

FACULTY OF EDUCATION

Transformative Teaching, Research, and Service

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

CENTRES OF EXPERTISE, SERVICE HUBS & SERVICE PARTNERS

FGSR

EXTERNAL RELATIONS

INDIGENOUS INITIATIVES

IEC

ATEP

Director

CLINIC
Director

DEAN'S OFFICE

Dean

Vice Dean
Assoc. Dean - UG
Assoc. Dean - Indig. Education

General Manager
Assoc. Dean - Grad
Assoc. Dean - Research

PLU
Director

COMMUNICATIONS

TECH IN ED
Co-Directors

HR / FINANCE

RESEARCH & INNOVATION

SARAC

STUDENT SERVICES

Manager(s) · Central Scheduler · Advisors

UAAC

GAAC

CHAIR 1
Manager

UAAC
WORKING GROUPS

ASSOC.
CHAIR UG (2)

STUDENT EXPERIENCE

ASSOC.
CHAIR GRAD (2)

GAAC
WORKING GROUPS

CHAIR 2
Manager

COURSE
COORDINATORS

PROGRAM
COORDINATORS
AND DIRECTORS

PROGRAM
AREAS

PROGRAM
AREAS

PROGRAM
AREAS

PROGRAM
AREAS

FACULTY MEMBERS

PROGRAM
AREAS

PROGRAM
AREAS

PROGRAM
AREAS

PROGRAM
AREAS

FEC

DER

ELECTIONS

SELECTION POOL

GFC REP

EXTERNAL REPS

OTHERS

FACULTY COUNCIL

Faculty of Education Restructuring Vision

Transformative **Teaching**, **Research**, and **Service**

The non-departmentalized vision for the Faculty reflects the Cree concept of *mâmahohkamâtowin* – working cooperatively and collectively to serve our students.

Why Non-Departmentalized?

The vision is based on the feedback received and the need for ongoing sustainability of the Faculty. More specifically, the following points highlight a few of the reasons for shifting to a non-departmentalized Faculty:

- Program area co-location submissions did not lead to any clear two-department groupings, and some program areas strongly opposed any departmental structure
- Forcing mergers could fracture the faculty and perpetuate long-standing issues that continue to exist from previous department mergers
- Expressed concerns about identity and belonging with potential department names and large departments housing multiple programs
- Need to establish equitable and efficient practices for scheduling and staffing all of our courses
- Provide faculty members with opportunities to contribute to multiple program areas
- Need for ongoing flexibility to adjust to financial instability more equitably
- Need for better utilization of administrative resources while reducing the duplication of responsibilities
- Create mechanisms to increase coordination across our undergraduate and graduate programs
- Improve collaboration and collegiality across the Faculty

Transformative Teaching

The faculty's restructuring vision recognizes that our programs are the lifeblood of the faculty, and places the undergraduate and graduate **STUDENT EXPERIENCE** at the centre of the Faculty's decision-making. Removing department walls will encourage broader participation, unite similar program areas, increase coordination across our undergraduate and graduate programs, and provide flexibility for faculty members to belong to more than one program area.

At present, most program areas have a lead person described as a program coordinator, specialist coordinator, or director. At the undergraduate level, we also have subject area coordinators and course coordinators. These coordinators/directors will continue to play important leadership and communication roles with faculty members, graduate students, and instructors in their program/subject areas. By bringing together undergraduate and graduate coordinators, we can better work together to discuss ways to improve and integrate learning experiences, and bring forward issues and recommendations to UAAC/GAAC through the

Associate Chairs. In this vision, Associate Chairs will provide leadership to the coordinators and facilitate communication across program areas and courses. UAAC/GAAC Working Groups will take a more active role in addressing teaching, student, and program related issues and initiatives. That Associate Deans Undergraduate and Graduate continue to chair UAAC and GAAC, and are an integral interface between Centralized Student Services and faculty programs.

Transformative Research

Our research, scholarship, and creative activity contributes to and forms the basis of our teaching and programs. Faculty members of all ranks requested opportunities to engage in and contribute to formal and informal mentorship opportunities of colleagues and graduate students. These opportunities will continue to occur locally through collegial relationships within and across program areas, and will be supported by the Associate Dean Research through expanded Research & Innovation initiatives.

Transformative Service

Service encircles and is infused throughout the faculty. Service and leadership contributes to scholarship and teaching, and facilitates collegial relationships through committee work. The strength and functioning of the faculty relies on our commitment to make decisions collectively in the best interest of our faculty as a community of students, staff, instructors, academics, and administrators.

The retain familiarity in the leadership structure, the vision includes two Faculty Chairs, and two Associate Chairs at the undergraduate and graduate levels. The Chairs will play important leadership roles at the intersection of teaching, research, and service. They will share/split responsibilities expected of chairs such as assigning teaching loads, making recommendations for merit, bringing faculty members forward for tenure and promotion, providing mentorship, serving as chair for faculty selection committees, and so on. An additional leadership role is the Associate Dean, Indigenous Education. This addition is based on the feedback received and it is listed as a priority in our 2019-2024 strategic plan.

While the Faculty's current committee structure does not need to change substantially, the move to a non-departmentalized faculty will impact how memberships are defined in the Terms of Reference. A Governance Working Group will be struck to review the terms of reference for all committees and make recommendations for revised membership.

Contributing Units

Many of our contributing units contribute to teaching, research, and service and will continue to be supported by the Dean's Office. Modifications to some of these units will occur as our Collaborating Partners become established and evolve. An Indigenous Initiatives unit will be

added that will provide support for ATEP, as well as research, community-based and program initiatives throughout the faculty.

Collaborating Partners

There remains uncertainty in the roles and relationships with our collaborating partners including the College, other faculties within the College, FGSR, Centres of Expertise, Service Hubs, and Service Partners. However, through ongoing communication, we will ensure that we continue to strive for transformative teaching, research, and service, and thrive as a faculty.

Faculty Restructuring Timeline:

May 4, 2021	Faculty Council presentation of the restructuring vision
May 5	Vision description and google feedback form distributed
May 10 – 17	Drop-in sessions for faculty, graduate students, and staff
May 25	Revised vision presented at Faculty Council for endorsement
May – June	Initial approval of restructuring requested of the Provost
June – October	Governance, leadership responsibilities, and administrative working groups
October – December	University governance approval process
January – March 2022	Leadership selection
March – July	Transition to new structure