

**REPORT OF THE ACADEMIC PROGRAM REVIEW
PANEL
OF THE
FACULTY OF EDUCATION
MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

Members of Review Panel:

Dr Phyllis Artiss

Department of English (MUN)

Dr. Jane Gaskell

Department of Educational Studies
University of British Columbia

Dr. John Lundy

Faculty of Education
Nipissing University

Professor Frederick R. Smith (Chair)

Office of Dean of Science
Memorial University

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INTRODUCTION

In preparing this report, the Academic Program Review Panel consulted the Self-study Report of the Faculty of Education (October 2002) and other documents submitted by individual faculty and staff members. The Panel conducted a site visit in St. John's, Newfoundland, from 27 to 30 November 2002, meeting with the Dean of Record, the Associate Deans (Graduate and Undergraduate), most faculty members in the Faculty of Education, a substantial representation of sessional instructors and staff, and a number of students currently enrolled in undergraduate and graduate programs in the Faculty.

All these were encouraged to meet the Review Panel individually and in groups, and some took advantage of both opportunities.

During its site visit the Review Panel also consulted with representatives of the Provincial Department of Education, of the Newfoundland and Labrador Teachers' Association, of the provincial Association of Directors of Education, of the Avalon East and Avalon West School Districts, and cooperating teachers from local schools. The Panel also met widely with members of Memorial's academic community beyond the Faculty of Education, including the Vice President Academic, the Interim Dean of Graduate Studies, the Dean and Department Heads of the Faculty of **Arts**, and the Head of Mathematics.

The Review Panel wishes to thank all who participated in the Academic Review of the Faculty of Education. We were impressed at the time, effort, thoughtfulness and **candour** of all those who engaged in the process. We came away from our meetings with a strong sense of the commitment of this faculty to education in this province and beyond, of their passion for their work, and of their rootedness in the community. We are grateful for the openness we encountered, the willingness to reflect on their own history and practices, and the lack of defensiveness when questioned on challenging issues. Most members of the faculty acknowledged that they have recently emerged from a period of instability. This Review Panel shares the optimism voiced by many members of the faculty who believe they have the imagination, capacity and willingness to carry out changes necessary to meet the needs of the province and the modern world.

The Mission of the Faculty of Education, as set forth in the Introduction to its Self-study, served as a guiding document for the Academic Review Panel.

The faculty . . . accepts as its primary responsibility the professional preparation of those who will give leadership in education. The responsibility includes the professional preparation of teachers, administrators, and specialists who will work in primary, elementary and secondary schools and post-secondary institutions. The work of the faculty incorporates undergraduate and graduate studies and continuing education. The mandate includes specialized research for the improvement of pedagogical practice, and broadly based research for the advancement of knowledge. The faculty . . . seeks to prepare educators who will have a reasoned philosophy of education, an appreciation of what knowledge is of most worth, a

genuine love of learning, and the ability to think critically. It strives to prepare educators who have an understanding of the past, a plan for the present, and a vision for the future.

The Review Panel appreciates the importance of the external context to the Faculty of Education, whose impact on, and responsibilities to, education in the province are more evident than is the case for education faculties in other Canadian universities. In particular the Panel notes:

- Memorial produces 98 % of the teachers in the province's schools.
- The province is largely dependent on Memorial for its educational administrators, researchers, political leaders and policy makers.
- Memorial plays a dominant role in teacher education, both in terms of initial certification and of upgrading of credentials, in the province.
- The Province's size, its relative isolation from the rest of Canada, and its distinct culture and traditions need to be considered when making comparisons between Memorial's Faculty of Education and those in other provinces.

For these and related reasons, Memorial's Faculty of Education experiences pressure from the province's teachers, school boards, politicians, Department of Education and community at large to provide accessible professional training for current and aspiring educators;

- to serve the existing system
- to develop new programs
- to offer community service
- and to undertake applied research for social and political ends.

At the same time, competing pressures are experienced from within the University, from federal funding agencies and other traditional academic sources to 'raise standards,' to become more 'competitive,' and to excel in international scholarly pursuits.

Concerns were raised about tensions between those who want the faculty to stress accessibility for Newfoundland and Labrador teacher candidates (including teachers who expect professional development), and those who believe the faculty needs to be more selective than it now is. Further concerns were voiced about conflicts between commitments to teaching and to research. Perhaps the issue on which the Review Panel noted most widespread agreement was the need for increased budgetary resources, given the expectations placed on the Faculty of Education by the University and the community.

The Review Panel notes that the Faculty of Education lacks a clear, coherent statement of position on these issues, its rationale for holding its position, or a precise, reasoned plan for future directions. As a result considerable misunderstanding exists within the Faculty of Education and

beyond. The statement of its Mission, while admirable as far as it goes, is too general to send a clear, forceful message of the priorities of this faculty, or to support in a compelling manner its claim that it needs more funding in a province faced with a declining population of school-aged children. The Panel therefore recommends:

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.

Because the audience is both internal to the university and external, including virtually all who live in this province, it is important to find creative ways to reach those often not included in university outreach efforts. Innovative and imaginative use of films, posters, logos, t-shirts and other visually arresting methods should be considered.

RECOMMENDATION 2: It is recommended that the Faculty of Education disseminate its revised and expanded mission statement as widely as possible.

UNDERGRADUATE PROGRAMS:

Ministry of Education and Directors of Education representatives were quite clear that they would certainly like to see a Faculty of Education that is more responsive to external supply-demand forces, especially within Newfoundland and Labrador. A number of faculty members also voiced their concern about the responsiveness of the Faculty to specific provincial needs.

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.

With a revamped **Primary/Elementary** post-degree program and with the current **Intermediate/Secondary** Program the Faculty is in a good position to attract quality candidates from other parts of the country in order to add diversity to its student population and, potentially, attract new teachers to Newfoundland and Labrador, especially to remote placements.

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

Students, part-time instructors and a significant number of full time faculty feel that there are too

many undergraduate courses and programs (9 degree and 5 Diploma programs) in the Faculty.

There is a perceived drain on resources from low-enrolment programs and from certain inefficiencies, especially as seen in a significant overlapping of courses throughout the various programs (degree and diploma). Specialized programs, especially those with low enrolments, are implemented on degree requirements that allow candidates to take both general and specialized course work. While this procedure may cause fewer difficulties in terms of courses that have students blended from various other programs (thereby allowing larger, more efficient class numbers), it is an issue when there are significantly small numbers of students in required specialized program courses. The "Faculty of Education Undergraduate Statistical Report for Fall 1998-2002" indicates that, over a five year period the following degree and diploma programs had significantly small average cohort registrant numbers: Native and Northern (2.8), Adult Education (6.2), Music (13.4). While the Faculty may certainly want to maintain and bolster its numbers in the Aboriginal program, it may want to take a serious look at the drain on resources caused by small numbers of students in these other specialized programs. Streamlining and eliminating or revising low-enrolment programs should create not only administrative efficiencies but also more flexibility in terms of student numbers in certain larger classes.'

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.

A number of faculty, students and personnel, as well as **Arts** and Science Chairs, noted that the admissions requirements for various programs are not clear and that a more transparent system needs to be developed. Working with Arts and Science colleagues in this process may alleviate some of the tensions that exist among these faculties.

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

Student leaders and a number of faculty noted that prerequisites for certain programs are unnecessarily cumbersome and difficult to build into one's personal set of courses. This is particularly true for student teachers who have transferred from other institutions. A more generic set of prerequisites would likely accommodate a larger number of candidates without diluting program requirements.

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).

¹ However, note that student leaders in the **Primary/Elementary** Program complained of large classes (40+).

Our meetings with representatives from the teachers' association (NLTA), Directors of Education and Ministry of Education produced interesting reactions to the internship process at MUN. While cooperating teachers had mentioned how "closer to reality" [than MUN faculty] the (mainly retired) intern supervisors were, Directors of Education and Ministry of Education representatives felt that there was a significant "disconnect" between the Faculty and the field. These representatives were worried about the quality ("scholarly depth") of these intern supervisors, especially in relation to the elementary math curriculum, to newer report card programs, and to "low functioning" interns. Similarly the NLTA representative felt that there was not a significant enough involvement of the MUN Faculty of Education in the NLTA's teacher induction program. Some MUN faculty were also concerned about this level of "disconnect" with the field. In essence, these groups were concerned about the intern and induction experience, and the problem of training cooperating teachers as well as mentors. While there was blunt comment that some MUN faculty were not up to date in their teaching methods and knowledge of current provincial (and Maritime) curriculum, there was also a strong sense that leadership from MUN in these areas is deeply needed and would be most welcome.

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.

Flowing from the University's mission, Memorial's Faculty of Education has an especial duty to educate elementary and secondary teachers as well as other areas of faculty-identified special need (Native and Northern, Special Education, Music, Post Secondary and Adult Education) for the Province. However, as with any other university, this mandate extends beyond these provincial boundaries.

PRIMARY/ELEMENTARY PROGRAM:

It is obvious **from** our group and individual interviews with most of the faculty, from individual written submissions, and **from** the extensive documentation, that members of the MUN Faculty of Education care a great deal about quality programming. Nonetheless, there appears to be a great deal of uncertainty with respect to some undergraduate program requirements and quality within the University community. The major concern seems to focus on the **Primary/Elementary** Program. Student leaders in the **Primary/Elementary** Program, for example, noted this uncertainty in their interview with us as did sessional instructors who felt that there was a lack of coherency in this program. The students indicated that, from their perspective, there was a significant lack of communication between faculty and students on programmatic issues and even in the Office of the Associate Dean of Undergraduate Programs when students go there for clear answers to program requirements. While some faculty feel that there is a clear rationale and structure for **this**

undergraduate program and especially for the "Professional Year," students do not share this same view. Student leaders were very clear on this and wanted such aspects as an orientation session at the beginning of this year as well as clearer, on-going communication with administration so that issues arising from the internship could be resolved in some *fashion*.² Indeed, these students noted a generalized sense of anxiety going into the internship. As one stated, she "felt blind" going into her school. The issues here seemed to focus on feeling adequately prepared in observation and classroom management skills. Other full time faculty felt that there was "turf protection" going on in the Faculty and that protection of one's course(s) was taking over a desire to look at the overall effects of this elementary program on student teachers.

Similarly, sessionals noted that they were not connected with the overall structure of the Faculty and hence had little knowledge about nor input into the various programs and course requirements. These part-time faculty, that apparently account for close to 50% of the instructional complement, indicated a frustration in not being able to communicate with their students about these program requirements.

² Student leaders (all from the Primary/Elementary Program) also noted a number of other elements that likely warrant attention: a place within the Education building wherein students can eat and relax; the importance of maintaining the CMC as the only place currently where students can meet and discuss issues in a more relaxed fashion; maintaining the (small) office space set aside for the student association.

Arts and Science Chairs were particularly blunt in relation to this program. One Chair noted that her/his area had become "a service department" for Education, acting as a "de facto admissions" mechanism. Other Chairs spoke about their perceptions that "standards are so low" in Education. Their general suggestion was that this Primary/Elementary program should be reformed and made into a post-degree program.³

Cooperating teachers also commented on two related aspects in the Primary/Elementary Program: age of interns and timing of the internship. The elementary cooperating teachers noted that older interns adjusted better to the classroom. A post-degree program would likely produce this kind of intern. The other aspect related to an earlier experience (before their fourth scholastic year in the program) with teaching so that interns unsuited to a teaching career might be able to find another major more easily. While this might seem to contradict the first comment it actually supports it. That is, cooperating teachers wanted to have interns most suited to the teaching career and more mature interns were seen as best suited to teaching.⁴

Students with an undergraduate degree would be easily able to apply rather than the current situation in which it is almost impossible to go through the Primary/Elementary program without undue hardship (2-3 more years above an initial bachelor's degree). A post-degree program would also allow for a quicker Faculty response time to teacher supply-demand in that a five year cycle under the current model would be reduced to a one (or two) year model that would allow for applications from other parts of Canada. The Faculty may want a phase in period to allow for student choice and a gradual shift to a post-degree program.

RECOMMENDATION 9: MUN Faculty of Education should strongly consider a post degree elementary program to replace its current concurrent model.

³ A number of other suggestions came from this meeting with the Arts and Science Chairs. It seemed clear to the reviewers, however, that there were significant communication problems at this end. A number of Chairs were certainly not aware of the external constraints on the Faculty of Education (ex. Ministry of Education decisions about what is a teachable subject or what specific curriculum [Atlantic Curriculum] is to be implemented in Provincial schools). Clearer, on-going communication with this group may be an important step in solving intra-Faculty tensions. Indeed, a post-degree program may help solve some of these issues since the Faculty of Education would be receiving the end products of Arts and Science instruction and evaluation, thereby truncating debate about whose standards are low or high.

⁴ Cooperating teachers also made an impassioned plea for the waiving of tuitions for student teachers during their internship. These teachers noted the undue stress already put on novice teachers and the economic plight of most of the interns with whom they had personally dealt.

A number of faculty and the student leaders were concerned that the elementary program not be viewed as a "ghetto" program. Obviously, from the comments made by Arts and Science Chairs, this program is looked at negatively from a number of quarters at least.

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).

Currently the Education Resource Centre (ERC) is the only instructional space where student teachers and faculty have an opportunity to interact in a more relaxed setting and in the context of curricular materials. The nature of professional teacher education programs demands significant interactions between faculty and novice teachers and within the context of **curricular** discussions. The ERC is just such an environment.

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

Student leaders (all from the **Primary/Elementary** Program) noted the communication problems within the Faculty: students communicating with administration and faculty; students communicating with each other for purposes of organizing student issues. Students made a number of interesting suggestions: creating an Education Society Bulletin Board; making **email** lists available to the student association and potentially to all student teachers [ex. communication around getting rides from areas of the city that are not as well served by the bus system – both for classes and during the internship]; clearer academic advising so that student teachers know exactly what requirements each program entails.

The issue of student teacher participation in the governance of the Faculty of Education may also need to be investigated. Many universities have much greater student participation in terms of student association / union representatives for all programs within each level (ex, undergraduate) on significant governance mechanisms. Student teachers seem to want a discussion on this topic.

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.

GRADUATE PROGRAM

MUN has experienced pressures to expand its masters programs because the teachers' salary scale is tied to university based masters degrees. Moreover, there is currently no extensive network of professional development programs available through the ministry of education, the school boards, or the teachers' federation in Newfoundland. We believe that further education for teachers is critical to the improvement of schooling and that university based programs at the graduate level serve an important function in developing critical inquiry, knowledge of the research literature, and increasing professional dialogue. They also have the potential to increase the Faculty's linkages with the field, and provide opportunities for partnership with districts and teachers' associations.

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.

We note that the Faculty is engaged in partnerships outside the province, with UCCB and in Nunavit. Furthermore, there are some graduate programs offered by other universities (Aberdeen, SFX, Athabaska, South Australia) operating in Newfoundland. The fees for these programs are higher than MUN's fees, and they are still attractive to educators who will gain salary from completing them. As one faculty member at MUN noted, "We want to be in on the action." We are encouraged by this energy, but believe that the costs of expanded graduate programs should be met by competitive tuition.

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

The graduate program in education constitutes a substantial part of the university's total graduate program. The graduate programs in the Faculty cause some concern across campus in relation to quality in traditional university terms. We recognize that this is endemic to faculties of education research and admissions. And we do not believe that a thesis is necessary for a high quality graduate degree; there are high quality graduate programs in education across North America which involve advanced course-work and professional practice. However, we do think that the Faculty, the University and the province would benefit from the presence of more full-time on campus research students who learn research skills and contribute to the research culture of the faculty. Only 25 of 400 masters students now do a thesis and the quality of their work is judged as good.

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.

Scholarship support at Memorial is scarce and it is necessary for full time graduate study. Baseline funding must be ensured for graduate students in education who are doing full time research degrees. The Faculty should also explore avenues for funding graduate students through teaching assistantships, research positions, and supervisory roles for undergraduate students, which provide opportunities for partnership with faculty members.

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.

Graduate students learn a great deal from each other, as well as from faculty members. As the number of graduate students expands, clear communication and a strong graduate student community should be a priority. Meetings and documents that clearly set out formal rules and informal expectations will help with clarity. The provision of space, time for interaction and opportunities to be involved in governance will develop a sense of community.

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

The Faculty includes some strong researchers, but offering the PhD degree will allow the University to attract and keep more research oriented faculty. A strong research culture depends on research students. Allowing those who cannot leave the island for family or personal reasons to complete a doctorate in Newfoundland is appropriate. We are concerned about the danger of insularity, especially if students take three degrees all in the same small faculty, but admissions policies and exchange arrangements could address these concerns.

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

RESEARCH

Statistics from the VP research show the faculty with about half a million dollars in research support for each of 2000-2001, 1999-2000. Internal figures however show only \$62,000 in research support for 2001-2, (and less earlier), virtually all of which is internal money, from the VP research or the Faculty of Education. The data are unclear, but our impression is that while a few faculty members enjoy fairly consistent research funding, it is rarely enough to support students, and it is concentrated among a few faculty. The research culture that is at the heart of universities is easily overwhelmed by the demands of teaching and community service. The faculty needs a renewed effort to make research visible, provide infrastructure for it, and encourage faculty to find external research support.

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.

The infrastructure for research in the faculty should be improved, starting with the naming of an associate dean with responsibility for research, clear links with the Office of Research Services, more public lectures, seminars and research based communication with the field, and mentoring and course relief for young faculty .

The Faculty has research strength in specific areas that are critical in Newfoundland, notably literacy and technology. A senior Canada Research Chair in this area would both recognize and enhance this area of strength and need.

RECOMMENDATION 20: The University should support a Faculty CRC chair in technology and literacy.

Newfoundland is a unique research environment and those in the schools expressed a great deal of interest in and support for research that was locally based, exploring the uniqueness of the province's educational system and ways to improve it. This provides a context for reaching out to the field in research partnerships.

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

FACULTY AND STAFF

STAFF

The Panel met with many of the Faculty's staff and was impressed with their commitment to the Faculty and to students. However it became clear that morale is a major concern for some staff members while others are happy with their experience in the Faculty. Many staff members feel that they are over worked but do not receive recognition for the extra time they have to put in to keep the system going. They feel that the system is so tight that there is no leeway for when someone gets sick and has to take time off. There are some problems that are outside the scope of an Academic Program Review but nevertheless contribute to the overall functioning of the Faculty. However one thing seemed clear, there is a communication problem between administration and staff and among the Faculty's administration and other agencies on campus, e.g. the Registrar's Office, making it difficult for staff to work with students within the faculty and with students applying for admission to the Faculty.

Staff noted that it is difficult to get enough faculty members to sit on the Admissions Committee and therefore a large proportion of the admissions work is done by staff members who often have to make decisions without adequate training and often based on outdated information. Similarly much of the appeals work appears to be done by staff. Staff members expressed concern that they may be giving incorrect information to students because they are not kept informed of latest calendar and regulation changes. They feel weekly meetings with a senior Faculty administrator would go a long way towards solving the problem.

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.

The concerns of staff members are also related to the high proportion of sessional instructors teaching in the Faculty; there are not enough full time faculty members to serve on the committees.

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.

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

SESSIONAL FACULTY MEMBERS

The sessional faculty members had a wide range of experiences. The salary problem is important but not unique to the Faculty. Lack of private office space for student consultation was a big concern for many sessionals. Often sessionals are experienced teachers who teach in the Faculty at night when there is little contact with full time faculty members. Once again communication seems to be a common problem and many report that they don't feel a part of the University and don't have a voice in the Faculty. Some suggested that there is no accountability either of the sessionals to the Faculty or the Faculty to them.

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.

TENURE TRACK FACULTY

The tenure track faculty expressed a number of concerns which ranged from "poor treatment of new faculty", "no encouragement to come or stay", no idea of what is required for promotion and tenure, no guidance from administration, to receipt of misleading letters and conflicting guidelines.

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.

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

TENURED FACULTY

The Panel interviewed most of the tenured faculty members, some in large groups and some individually. Most were concerned with the issues already expressed in this report but most also expressed a sense of work-overload. Over the years the number of faculty members has decreased drastically but the programs have not changed and enrolment is increasing. Some expressed concern that over the years new courses have been added and there is now a degree of overlap in content of a number of courses.

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

Faculty members expressed the importance of getting together at the sub-Faculty level to discuss courses, research, work with sessionals and organize talks. But the Faculty is not departmentalized and the administration is centralized and seen as "the other". Re-establishing program groups would help solve some of the Faculty's communications problems.

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

The Faculty of Education is an integral part of the Newfoundland social system and many faculty members serve on committees outside the University and do quite a bit of community work. However this is often not well known or recognized within the University or throughout the Province.

RECOMMENDATION 30: 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.

The Faculty should do everything in its power to overcome the communication problem within the Faculty and outside. Creative and artistic newsletters, information packages, advisory committees, Morning Watch, bulletin boards, websites, posters, T-shirts, fridge magnets ...are all ways to advertise the Faculty.

RECOMMENDATION 31: It is recommended that the Faculty put in place a communications infrastructure which will include faculty, staff, students, alumni, the education community and the public.

Working with indigenous people is central to the mission of the Faculty and to the Labrador part of Newfoundland and Labrador. Strong programs have been developed across Canada and the

Faculty's Centre and program is an excellent start. However the present facility should be enhanced by bringing in elders and linking the Centre with other faculties such as linguistics, anthropology and nursing. The appointment of an Aboriginal faculty member should be given high priority.

RECOMMENDATION 32: It is recommended that the Faculty hire an Aboriginal faculty member as soon as possible.

The APR Panel noticed that the percentage of female faculty is low compared with other universities with which they are familiar and that the faculty are mostly white, probably reflecting Newfoundland's population. But education involves learning about diversity. Creating a more equal gender balance and appointing faculty from diverse cultures would greatly enhance the Faculty.

RECOMMENDATION 33: The Faculty should encourage diversity among its faculty and work to achieve a more equal gender balance.

Across campus the one thing that all faculties have in common is teaching but the members of the Education Faculty have the expertise in teaching techniques which could be of benefit in all faculties. Links are being made between Nursing and Medicine and the Panel would like to encourage the Faculty to expand these linkages.

UNIVERSITY SUPPORT

The Vice President (Academic) told the Panel that the basis for budgetary allocation to the Faculty is the faculty /student ratios at MUN compared with other Canadian faculties of education. However there seems to be a communication breakdown between the Office of the Vice President (Academic) and the faculty via the Dean's Office. Members of the Faculty were concerned that enrolments have been increasing but the budgetary allocation is not increasing in line with enrolment. The panel feels that the data used to determine the Faculty budget should be made clear to faculty members.

RECOMMENDATION 34: The basis for the Faculty's budgetary allocation should be made clear in order to allow for planning and decision making.

From discussions with the Vice President (Academic) it was clear that funding for graduate students is similar to that for undergraduates. But the panel feels that graduate students create extra demands on facilities and equipment and funding needs to be weighted to reflect this demand.

RECOMMENDATION 35: Funding for graduate students should be weighted to reflect the extra demands associated with a graduate program.

The new PhD program will involve research activity and intensive supervision and will require the allocation of appropriate funds to make the program work.

RECOMMENDATION 37: The University must allocate funds for teaching and scholarships for students in the PhD program.

The faculty offers off campus and distance programs that allow people across the province to work in their communities and also pursue academic programs. These programs are to be encouraged and are of considerable benefit to the Province. Off campus and distance programs are expensive to organize and deliver and The Panel feels the Faculty should approach the Board of Regents for permission to charge extra fees which would be returned to the Faculty.

RECOMMENDATION 38: 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.

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.
- RECOMMENDATION 2:** That the Faculty of Education disseminate its revised and expanded mission statement as widely as possible.
- 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.
- RECOMMENDATION 4:** MUN Faculty of Education should strongly consider the recruitment of teacher education candidates from the rest of Canada and internationally.
- 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.
- RECOMMENDATION 6:** MUN Faculty of Education should strongly consider articulating, disseminating & communicating clearly the entrance requirements for all undergraduate programs.
- 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).
- 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.
- RECOMMENDATION 9:** MUN Faculty of Education should strongly consider a post degree elementary program to replace its current concurrent model.

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).

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

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.

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.

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

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.

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.

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

RECOMMENDATION 18: The University should approve a small PhD program in education, focused on areas where there is expertise and research funding for 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.
- RECOMMENDATION 20:** The University should support the Faculty's CRC chair in technology and literacy.
- 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
- 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.
- 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.
- RECOMMENDATION 24:** The Faculty should investigate and correct the communication problem that exists among its faculty, staff, students and the Registrar's Office.
- 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.
- 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.
- RECOMMENDATION 27:** New faculty members be given orientation and mentorship.
- RECOMMENDATION 28:** It is recommended that the Faculty reduce the course load by reorganizing courses so that students can be taught more efficiently
- RECOMMENDATION 29:** It is recommended that the Program Groups be re-instituted.
- RECOMMENDATION 30:** 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.

- RECOMMENDATION 31:** It is recommended that the Faculty put in place a communications infrastructure which will include faculty, staff, students, alumni, the education community and the public.
- RECOMMENDATION 32:** It is recommended that the Faculty hire an Aboriginal faculty member as soon as possible.
- RECOMMENDATION 33:** The Faculty should encourage diversity among its faculty and work to achieve a more equal gender balance.
- RECOMMENDATION 34:** The basis for the Faculty's budgetary allocation should be made clear in order to allow for planning and decision making.
- RECOMMENDATION 35:** Funding for graduate students should be weighted to reflect the extra demands associated with a graduate program.
- RECOMMENDATION 36:** The University must allocate funds for teaching and scholarships for students in the PhD program.
- RECOMMENDATION 37:** 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.