

**The University of British Columbia**

## **Review of the Faculty of Education**

Report of the External Review Committee

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## Introduction

The External Review of the Faculty of Education was carried out in accordance with University of British Columbia (UBC) Board Policy #23 *Extension of appointments for Deans and Principals* (Appendix 1) and normal UBC practice.

The Committee evaluated the Faculty according to the Terms of Reference provided which are detailed in Appendix 2:

- (1) Scholarly and Professional Activities,
- (2) Academic Programs and Teaching
- (3) Aboriginal/Indigenous Engagement
- (4) Governance, Organization, and Administration
- (5) Interactions and Service Outside the Faculty
- (6) Infrastructure and Resources
- (7) Environment and Culture.

The following report is responsive to the Terms of Reference, and is based on the extensive documentation provided in the Faculty's Self Study Report, and interviews during our site visit to UBC November 16<sup>th</sup> through 18<sup>th</sup>, 2015 with a wide cross section of administrators, faculty members and staff, students, stakeholders and others who interact with the Faculty and Office of the Dean. The Interview Schedule of the Review Committee is provided in Appendix 3. Members of the Faculty and other interviewees were invited to submit written comments relevant to matters under consideration by the reviewers, and any additional requests for information by the Review Committee were accommodated fully when we were on site.

The Strategic Plan of the Faculty of Education (2011---2016) outlines an ambitious set of directions and goals grounded in sound values that serve its stakeholders. The Self Study materials demonstrate that over the past five years the Faculty has made significant progress in successfully implementing this plan. This is apparent in the diverse, high quality scholarship within the Faculty, its excellence in teaching and its overall commitment to social justice and Aboriginal education. The Faculty Strategic Plan is firmly aligned with the nine commitments of UBC's 2012 *Place and Promise* strategic vision.

The Faculty of Education at UBC is highly ranked and is highly regarded locally, nationally and internationally. It continues to thrive despite the financial constraints that have been imposed on Higher Education in North America, including British Columbia. Overall, the Faculty has established an environment for teaching, research, and services to the community that is effective, collegial, and productive. We were impressed by the level of support by Faculty members, students and administrators (internal and external to the Faculty) for the directions that the Faculty is taking under its current leadership. It is clear that a strong and collaborative spirit prevails and there is determination to maintain a steady pace of innovation and improvement. Despite the challenges that constant change brings, this orientation is to be commended and bodes well for the future. The Faculty is fortunate to have attracted an exemplary and thoughtful leader/catalyst as its Dean. The acclaim we heard for his achievements, inclusiveness, and tenacity was beyond the ordinary.

## 1. Scholarly and professional activities

Faculty members are very highly regarded for their scholarship, with strong national and international profiles. The Faculty has been cultivating a cadre of junior faculty that is already making an impact, with particular success in attracting research grants. Over the past five years the Faculty has increased research infrastructure support, integrated the value of research awards within Faculty culture, and encouraged multi-investigator and interdisciplinary scholarship. Current discussions around Centres and Institutes include scope, alignment with Faculty and University goals, and sustainability. Overall the Faculty is well positioned to sustain a trajectory of excellence in research.

Education research is facing many challenges across the world as economic conditions become difficult. Typically at such times of scarce resources, education does not do as well in attracting internal or external funds, as does medicine, engineering, science and agriculture for example. However given that most of the challenges of our time require inter-disciplinary scholars, educators have much to offer. Consequently, although research funding over the last ten years has seen a significant decrease, it is clear that the Faculty is reaching out across campus to partner with scholars in other disciplines to address mutual interests. The Dean's strong collaborative connection with medicine, health education and other disciplinary domains needs to be continued and extended to include the whole Faculty community.

The declining grant productivity of senior faculty is a sign of the need to rebuild capacity. Attracting scholars who are prepared to work in broader teams as part of cluster bids will be key to revitalizing research outputs and impact.

Across all departments Faculty members are largely committed to, and engaged in, making meaningful contributions to professional and societal communities. The Faculty has particular pride in its collaborative engagement with Aboriginal communities in the province.

### RECOMMENDATIONS

- The Faculty needs to consider recalibrating the leadership and services offered in the Research portfolio to support faculty in new types of research endeavours internally, across campus, and internationally.
- Future hiring should keep a balance between senior, research active, and junior faculty to build new fields, particularly in the area of educational technology.

## 2. Academic programs and teaching

The Faculty has embarked upon a focused plan to refresh its programs and enhance its capacity to meet the needs of the future. The Self Study outlines the many initiatives that are underway and that are beginning to turn programs and people in new and more productive directions. In particular, a series of reviews focused on the alignment between curriculum areas and academic units promises to revitalize key areas as well as reduce costs. The number of undergraduate and graduate dual degrees is expanding, and these provide a pathway into studies in education for more students from across campus. Significant among these is the BKIN/MM, an option in Kinesiology and Management. Noteworthy also are new professional programs that have the potential not only of providing access to faculty expertise for more students but also attracting much needed alternative revenue. The Master's in Educational Technology in particular has great potential. It needs much nurturing, a flexible business plan, and targeted recruitment to ensure its success. The

growing of digital learning ecologies to support new digital educational offerings will require dedicated leadership and creative investment strategies. It is not something that can be left to the margins any longer.

The Faculty is one of the primary providers of teachers for the Province. The teacher education program has been revised in order to make improved connections with faculty in academic units and with local schools via closer practicum partnerships. It was also extended, at the request of local school communities, and now offers teacher preparation for the Montessori Program and the International Baccalaureate. This is clear evidence of responsiveness to local needs. The teacher education program is strengthened by the required course in Aboriginal education, and the recent integration of mental health literacy into its coursework. We heard from external stakeholders that graduates are well prepared and in high demand by local schools. The Faculty can boast close to 90% employability of its graduates with just over half of them remaining within the Province.

Of concern was the very large postgraduate student population and the Faculty's capacity to support them appropriately. While not a new area of concern for the Faculty, based on previous external review reports, it is one for which it may be timely and possible to take meaningful action.

### RECOMMENDATIONS

- The Faculty is advised to consider its undergraduate teaching education offerings as laboratories to connect graduate students and research from across the academic units.
- The Faculty and the University are advised to give attention and resources toward leadership and investment for e-learning and digital ecologies.
- The Faculty should consider the size of the graduate program and its relationship to the core mission of the Faculty.
- In addition to program size, creative attention should be given to new ways of generating funding for graduate students.
- Greater collaboration between the Faculty of Education programs and those of Kinesiology is encouraged.
- The Faculty is encouraged to initiate (with campus support) a planned, staged, approach to diversification of educational offerings and price points.

### 3. Aboriginal/Indigenous engagement

Aboriginal scholarship, programs and community engagement within the Faculty of Education are exemplary and historic. Within the *Fifth Year Implementation Report (2014)* related to UBC's institutional *Aboriginal Strategic Plan* of 2009, it was noted "The Faculty of Education is recognized both in Canada and the Pacific for its work in Indigenous education." The NITEP teacher education program has been a leader in Canada since it began in 1974, and the recent expansion to include regional sites for the program and increased collaboration with local school districts underscores the ongoing commitment to community and cultural relevance for NITEP.

Further evidence of leadership in Indigenous education includes the recently established Professorship in Indigenous Education in Teacher Education, the requirement that all undergraduate students complete a course in Aboriginal education, the expressed commitment and planning to respond to the TRC Calls to Action, recruitment of undergraduate and graduate students, development of the Master of Indigenous Education Program, and ongoing development of graduate coursework and specializations. Faculty members were instrumental in the development of an innovative MOOC entitled Reconciliation through Indigenous Education in 2014. Over 5000 persons worldwide registered for the first offering of this MOOC, which had the highest completion rate of all UBC MOOCs.

The Faculty and the Dean appear very supportive of the Faculty's work in Indigenous Education, and the Dean is described as "protective" of the work. Continued strengthening of the scholarship, programs and innovation in this area will also strengthen and further the reputation of UBC.

The Associate Dean for Indigenous Education has been instrumental in the work developed in the Faculty of Education. She is a strong scholar, well connected with the Indigenous communities in BC, and she is a national leader in the area. The Associate Dean will be retiring in the near future and it will be challenging for the Faculty to ensure that the work continues with the same quality and reach.

Based on new provincial curriculum for K—12 encompassing Aboriginal topics, the Faculty will be expected to respond with professional development for practising teachers. Though expertise and motivation are in place, there will be capacity challenges in responding.

In addition to current demands for expanded professional development for teachers, there is also a Faculty commitment to ongoing enhancement of NITEP through the development of blended/distance courses, to continuing work on the MOOC, and to sustaining the current excellence in scholarship and community engagement. To achieve this it will be necessary to increase the complement of the Faculty in this area.

#### RECOMMENDATIONS

- Succession planning related to the upcoming retirement of the Associate Dean should be an immediate priority, and this should occur with the assistance of the current Associate Dean.
- The Faculty and University must consider ways to increase the complement of academics in the area of Aboriginal/Indigenous education. As the MOOC offering may begin to generate resources, these funds might assist in establishing much needed additional academic positions.

#### 4. Governance, organization, and administration

The Faculty has recently appointed new chairs and a director for some of its departments and the School of Kinesiology. The Faculty has also appointed new senior administrators/associate deans. There are plans to change further the senior administration structure of the Faculty, with the goal of making it leaner and more efficient.

The department chairs and senior administrators in the Faculty showed strong support towards the orientation the Faculty has taken over the last years, citing increased communication, fairness, and the sense that the Dean has a "grip on budget". There is general consensus among the senior

administration that the atmosphere in the Faculty is positive, and the conditions for establishing a sustainable academic future are in place.

There have also been substantial changes in the administration of the Faculty, driven by both financial constraints and a strategic reorganization put in place by the Dean's office. All units involved directly or indirectly in the managerial and clerical administration of the Faculty are mostly supportive of the Faculty reorganization.

The committee noted concerns among Faculty members and other units in the Faculty involving a very large administrative group, which may dry resources and work inefficiently. Specific concerns were raised about the offices of the Senior Associate Dean for International Relations and the Associate Dean for Research and Graduate Studies.

Based on the current and potential international partnerships and work done by the Faculty, it seems unnecessary for the Faculty to have a Senior Associate Dean for international relations.

The amount of research funds in most departments of the Faculty does not directly reflect the large size and importance of the Faculty of Education at UBC. Leadership with significant research expertise and background can strengthen the office of the Associate Dean for Research and Graduate Studies. The Faculty has a plan for developing research axes and integrating fully researchers from different areas, but it lacks a concrete strategic plan to excel in research in the next years.

## RECOMMENDATIONS

- The Faculty should continue re-structuring its administrative team to achieve its goals in a sustainable way. Specifically, it is recommended that the Faculty reconsider the need for a full-time Senior Associate Dean for International Relations. Such activity could be taken by other Associate Deans, or by a manager working to establish international relations connections.
- The committee recommends a re-evaluation of the office of the Associate Dean for Research and Graduate Studies, to bring the expertise necessary to develop a strategic plan for high-level research.

## 5. Interactions and service outside the Faculty

The Faculty has developed strong connections with the community outside the Faculty, including the campus community, and has been praised by several partners. The committee noted strong support from external stakeholders for the directions the Faculty has taken over recent years. Different groups, including schools and education boards, have been engaged to broaden the scope of action of the Faculty. A representative from the provincial Ministry of Education suggested that the Faculty was a key collaborator in the province's recent K—12 education transformation, and credited the Dean and several Faculty members for their skills and collegiality.

The Faculty of Education has a central role to play in reaching out to local communities and creating pathways for individual success, inclusive sociality, and economic development. Under the current Dean's leadership this has become a priority and serves the university very well. The activities of the

Faculty of Education provide strong evidence of the “value added” reality of Faculty collaborations with public K—12 education and post-secondary and higher education.

We note that fundraising has become a growing part of the Faculty’s strategic directions. Given that the Faculty is in the process of cultivating alumni relationships, it should focus not only on raising funds but also in engaging alumni for their expertise and their willingness to serve students and faculty by in-kind ways. Indigenous and international alumni in particular are great assets and have much to offer back to the campus.

The current Dean’s role and influence in the Association of Canadian Deans of Education brings great credit to the university. His focus on justice and equity alongside his understanding of the scholarly/technical side of the education endeavour brings great distinction to the Faculty. It also provides a platform for the dissemination of the research outputs and scholarly achievements of his faculty.

## RECOMMENDATIONS

- The Faculty should pursue creative engagement with alumni around expertise/services as well as fundraising.
- To enhance such engagement, the Faculty might introduce a mentoring program or initiate an annual conference that brings together alumni and graduate students.

## 6. Infrastructure and resources

The committee noted that substantial efforts have been made by the Faculty to adapt to a new funding model put in place at UBC in response to government budget cuts. The funding model, based mostly on student enrolment, represents a challenge for the Faculty of Education. While the University provided the Faculty with financial aid in the first year, the Faculty needed to adjust its financial plan for future years.

The Faculty has shown a strong commitment to reduce its outstanding deficit over the years, and to work towards generating revenues through philanthropic activities. The personnel dealing with budget and finances within the Dean’s office have demonstrated strong knowledge and capacity to deal efficiently and professionally with financial challenges over the last years. The finance office has a clear vision of the financial constraints that will affect the Faculty in the years to come.

The adequacy and efficiency of the infrastructure varies across the Faculty. While the main building for the Faculty of Education is adequate and well situated on Campus, it lacks sufficient space for Faculty members and students. The Faculty is involved in a large project for a new building that may increase its capacity substantially, and will create new spaces for research and academic activities.

The School of Kinesiology lacks appropriate infrastructure, as it is currently located in several locations on campus and without a strong, central core unit. The School could thrive within a modern and efficient facility. The committee noted a commitment of the School and the Faculty to improve such facilities. There are plans for a renewed space and for shared spaces with other Faculties. Given the current financial situation provincially and on campus, and the new building project for Education, the committee, while very supportive of the need, has some questions about how this new project can be given the priority it deserves. It will be difficult for the Faculty to achieve and sustain a balanced budget, as there is a structural deficit that may accumulate over the next years. While the deficit is not a result of the Faculty’s management of

resources, it may impose restrictions on the Faculty's planning for the next few years.

While most in the Faculty are aware of the financial situation (total amounts of funds in the Faculty and expenditures), there is not a clear understanding by many groups of the current financial model and incoming revenues from different sources (e.g. undergraduate---graduate students). An increased understanding of the situation across the Faculty may heighten the Faculty disposition to collaborate efficiently to solve the financial challenges over the next years.

The School of Kinesiology has a budget that is separate from the Faculty of Education. While such an arrangement is historical and based on different sources of revenues, it makes it difficult for the Faculty centrally to have control of and manage its finances. Since the budget in the Faculty of Education (and at UBC) is not based strictly on activity and revenue generating capacity, but also on values and mission of the Faculty, such separation does not seem justified. Although expanding the infrastructure of the School of Kinesiology is a priority, the expansion plans are still vague, and will depend on successful grant applications of one/a few members of the School.

### RECOMMENDATIONS

- The Faculty should put in place mechanisms in which the budget, including different sources of revenues and distribution of finances, is better understood by the Faculty members, so it can develop a collective motivation and effort to continue growing in the coming years.
- The budget of the School of Kinesiology should not be separated from that of the Faculty, so its central administration can have a better control over the finances. The Faculty should create mechanisms to reward financially those units (and in this particular case the School of Kinesiology) that attract more revenues for the Faculty.
- The Faculty should carefully plan the future infrastructure of the School of Kinesiology, seeking expert advice so the School can efficiently build on its obvious strengths and potential in the future.

## 7. Environment and culture

We understand that the Faculty has experienced difficult climate issues in the past. Dealing with these issues and transitioning into a more open, respectful, and transparent environment has been challenging. However, it was reported by most people we spoke to that the environment in the Faculty has become more genuinely collegial and professional. The revision of the core Teacher Education program, the changes in many leadership positions, and the revamping of programs all required focused attention, particularly given the hiring freeze and greater expectations for growing self funded programs. The Dean and his team, in partnership with the faculty, have steered a steady program of reform and organizational revitalization that has enabled them to put in place elements needed to sustain a robust future. Securing new space on campus and expanding the role of fundraising has also contributed positively to a sense of optimism, even in difficult times.

The committee noted that, at large, almost all units and groups in the Faculty (professors, senior administrators, managerial and clerical staff) are positive about its current leadership and directions. There is a sense of pride and achievement, optimism and recognition, which is highly positive. In times of financial challenges in higher education, such a culture is motivating and inspiring.

## RECOMMENDATIONS

- Although there was considerable testimony that the campus, the local community, and the province value the Faculty, a task force should be established to consider even greater inclusiveness in the scholarly and business trajectories of the University and the Province. For example, the Faculty outreach and education offerings to Indigenous communities and refugee camps are laudable and a true pride point for the whole University. This needs to become central to the UBC story.
- The faculty will continue to go through significant change as it implements its strategic plan. It will need to accompany this plan with a strong and wide communication strategy that is both internal and external to the Faculty.

## Conclusions

We believe from what we have read and heard that the Faculty, under the leadership of the current Dean and his administrative team, has been repositioned positively. In the words of one commentator, *'It [the Faculty] has spent years as a sleepy elephant -- now it's on the go.'* Of course there is much that needs to be done to continue on this course and we recommend strongly that this be enabled. The Faculty of Education and its current Dean are exceptional assets to the UBC and the broader scholarly community.

## Acknowledgments

The Review Committee wishes to thank the Faculty of Education and the University for their thorough preparation for the review, and for their openness and candour in contributing to our discussions. The Committee is particularly grateful to Professor Emeritus Herbert Rosengarten for hosting the review team with such grace, consideration, and positive energy throughout.

## Appendix 1

Excerpts from University of British Columbia (UBC) Board Policy #23 *Extension of appointments for Deans and Principals*

3.1. Where a **Dean's** or **Principal's** appointment is approaching expiration, the **Responsible Executive** will:

3.1.1. Ascertain whether the incumbent wishes to continue in the position beyond the expiration of his or her current appointment;

3.1.2. e **Responsible Executive** believes it would be desirable to consider extending the incumbent's appointment and if the length of the proposed extension is for a period of more than one year, normally arrange for an external review of the Faculty or College, as the case may be; and

3.1.3. Make a recommendation to the President as to whether it would be desirable to consider extending the incumbent's appointment, the length of the proposed extension, if any, and any terms and conditions of any such extension.

In this instance the Dean of Education's appointment is nearing expiration, and as incumbent he has indicated a willingness to continue in the position beyond this date. Thus the External Review Committee was struck, with a mandate to review the strength and balance of the Faculty's teaching, scholarly, and professional activities, academic programs, and service; to evaluate the Faculty's leadership and administration; to assess the Faculty's standing nationally and internationally; to recognize progress in relation to the Faculty's goals; and to advise on the future development of the Faculty.

The University of British Columbia  
Faculty of Education

TERMS OF REFERENCE OF THE REVIEW COMMITTEE  
2015

Purpose

*To review the strength and balance of the Faculty's teaching, scholarly, and professional activities, academic programs, and service; to evaluate the Faculty's leadership and administration; to assess the Faculty's standing nationally and internationally; to recognize progress in relation to the Faculty's goals; and to advise on the future development of the Faculty.*

**Terms of Reference:** Without limiting its overall mandate, the Review Team should give consideration to the following:

- 1. Scholarly and Professional Activities:** To review and evaluate the quality, extent, range, and balance of the scholarly and professional activities of the Faculty, with particular attention to the achievement and status of scholars within the Faculty, their leadership within the professional and scholarly communities, and their commitment to the preparation of the next generation of scholars and education professionals. Such an assessment should take into account equity in opportunities in career advancement, professional development, and balanced workloads.
- 2. Academic Programs and Teaching:** To review and evaluate the quality, format, organization, and enrolment of the Faculty's academic programs, and its teaching strength. The reviewers are asked to pay particular attention to innovations in teaching, and to the engagement of programs with local, provincial, national, and international audiences. The interconnectedness of the scholarship and practices of teaching and learning should be noted. In all programs reviewers should consider indicators of student success in career preparation, employment opportunities, time-to-completion, and placement.
- 3. Aboriginal/Indigenous Engagement:** To review the extent to which the Faculty has engaged with Aboriginal communities and how its Aboriginal alumni are succeeding in the workplace. The reviewers are requested to pay particular attention to experiential learning opportunities, not only for Aboriginal students, but also for non-Aboriginal students within Aboriginal contexts.
- 4. Governance, Organization, and Administration.** To review and evaluate the governance, organizational structure, leadership, and administration of the Faculty, including opportunities for diversity in leadership and shared governance, as well as the relevant support systems both within the Faculty and available to the Faculty. The reviewers should consider the degrees to which governance is transparent, flexible, and accessible to all members of the Faculty.
- 5. Interactions and Service Outside the Faculty:** To review and evaluate the Faculty's interactions with other units within the University, particularly those in related disciplines, and with its external

communities, including alumni, professional organizations, partners, government agencies, other institutions offering similar educational programs, and the greater public community. The qualities of leadership, respectful partnership, and service should be analyzed as aspects of the relationships the Faculty has developed with its external communities.

**6. Infrastructure and Resources:** To review and evaluate the physical and financial resources of the Faculty, including its space, teaching facilities, research support, equipment, and financial base. The reviewers are asked to evaluate and offer recommendations on innovation in resource generation, future directions for development, and the creative use of existing facilities and resources. They should also review and evaluate the structures and policies around the recruitment and support of students.

**7. Environment and Culture:** To consider and assess the working and educational environment, morale, and institutional culture of the Faculty as made up by its faculty members (including adjunct professors, sessional instructors, seconded teachers, and lecturers), staff, and students. The reviewers should give particular attention to the Faculty's performance relative to the University's employment and education equity policies. They should consider the Faculty's responses to the increasingly diverse nature of student, faculty, and staff populations, following from UBC's commitments to International Engagement, Aboriginal Engagement, Intercultural Understanding and Global Citizenship.

**8. Other Advice:** To provide other advice as appropriate to the general purposes of this review.

### Appendix 3

**FACULTY OF EDUCATION: REVIEW ITINERARY**  
**On-site visit, November 16---18, 2015**

<b>Monday, 16 November 2015</b>		
7:30	<i>Walk from Green College to Koerner Library</i>	
8:00– 9:00	<i>Breakfast meeting with Provost</i>	Rm 654, Koerner Library 6 <sup>th</sup> Floor
9:00 -10:00	<i>Dean of Education</i>	Rm 753, Koerner Library 7 <sup>th</sup> Floor
10:00 – 11:00	<i>Teacher Education Office</i>	
11:00 – 11:15	<i>Break</i>	
11:15 – 12 15	<i>Research</i>	
12:15 – 12-30	<i>Break</i>	
12:30 – 1:30	<i>Lunch meeting: Deans/Deans' delegates</i>	
1:30– 2:30	<i>International</i>	
2:30– 3:30	<i>Administrative Managers</i>	
3:30– 4:00	<i>Break</i>	
4:00 – 5:00	<i>Heads/Directors</i>	
5:00 – 6:00	<i>Graduate Programs</i>	

<b>Tuesday, 17 November 2015</b>		
8:00	<i>Walk from Green College to Koerner Library</i>	
8:30 – 9:30	<i>Senior Administrative Staff</i>	Room 656, Koerner Library 6 <sup>th</sup> Floor
9:30 – 10:30	<i>Indigenous Education</i>	
10:30– 11:00	<i>Break</i>	
11:00 - 11:45	<i>Office of Development and Alumni</i>	
11:45 –12:30	<i>KIN Undergraduate Students</i>	
12:30 – 1:00	<i>Lunch Break</i>	Room 753, Koerner Library
1:00– 1:30	<i>Meeting for representatives of M&amp;P staff (to sign up)</i>	
1:30– 2:30	<i>Tenured Faculty Members (to sign up)</i>	
2:30– 3:30	<i>Tenure-track Faculty Members (to sign up)</i>	
3:30 – 4:20	<i>Limited-term faculty (lecturers, sessional lecturers, adjuncts)(to sign up)</i>	
4:30—6:00	<i>Reception for reviewers</i>	Sage Bistro

<b>Wednesday, 18 November 2015</b>		
7:45	<i>Walk from Green College to Koerner Library</i>	
8:15 – 9:15	<i>Advisory Committee\ (Community/External)</i>	Room 753 Koerner Library 7 <sup>th</sup> floor
9:15 – 10:15	<i>BEd Students</i>	
10:15-11:15	<i>Graduate Students</i>	
11:15 – 11:45	<i>Meeting for representatives of CUPE staff (to sign up)</i>	
11:45 – 12:15	<i>Faculty Association</i>	
12:15 – 12:45	<i>Lunch break</i>	
12:45 -2:00	<i>Preliminary outlining/drafting</i>	
2:00—2:30	<i>Break</i>	
2:30 -3:30	<i>Final meeting with Dean</i>	
3:30 – 4:00	<i>Break</i>	
4:00 – 5:00	<i>Exit interview with Provost</i>	