

# Faculty Retreat Spring 2017



***Retreat,***

***Reflect,***

***Recharge!***

**June 22 & 23, 2017**

**Rodd Charlottetown  
75 Kent Street  
Charlottetown, PE  
C1A 7K8**

## ***Schedule***

|                   |  |     |
|-------------------|--|-----|
| 22-June-2017 (AM) | Graduate Studies Reflections   | 2   |
| 22-June-2017 (PM) | Internationalization & Indigenization—<br>Discussion & Presentations | 3   |
| 22-June-2017 (PM) | Faculty Potluck  | 3   |
| 23-June-2017 (AM) | Internationalization & Indigenization—<br>Workshops                  | 4   |
| 23-June-2017 (PM) | Strategic Plan Check-In  | 5-6 |



## Welcome!

Join us in the **Kent Room of the Charlottetown Hotel** between 8:30am and 9:00am for your morning coffee!

## Graduate Studies Reflections

|                   |   |
|-------------------|---|
| 9:00 am—9:15 am   | <b>Words of Welcome</b> by Ron MacDonald  |
| 9:15am—10:00am    | <p><b>Course Assessment—grades and patterns</b></p> <p>Dr. Tess Miller will present her analysis of course grades assigned over the past couple of years. This will be followed by a general conversation on questions such as:</p> <ul style="list-style-type: none"> <li>• What do these patterns show us?</li> <li>• How might we use these data?</li> <li>• Do we need to revisit policy related to course assessment and grade assignments?</li> </ul>   |
| 10:00am—10:15am   | <b>Break</b>  |
| 10:15am—11:00am   | <p><b>Master of Education Degree</b></p> <p>There have been some concerns expressed about the sequencing of courses in the MEd degree. Specific questions to be addressed are:</p> <ul style="list-style-type: none"> <li>• Should 601 (Workplace Learning) be the last course in the Global Perspectives cohort?</li> <li>• How many research courses are really required for a course-based MEd?</li> <li>• In all cohorts, should there be fewer “required” courses and more electives?</li> </ul>   |
| 11:00am — 11:15am | <b>Break</b>  |
| 11:15am—12:00pm   | <p><b>PhD Degree</b></p> <p>There are a number of issues raised regarding the structure of the PhD. Specific questions to be addressed include:</p> <ul style="list-style-type: none"> <li>• Can we agree on a common definition of ‘residency’?</li> <li>• Do we need to keep the requirement for a quantitative research methods course? If not, with what would this be replaced?</li> <li>• What is a ‘reasonable’ load for supervision?</li> <li>• Can funds be provided to faculty so they can hire PhD students as research assistants, etc.?</li> </ul> |

## ***Lunch***

12:00pm—1:15pm Stay for a **sandwich buffet**, compliments of the Faculty!

## ***Internationalization & Indigenization— Discussion & Presentations***



|                 |   |
|-----------------|---|
| 1:15 pm—1:30pm  | <b>Introduction</b> (Ron MacDonald)   |
| 1:30 pm—1:45 pm | <b>Presentation:</b> Perceptions of Mainland Chinese Students Enrolled in the UPEI Master of Education Program (Jane) |
| 1:45 pm—2:00 pm | <b>Presentation:</b> Update on Indigenous Initiatives in the Faculty of Education (John)                              |
| 2:00 pm—2:15 pm | <b>Presentation:</b> Learning Beyond Borders: Planning and Evaluation Template (Carolyn)                              |
| 2:15 pm—2:30 pm | <b>Break</b>  |
| 2:30 pm—3:00 pm | <b>Literature Review Findings</b><br>Challenges for Instructors (Frederic)<br>Solutions for Managing Change (Tim)     |



## ***Faculty Potluck!***

Join us for a **potluck dinner** at Chez Erin Morozoff as we gather to send our farewell wishes to Jane Preston, Julie Gagnon, and Bonnie Stewart.

We hope to see you at 5:30pm at 41 Roper Drive, Sherwood, PE!



## ***Welcome Back!***

Join us in the **Georgian Ballroom of the Charlottetown Hotel** between 8:30am and 9:00am for your morning coffee!

## ***Internationalization & Indigenization— Workshops***

|                  |  |
|------------------|--|
| 9:00 am—9:15 am  | <b>Welcome Back! Overview of the Day</b> (Ron MacDonald)   |
| 9:15 am—9:30 am  | <b>Showcase of Successful Initiatives in Other Institutions</b> (Carolyn and Ashley)               |
| 9:30 am—11:30 am | <b>Workshop: Developing Strategies to Internationalize and Indigenize the Faculty of Education</b> |
| 11:30 am—11:35am | <b>Wrap Up</b> (Carolyn and Ashley)  |



11:35 am—1:00 pm **Lunch on your own!**



## ***Strategic Plan Check-In***

1:00 pm—1:30 pm

### **Undergraduate Committee**

- How has the committee addressed Strategic Plan directions?
- What is your focus for the next 12 months?
- Discussion

1:30 pm—2:00 pm

### **Graduate Committee**

- How has the committee addressed Strategic Plan directions?
- What is your focus for the next 12 months?
- Discussion

2:00 pm—2:15 pm

### **Break**

2:15 pm—2:45 pm

### **Office of the Dean**

- How do our strategic directions align with the local, national and international landscape, and how are they different?
- Discussion

2:45 pm—3:00 pm

### **Wrap Up**

# Strategic Plan Overview

## Mission

A commitment to life-long learning in undergraduate, graduate, and postgraduate studies to develop critical reflection, compassion, and innovation for educational leaders including teachers, community-based educators, and researchers in a variety of local and global contexts.

## Vision

A collaborative and diverse learning community with a reputation for critically informed, innovative, and high quality programs, research, and impact.

### Direction 1

**Advance Program Quality & Student Experience**

#### Goals

- 1) Establish regional, national, & international recognition for quality and innovation
- 2) Provide evidence that graduates make a difference

#### Major Initiatives

- I. Establish key program foci
- II. Build capacity to provide quality programs
- III. Monitor quality to determine progress
- IV. Consolidate a clear vision for the BEd program
- V. Sustain a leading-edge MEd program
- VI. Nurture a vibrant PhD program

### Direction 2

**Build Research Reputation**

#### Goal

Develop a reputation as a centre of innovative educational research and practice in Atlantic Canada

#### Major Initiatives

- I. Re-energize the CER
- II. Facilitate faculty engagement in strategic priorities
- III. Communicate and disseminate results

### Direction 3

**Build Learning Community**

#### Goal

Foster a caring learning community focused on the individual and collective well-being and academic and personal success of its members

#### Major Initiatives

- I. Build relationships among students, staff, faculty and alumni
- II. Enhance integration of international students and the wider community
- III. Provide attractive and interesting spaces for interaction among community members

### Direction 4

**Develop Sustainability**

#### Goals

- 1) Demonstrate a direct impact on PEI educational innovation
- 2) Create a well-respected and sustainable centre for teaching, learning and scholarship

#### Major Initiatives

- I. Foster critical relationships with administration, boards of education, government, and other stakeholders
- II. Raise our profile through strategic communication and collaboration
- III. Optimize limited space and facilities; identify a new location
- IV. Engage in initiatives that are innovative, creative, and sustainable