

Recommendation 1	Comments 1	Timeline 1	Engagement 1
<p>Establish a Strategic Planning/Academic Planning Committee as a standing committee of Faculty Council (include in By-Laws of Council). The committee should have broad representation, including external stakeholders with the responsibility to oversee the development of a strategic plan/academic plan and monitor its progress.</p> <p>Action 1: Refer to Faculty Council</p>	<p>This particular suggestion seems workable as a stand-alone group within Faculty Council to support implementation. One concern about this recommendation is that it does not seem to understand the heavy workload of our faculty, a concern that was documented in our self-study and came up in the presentations to the panel during their visit. It may be an idea better served by the existing Faculty Council Executive, and/or the CUGS and GSC committees.</p> <p>As of February 2015 we have a new Strategic/Academic Plan Committee. In March 2015 we contracted an external facilitator who is guiding the development of a new Comprehensive Strategic/Academic Plan (2020), aka, CAP2020. This will include consulting with stakeholders. Also see Recommendations 2 & 3.</p>	<p>April to October 2016</p>	<p>Dean and Planning Committee Faculty Council Secretary</p> <p style="text-align: center;">Update</p> <p>Arranging a meeting with new faculty executive committee for September 2015.</p> <p>Will then refer this to Faculty Council October 2015.</p>

Recommendation 2	Comments 2	Timeline 2	Engagement 2
<p>Develop a new strategic plan/academic plan which actively engages faculty, staff, students, and external stakeholders ... in a meaningful manner and considers internal and external factors influencing the outcomes and potential successes of the Faculty. Consider having ... an external party with expertise in strategic planning.</p> <p>Action 2: Create Faculty Planning Committee and hire external facilitator. Held a retreat on April 8th and will hold another one in Fall 2015. Review of documentation and consultation process is ongoing.</p>	<p>We have a new Strategic Planning Committee (established early in 2015). An external facilitator is guiding our to the development of a new Comprehensive Strategic/Academic Plan (2020), aka CAP2020.</p> <p>Please note: The current Strategic Plan (adopted in Dec 2011) was frustrated by a large legacy deficit which took three years to eliminate. Despite this we have had some success in many areas. A report on the Faculty Strategic Plan (2011) was prepared for a Fall Retreat (Sept. 2014) but was delayed pending the completion of the APR visits. Arranging a review committee and visitations took almost a year from the date of the completion of the self-study. This meant the update of the Strategic Plan (2011) was completed on March 3, 2015. It also meant considerable time elapsed between the self-study process and the actual visit by the review team. The strategic plan (2011) update is now posted on our faculty website: www.mun.ca/ed</p>	<p>April 2015 to Sept 2015</p>	<p>Dean External facilitator Planning committee</p>

There were also two four-year faculty staffing plans developed outlining faculty needs and direction which were informed by our Strategic Plan (2011), and Faculty Retreat 2012, a series of mini retreats, and other Faculty consultations. Our previous Faculty/Staffing Plan(s) was submitted to the Office of the Provost and Vice-President Academic (2012 and 2013) with little reaction.

Moving forward (Also see recommendation 35), we have contracted an external facilitator who is redrafting our many plans into a comprehensive document and well as incorporating feedback from the APR and faculty consultation as part of a retreat held on April 8th. The draft of the plan will be discussed with faculty and the Office of the Provost and Vice-President Academic by the end of May 2015. A follow up retreat will be held in September 2015. Also see Recommendation 1 & 3.

Recommendation 3	Comments 3	Timeline 3	Engagement 3
<p>Ensure that the next strategic/academic plan developed by the Faculty aligns more clearly with the strategic direction and frameworks of the University (research, teaching and learning and engagement).</p> <p>Action 3: Referred to Recommendation 2</p>	<p>This will be part of our new CAP2020. Also see Recommendations 1 & 2.</p>	<p>See R2</p>	<p>See Recommendation 2</p>

Recommendation 4	Comments 4	Timeline 4	Engagement 4
<p>Explore the possibility of inviting relevant stakeholders to become standing members of Faculty Council and if agreed, revise bylaws accordingly. (See also Recommendation 14).</p> <p>Action 4: Refer to Faculty Council</p>	<p>This is the case in some universities and less so at Memorial University. We will discuss at Faculty Council.</p>	<p>October 2015</p>	<p>Dean and Faculty Council Secretary</p>

Recommendation 5	Comments 5	Timeline 5	Engagement 5
<p>Review the necessity of having two committees focused on the graduate studies program.</p> <p>Action 5: This will be referred to the respective committee and then to Faculty Council for comment.</p>	<p>This was considered as part of a recent doctoral program review. It was recommended to have separate committees as a result.</p>	<p>April to May 2015</p>	<p>Associate Dean (Grad Studies) Chairs of Doctoral and Masters Studies Committees</p>
		Update	
		<p>Letter sent to ADG, GSC and DOC committees on May 26th for feedback.</p>	

Recommendation 6	Comments 6	Timeline 6	Engagement 6
<p>Consider establishing a Student Awards Committee as a standing committee of Council ... to strengthen communications about and potential uptake of awards.</p> <p>Action 6: Approved by Faculty Council at March 2015 meeting.</p>	<p>This has already been done.</p>	<p>Completed</p>	<p>Associate Deans Faculty Council</p>

Recommendation 7	Comments 7	Timeline 7	Engagement 7
<p>Engage an external facilitator to help the Faculty explore how issues related to engagement, support, and communication may be inhibiting its progress and develop an action plan to address these issues.</p> <p>Action 7: Form a faculty-staff working group to look into this. Also include as part of CAP 2020. Hold faculty engagement session in the Fall of 2015. This could be linked to the mentoring process for new faculty as well (Also see recommendation 38).</p>	<p>All faculty and staff members should feel safe to express their opinions. Having said this a separate session on Faculty Engagement should be part of a mini retreat in the Fall of 2015. Engagement is a key theme identified in our faculty/staff retreat on April 8th and will be reflected in our CAP2020 process.</p>	<p>April to Nov 2015</p>	<p>Same as Recommendations 1 to 3 Dean and Communications Co-ordinator Faculty Committee</p>

Recommendation 8	Comments 8	Timeline 8	Engagement 8
<p>Conduct a thorough examination of current and projected enrolments within each of the B. Ed. programs in order to consider consolidating some of them.</p> <p>Action 8: Will refer this to the Associate Dean and Admissions Committee.</p>	<p>Such a review was done three year ago and is ongoing. A faculty committee will be set up to report to Faculty Council. We have also mapped out an enrolment 2020 plan as part of Memorial's overall plan.</p>	<p>April to Nov 2015</p>	<p>Associate Dean (Undergraduate) Admissions Committee</p> <p style="text-align: center;">Update</p> <p>Letter sent to ADU, Admissions, and CUGS committees on May 26th for feedback.</p> <p><i>Response:</i> It should be noted that several programs have been eliminated or consolidated in the last three years</p> <ul style="list-style-type: none"> • B.Ed. (P/E) Consecutive (eliminated) • Native & Northern (under review) • Diploma in Adult Learning and Diploma in Post Secondary Education (consolidated into one diploma) <p>A faculty committee will be set up to review the matter of program breadth and report to Faculty Council. The committee will consider: Consideration to Education in a broader sense (Education degrees may be used for careers outside of classroom teaching)</p> <ul style="list-style-type: none"> • Enrolment trends • Programs which have been consolidated and/or removed • Programs that could be considered for consolidation • and the advantages/disadvantages of doing so. • Program options for Grenfell campus • Consideration to Education degrees in a broader sense (Education degrees targeted at ancillary careers outside of classroom teaching) <p>The Faculty has also mapped out an enrollment 2020 plan as part of Memorial's overall plan.</p>

Recommendation 9	Comments 9	Timeline 9	Engagement 9
<p>Given the relatively small enrolment in the Junior/Intermediate program offered at the Grenfell campus, reconsider whether or not this program is sustainable in the longer term.</p> <p>Action 9: We will respond and react to the Grenfell based process. We will also ask the Undergraduate Office to assess this Dean</p>	<p>The recommendation is an 'error in fact' which was not corrected despite our request that is be changed.</p> <p>This program is actually a 'Primary/Elementary' (there is no such program as Junior/Intermediate at our faculty). As to the enrolment in Corner Brook, this has been the case for 'one year' and is normally at 30 to 40 students. We have acted on this and recent</p>	<p>May to Nov 2015</p>	<p>Dean Associate Dean (Undergraduate)</p> <p>AVPA Academic (Grenfell Campus) Dean</p>

will meet with Grenfell AVPA>	<p>enrolments are increasing.</p> <p>Also note that the Grenfell Campus has commissioned a study into the relationship between our faculty and the Corner Brook campus.</p>
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Recommendation 10	Comments 10	Timeline 10	Engagement 10
<p>Develop a research agenda related to the new Inuit Teacher Education program to be delivered at the Labrador Institute so that research will inform further program development.</p> <p>Action 10: We will encourage faculty to seek funding to do this research. We will enter into discussion about sources of funding</p>	<p>We concur with the recommendations, particularly with respect to the parallel Inuktitut language acquisition program (LITP) and the experiential learning components of the program (similar to STEM program concepts). It would be even more helpful if the review committee could have identified the funding source for this research.</p>	<p>May to Dec 2015</p>	<p>Dean and Associate Dean, Research Faculty Indigenous Interest Group Chair R and D Committee</p>

within the university and our partners in the Labrador program. Also this can be referred to our Faculty Research and Development committee as a priority for seed funding.

Recommendation 11	Comments 11	Timeline 11	Engagement 11
<p>Explore the feasibility of revising the current admissions process to ensure that the Faculty is admitting only the most promising students and those who are most likely to be able to respond to the diversity in today's classrooms.</p> <p>Action 11: Will refer to both Undergraduate and Graduate Admissions Committee. They will report back to Faculty Council.</p>	<p>Three years ago the faculty initiated a process of cultural diversity as part of recruitment. Data on admissions averages are collected and presented to Faculty Council as part of the Associate Dean's regular reporting responsibilities.</p> <p>Recent PISA research on the application to education programs is particularly interesting in this regard. Our current intake is comparable with other provinces and countries with respect to intake, Finland for example.</p> <p>Having said this, our faculty has been discussing the performance of students at intake as well as other admission criteria.</p>	<p>May to Dec 2105</p>	<p>Associate Deans and Chairs of each committee.</p> <p style="text-align: center;">Update</p> <p>Letter sent to ADU, Admissions, and CUGS committees on May 26th for feedback.</p> <p><i>Response:</i> Comparative data on admissions averages are collected and presented to Faculty Council as part of the Associate Dean's regular reporting responsibilities.</p> <p>It is important to note that there are no direct entry (from high school) programs in the Faculty. The minimum average required for admission is 65%; however, the vast majority of teacher candidates are admitted with university averages above 70%. Our survey of teacher education programs across Canada shows that a 70% admissions average is the norm. The matter of revising the current admissions process will be referred to the Admissions Committee for further consideration. Included among the issues the Committee will be asked to consider and report on are:</p> <ul style="list-style-type: none"> • Selection criteria and entry averages • Non-academic criteria (suitability) • Selection methods including potential for the use of interviews and/or video submissions

Recommendation 12	Comments 12	Timeline 12	Engagement 12
<p>Begin a process of identifying core competencies that graduates of all B.Ed. programs would be expected to have and do this in conjunction with an overall curriculum mapping exercise. Furthermore, consider aligning these core competencies into the revised admissions process suggested in the previous recommendation.</p> <p>Action 12: This will be referred to Faculty Council with the suggestion of forming a committee to report back on by the Fall of 2015. The Admissions and the Committee on Undergraduate Studies should also consider this and inform the discussion. The committee can then report back to Faculty Council as to possible direction.</p>	<p>This recommendation did not recognize the extensive consultations that take place as part of the development and review of our degree programs. In each case stakeholders are involved, research on comparison programs is undertaken, general research on best practice in teacher education is undertaken, expected outcomes are identified, and a curriculum mapping exercise is completed. It should be noted that the faculty is fortunate to have several scholars whose research and core expertise is teacher education.</p>	<p>May to Oct 2015</p>	<p>Associate Dean (Under Graduate) CUGS Chair Faculty Council</p>

Recommendation 13	Comments 13	Timeline 13	Engagement 13
<p>Consider involving representatives of the NLTA, the Department of Education, and the English School District in the development of these core competencies</p> <p>Action 13: This will be referred to our Committee on Undergraduate Studies for discussion. The Committee will consider how ‘standards of practice’ for beginning teachers are presently integrated into our programs, whether these need to be further formalized and the potential involvement of stakeholders in that process. The Committee will provide a report to Faculty Council.</p>	<p>See comments in recommendation 12 above.</p>	<p>May to Oct 2015</p>	<p>Associate Dean (Undergraduate) CUGS Chair Faculty Council NLTA Department of Education</p>

Recommendation 14	Comments 14	Timeline 14	Engagement 14
<p>Given the receptiveness of external stakeholders to be more actively engaged with the Faculty, establish a Dean’s Advisory Committee to meet on a regular basis to discuss mutual areas of interest and concern.</p> <p>Action 14: The Dean will invite key stakeholders to form an advisory group. We will also continue our consultations as above.</p>	<p>It is an interesting observation. In the drafting of the self-study, the stakeholders were invited to contribute but were largely non-responsive. When invited to speak to the panel they did find the time. Unlike some professional schools our degree programs have greater intellectual freedom and challenges in working with our external partners. Ours is both a training and educative process, which readies students for systems we are sometimes critical of while strongly supportive of these same systems.</p> <p>While there is no formal Dean’s Advisory Committee, there are several channels through which the Dean and Faculty of Education are in regular communication with external stakeholders. The reviewers noted that there was ‘lots’ of communication. We typically meet twice a year with the English School District (There are other districts as well), the NLTA (there are other stakeholders too), and the Department of Education and Early Childhood Learning, including the Deputy</p>	<p>Sept 2015</p>	<p>Dean</p>

Minister. The Associate Deans, along with other faculty and staff, participate in these and other meetings on specific issues of mutual interest.

There are also other formal committees that regularly meet, such as the Teacher Induction Planning Committee, Teacher Certification Committee, as well as numerous other ad hoc committees, such as program degree development committees, the Leadership Consortium and others.

Recommendation 15	Comments 15	Timeline 15	Engagement 15
<p>Develop a plan to reduce the Faculty's over-reliance on per course or sessional instructors which may be done in conjunction with a review of the number of programs noted in Recommendation 8.</p> <p>Action 15: Continue hiring, discuss with Provost as part of APR, and include as part of our CAP2020 and Future Faculty Staffing plans.</p>	<p>(Also see Recommendation 20) The faculty has been actively engaged in this process and will continue to do so.</p> <p>Also note that:</p> <ol style="list-style-type: none"> 1) Because of delays in receiving approvals to recruit from last year's hiring plan (delays which have since been corrected), our current faculty complement is 6 fewer than our normal core of 48. The six vacancies resulted in about 10% more sessional instructors than will be used after the faculty members have been hired. 2) We are also reducing the number of course remissions banked as part of a high rate of retirements and process to 'wind down' this liability. This means about 5% more sessional instructors in the current year. <p>These elements alone account for 15% of our sessional use. Using the review committees, contested as high estimates of 50% sessional instructors, we can expect our future reliance on sessional instructors to drop to approximately 35% even</p>	<p>May 2015 to 2018</p>	<p>Provost Dean Associate Deans</p>

if the faculty took no additional action in this area.

This potential 65% faculty teaching ratio is still less than our faculty plan to increase our faculty teaching ratio to 80% (As per Faculty Plan and Self Study).

There are resource reallocation implications associated with this action and these were outlined in our previous Faculty/Staffing Plans that was submitted to the Provost. As yet there has been no follow-up on the plan from the Office of the Provost and Vice-President Academic. We trust the review process can lead to some actions and this will be part of our new CAP2020.

Recommendation 16	Comments 16	Timeline 16	Engagement 16
<p>Develop better pedagogical support, orientation and training for per course/sessional instructors especially as it relates to Faculty policies and regulations in both face to face and online environments. Formalize and foster opportunities for communications with and between per course and sessional instructors.</p> <p>Action 16: Refer to Associate Deans and look to improve this. Also need to discuss with DELTS.</p>	<p>The current practice in Teacher Education Programs is to provide a face-to-face orientation session every semester. Handbooks are distributed to all instructors and they are also available on the faculty's website. There is also a D2L shell available for sharing course outlines, schedules, assignments to facilitate instructional planning.</p>	<p>May to Dec 2015</p>	<p>Associate Deans DELTS</p>

Recommendation 17	Comments 17	Timeline 17	Engagement 17
<p>Capitalize on the two major STEM initiatives currently in progress or in development as they represent excellent opportunities to combine program development, teaching, and research. Given that both initiatives involve or will involve field partners, the Review Committee recommends that to the degree possible, the Faculty seize these opportunities to strengthen partnerships with its external stakeholders.</p> <p>Action 17: The STEM Becoming a Teacher project will be paused pending the creation of a new STEM working-planning team with new hires and faculty returning from leaves (Fall 2015). We will also consult with Faculty about the STEM degree process to date (Nov 2015).</p> <p>1) The Becoming a Teacher</p>	<p>The work related to this recommendation is current practice and in progress.</p> <p>Both STEM projects (the Teachers in Action and the Becoming a Teacher) are based on a funding agreement that stipulates where and how funding is to be used. For the Teachers in Action, a field-based project, engagement sessions are being planned. We have 11 partner schools. For Becoming a Teacher the degree, and any program related matters, are within faculty purview.</p> <p>The Teachers in Action Project is running smoothly and meeting its goals, and I argue exceeds the recommendation given here.</p> <p>The Becoming a Teacher Project is delayed due to faculty leaves and hiring delays (See response to recommendation 15).</p> <p>Having said the above, changes to the STEM process will be needed.</p>	<p>1) Sept 2015 to April 2016 2) June 3) Nov</p>	<p>1) Dean Associate Dean (Undergraduate) Dean's STEM Oversight Committee STEM Project Team 2) HMDC and Dean 3) Faculty</p>

project team will be rebuilt in the fall.

2) A meeting with HMDC representatives is pending to discussion all options.

3) A major faculty consultation session is planned for the Fall 2015.

Recommendation 18	Comments 18	Timeline 18	Engagement 18
<p>Re-evaluate the portfolios for Associate Deans and consider a new infrastructure so that Research is supported actively, requiring this individual to create structures, opportunities and events that support the research culture in the Faculty of Education.</p> <p>Action 18: The previous Provost had ‘verbally’ agreed to a distinct role for research. As part of the Research Scan conducted by the Dean in consultation with the VPR’s office there is a recommendation to hire an associate dean for research as well as a grant facilitation officer. We need to re-engage in discussions with the new Provost as to reconfiguring our administrative structure and staff alignment to better articulate and support our research effort as well as graduate programs.</p>	<p>We welcome this recommendation. Indeed it reflects an ongoing discussion that is moving us in the same direction. It also reflects our self-study and comments to the review committee visit.</p> <p>We need to better articulate our research effort and related strategy as well as support the teaching and learning mission for the faculty. The concept of an administrator and unit specifically responsible to support our research effort is important. The current configuration of ‘research and graduate studies’ means the size of our course-based graduate program sometimes dominates the office’s efforts, sometimes to the detriment of research. Also linking research to the Graduate Studies office ignores a growing move to more undergraduate research.</p>	<p>May 2105 to Fall 2015 (Have effect in Jan 2016)</p>	<p>Dean Provost Office VP Research SGS</p>

Recommendation 19	Comments 19	Timeline 19	Engagement 19
<p>Hire a research Grants Facilitator to identify and support funding and scholarship applications and provide research support to faculty and students.</p> <p>Action 19: Plan to rehire under current or reconfigured research portfolio.</p>	<p>Action 19: Plan to rehire under current or reconfigured research portfolio.</p>	<p>May 2015 to Dec 2015 (In effect by Jan 2016)</p>	<p>Dean Associate Dean for Research VP Research and Provost</p>

Recommendation 20	Comments 20	Timeline 20	Engagement 20
<p>Re-evaluate the high number of sessional/per course instructors teaching in the M.Ed. program and reduce this number significantly, given the need for strategic hires that align with program needs and scholarship.</p> <p>Action 20: (Also see recommendation 15) Include as part of the APR response, the new Faculty Staffing plan, and our CAP2020.</p>	<p>(Also See Recommendation 15) The faculty has been actively engaged in this process and will to do so. Also note that:</p> <p>1) Because of some delays in receiving approvals to recruit (the issue with delays has been resolved but the process of hiring slow), our current faculty complement have 6 fewer active faculty than our normal core of 48. The six vacancies resulted in about 10% more sessional instructors than will be used after the new faculty members are hired.</p> <p>2) We are also reducing the number of course remissions banked as part of a high rate of retirements and process to 'wind down' this liability. This means about 5% more sessional instructors in the current year.</p> <p>These elements along account for 15% of our sessional use. Using the Review Committee's estimate of 50% sessional instructors, we can expect our future reliance on sessional instructors to drop to approximately 35%,</p>		<p>Provost's Office Dean and Faculty</p>

even if the faculty took no additional actions in this area.

Having said this, in our faculty staffing plan we present a plan to increase the faculty teaching of students to 80%. There are resource reallocation implications associated with this action and these were outlined in our previous Faculty/Staffing Plans and the Self Study.

Recommendation 21	Comments 21	Timeline 21	Engagement 21
<p>Given the \$5m in funding from HMDC, and to buttress the research culture at MUN, explore the following:</p> <ul style="list-style-type: none"> a) an endowed research chair in STEM (from within the \$5 million or in addition to it); b) a HMDC STEM graduate scholarship at the M.Ed. and/or PhD levels c) a post-doctoral fellowship in STEM; d) similar opportunities with other funding partners including government and corporations. <p>Action 21:</p> <ul style="list-style-type: none"> a) The revised budget, approved in the Fall of 2014 has enabled the Faculty to hire a STEM faculty member or support and NSERC/HMDC funded Research Chair or STEM faculty term position. Discussions can be held with HMDC and the Research office about a HMDC funded research chair. b) There is funding for doctoral students in one of 	<p>As discussed in recommendation 17, the need to re-create the development team is apparent. However, The STEM development work is based on a funding agreement that stipulates where and how funding is to be used. Having said this we need to look at how we can use recent changes to the agreement to fund some elements related to Recommendation 21, such as: a faculty member in STEM Education, options such as a visiting scholar, graduate students, and work with other partners should be considered.</p>	<p>May 2015 to Dec 2015</p>	<p>Dean Dean's STEM Oversight Committee STEM Project Teams/Leads</p>

the project.

c) Funding exists in the projects to hire doctoral and graduate researchers. This is being done.

d) This is part of the process for each of the two projects.

Recommendation 22	Comments 22	Timeline 22	Engagement 22
<p>Create scholarly clusters where capacity exists by galvanizing scholarship around joint course delivery within specific cognate and interdisciplinary areas.</p> <p>Action 22: Meetings will be held with our current graduate specializations of to the recommendations. This will also be part of our CAP 2020</p>	<p>Elements of this recommendation are present in our Strategic Plan, should be part of our CAP2020 process, in our new Faculty/Staffing Plan which can be submitted to the Office of the Provost and Vice-President Academic. We need to look at the way our specializations are configured: programs and/or scholarly clusters/interests and align our future accordingly. This might mean a form of compensation for the new specialization coordinators. Also, the new position-based budgeting model makes faculty replacement more challenging. We believe greater flexibility is needed to apply the budgeting model to new hires.</p>	<p>April 2015 to Nov 2015</p>	<p>Dean Associate Dean (Graduate Studies) Specialization chairs where appropriate.</p>

Recommendation 23	Comments 23	Timeline 23	Engagement 23
<p>Reconsider the mix of part-time online course based students in the M.Ed. program and encourage more students to pursue the thesis route in the M.Ed. program so that admissions are balanced, for example, to 50% thesis and 50% online part-time and course based.</p> <p>Action 23: No further action as we will continue on the direction started as part of the 2012/2013 process.</p>	<p>Given the nature of our faculty, the geography of the province and occupational circumstances of our graduate students, we believe that such a change would be unfeasible and have an impact on our prospective graduate pool.</p> <p>Following consultations held in 2012/2013, the faculty started a process to increase the number of face-to-face courses and related on campus enrollment. There is an active process within some our specializations to seek more face to face and blended options. We have also created graduate cohorts online, on campus, and in other regions which have been successful.</p>		

Recommendation 24	Comments 24	Timeline 24	Engagement 24
<p>Consider reducing intake into all M.Ed. programs by half so that entry is more competitive, quality is enhanced, and the programs are more aligned with Faculty resources.</p> <p>Action 24: More discussion is required as to our 'right' size. There were elements of such a 'right size' discussion in our previous Faculty/Staffing Plan submitted to the Office of the Provost and Vice-President Academic with no reaction. This will be part of our new CAP2020 Plan and the renewed Faculty Staffing Plan.</p>	<p>A reduction of this magnitude would be detrimental to the faculty, the students we serve, and indeed the university and the province. It would be more helpful for the Office of the Provost and Vice-President Academic, in conjunction with our Faculty Staffing Plan outline to work with our faculty to determine our 'right' size and then enable us to make growth decisions with adequate resources.</p>	<p>May to Dec 2015</p>	<p>Provost Dean Associate Dean (Graduate Programs)</p>

Recommendation 25	Comments 25	Timeline 25	Engagement 25
<p>Re-examine funding for full time M.Ed. thesis and doctoral students in order to attract top graduate students.</p> <p>Action 25: Refer to Associate Dean (Research) and SGS for consideration</p>	<p>This needs discussion and clarification. It also seems a matter for the School of Graduates Studies, the Office for Research, and the Provost.</p>	<p>May to June 2015</p>	<p>Associate Dean (Research) Dean SGS AVPA Research</p>

Recommendation 26	Comments 26	Timeline 26	Engagement 26
<p>Consider creating a comfortable and inviting learning commons space for graduate students to meet, work, interact, and develop relationships and connections much like the learning commons space provided for undergraduate students.</p> <p>Action 26: Develop and submit a plan for a Research Commons to submit to funders in cooperation with Alumni Development Officer.</p>	<p>There is space in ED3007 specifically for graduate students. It should also be noted that the Teaching and Learning Commons is intended to be used by both undergraduate and graduate students.</p> <p>We are currently developing a plan for a Research Commons which will support this recommendation.</p>	<p>May to Dec 2015</p>	<p>Dean SAO Alumni Development Office</p>

Recommendation 27	Comments 27	Timeline 27	Engagement 27
<p>Ensure that information about program delivery clearly outlines how many courses will be delivered online versus face to face.</p> <p>Action 27: Refer to Associate Deans and faculty as to clarifying course outlines.</p>	Yes	June 2015	Associate Deans Faculty Members

Recommendation 28	Comments 28	Timeline 28	Engagement 28
<p>Provide language supports for international students, including in the delivery of online learning.</p> <p>Action 28: Refer to Faculty Undergraduate and Graduate Studies Committee for consideration and the University International Office.</p>	<p>It is not the role of the Faculty of Education to provide such language support. However, the faculty is sensitive to the needs of writers using English as an additional language. This matter should be clarified as part of the International Office support and admissions.</p>	<p>May 2015</p>	<p>Associate Deans International Office</p>

Recommendation 29	Comments 29	Timeline 29	Engagement 29
<p>Encourage instructors who teach online courses to hold informal meetings with on-campus students to foster a collegial, research minded environment which supports their learning.</p> <p>Action 29: Encourage faculty to continue current practice on campus as well as equivalent online meeting mediums.</p>	<p>The Review Committee does not appear to understand the context of online learning or the nature of our province, not to mention other areas in which we operate. Most of our online students are not in close proximity to the campus to St. John’s campus. Through in-depth online discussions we can foster a collegial, research-minded environment which supports their learning and accommodates the needs of our students.</p>	<p>Ongoing And June 2015</p>	<p>Associate Deans Faculty DELTS</p>

Recommendation 30	Comments 30	Timeline 30	Engagement 30
<p>Re-examine the course requirement component for the PhD program given the high failure rate in the comprehensive examination. Consider having required courses in theory, not just in educational studies, but also in the student's field of study.</p> <p>Action 30: We have changed our comprehensive process as of January 2015 to deal with some of the procedural and perceptual issues (This was approved at Senate in April 2015)</p>	<p>This is another 'error in fact' which has not been dealt with despite our effort to have it addressed.</p> <p>The conclusion of a "high failure rate in the comprehensive examination" is incorrect. To date, 20 of our students have graduated and there have been some withdrawals, however, there have not been any failures. In doctoral comprehensive examination there have been three cases of students being required to take a second attempt. In two cases there are language issues (See comments on Recommendation 28) and in one recent case the student is deciding whether to continue take the second attempt or not. This is an example of rigor and accommodation, not a student failure or a failure to accommodate students.</p>	<p>Completed</p>	<p>Associate Dean (Research) Doctoral Studies Committee Faculty Council SGS</p>

Recommendation 31	Comments 31	Timeline 31	Engagement 31
<p>Conduct a review of how the staff supports the current administrative structure. Roles, responsibilities, relief duties and reporting structures have to be more clearly defined and communicated within the Faculty. Assess work assignments for duplication of effort and attempt to create greater efficiencies in assignments and workflow.</p> <p>Action 31: As suggested in Recommendation 18 we need to better articulate our administrative structure and then align our staff effort and related efforts strategy.</p>	<p>There was a review of staff professional interests and needs in 2012. Follow-up on this report is ongoing. As to the current structure there has been a realignment (2013-2014) of the Offices of the Dean, Undergraduate and Graduate Offices.</p>	<p>Ongoing and same as R18.</p>	<p>Dean Associate Deans SAO</p>

Recommendation 32	Comments 32	Timeline 32	Engagement 32
<p>Develop a more formalized intra-faculty communications plan (as an outcome of Recommendation 7).</p> <p>Action 32: Will develop a plan in cooperation with communications coordinator reflecting the outcomes of Recommendation 7.</p>	<p>To support this process the faculty recently hired a communications coordinator (March 2014 This position was held vacant for three years as part of our deficit reduction strategy.). An example of a recent change is the creation of our faculty newsletter, "The Scribbler."</p>	<p>October 2015</p>	<p>Dean Communications Coordinator SAO</p>

Recommendation 33	Comments 33	Timeline 33	Engagement 33
<p>Make the case to Senior Administration for the development of limited teaching term appointments (without requirement for research) within the MUNFA collective agreement.</p> <p>Action 33: This will be part of our response to the APR herein, the CAP2020, and our four year Faculty Staffing Plan for related discussions with the Provost.</p>	<p>(Also see response 15, 20, and 24). There was a plan to accomplish this in our previous Faculty/Staffing Plan that has been submitted to the Office of the Provost and Vice-President Academic. However, as yet we have not received a response.</p>	<p>May 2015 to Dec 2015</p>	<p>Dean Associate Deans SAO Provost</p>

Recommendation 34	Comments 34	Timeline 34	Engagement 34
<p>Ensure that the following occur more regularly in courses which employ several instructors over multiple sections:</p> <p>a) curriculum mapping; and b) evaluation of grading and assignment requirements</p> <p>Action 34: (responded to in Recommendation 16) but looking at more effective teaching (broad overview)/methodology courses and overlap (reinforces ideas) might be helpful. It is the practice in much of our work already.</p>	<p>This is discussed in the response to Recommendation 16.</p>	<p>Refer to 16</p>	<p>Refer to 16</p>

Recommendation 35	Comments 35	Timeline 35	Engagement 34
<p>Re-examine the current academic staffing plan to make sure it reflects upcoming retirement realities.</p> <p>Action 35: Faculty Staffing Plan is being revised.</p>	<p>Yes. There is a plan Faculty/Staffing Plan that has already been submitted to the Office of the Provost and Vice-President Academic.</p> <p>This is standard practice and discussed earlier in this document. (Also Recommendation 20).</p>	<p>Ongoing to Oct 2015</p>	<p>Dean Associate Deans SAO</p>

Recommendation 36	Comments 36	Timeline 36	Engagement 36
<p>Start developing recruitment strategies as it is possible that international searches will be needed.</p> <p>Action 36: This is part of current practice.</p>	<p>This is current practice.</p>	<p>Completed and ongoing</p>	<p>Dean Search Committees</p>

Recommendation 37	Comments 37	Timeline 37	Engagement 37
<p>Balance searches across programs, recognizing research priorities as well as curriculum delivery.</p> <p>Action 37: This is part of current practice.</p>	<p>This is current practice.</p>	<p>Completed and ongoing</p>	<p>Dean Search Committees</p>

Recommendation 38	Comments 38	Timeline 38	Engagement 38
<p>Develop a mentorship program to support new faculty.</p> <p>Action 38: Will consult with faculty and set up committee for this.</p>	<p>There are some mentorships existing on faculty. These are usually one-to-one relationships arranged by the Dean's Office. There is also a faculty orientation given by the university. The faculty also supports a FAQ section on website.</p>	<p>May to Aug 2015</p>	<p>Dean Associate Deans Search Committee/Chairs</p>

Recommendation 39	Comments 39	Timeline 39	Engagement 39
<p>Develop instructional space designated for the Visual Arts, Music and Drama Specialties. This space should be designed for “on the fly reconfiguration” (i.e. curtains or walls, instruction devices on trolleys etc.) so it is easily shared throughout the day.</p> <p>Action 39: Submitted last year and again this year.</p>	<p>This is ongoing. The faculty submitted an application to the Classroom Infrastructure Committee last year. The application is being submitted again this year.</p>	<p>Application completed</p>	<p>Dean SAO Associate Deans</p>

Recommendation 40	Comments 40	Timeline 40	Engagement 40
<p>In consultation with the School of Music, identify annual servicing costs for consumables, regular equipment renewal and contributions to the School of Music for usage of their equipment. Incorporate this into the annual budget of the Faculty of Education.</p> <p>Action 40: This should be investigated as recommended.</p>	<p>We currently support the music program in many other ways. It needs to be studied more.</p>	<p>May to Sept 2015</p>	<p>SAO's for Education and Music Associate Dean, Undergraduate Provost</p>

Recommendation 41	Comments 41	Timeline 41	Engagement 41
<p>Create a space for sessional/per course instructors to store materials.</p> <p>Action 41: Completed</p>	<p>This already exists. Information on the space is provided in sessional handbook.</p>	<p>This already exists. Information on the space is provided in sessional handbook.</p>	<p>SAO</p>

Recommendation 42	Comments 42	Timeline 42	Engagement 42
<p>Consider re-establishing the position of Development Officer or Alumni Relations Officer (either on the Faculty's own or shared with another unit) which would be responsible for leading Faculty initiatives with current alumni and current and potential donors.</p> <p>Action 42: Will discuss with Alumni Development and Provost.</p>	<p>Subject to budget considerations.</p>	<p>Fall 2015</p>	<p>Dean Provost SAO Alumni Development</p>

Recommendation 43	Comments 43	Timeline 43	Engagement 43
<p>If it doesn't already exist, establish a Faculty of Education Alumni Association to forge stronger connections between the Faculty, its current students and its former graduates.</p> <p>Action 43: A meeting to form a steering committee will be held to investigate support Alumni Development.</p>	<p>The "Friends of MUN-ED" Committee has been established.</p>	<p>April to May 2015</p>	<p>Dean Volunteers from Stakeholders Development Officer SAO Communications Coordinator</p>

Recommendation 44	Comments 44	Timeline 44	Engagement 44
<p data-bbox="233 237 576 531">Work with Alumni Affairs and Development Office to build stronger relations with the thousands of alumni who have graduated from the Faculty of Education.</p> <p data-bbox="233 573 509 640">Action 44: Ongoing activities</p>	<p data-bbox="596 237 922 1226">We hosted a reunion 2012 in cooperation with Alumni development. This year the communications coordinator continues to work with Alumni Affairs to organize Reunion activities which began in 2012. We also submit a one-page supplement to the Newfoundland and Labrador Teachers' Association Bulletin that goes out to over 6000 teachers, 90% of whom are our graduates. The Dean regularly meets with the Alumni Development Officer. A "Friend of MUN Ed" Alumni Committee has been established. Also related to Recommendation 42.</p>	<p data-bbox="953 237 1066 268">Ongoing</p>	<p data-bbox="1148 237 1382 531">Communications Coordinator, Dean Development Officer, subject to any hiring Alumni Development</p>

Recommendation 45	Comments 45	Timeline 45	Engagement 45
<p>Be more selective and strategic about the international opportunities currently being explored.</p> <p>Action 45: We will work with Director Sonja Knutson from the International Office discuss a 'mini' retreat to develop a plan of action and reflective of MUN's new (2014) International Strategy in May or June of 2015.</p>	<p>A more well-defined internationalization strategy will be part of the CAP 2020.</p>	<p>May to Nov 2015</p>	<p>Dean MUN Director of Internationalization</p>

Recommendation 46	Comments 46	Timeline 46	Engagement 46
<p>Be more selective and strategic about the opportunities currently being pursued for course/program delivery at the Labrador Institute and Grenfell campus keeping in mind limited resources and program quality.</p> <p>Action 46: Will consult with each campus and Associate Deans as this part of other actions and will be included with those actions.</p>	<p>Not sure what 'be more selective' means. The process of negotiating our path is ongoing and will also be reflected as part of our CAP 2020. Also note that the Labrador Initiatives are self-financing. The programs at Grenfell are based on a 2006 MOU, which is being reviewed as per Recommendation 9.</p>	<p>May 2015</p>	<p>Dean Associate Deans AVAP Grenfell Campus Director of Labrador Institute</p>