working group will incorporate the suggestions into a revised document to be presented to and discussed with faculty and staff.

This Faculty has a long history of valuing democratic decision making and collaborative change. Understanding the structure, having input into changing the structure and knowing one's role within the structure are all important in determining the value of what each of us do in the Faculty. It's a matter of knowing we belong and that we do make a difference in the organization.

Objective 1: To develop a Faculty structure document that clarifies administrative responsibilities, decision making processes and the relationship of various components of the Faculty.

Action Focus for 2004-06:

- Complete administrative structure diagrams
- Continue consultation with faculty and staff
- Present changes to faculty for adoption
- Make administrative changes as demanded by the new structure document

A second major focus for action in 2004-06 is to develop a stronger web presence. Increasingly, prospective and current students, faculty members and others are using the web to find information about our programs, policies and people. We want to ensure that the information we have available on our website provides an accurate and comprehensive overview of the Faculty. Increasingly, we are using the web to post materials (e.g., minutes of meetings, handbooks, resource materials) that are accessible to those on and off-campus. We have recently developed a new logo for the Faculty. We will continue to review ways to enhance and strengthen our web resources in conjunction with our print-based materials.

Objective 2: To provide students and the public with updated information on programs, faculty research interests, and new developments within the Faculty.

Action Focus for 2004-06:

- Redesign and update Faculty website
- Update faculty member web pages
- Develop a tagline and quotes to complement the new logo

Priority Area: Revisioning Programs: Quality Teaching and Learning

The Faculty has a strong reputation beyond the province for the programs it offers. Our programs are the result of the collaboration of faculty members with a vision for teacher, adult educator and graduate student preparation. Elements of programs that have given rise to our reputation as a preferred place to learn include: cohort structure, experiential learning opportunities including strong practica components, strong links to the profession, alignment to provincial curriculum and other initiatives, and strong provincial educational partnerships. Throughout the change process the value of teacher education programs, adult education programs and graduate programs has been confirmed. We will continue to review ways to strengthen links across programs, support the development of the Teaching Preparation Centre, provide opportunities for students to learn about effective ways of using ICT, and explore possibilities for joint degrees with other Faculties.

A major focus for action for 2004-06 is to explore ways to ensure that our programs continue to be responsive to the changing landscape of education--from pre-kindergarten to adult education--as well as to examine alternatives that will enhance the quality of learning experiences for our students.

Objective 3: To develop a model for program renewal and development in the Faculty.

Action Focus for 2004-06

- Continue the development of the new middle years program
- Complete Task Force study of the graduate program
- Reflect on the program renewal process in Faculty through discussion and a Faculty document
- Use Strategic Opportunities to provide seed funding to support pilot projects in alternative delivery designs
- Use Strategic Opportunities to provide seed funding for new initiatives to support IT integration

Objective 4: To continue to document changes to Faculty programs that reflect progress in the “priority areas.”

Action Focus for 2004-06

- Solicitation of program reports by Steering Committee
- Develop processes to reflect on the quality of programs

Priority Area: Expanding the Vision: School^{PLUS} and Aboriginal Teacher Education

The Faculty has a history of providing leadership in education in the province. The education sector, along with other human service sectors, is being challenged to respond to the needs and aspirations of Aboriginal people in Saskatchewan. Through our leadership in the School^{PLUS} model, we have an opportunity to shape our Faculty as a place that is on the cutting edge of school innovation and the development of students as change agents. We want to ensure that our teacher education programs prepare teachers who are closely linked to the community, understand social justice issues, and are able to relate to a variety of human-service providers in schools and communities. We want to ensure that our faculty continue to contribute to innovation and change in the education system in the province. The new Canada Research Chair offers exciting opportunities to support and extend our work in School^{PLUS} and Aboriginal Education. We will continue to work with our partners to support provincial initiatives around School^{PLUS} and Aboriginal Education.

A major focus for action in 2004-06 is to strengthen School^{PLUS} and Aboriginal Education content and experiences across all programs. We will work with partners to explore opportunities for joint initiatives teaching and research related to these two areas.

Objective 5: To infuse Faculty initiatives with School^{PLUS} vision and strengthen opportunities for students to learn about aboriginal people's histories, cultures and heritage from a critical perspective.

Action Focus for 2004-06

- School^{PLUS} Congress
- Establish Centre for Social Justice and Aboriginal Education

Priority Area: Promoting Quality Scholarship & Research

The Faculty of Education is committed to supporting high quality research and scholarship activities. We recognize that there is considerable diversity in the range of traditional and non-traditional, individual and collaborative research and scholarship in which faculty and students are engaged. We will continue to support research and scholarship through initiatives such as colloquia for graduate students, noon-time seminars for sharing works in progress and completed projects, seed funding for research, conference funding, public lectures, start up grants and research semesters for new faculty members, and scholarships for graduate students.

A major focus for action in 2004-06 is to strengthen support services for research and scholarship within the Faculty. The naming of an Assistant Dean of Research and Graduate Programs is a step towards reallocating resources for faculty research. The newly appointed Canada Research Chair also provides new opportunities for scholarship and research for faculty and students. With increased opportunities for research funding, there is the need to consolidate research resources and to provide additional support for faculty and graduate student research proposals.

Objective 6: To strengthen the Faculty climate for engaging in scholarship and conducting research and to develop a stronger web profile for Faculty research and scholarship interests and activities

Action Focus for 2004-06

- Align SIDRU resources with the Centre for Social Justice and Aboriginal Education, and the Assistant Dean of Research and Graduate Programs in order to better support faculty research
- Develop inventory of Faculty research interests and make them available on the Faculty website to the wider community
- Establish Centre for Social Justice and Aboriginal Education

Priority Area: Strengthening Partnerships

The Faculty of Education has from its beginning been closely associated with the traditional educational partners in Saskatchewan: STF, SSBA, LEADS and SaskLearning. Our other links with the community include special subject councils, adult learning organizations, other educational institutions such as community colleges, and various language communities and cultural organizations. In a recent public opinion survey conducted for the University (Decision Research Inc, June 2004), participants were asked to identify programs for which the University is known. The largest percentage of respondents (24%) identified the Faculty of Education. This high level of public recognition can be attributed to the Faculty's strong links to the community through formal partnerships, and informal links of faculty members to community organizations and programs. Although integrally involved in the development of various Aboriginal teacher education programs, there is the need to become more closely linked to these programs. We will continue to explore opportunities for collaborating with our colleagues at First Nations University, NORTEP, SUNTEP, and YNTEP and creating opportunities for faculty and students to work together. We will continue to look for ways to enhance our community partnerships through public forums, advisory boards, annual meetings, reports and marketing materials.

A major focus for action in 2004-06 is community partnerships. We recognize the important contributions that community partners have made and are making to the Faculty of Education. We are interested in examining ways that we can continue to strengthen our institutional ties with community, enhance our communication about new developments in the Faculty, and encourage regular feedback and input from our community partners.

Objective 7: To strengthen partnerships by establishing an effective advisory structure for the Faculty.

Action Focus for 2004-06

- Consult with TEP partners and First Nations University of Canada on establishing an Aboriginal Education Council to advise the Faculty on the development of Aboriginal education

- Complete design of advisory structure
- Consult with partners on proposed revised programs

*Decision Research Inc. (June 2004). Report to University of Regina regarding perceptions, awareness and attitudes. Regina, SK.

Faculty of Education
Update on Taking Action
September 2003-June 2004

(Distributed at Faculty Fall Seminar, August 2004)

Faculty Environment

- Appointed new Director, PD Office
- Hired new faculty/staff (Early Childhood, Social Studies, EPS, Teaching Prep Centre)
- Organized information session for prospective students
- Developed strategy to revise Faculty website
- Organized 300 internships
- Organized 1200 school placements
- Organized information sessions for sessionals
- Organized Student Awards Reception
- Supported MEd research seminars
- Organized celebration of Faculty of Education publications

Teaching and Learning

- Hired Administrator for TPC
- Supported revision and development of alternate delivery model for EPS 100
- Approved new joint degree (BA/BE in English)
- Completed iTeacher Ed project
- Continued work on transdisciplinary Child Studies program
- Middle Years group developing proposal for program revision
- Approved new Adult Education and Training programs
- Developed MOU with CCE regarding Certificate courses
- Integrated Adult Education and Training admissions and advising functions into SPC
- Continued discussions of 30 credit hour M.Ed.
- Developed new certificate for SIAST Instructors
- Programs developed plans for Taking Action; Steering Committee reviewed plans

Scholarship and Research

- Appointed new Assistant Dean (Research and Graduate Programs)
- Provided seed funding (through PD, General Research and School^{PLUS} funds)
- Launched new journal: Policy & Practice in Education
- Provided support for scholarly conferences
- Supported faculty/student presentations at WestCAST
- MJ Barrett awarded SSHRC Doctoral Fellowship
- SIDRU sponsored seminars (rural education, Aboriginal education, Arts education)
- Initiated research mentor/staff support for new SSHRC Aboriginal Research Initiative
- Co-developed 2nd professional publication in ICT with SPDU for classroom teachers
- Completed Mi'kmaw Kina'matnewey evaluation project in NS (with INAC)
- Completed evaluations of First Nations School Net pilot projects (with Industry Canada)

- Collaborating with government departments, community organizations and educators on several projects related to early learning and care
- Partnering with government departments, professional organizations and teacher educators on several projects related to climate change

School^{PLUS}

- Organizing School^{PLUS} Congress
- Hired Director/organized working group for School^{PLUS} Congress
- Established Interagency Advisory Board for Congress (with Charter members: Arts, KHS, Indigenous Peoples Health Research Centre, SIAST, STF, SSBA, LEADS, Office of Treaty Commissioner, SK Learning, Justice, Corrections and Public Safety, Culture, Youth and Recreation, Government Relations and Aboriginal Affairs, Community Resources and Employment, Regina Qu'Appelle Regional Health Authority, College of Nursing), Labour Force Development Board
- Allocated seed funding for School^{PLUS} projects
- Participating in School^{PLUS} Research Consortium, School^{PLUS} Shared Leadership Institute

Aboriginal Education

- Appointed CRC in Social Justice and Aboriginal Education
- Revised secondary OCRE experiences to focus on First Nations/Metis culture
- Worked with First Nations University in development of new courses (e.g., First Nations/Minority Special Education)
- Worked with Office of Treaty Commissioner to evaluate Treaty Resource Kit
- Organized meeting with Strategic Partnerships & Aboriginal Education
- Participating with partners in Aboriginal Education Research Network
- Organized TEP Forum to discuss opportunities for new and on-going collaborations
- Renewed YNTEP agreement with Yukon Government and Yukon College

Community partners

- Liz Cooper and Mary Cronin recognized for contributions to community development through the Saskatchewan Volunteer Award and UR Award for Excellence in Public Service
- Held joint DAC meeting with STF Executive
- Reconvened BAC Advisory Committee
- Met with LEADS and SSBA Executive
- Made presentation to BTEC
- Provided seed funding in collaboration with OICD for new CIET initiative in Jilin, China
- Supported development of HRDC Mobility project
- Supported public lectures/conferences in collaboration with UR and external partners
- Co-hosted 4th Annual Education Career Expo (with over 40 recruiters)