

2007 Guidelines are due for updating and revision in Fall, 2014

**Guidelines and Policies for the Centres and Institutes
in the Faculty of Education, UBC**

Updated September 2007

Introduction and Context of the Report

There has been a long history in the Faculty of Education as well as the University of British Columbia of establishing Centres and Institutes as locations for the pursuit of focused research, development projects, and service activities. Several of the Faculty's Centres have been in existence for close to twenty years. Within the last five years the Faculty has approved a number of new Centres and an Institute. While there have been a number of ad hoc committees formed to review the activities of particular Centres and in one instance the role of Centres across the Faculty, there have not been any general policy guidelines which would provide a statement of the role and functions as well as provide a set of governing principles for Centres and Institutes in the Faculty. The charge of the current committee (members listed in Appendix A) is to generate a document which will provide a set of guidelines and policies for the functioning of Centres and Institutes within the Faculty as well as their initiation, review, and dissolution.

The overall purpose of Centres and Institutes in the Faculty, as well as the University, is one of providing Departments, faculty members, and students with opportunities to engage in a range of collaborative experiences and to participate in interdisciplinary activities. We think the Faculty should embrace this engagement and along with Departments, encourage and/or support faculty members who wish to be involved in these opportunities. It should be noted that the Centres currently operative in the faculty (see Appendix B) have a range of activities and focal interests. While a characteristic function of most of these Centres is a focus on the promotion of particular research agendas, some of the Centres have courses attached to their unit (e.g. the Centre for Cross-Faculty Inquiry in Education); whereas the primary role of other Centres is that of providing a service function to the faculty and community (e.g. Psychoeducational Research and Training Centre). Typically there is some blending of all three of these functions as there are frequently graduate students affiliated with a particular centre through Graduate Research Assistantships or other types of work on research projects, through supervisory committees, or through centre-related courses.

In addition to the different functions undertaken by Centres and Institutes, there are other differences among the Centres in terms of the process used to establish the Centres and Institute and regulatory bodies to which they are responsible. While all of the Centres have a faculty-wide mandate, two Centres also have inter-faculty affiliations (e.g. the Centre for the Study of Historical Consciousness, and the Centre for Intercultural Language Studies). These latter two Centres were established as a result of consultation and collaboration between the Faculty of Education and the Faculty of Arts. Centres such as the Centre for Cross-Faculty Inquiry in Education (CCFI), which enroll students, must liaise closely with the Faculty of Graduate Studies. CCFI was created through a

Senate approval process and the appointment of a Centre Director requires formal search procedures and the Director is a Board of Governors appointment. This is not true of other faculty Centres where directors are appointed through a process determined by the Dean of the Faculty of Education in consultation, as necessary, with the Dean of the other collaborating faculties.

As interest increased in establishing Centres and Institutes over the past several years, the need for some form of organizational structure for sharing resources and space requirements became apparent. The Dean convened a committee consisting of the centre and institute directors and co-directors to address these issues of resource management. This committee met on a number of occasions in 2001-2002 and proposed to the Dean an organizational structure called a Network of Centres and Institutes in Education (NCIE). This organizational structure was announced at a Faculty Meeting in May 2002. The primary purpose of NCIE is to provide a coordinating function among the Centres and Institutes, to plan and promote common activities such as seminars and conferences, and to share resources among the Centres such as secretarial services, access to computing facilities, and office space for visiting scholars.

This document, then, is intended to provide a set of guidelines and policies that will provide some common structural and governance features for the existing Centres and Institutes. It will also provide some direction for the procedures and processes that should be followed for the creation of new Centres and the dissolution of existing Centres. We have organized the document around identifying some of the general characteristics and responsibilities of Centres, as adapted from the Senate Guidelines on Centres and Institutes; the next section deals with procedures of establishing a new centre or institute; followed by sections on governance, resources and review procedures, which apply to all Centres and Institutes.

Characteristics of Centres and Institutes

Institutes or Centres may share some of the following characteristics with Departments. The defining difference between Departments and Centres or Institutes rests with the timely nature of the research or programmatic emphases. Whereas Departments are created out of a need for long-term administrative, socio-cultural, programmatic, and academic communities, Centres and Institutes are primarily oriented toward timely specific research foci within the Faculty. Centres may be created for a set period of time dependent upon particular funding sources or societal trends, but they might also be created for similar foci but with open timelines. In either case, the timely appeal of each centre will be reviewed on a regular basis.

In accordance with the current practices in the Faculty, Centres and Institutes should work with Departments and/or CCFI to offer courses relevant to their specific mandates.

The following description outlines some of the characteristics for Centres and Institutes that are highly desirable in our Faculty:

1. They bring together a critical mass of scholars and practitioners from several disciplines and areas of specialization;
2. They may foster ongoing graduate programs of collaborative research and teaching of an interdisciplinary nature and they serve as incubators for nurturing such programs and for attracting graduate students to them;
3. They engage in service activities such as providing ongoing professional development to the field as well as fostering collaborative opportunities for thematic research for practitioners, faculty, and graduate students;
4. They offer faculty a platform from which to apply for grant support or other financial support within or outside of UBC;
5. They provide a means of fostering cooperation between scholars and stakeholders in the same research area at other universities, institutions, community, private sector, etc.
6. They provide a platform from which to sponsor and organize interdisciplinary and cross Faculty lectures, conferences, symposia, colloquia and workshops;
7. They attract post-doctoral fellows, visiting professors, adjunct professors and other scholars wishing to undertake interdisciplinary research at UBC.
8. They provide a catalytic function in that they enable the participants to engage in projects and activities that would not be possible for individuals acting on their own.
9. They may exist for an extended period of time.

Responsibilities of Centres and Institutes

Departments, Centres and Institutes are guided by similar responsibilities across the Faculty. Working in concert with one another, all units will be in a stronger position to fulfill the mandate of their own unit and the Faculty as a whole.

In many respects the underlying responsibilities of a centre or institute are related to the characteristics section above and the core reasons for establishing the unit at the outset. While the specific responsibilities of the Centres/Institutes are approved by the Dean, in consultation with the Dean's Advisory Committee and with other units identified by the Dean, the general responsibilities and expectations of centre and institute participants, including the directors, can be summarized as follows:

1. involvement in projects and activities sponsored by the Centres and Institutes will be open and accessible to faculty and students from all Faculty Departments and units;
2. part of the academic work of participants will involve the pursuit of research grants, contract research, and performance of service activities related to the centre focus;
3. a reasonable proportion of the financial resources obtained from the above activities will be devoted to the funding of positions for graduate students enrolled in Faculty programs. In some instances post-doctoral fellows may suit the needs

- of a particular research project where they would be an integral part of the graduate student community created around that project;
4. each centre or institute will produce an annual report which will be available on its website. This report will clearly describe how identified goals/activities were achieved in the reporting year and define goals and key activities for the upcoming year;
 5. academic programmes and teaching components of Centres and Institutes, if contemplated, are subject to the approval of appropriate overview bodies including the Dean, DAC, OGPR, EPLT and or TEO and coordinated and administered by CCFI.
 6. faculty Centres and Institutes will collaborate with each other with respect to the development of joint faculty initiatives, the sharing of resources, and the general administration of the Centres and Institutes through the NCIE, CCFI and other appropriate units;
 7. Participate in the regular meetings of the NCIE advisory committee;
 8. Sponsor and organize interdisciplinary lectures, conferences, symposia, colloquia and/or workshops.

Creating a New Centre or Institute

The committee recommends that the following procedures be adopted by the Faculty as a set of guidelines for creating a new centre or institute (adapted from the Senate Guidelines on establishing new Centres or Institutes):

1. Proposals for Institutes or Centres may be initiated by a group of faculty members, possibly in collaboration with community groups external to the University or faculty members from other Faculties. The proposal will outline the interest/focus of the centre; the purposes for creating the centre or institute; provide a rationale for why this unit would be in the long term interests of the Faculty indicating how the activities of this centre/institute fit with and promote the mission statement of the Faculty; provide an analysis of the resource requirements and a specific budget for the unit; identify funding sources for the unit including a grant base for the centre/institute, expectations of outside funding, matching funds or something similar; and identify faculty members who are involved or may be interested in the purpose of the centre.;
2. These faculty members should initially consult with the Dean and the Associate Dean appropriate to the nature and type of centre being considered. The purpose of this consultation will be to provide preliminary feedback concerning the proposed centre/institute, its potential fit with current and future Faculty directions, its financial viability and any other matters considered important to the long term interests of the Faculty. Upon approval from the Dean, an Implementation Committee should be established composed of faculty members expressing an interest in creating the centre or institute along with other appropriate persons recommended by the Dean or one of the Associate Deans;
3. The Implementation Committee should consult with the NCIE, the Departments, and other appropriate units and individuals for feedback before submitting the

- proposal for more formal consideration by the Faculty. This feedback could include issues like shared resources, space requirements, overlap with existing Centres/Institutes and any other matters considered important by those undertaking the review;
4. A proposal for a new Faculty institute or centre developed by an Implementation Committee should be reviewed by the Dean's Advisory Committee for overlap with existing initiatives, and consideration of complementary versus competitive or duplicative efforts in research, teaching and community linkages and for consideration of appropriate resources;
 5. The Proposal for a new centre or institute must receive a majority vote in a Faculty Meeting; however, final approval for new Centres or Institutes rests with the Dean;
 6. Centres and Institutes will be approved for an initial 3-year period. Renewals of these groups will be based on a review process.

Governance

Centres/Institutes operate in a number of spheres – the centre/institute itself, the community of other Centres and the Faculty. These recommendations for governance come into force when a new institute or centre is proposed. For an existing institute or centre, these governance guidelines come into force immediately. Day-to-day operation of the Centres/Institutes will be the responsibility of the Director and the NCIE staff under direction of the senior clerk.

1. The governance of a Faculty institute or centre should be provided by a Director appointed by the Dean.
2. An Advisory committee will be appointed and will normally consist of representatives from the proposing units, an Associate Dean or Dean's designate, the Centre Director, and other participants as deemed necessary and appropriate by the Dean. The Advisory Committee should have the following specific responsibilities: to provide the Director, the Dean, and the Dean's Advisory Committee with advice on the strategic direction and management of the institute or centre; to approve an annual report including a rolling three-year unit-based plan that will clearly identify their mandate, objectives, resource needs, and assessment plans; to recommend an annual budget;
3. When a change in directorship is required, the Dean will appoint an interim or replacement director. Normally, the Dean, will consult with the Implementation Committee (in the case of new Centres) or the Advisory Committee (in the case of existing Centres). The director for the centre will usually be appointed for a term of up to five years;
4. The Director will report to the Associate Dean for the Office of Graduate Programs and Research.
5. The directors or co-directors of each Institute or Centre, will serve on an Executive Committee of the NCIE which will be the general administrative

structure of the Centres and Institutes. One member of the Executive Committee will be elected as chair of the Committee for a one-year term.

Resources

As there are limited faculty resources for the support of Centres and Institutes, the NCIE was created as an administrative structure for the purpose of sharing the clerical resources, space, and common equipment such as computer work stations, faxes, printers, etc. across existing Centres and any newly proposed Centres or Institutes. It is expected that most of the research activities of each Faculty centre or institute will be funded from outside sources, however, the Faculty, at the discretion of the Dean, may provide some core resources for the maintenance of each unit. The amount and type of Faculty resources available to a given centre will be determined by the Dean. This decision will be made in relation to the centre's mandate, needs, performance and contributions to the mission of the Faculty as well as the financial exigencies of the Faculty.

Review of Centres and Institutes

There are several types of review processes that the Centres and Institutes will undergo. The first will be the review process involved in proposing and getting approval for the initiation of a centre or institute as described in the section on Creating a New Centre or Institute above.

A second type of review will be the yearly overview undertaken by the Advisory committee of each centre, culminating in an annual report for the Associate Dean, signed off by the Dean and posted on the unit's website. Resources from the Faculty and the use of those resources must be clearly identified in this annual report.

The third type of review is a periodic review called by the Dean. Reviewers may be internal or external to the Faculty and University. The terms of reference for this external review will be established by the Dean or designate in consultation with appropriate individuals and groups.

If at other times there are concerns by the Dean, and/or the Associate Deans about the continued viability of the unit in terms of: satisfying its own mandate, serving the general interests and mission of the Faculty interests, a failure to satisfy the basic characteristics and responsibilities of Centres and Institutes outlined above, then a special review process may be instituted by the Dean.

Exit Strategy

One of the functions of the review procedures outlined in the section above, will be to provide evidence as to whether the centre or institute is fulfilling its mandate and whether it is still relevant to the core aims and mission of the Faculty. If there are concerns, these should be expressed in writing by the Dean to the Director of the centre. The Director should be provided with an opportunity to respond and address these concerns within an

appropriate timeline. As a result of these consultations a reasonable timeline and an agreed upon process should be put in place to either resolve these concerns or to dissolve the centre.

APPENDIX A

List of Committee Members

Galen Erickson, CUST, Director of Centre for the Study of Teacher Education (Chair)
Patricia Duff (LLED), Director of Centre for Intercultural Language Studies
Peter Seixas (CUST), Director of Centre for the Study of Historical Consciousness
Carolyn Shields (EDST), Head of Educational Studies Department
Linda Siegel (ECPS), Associate Dean, Graduate Programmes and Research
Deborah Butler (ECPS), Acting Director CCFI
Valerie Rose (DNSO), Academic Plans Coordinator

APPENDIX B

List of Current Centres and Institutes in the Faculty of Education (Included in NCIE)

Centre for Cross-Faculty Inquiry in Education (CCFI)
Centre for Culture, Identity, and Education (CCIE)
Centre for Intercultural Language Studies (CILS)
Centre for Policy Studies in Higher Education and Training (CHET)
Centre for the Study of Historical Consciousness (CSHC)
Centre for the Study of Internationalization of Curriculum Studies (CSICS)
Centre for the Study of Teacher Education (CSTE)
EduData Canada
Institute for Early Childhood Education and Research (IECER)
Network of Centres & Institutes in Education (NCIE)

Other Centres in the Faculty (Listed on the Faculty Website)

Centre for Research in Chinese Language and Literacy Education (CRCLLE)
Digital Literacy Centre (DLC) formerly: Language and Literacy Education Research
Centre (LLERC)
Psychoeducational Research and Training Centre (PRTC)