

RECOMMENDATIONS

RECOMMENDATION 1: That the Faculty of Education revise its statement of mission to say specifically how it understands and prioritizes the different roles it is called on to perform.

ACTION: In progress.

RECOMMENDATION 2: That the Faculty of Education disseminate its revised and expanded mission statement as widely as possible.

ACTION: To follow.

RECOMMENDATION 3: MUN Faculty of Education should strongly consider setting long term enrolment targets taking into account the capacity of the faculty, Provincial labour market needs and the available budgetary resources (University and Provincial) as well as maintaining quality access to teacher education.

ACTION: The Faculty of Education is not supportive of the concept of targets. We are committed to serving the citizens of Newfoundland and Labrador, and while it remains our hope that newly-prepared teachers remain in the province and find teaching positions, we would not limit admission based on that target. We believe that an education degree from Memorial University prepares people for jobs in other professions and other places. We feel it is appropriate to admit many eligible teacher education students as our budget and resources allow without being directed by targets based on provincial projections. There is no guarantee that if targets were invoked those who receive education degrees from Memorial would remain in the province. The larger pool of newly-prepared teachers serves the province well, and we will continue to work with our educational partners to provide opportunities for placements that enhance the ability of all school districts to recruit new teachers from our programs.

RECOMMENDATION 4: MUN Faculty of Education should strongly consider the recruitment of teacher education candidates from the rest of Canada and internationally.

ACTION: Implemented through strategic offerings, e.g., University College of Cape Breton and offerings in Nunavut. We have not explored international offerings but would take a lead from the office of International Recruitment on the matter. We do not have the resources to explore international offerings on our own. Our present projections indicate a larger pool of eligible candidates for teacher education than we can admit; to expand our offerings would require resource commitment from senior administration.

RECOMMENDATION 5: MUN Faculty of Education should strongly consider streamlining its undergraduate programs so that there is not a plethora of courses and a number of under-subscribed specialized programs.

ACTION: We have removed the following programs from our Calendar: Diploma in Technology Education and the Diploma in TeleLearning and Rural School Teaching.

RECOMMENDATION 6: MUN Faculty of Education should strongly consider articulating, disseminating and communicating clearly the entrance requirements for all undergraduate programs.

ACTION: The recommendation and rationale are not specific enough to act on; however, we will continue to work with the Faculties of Arts and Science and the Advising Centre as is our practice. We encourage students to plan their program in consultation with the co-ordinator of Undergraduate Programs and staff in the Office of Undergraduate Programs to ensure that those who understand and are responsible for the regulations are providing the academic advising. The requirements for eligibility for those who wish to study Primary/Elementary Education are not as streamlined as those for the Intermediate/Secondary program (first degree with two teachable areas). We are cognizant of this, and as a post-degree (P/E) is implemented, the entrance requirements will be clearer. We are presently designing a web site with the entrance requirements being as clearly articulated as possible.

RECOMMENDATION 7: MUN Faculty of Education should strongly consider admissions requirements in order to make them generic and to have clearly articulated prerequisites (not just MUN courses).

ACTION: Recommendations 6 and 7 are linked and evoke the same response.

RECOMMENDATION 8: MUN Faculty of Education should strongly consider taking greater responsibility for the internship as a key part of the program. The issue of a quality internship as provided through integration with faculty programs should afford: a) having full time faculty taking on more opportunities for getting involved in the internship; b) significant training of supervisors in the internship.

ACTION: The internship is a very important component of the teacher education program to which we dedicate personnel and financial resources. We have reconceptualized the internship which will result in a standard delivery to all student interns in our program, including those in Newfoundland and Labrador, those outside the province, those in the MUN/UCCB site program and those in Harlow. An on-line supervision model will be implemented following three years of piloting various on-line approaches. An internship team will be developed and they will have access to the research on teacher education and extended practica (internships) and will be provided with professional development.

RECOMMENDATION 9: The Faculty has undertaken two initiatives, one is the consideration of a program for the preparation of those who will teach in K-12 classrooms (Post-Degree). The Terms of Reference for the Committee which will be undertaken were presented at the October Regular Meeting of Faculty Council, Faculty of Education, held on October 5, 2004, and are as follows:

Terms of Reference

1. To consider a post-degree program for preparation of K-12 teachers;
2. To consult with faculty, students, and others as appropriate.
3. To report to the Dean, Faculty of Education, by February 14, 2005.
The second initiative is the offering of the present Primary/Elementary program as a fast track option for those who are in third year of studies and beyond. This will be introduced in Spring/05.

RECOMMENDATION 10: MUN Faculty of Education should strongly consider creating parity in length of time to graduation between the elementary and secondary programs. i.e., shorten elementary and lengthen secondary (ex. both 16 month programs).

ACTION: Action on Recommendation 9 (Committee to Consider a Post-Degree Program for Preparation of Those Who Teach in K-12 Classrooms) will address this.

RECOMMENDATION 11: MUN Faculty of Education should strongly consider maintaining and strengthening the Education Resource Centre.

ACTION: The Faculty of Education continues to work on this. However, we are constantly being asked to defend the need for this important space which is used for teaching and student work and collaboration. We look for the support of senior administration for this recommendation. We received \$25,000 in support under the Classroom Support Infrastructure fund with contributions from CDLI (\$15,000); DELT (\$15,000); and NLTA (\$1,000) and \$5,000 in kind for the development of a Digital Resource Centre in the CMC.

RECOMMENDATION 12: MUN Faculty of Education should strongly consider better communication and governance mechanisms within the Faculty in order to validate and promote the professional concerns of student teachers.

ACTION: The Dean has begun a series of meetings with the Education Society Executive. One of the challenges to establishing meaningful input and involvement from students is the short length of time they are with us (particularly in the Intermediate/Secondary program). We are developing a strategic plan for communication with undergraduate students. We consider this recommendation to be very important and we are working toward achieving the goals of better communication and governance mechanisms. It should be noted that students are represented on all standing committees of the Faculty Council and we will invite more student participation on other committees.

RECOMMENDATION 13: The Faculty should continue to be responsive to requests for masters programs from Newfoundland teachers and administrators. These programs will be particularly effective if they are organized as cohorts, in partnership with school districts, the teachers' federation and the ministry.

ACTION: the following describes the cohort programs which are either (i) completed: (ii) in progress; or (iii) in planning.

- Avalon West Literacy (#1) – completed (27)
- Corner Brook Leadership – completing last course (13)
- Avalon West Literacy (#2) – in progress (15)
- Avalon West Leadership – in progress (27)
- Northern Peninsula Curriculum, Teaching and Learning – in progress (15)
- Stephenville Curriculum, Teaching and Learning and Educational Leadership (combined) – in progress (15)
- Grand Falls Leadership – in progress (15)
- Grand Falls Curriculum, Teaching and Learning – in progress (22)
- Corner Brook and Labrador - locations under consideration

RECOMMENDATION 14: Because of serious concern about resources, the faculty should explore the possibility of raising funds through increased tuition for selected programs.

ACTION: This is already the case (B.Ed. at UCCB, M.Ed.(IT) at UCCB/MUN) and Nunavut Special Education offerings. A financial review of the M.Ed.(IT) will be undertaken by the Office of the Dean, Faculty of Education, MUN, and the Office of the Dean, Extension and Community Affairs, UCCB.

RECOMMENDATION 15: The University should consider instituting an MA degree for thesis based masters students in education in order to clearly differentiate and value research based degrees.

ACTION: There is a disconnection between the rationale and the recommendation. If the point is that there should be a thesis route, the recommendation is not clear as we offer a thesis route on our M.Ed Program. We are proud of the M.Ed and would not suggest that another designation is superior. We take exception to the committee's suggesting it. The Committee is supporting a widely-held view of education graduate degrees. The Faculty of Education, Memorial University, offers an excellent M.Ed with four routes one of which is a thesis route. We have not heard from our students that they are disadvantaged by this.

RECOMMENDATION 16: The Faculty should engage in renewed efforts to find innovative ways to support full time graduate students, and should maintain pressure on the university to provide more scholarship support for its students.

ACTION: This is partially implemented and requires the support of the Dean of Graduate Studies.

RECOMMENDATION 17: The Faculty should work at developing a sense of community among graduate students, and develop a brochure that outlines opportunities for funding, available services, expectations and so on.

ACTION: In progress.

RECOMMENDATION 18: The University should approve a small PhD program in education, focused on areas where there is expertise and research funding for students.

ACTION: Senate approved the PhD proposal on January 13/04 and the program began Fall, 2004, with four full-time students.

RECOMMENDATION 19: The Faculty of Education should strike a committee to investigate how it may promote research (including the promotion of external funding support) within the context of its current or revised workload conditions.

ACTION: Between 2004-06, we will reduce the teaching norm from 6-5 in accordance with Article 3.09 of the Collective Agreement; note also the increase in research funding: \$189,043 (2002/03); \$482,065 (2003/04).

RECOMMENDATION 20: The University should support the Faculty's CRC chair in technology and literacy.

ACTION: The Faculty has made application and we have just learned through the MUN Web site that the Chair has been awarded to Sir Wilfred Grenfell College. We congratulate Grenfell and at the same time voice our disappointment at not being awarded a Chair in Literacy that would be important to this province.

RECOMMENDATION 21: The University should support a concerted effort to have the provincial government create a competitive research fund which rewards collaborative research on local educational issues.

ACTION: Refer to Senior Executive of the University.

RECOMMENDATION 22: Academic administrators should hold weekly or biweekly meetings with staff to keep them informed of the latest decisions of Faculty Council. This is particularly important for the Primary and Elementary programs. This would help alleviate some of the role conflicts enunciated by staff during this review.

ACTION: A staff retreat was held on February 12, 2004; follow-up occurred in Spring 2004. Staff meetings are held regularly in respective units.

RECOMMENDATION 23: The work of the Admissions and Appeals Committees should be done by experienced faculty members based on the information supplied by the applicants.

ACTION: The Admissions Committee is a Standing Committee of the Faculty and has three faculty members on the Committee.

RECOMMENDATION 24: The Faculty should investigate and correct the communication problem that exists among its faculty, staff, students and the Registrar's Office.

ACTION: We have taken this under advisement and consider it an ongoing action-in-progress.

RECOMMENDATION 25: The Faculty of Education should consider a divisional or program structure, with regular meetings for both full and part-time faculty, in order to coordinate all programs.

ACTION: The Dean appointed a Committee to consider the Structure of the Faculty of Education. This will not be implemented for financial reasons, as well as feedback from faculty and the administrative decision that there are more important goals the faculty is pursuing. The Faculty has achieved some important goals collectively and with a FTE of 45 I do not deem this a direction to dedicate our time and resources at this time.

RECOMMENDATION 26: New faculty should be informed in writing, what is expected for promotion and tenure and how this is related to the collective agreement.

ACTION: It is in the Collective Agreement which is provided to new faculty. In addition, there is an orientation provided to new faculty.

RECOMMENDATION 27: New faculty members be given orientation and mentorship.

ACTION: The University provides orientation and at the Faculty level, the Associate Deans meet with new faculty.

RECOMMENDATION 28: It is recommended that the Faculty reduce the course load by reorganizing courses so that students can be taught more efficiently.

ACTION: In progress, though there is no evidence that reduction in course load leads to more efficiency.

RECOMMENDATION 29: It is recommended that the Program Groups be re-instituted.

ACTION: It is not clear what is meant. Program Groups exist at the graduate level. Further restructuring will not be implemented. See Recommendation 25.

RECOMMENDATION30: The Faculty should make sure that its activities and those of faculty and staff are made known throughout the Faculty, the University and the educational community in general.

ACTION: In progress. We are strategic in placing items in the MUN Gazette; we disseminate faculty news through a Newsletter, and we have developed promotional materials for distribution to many stakeholders. We have become more deliberate in updating our web site. We also use a faculty, staff, graduate student, and undergraduate student listserv to communicate.

RECOMMENDATION31: It is recommended that the Faculty put in place a communications infrastructure which will include faculty, staff, students, alumni, the educational community and the public.

ACTION: There is no financial support and staff are already fully engaged.

RECOMMENDATION32: It is recommended that the Faculty hire an Aboriginal faculty member as soon as possible.

ACTION: There is a process for recruitment of faculty defined by the Collective Agreement. The recommendation will be considered in that context.

RECOMMENDATION33: The Faculty should encourage diversity among its faculty and work to achieve a more equal gender balance.

ACTION: Does this mean recruitment? University processes exist for this to occur.

RECOMMENDATION34: The basis for the Faculty's budgetary allocation should be made clear in order to allow for planning and decision making.

ACTION: University decision - Senior Executive.

RECOMMENDATION35: Funding for graduate students should be weighted to reflect the extra demands associated with graduate program.

ACTION: Requested to Graduate Studies.

RECOMMENDATION36: The University must allocate funds for teaching and scholarships for students in the PhD program.

ACTION: Senior Executive and Dean of Graduate Studies decision.

RECOMMENDATION37: The Faculty should request from the Board of Regents, permission to charge extra fees for some programs. These fees would be returned to the Faculty.

ACTION: Approved.