

Challenges - What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

103 Responses

Faculty

What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

Changing demands for programs that lead to employment straight out of the BSc. Budget cuts from the administration. Demonstrating tangible impacts of the faculty of science in the communities around the province and beyond the traditional roles we have in non-renewable resources.

The next Dean will be entering a faculty that has experienced significant cuts (in budget and personnel) and that has a very low morale. The prevailing attitudes include burnout, apathy, and a lack of pride in our institution. This is a clear result and reflection of our unstable leadership. Turning this around will be one of the biggest challenges for the next Dean but I know it can be done! Additionally, [REDACTED]

s. 40 (1) [REDACTED] While fighting against these barriers will be challenging, the next Dean needs to encourage novel approaches to teaching, research and administration.

Memorial University is poised to be a top university in Canada (U15), yet it is often perceived (by outsiders, and also by current senior leaders) as a second-rate school that should focus on undergraduate education rather than research. A major challenge that the next Dean will need to address is a reputational gap between the general perception of MUN and the reality that it is growing into an internationally recognized, powerhouse of research. [REDACTED]

s. 40 (1) [REDACTED]. Where does this negativity come from? [REDACTED]

[REDACTED] MUN currently ranks #17, only two points short of entry into the "U15" group of research-intensive universities. The next Dean should aim to help bring MUN to #17, by supporting research excellence in the Faculty of Science.

Maintenance of academic quality of the Faculty in the face of shrinking budget, non-supportive administration, and misinformed Government.

Challenges. The primary challenge facing the university is costs at a time of increasing scrutiny of the provincial grant to the university. Salaries are the major part of annual costs. The end of mandatory retirement increased costs by amplifying salary differences depending on time in rank. A Dean cannot do much about solutions, which will not be easy. A Dean can address the ratio of staff to faculty. A Dean can also address the problem of graduate student TA costs, which became unmoored from responsibilities with abolition of the TOGA program. A second challenge will be maintaining the research strength developed at Memorial in this century. The challenge will be to make the case within the university and beyond, that research depends on graduate education, and that this has benefitted the province in areas where the province has a strong funding record, notably Medicine, Earth Science, and Ocean Science. The next Dean would do well to study the success of Medicine, a major source of the research income at MUN. A further challenge for the next Dean of Science is the rising costs of an aging marine station that ill serves students, postdocs, and faculty at the station in Logy Bay. Faculty and students are ill served professionally by isolation from campus. Faculty in residence off campus are invisible on campus, and so perceived as ancillary to the principal reason for a university-education.

s. 40 (1) On the cost side the challenge is the rising cost of maintenance for an aging structure, together with the exit of the province from heavy subsidization of aquaculture research. The challenge is to rethink the Logy Bay station as a research facility to visit when needed, not a place to occupy full time.

The big challenge is around the budget.

s. 40 (1) Champion our faculty and turn this around.

Stagnant, non-progressive programs; overcrowded, non-engaging classes; no creativity

Finding creative ways to solve problems collegially in the presence of budget cuts

Decreasing budget, need for faculty recruitment, declining enrollment, interdepartmental (and intradepartmental) conflict as a result of the preceding, deteriorating infrastructure, particularly for those departments not re-located to the Core Sciences Building.

The challenges to be faced include navigating our Science Departments through institutional financial constraints while maintaining a high level of capacity for research and teaching, as well as the morale of faculty, staff, and students.

s. 40 (1) Morale is at an all-time low. Part of this is the frustration with administrative demands and restrictions, seemingly increasing each year, that get in the way of actually doing excellent research, teaching, and other duties. I appreciate that these demands are often beyond the level of the Dean- and, in fact, I think our present and past Deans have tried to respond in a helpful way (e.g., increasing the numbers of grants facilitation officers). However, in the coming 5 years, we will require a strong leader to place the needs of researchers staff, and students ahead of burdensome institutional hoops if the morale is to improve.

deteriorating infrastructure, faculty hiring as faculty retire, financial,

s. 40 (1)

Increasing external funding, maintaining the integrity of the academic programs under the pressure of budget cuts, ensuring allocation of resources is fair

Budget is top issue; new Dean must be able to be creative and re-structure budgeting models within FoS; budgets should be enrollment based to allow growth of some programs and elimination of others; disparity across units is unsustainable

lack of funding, lack of morale

Supporting the faculty so that the budget cuts done adversely affect our students while also giving enough resources and remissions to the faculty so that any changes don't cost the research programs. We have to focus on research and productivity. The Dean needs to revisit the support that is given to deputy heads and heads. The work and compensation are not aligned and it comes out of research productivity. Research productivity is the easiest to set behind for due dates, but it needs to be supported so it doesn't fall off.

Strengthen the infrastructure that allows strong externally funded research activity

There are two challenges. First, it is necessary to fill in the vacant faculty positions. Not filling those positions, regardless of retirement or resignation, means to simply removing the academic achievements that took many years to grow. Second, each department needs additional faculty positions as the research and teaching focuses are evolving around new aspects of artificial intelligence. The new dean should have commitment in these two points, and enough skill to deal with the administration, and ability to address financial crisis without sacrificing faculty positions.

1) student recruitment, 2) fac renewal, 3) infrastructure

Aging labs and infrastructure are the greatest challenge.

Shrinking \$\$, modernizing pedagogy in the face of changing technology (ChatGPT etc.), changing rules for international students

(1) Finding sustainable and equitable ways of operating with reduced funds. (2) Making sure ASMs have sufficient administrative support to do their jobs. (3) Maintaining or increasing enrolment. (4) Increasing outreach activities to make Science relevant to the public.

Support staffing needs - too much time is being wasted by the elimination of key staff support positions (e.g., computer support, office staff support, teaching lab support which has caused units to reduce lab contact hours) i.e., MUN raised tuition but students are now getting less for their education due to these mindless ill-informed cuts.

With fewer ASMs, and very reduced secretarial capacity in the departments, the current biggest challenge is completing all the paperwork that is required. Failures to do so result in graduate students not being paid or grant installments missed due to failure to log reports. ASMs are owed a substantial amount of money as travel and PDTER claims are processed very slowly and require a large amount of documentation. Most forms submitted, including requests for graduate student transfer credit or requests for ITS support, are returned to ASMs asking for more documentation (that is often public on the internet). ASMs are doing a lot of secretarial work, due to lack of secretaries, numerous forms, and inefficient handling of submitted forms. This, and increased service load per ASM, is decreasing our time for research and teaching.

Supporting excellence in teaching, research & outreach on an increasingly limited budget. Dealing with crowded, top-heavy administration. Promoting effective communication..

declining budget

Decreasing funds, balancing replacement faculty positions, staff positions, units still in crumbling infrastructure etc.

Budget cuts. Increased mental health needs for faculty, staff, students. Burnout (more resources are needed)

university budget decreases, crumbling university infrastructure, burnout (staff and faculty) due to chronic understaffing, lack of stable university leadership (reactionary, not strategic actions)

Enhancing the effectiveness and efficiency of the Faculty so we can do more with less resources.

morale, staffing

Budget cuts, faculty shrinking, failing enrollment.

Budget. Ensuring academic integrity and ability to deliver programming is maintained. Ensuring students are able to enrol in the program they wish to take (no artificial limits on enrolment because of budget). Ensuring "fair & equitable" workload assignments across departments (and faculties) when enrolment numbers vary widely across units and budget resource allocation does not reflect these variances but is based on units historical budgets.

Restore the path of Science at FoS with a clear plan for advancement towards R1 institution, renew positions of retiring faculties, and push for modern/comprehensive system for graduate administration. Attract high quality students based on the quality of our programs, research opportunities, and advancement in science, not based on the cost of the tuition.

balancing a shrinking budget without shifting focus exclusively to applied research; improving low morale

Figuring out how to allocate budgets given that there are and likely will increasingly be insufficient funds to maintain and increase faculty, staffing and resource levels to meet the needs of program delivery and undergraduate and graduate levels. Program providers have already been pushed to the limit of program and course integrity in their use of people and resources, sometimes beyond.

Focusing much more on applied graduate education and funding, in addition to undergraduate student concerns. Fully embracing an inclusive leadership style. Focus on faculty well-being and retention considerations in decision-making. Avoiding temptations to micro-manage new and existing teaching, research and service issues in departments.

Reverse the trend which has crept into academia over the past few decades. That is, to better support individual faculty and departmental decisions and work as an advocate for faculty members, not blindly dictate university policy.

s. 40 (1)

Faculty replacement. Maintenance and replacement of research and infrastructure. Minimizing administrative bloat. Institutional lack of focus on the core mission of the university: research and teaching.

Maintaining faculty and staff through budget cuts. Dealing with crumbling infrastructure. Plummeting faculty morale. Recruiting students.

Giving credit and providing resources for Research and Graduate student Training

s. 40 (1)

the elimination and/or high turn around of permanent staff members to run departments is making [redacted] jobs as faculty extremely challenging. [redacted]

Maintaining acceptable levels of service and essential elements of teaching and research in the face of budgetary pressures; achieving a genuinely forward-thinking vision for the Faculty despite obstacles from higher-level admins.

\$\$\$ maintaining faculty & staff positions; appropriate start-up for new faculty; infrastructure & buildings beyond CSF

Budget limitations and cuts

s. 40 (1)

Budget - how this affects the quality of teaching *especially hands on in labs* and student recruitment (incl. graduate student recruitment) - especially with government policy limited #s of international students

Immigration caps on international students will adversely affect research and class enrolments.

Moving on from micro-management, letting departments self-manage more, and focusing instead on bolstering the tailored supports needed by departments in the FoS. The challenge here will be finding leadership geared towards bigger vision, pushing back against attrition, and listening more to faculty and research staff about where resources are needed and spurring into action on that. I continue to be dismayed by decision-making without consultation at the higher FoS level, while departments are left to struggle through on-the-ground cutbacks.

Growth of its programs and research capacity while budget cuts to staff and ASMs hinder it. Maintaining an esprit des corps among faculty and staff who are over-stretched and frustrated. Replacing aging teaching infrastructure in labs and teaching lab equipment.

All budget related. Cuts in lab staff members are reducing quality of the education received by students - fewer & more crowded labs + fewer Help Centre hours. Teaching loads can be inconsistent with little continuity year to year. Dedicated teaching faculty in first/second year would provide continuity and hopefully draw in new students to grow programs. Cuts in admin staff make it harder for faculty to do their job.

rebuilding trust and administering kindness

Shrinking resources while costs increase

Funding - there is simply not enough money to teach effectively, hire new people, let alone repair facilities or buy new equipment

Budget. Student enrollments. International students. Housing issues.

Student recruitment and support, faculty retention

Promote scientific research, renew faculties, protect/promote/recover high ethic standards, replace/renew and update the administration system

Budget stabilisation, faculty member moral, support staff

reviving faculty morale

New approaches to do more well with limited resources

Undergraduate Student

What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

Funding

Over the coming years, the Faculty of Science and its next Dean will confront critical challenges, notably the inadequate course offerings, lab cutbacks, and a shortage of Teaching Assistants (TAs). The reduced course options can limit students' educational opportunities and hinder their academic progress. Simultaneously, the reduction in laboratory resources and TAs compromises the quality of hands-on learning experiences in essential subjects like chemistry. The Dean will need to allocate resources effectively, explore innovative scheduling and teaching strategies, and secure additional funding to address these issues and ensure students receive a comprehensive and high-quality science education.

Loss of faculty member and change in administration

Dealing with students using AI to cheat

tuition and scholarships for international students

The regulations for AI software

Organizing the new Human Bioscience program

Budget problems, ensuring commercial can push to the forefront of science and tech research, utilizing our resources and not letting them go to waste

Course availabilities for certain concentrations. Financial cuts/decision.

Keeping wokeism (e.g., EDI policy) out of science.

Managing budget cuts and policies on AI use

Lack of funding for profs, lack of spaces for students, overfunding of administrative positions

Changes in international students acceptance policies. Rises numbers of Post-graduate applicants. Decreased undergraduate student employment after graduation.

Keeping students enrolled in science courses.

Increase in tuition

retainment if newfoundland students with rising tuition and dealing with old infrastructure

Graduate/Post Graduate Student

What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

Navigating foreign student enrollment in the current climate.

recently attention has shifted from science funding to administration budgeting, this has to stop

s. 40 (1)

I can only really speak to the [REDACTED] so the largest challenge I see is keeping Memorial University's Faculty of Science competitive with other ocean science-focused universities. [REDACTED]

s. 40 (1)

[REDACTED] is literally crumbling and needs to be improved. Desk space, meeting rooms, and financial support for graduate students should all be expanded to help draw graduate students and improve their experiences while they are here studying and completing degree programs. [REDACTED]

s. 40 (1)

Faculty Retirements, filling positions and increase cost of living for students and staff

The changing economy and environmental conditions

Equitable funding and support for all Departments.

Funding for research, Diversity Equity & Inclusion, Ocean Sciences Centre Infrastructure

Tuition increases at MUN do not correspond with an increase in quality of education, training, and resources available to students. I think MUN is going to struggle to attract students (in all faculties, not just science) when other options at comparable tuition rates are offering better resources. Students are currently facing higher-than-ever levels of economic stress and the university (at all levels) needs to address this.

- dealing with budget cuts, restoring faith in the administration and higher level employees after the MUN audit report and the faculty strike in 2023, bringing the laboratories up to date -> some are in terrible shape and dangerous to work in, there are very few cooperations and connections on an international level

Management of student, faculties, employees and resources

Financial issues for students

Staff - administrative

What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

Obtaining the required funding to continue to grow the Faculty. This faculty is the largest in the university and I think the best (along with Engineering and Medicine) able to position students with the skills to be successful now and in the future.

Building morale back into departments.

Staffing and Budget

Not enough space, faculty or staff to support all the students who want to be in faculty. The hiring crisis [REDACTED] s. 40 (1)
We aren't competitive financially and current FoS policy makes us uncompetitive environmentally even within MUN. Quality of facilities vary widely within the Faculty. There is much physical fixing up to do.

Permitting all Science departments to grow with increased enrollments as being pushed by STEM in high school and yet the budget for Science cannot support and does not recognize the increases already happening.

Budget Cuts

Staff - non-academic instructional staff (e.g. lab instructors, instructional assistants)

What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

Finding ways to balance the budget but still maintain the integrity of the programs offered. The driving force should be education.

Trying to maintain the level of education that students deserve, especially their lab experience

budget

1. Lack of I.T. (and other) staff due to cuts in the number of staff positions, inadequate compensation for recruitment and retention, uncompensated cross-departmental work expectations, and generally increasing workloads. 2. Lack of money for I.T. infrastructure replacement.

Finance - keeping the Faculty afloat without losing important staff

Attrition, brain drain, reduced enrollment

Other

What do you see as the challenges for the Faculty of Science and its next Dean over the coming five (5) years?

Staffing.

budgetary challenges; increasing tuition = student reduction; quality instruction for student's

Staffing and workloads, maintaining current program levels and standards, budgetary cuts, improving labour relations, improving relations between the DoS office and departments, improving staff morale

Money there is none

Improving staff morale/addressing poor salary scales for staff and faculty...leads to better retention of staff, and therefore better services for students

Opportunities - What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

91 Responses

Faculty

What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

Using the changing leadership landscape and financial situation at Memorial to adapt the curriculum to create degree program concentrations that compete with other Canadian universities to recruit Canadian students and high achieving international students.

With the new Core Science Building and the new Animal Resource Centre, MUN is well positioned to attract and retain top researchers and teachers. We have a unique and innovative faculty and we have the opportunity to establish ourselves as research leaders in Atlantic Canada and the rest of the country. The next Dean needs to be a champion for our University, in both research and teaching. With changes to immigration regulations by the federal government, MUN has the exciting opportunity to increase our international student population. To make this a success, we need a Dean who truly embraces diversity and inclusion on campus.

Recent changes to immigration will result in a major shift in how Canadian universities recruit international students. MUN is in a unique and enviable position that its international student population will likely grow while those in other provinces will decline. This is an excellent opportunity to further diversify our campus and attract the best and brightest from around the world. In order for MUN to benefit from this opportunity, the next Dean will need to genuinely champion equity, diversity and inclusion in the Faculty of Science.

s. 40 (1)

FoS can do better.

New faculty hires to keep pace with current developments in Science.

Opportunities. Scrutiny of the provincial grant to the university has increased in Newfoundland, as it has in the rest of Canada. While faculty salaries are a major source of increase, bureaucratization is another source. Over the last two decades the Faculty of Science office has grown exponentially by almost 10%/year. This has occurred along with hollowing out of staff within departments, and concomitantly, an increase in turnover of departmental staff. For comparison, the number of people in the Dean of Science office at MUN (and University of Manitoba) is now about twice that at Dalhousie. Why? The next Dean can take the lead in reducing the bureaucratization of the university by focusing on benefit to students, in re-aligning the ratio of Dean's office staff to number of faculty. Given the number of graduate students in the Faculty of Science, there is an opportunity to re-visit the concept of tying TA pay to responsibility. The 4 level TOGA approach (as above), was developed collegially at the decanal level. There are many possible ways other than TOGA to tie salary to responsibility. Given the large enrolment of undergraduate students in the Faculty, there is an opportunity to demonstrate greater alacrity in adjusting instructional resources to student interests and priorities as measured by waitlists. This stands in contrast to enrolments held to slow change by caps that create waitlists. Change will require determining both wait lists numbers and the numbers of foregone enrolments. At what waitlist size do students not even bother trying to register for a course? Doing this will require creativity and leadership in identifying caps that currently create long waiting lists. Another opportunity would be leading a faculty wide review of the hurdle heavy path that students face in completing a degree in 4 years. The Department of Biology can claim some degree of expertise in reducing hurdle number. Does any course really require 2 (or more!) hurdles? The question might be addressed by looking at hurdle number at other universities, particularly those in the US.

Find the departments (people) that care about the quality of our Faculty and work with them.

Developing applied, multidisciplinary and engaging science curriculum and programming

Not clear

Few and far between.

Opportunities include: embracing the unique opportunities we have for Science here in Newfoundland and Labrador- which are considerable! Connecting Science to Communities (geographic and social).

rebuilding of a deteriorating faculty of science, more supportive research environment

growing student and post-graduate opportunities through industry academic partnerships, capitalizing on the outstanding research in sciences at MUN

With enrollment based budgeting, units can be more creative to develop programs attractive to undergraduates; this concept should be advocated to upper admin, so that budgets to faculties/schools are also enrollment based

New hires - invigorate teaching, learning, research

The oil industry has a lot of money they have to spend in NL in the next 2X years. The deans need to focus on bringing those resources to MUN to help with research, teaching, outreach, and seminars (non existent seminar series in some departments).

Build a strong research program focussing on the ocean, including other faculties

There is general trend of students coming to Memorial in various departments. [REDACTED]

s. 40 (1) [REDACTED] There are scopes to expand teaching and research around computational and applied science. Next dean should have enough skill to understand students need, that is, commitment to expand the scope for the training and education at grad and undergrad level, which are expected by our students. To attract international students, academic environment should be evolved around international job market. There are enough room to contribute in this direction.

1) increase communication within, 2) EDI, 3) increase interdisciplinarity

The federal government is increasingly funneling funding to specific research topics (climate change, critical minerals, healthcare). FoS can position itself to avail of these opportunities.

We get some very high quality students - if we can offer high quality programs of interest from them hopefully they'll keep coming

(1) Science is well positioned to solve major problems facing NL...we need to seize these opportunities and demonstrate our value. (2) Developing creative ways to be more financial responsible and efficient.

Keeping the ship from completely going under - to be pessimistic. On the optimistic side, we have hired excellent faculty in my unit which has really helped undergraduate and graduate student research opportunities. The caveat here is that the importance of basic undergrad education needs to be given more emphasis. E.g. [REDACTED]

s. 40 (1)

The faculty of science does important work, and has very capable people. Many ASMs do great work and support the priorities of Newfoundland and Labrador

Streamlining bureaucracy with the use of online forms with a tracking system showing where they go and when. Arguing against VP-level positions (with large support staff) for every facet of administration. (The more tiers and people in admin, the less efficient the processes.) Building ties with facilities management so that lab development proceeds in a timely fashion. More use of student labour.

work with GSA and MUNFA to establish a pub in the Chem-Physics building; allowing research to become the priority over teaching for research-active ASMs

The growth of tech related careers in the province and the emergence of advanced computing involving Mathematics, Computer Science, Scientific Computing etc.

Health (mental and physical) are at the forefront and science is needed to address these.

engaging with new University-level upper administration, industry-based research funding (ExxonMobil) to fund targeted HQP initiatives

Improve processes, cost efficiencies, and output to create a modern, productive faculty that operates in the real-world.

We have great people. If we can repair the damage done to morale by paying attention to equity, putting an end to bullying, and ensuring reasonable workloads, we can really get things done.

Research and teaching innovation, excelling in undergrad & grad education, creating a vibrant research community

Modernization of programming and resource allocation, where successes and modernization are supported and rewarded, not punished. The pandemic shut-downs were a massive missed opportunity as it provided an enforced circuit break to reset, but there was a blind priority of "get back to normal" rather than using it as an opportunity to pedagogically assess whether "normal" was in students and program's best interests

Develop a philosophy and an ambitious/pioneer plan to increase the competitiveness of FoS globally, and contribute to its global academic ranking, which in the long run will attract more students

improving low morale

To promote to public, government, industry and (remarkable that this might need to be said) to the university hierarchy the value of research and study in science. Why it matters that we match demand for our programs and why it matters that those programs are delivered to the highest possible standard. To maintain and forge new partnerships with other institutions and industries.

Many opportunities to change and improve from prior status quo (which was unsatisfactory). Embrace opportunities to trust Department Heads and faculty to manage their own issues (i.e., avoid micromanaging) and similarly, embrace opportunities to trust and rely more on FoS staff to delegate tasks (instead of micro-managing). Seek opportunities to promote the impressive research and teaching activities of the FoS outside of the university (not just within the university. Seek potential funding opportunities and alliances outside usual approaches. Encourage more interdisciplinary collaboration and boost and expand existing interdisciplinary programs. Encourage more social activities among departments for faculty and separately, for students, to encourage bonding and identity building.

Research and teaching in critical metals, climate change, AI/machine learning/technology.

We are on the cusp of a huge energy transition. We have been for years, but it is really ramping up right now. Science should be at the forefront of this, not riding on the coattails of engineering.

Strengthening MUN Research reputation and contributions

We have many strong faculty members with internationally renowned research programs. I see lots of opportunities for synergies

An energized faculty in terms of renewed enthusiasm for engaging with a Dean that is themselves energetic and engaged; taking advantage of government initiatives like critical resources and ocean stewardship to actively advocate for the Faculty.

Fac Sci should embrace exciting new developments in its various disciplines wherever they occur to enhance/expand/develop research & teaching.

Change in leadership will be an opportunity to move forward from the micromanagement and trauma from the interim dean

Environmental Sustainability is a huge growing area. Increasing profile of Biochemistry, Biology and Chemistry for research around the world so we get visitors to our amazing new facility (and also excellent graduate students)

More engagement with the community to promote science and attract more students.

To better support the already-present innovation and research excellence in departments and leverage that to showcase what MUN does in the FoS and how and why it should continue to be supported.

Acting on the growing interest in science programs among students but recognizing that real support is needed. Leveraging the Core Science Facility to grow our research programs. Interdisciplinary programs are desirable but not at the sake of core programs.

Choose priorities and fight for them. The Dean could be a vocal advocate to reducing senior administrative bloat. That funding can be refocussed to supporting teaching. Increase lab staff, admin staff, and TA support. Science could thrive.

getting the disillusioned faculty and staff back onboard

Set strategic directions to position the Faculty to be relevant in the 21st century.

Opportunity to become more bitter, increased opportunity for despair however, if you have a sense of humour you can laugh at this pathetic tin pot excuse for a University. In reality there are very few opportunities to grow - we are just about holding our own at present

no clue

Don't know

Favourable research climate NATIONAL LT, good faculty capability/reputation

Recognition by society of value of science, New CORE facility, dedicated faculty/staff

Undergraduate Student

What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

Improving teaching/lab assistants working load/ pay

Being able to have more professors come in and teach new areas which may be new and not common at MUN or this part of the world

Using AI to fine plagiarism and use as a studying tool

Creating new opportunities and events for science majors

We have phenomenal new facilities but they need to be used appropriately. If they do I think that this could propel MUN to be the leader in scientific inquiry east of McGill

Pushing back against wokeism

Development of the Human Biosciences Program

Focus on profs and students and not on admin. Hire profs, fund programs, give students opportunities

Increased investments into the universe, as it getting more and more recognized by Canadian public regarding its education, research, sport and activism

More work with other departments.

Inter university connections, opportunities for students to travel for research of conference reasons

updating infrastructure and and expanding programs

Graduate/Post Graduate Student

What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

Setting Memorial as one of the top Atlantic/Eastern Canadian Universities in research, graduate training, and entrepreneurship.

so far a lot of good marine researchers and students are still coming to MUN, if we focus on providing good infrastructure and support we can keep being a great ocean science location

In my view, the opportunities are similar to the challenges. Improving and expanding infrastructure (e.g., desk space, meeting rooms, potable water, shuttle service, lab space) and providing competitive graduate student funding will yield opportunities to expand research capacity and grow the prestige of the university.

Improve campus facilities! Engage with students! Promote more connections to the community!

Prioritizing degree programs and courses that enhance practical skills and make graduates more employable

Cutting-edge research, reaching a diverse range of students

The biggest opportunity that I think exists is one for collaboration between faculty members and students to create educational projects that also benefit the university. Challenge students and create opportunities for students to develop solutions to problems faced by the university. In my opinion, students are not given enough opportunity to do meaningful, impactful work in their courses/labs.

due to unique location MUN could develop into a major location of science, for example climate studies in the Canadian Arctic -> international collaborations and projects

Revenue collection

To improve financial aspects for students

Staff - administrative

What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

Rising the profile of the program. It seems there is a shift in international students attending MUN. For example the number of African students seems to be rising. If these student have a positive experience other regions might also bring up the enrollment. Perhaps we could even see a rise in other provincial and US students.

More students, more research, more funding

Provide more administrative support to departments

Take advantage of MUN policies and trends allowing a better work environment to attract and keep staff (instead of shutting those down and swimming against the stream, like now.)

Finding a way for Science to flourish due to the demand by students (STEM), but being restricted due to budget.

Changing the budget model to align with operational needs. Growing the program

Staff - non-academic instructional staff (e.g. lab instructors, instructional assistants)

What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

Especially with the new science building, there should be more opportunities for collaborations (work and social) between science departments. It's been the history of [REDACTED] that each department is very much isolated from the others.

s. 40 (1)

To educate the public, through community outreach, of the wonderful experiences to be enjoyed in Science that is now being overshadowed by the ridiculous overspending of university executives, changing public opinion.

none

Opportunities for growth of courses

relationships, infrastructure, people

Other

What do you see as the opportunities for the Faculty of Science and its next Dean over the coming five (5) years?

An opportunity to work with each department and to shift the focus back to student experiential learning by better utilizing the labs in CSF. Increase staffing needs & morale in all departments

There are opportunities in program growth through fostering collaborations between departments

They can quit the position if they want when they become embittered and angry

Priorities - In your opinion, what should be the priorities of the next Dean of Science?

100 Responses

Faculty

In your opinion, what should be the priorities of the next Dean of Science?

Revitalizing curriculum across the faculty for more innovative, hands-on degree programs, protecting research time and creating a better research environment for new and mid career faculty. Reduce administrative burden on professors so they have more time to innovate, create, research and train students.

Priorities should include: open and transparent communication with the faculty; a commitment to EDI-AR; support for large interdisciplinary research funding opportunities.

Increasing research productivity and reputation, which will eventually translate to increased tuition, overhead funding, and improve the university's financial position. The opposite strategy of focusing on financial problems through penny pinching has not worked and will not work going forward.

Advocacy of Faculty interests over administrative demands. Defence of academic freedom. Open communication.

Priorities. Given the challenges and opportunities listed above, the first priority is an external search. In my view s. 40 (1) [REDACTED] did a wonderful job in thinking through the construction of a building to make space that facilitates collaborative research and undergraduate instruction. He arrived unencumbered by beliefs that were part of the culture at MUN.

Support departments. Support our staff. Investing in our Faculty is the surest way to grow success.

Ethical/professional conduct; allow dept. heads to do their work; transparent decisions; meaningful consultation; student success and wellness.

Saving what we already have.

Reversing the trend of increased staffing in the Dean's office. More replacement and staffing in the departments, particularly for retiring faculty. Establishing clear guidelines for how faculty may (or may not) be replaced, to reduce interdepartmental conflict.

Priorities: improving morale with the FoS (at all levels), EDI-AR leadership, effective communication

faculty hiring and support of deteriorating infrastructure

finding new sources of funding, carrying out a full review of programs to understand strengths, weaknesses, opportunities and equity of resource allocation, develop a strategic plan that ensures the faculty of science has an appropriate share of resources, tackling administrative bloat

Budget reform within FoS (and advocate for reform above); infrastructure challenges for some units; TA and staffing reforms

fostering inclusive environment, promoting experiential learning

Clear budgets for departments. The budgets have to be determined early enough so planning can occur. Cuts of any kind need to be notified with considerable notice so departments can plan, test, and execute. It may even cost resources to test changes. Ideally we would have no cuts, but we need the resources to make changes.

Support Research capacity

Instead breaking the fundamental structure of basic science education, the priorities should be expansion in 1) interdisciplinary computational skills as the entire world is evolving around artificial intelligence, 2) focusing clean energy and climate change while expanding science education, 3) attempts to remove barrier for international students and attract highly talented international students by creating scholarships..

1) infrastructure, 2) UG student renewal, 3) faculty renewal

There has been too much focus on the undergraduate program. More support needs to be directed towards research.

re-jigging funding formulae within Science so that more of the money follows the students - i.e. popular programs will have the support needed to offer the programming desired by the students. Advocating for \$\$ of FoS within the university.

(1) The Dean needs to make sure ASMs are supported. ASMs are the core of a University and if they are not supported (e.g., financial officers, technical support), then they will spend more time doing administrative work and less time on teaching, research, and service. The administrative burden on ASMs has increased substantially over the past decade and it is not sustainable to think they can do their jobs well under the current situation.

Staffing to support: 1) teaching and 2) infrastructure (e.g., IT support - which is now critically lacking and causing many of us to waste enormous amounts of time).

The next Dean of Science needs an understanding of the realities of ASMs working at MUN.

Being open about budgets and their own priorities. Effective communication with the president (and VPs - but there should be less of them to make this easier), other deans, and heads of department.

determining what our sustainable (reduced) faculty complement is, and have sufficient staff in departments to support that level

Stabilizing units in terms of infrastructure, staffing etc.

Fighting for resources - for a growing/strong faculty we should not bear brunt of cuts. This will help prevent burnout and give faculty/staff/students energy to work on issues that are important to them (e.g., EDI-AR, decolonization)

strategic approach to positioning our Faculty to do well as new upper-level University administrators begin their terms

Finding ways to improve processes to increase institutional velocity so that we can achieve better research and education outcomes, doing more with less resources.

equity

The core principles of the university: teaching and research

Fairer resource allocation based on pedagogical modernization, program successes, and student demand, that is based on actual evidence rather than pre-conceived notions. Allow units to be successful rather than micromanaging everyone to be identikit versions of each other. Ensure that the core function of the university (undergraduate program delivery) receives at least equal priority to research. Develop procedures so that successful units are not punished by having to absorb greater workloads due to increased enrolments without increased resource allocation. Address the chronic burn-out and overwork that is endemic throughout both the faculty and MUN. Advocate and defend the faculty first, not the senior administration.

Redefine FoS and focus on science, not only in undergraduate education which is transforming this institution into a college and FoS in a Faculty of Education. Scientific research should be heart of FoS. Rejuvenate research-productive departments that are not balance in term of age, gender, and diversity. Facilitate grant administration (e.g., purchases, grant applications) by decreasing the forms to be filled.

improving low morale, keeping balanced budget, replacing retirees, strengthening interdisciplinary programs

Beyond advocating as mentioned above, and given budget restraints, the Dean will have to make hard choices about which programs to support and which to cull. They will have to be clear and candid with us about their reasoning in this. They will have to be strong advocates for our faculty and discipline to higher levels, and to government where opportunity presents. They will need to reassure us, and our students, that they are fighting for our needs.

Be transparent. Be open to feedback and genuinely incorporate it into decisions and actions. Prioritize positively influencing faculty and students to ensure commitment, alignment, and positive outcomes. For example, the new Dean of FoS should actively consider how to increase the productivity and well-being of faculty (through consultations) which in turn can increase student training, education, and other work outcomes. To clarify, this was not being previously done well. Address above challenges and opportunities.

Reduce administration oriented policies and administrative bloat within our faculty. BE an advocate for this approach university wide.

Replacing faculty and teaching staff. Replacement of aging infrastructure. Accountability of administrators and refocus on core missions of teaching and research.

Maintaining or expanding faculty and staff compliments. Students need us too, but I think that the best way to make life better for our students is to adequately support faculty to really be able to do their core jobs.

Build and strengthen on existing work related to OCEANS, across diziplins and faculties

Better organization of the supporting staff

A restoration of facilities management capabilities and competencies; establishing a clear vision and identity for the future of the Faculty; listening to all faculty to set new priorities

infrastructure, especially buildings and lab spaces.

Refocusing on research and recruiting new faculty; less emphasis on only undergraduate issues

(1) Increasing student numbers while maintaining or improving quality of education; (2) Becoming well known as a faculty for sustainability science in Canada and worldwide both research and teaching. We need to make the University well-known for disciplines other than ocean and earth science

Supporting research and higher level courses with lower enrolments, not just massive first and second year undergraduate teaching.

Faculty retention via institutional support, not operating in a silo with decision-making, making sure vision echoes realities of faculty expertise, departmental strengths, and equitably celebrates the strengths and efforts of departments. I'd like to see more advocacy in increasing granting agency allotments beyond small institution levels given the unique position of MUN in NL and the "island effect" (things cost more here and we need more research autonomy).

Stop the cuts to TAs and teaching support staff, demonstrate to the upper administration that science cannot be cut further if we are to maintain credible, accredited programs

Same as the opportunities above: Choose priorities and fight for them. The Dean could be a vocal advocate to reducing senior administrative bloat. That funding can be refocused to supporting teaching. Increase lab staff, admin staff, and TA support. Without students, we don't have a Faculty of Science.

people

Define a vision for the Faculty (both a true strategic direction and a plan to achieve gains in that direction).

Funding - the Dean needs to make a case to the admin that we cannot continue on this path - it is hurting students and lowering faculty morale

Improving research environment.

Improved infrastructure and access to research resources.

Research, reduce the administrative load to productive faculties, and retake the path to a research institution

Budget stabilisation, support staff renewal

facilitating faculty research; finding more space;

High School to Univ. academic gap, expanding streamed courses (more relevant for students), improving math facilities

Undergraduate Student

In your opinion, what should be the priorities of the next Dean of Science?

Creating/bringing back courses that have the most interest

Figuring out a way to stop cutting courses and ensure that we can still have the labs that we do.

To keep labs in sciences as they are a key part of Scientific learning, and to continue to hire professors that do research and not just hire per course instructors.

Helping students determine what their main focus is and helping them find jobs in their field.

getting more emergency buraries in place, and workign on getting more research out of the faculty

Creating more scholarship and study abroad opportunities, hosting more career events, holding faculty members accountable and making course adjustments as needed

Ensuring that students feel seen and heard, that resources are conserved and used responsibly, fight for reductions in tuition and make MUN more accessible

Shaping the faculty to benefit professors and students in order to ensure ideal experiences for all parties. Honesty in current and future situations.

Keeping wokeism out of science

Insuring that students are recieving a high quality of education and are held to a high standard of academics

See previous answer

Regulating relationships between chairs of department, students and assistant staff to prevent recent striking situation. Increase number of study programs offering co-op opportunities as it will allow student to have prior experience of work before graduation outside the university.

Ensuring that science students are met with adequate opportunities and information regarding their major.

Expanding students availabilities to make networks within their community. Scholarships not just for those with financial need

updating infrastructure, expanding programs, retaining Newfoundland students

Graduate/Post Graduate Student

In your opinion, what should be the priorities of the next Dean of Science?

Continued support to attract postdocs and grad students, and also fostering a culture that respects not only EDI but also meritocracy.

don't let the OSC dry out financially, support the great research site MUN has in Logy bay

Expand desk space and meeting rooms in the Ocean Sciences Centre, implement a permanent potable water solution at the Ocean Sciences Centre, create a permanent shuttle services for students to get back and forth from main campus and the Ocean Sciences Centre, expand availability of meeting rooms in the Core Science Facility, increase baseline graduate student funding, remove redundant administrative roles and reallocate administrative responsibilities.

I think improving the campus (specifically the OSC facilities) should become a priority along with other facilities connected to main campus

Fixing issues with communication within the department and making the new science building more welcoming to all faculty of science students

Ensuring all members of the Faculty of Science have access to safe working conditions and basic needs, including clean water, functioning and reliable safety equipment (e.g., eyewash station, chemical showers etc.). Science research spaces should also be accessible to all (i.e., should include ramps and functioning elevators)

Helping students get the best education possible, including access to paid research opportunities and hands-on learning.

I'd like to see the next Dean of Science prioritize working with industry to create opportunities for students to utilize their education for solving problems outside of academia

Having a closer look at the laboratories, some are underfunded, while others receive a lot of money. Developing a plan to fund and purchase modern equipment. More people needed in facility management and technicians. Sometimes it takes months or even years until a work order is being addressed -> students projects delayed because of this! Bureaucratic processes should be simplified, people are wasting a lot of time to fill out forms nobody reads.

Arrangement of sufficient housing, transportation & job opportunities to the students.

Financial resources for students

Staff - administrative

In your opinion, what should be the priorities of the next Dean of Science?

Planning the future of the faculty and obtaining the funds to execute the plan. MUN needs to be know as having a leading teaching and research outcomes for students.

A Dean that listens and take action of issues within each deparment. A dean that allows a deparment the required administrative staff without "budget cuts" which will allow a department to provide students with support. Creation of a academic advicing center for the Faculty of Science. More flexibility in work from home arrangements.

Staffing, Job classifications (so they match the duties closer)

Align work at home policy with MUN, make salaries competitive with St. John's average. Work to improve quality of work/study life in FoS specifically physically up-to-date facilities including labs, offices, study spaces and club rooms.

Increase of enrollments and budget

Secure a budget model that will help grow the program, both UG and Grad.

Staff - non-academic instructional staff (e.g. lab instructors, instructional assistants)

In your opinion, what should be the priorities of the next Dean of Science?

Rebuilding. In the last 7 years, the Chemistry department, has gone from 15 instructional staff (lab instructors) to 8. That is with the same number of labs offered each semester and a higher student enrollment. We are simply expected to do more (and more than a full time job allows) in order to keep the department running. All the while, the Dean of Science office continues to grow. It's frustrating, disheartening, [REDACTED]

s. 40 (1)

to find resources to deal with budgetary cuts that are not at the cost of jobs of lowly technicians, etc.

increase available funding

Compensate employees who are asked to do work in other departments due to lack of staff in those departments. Otherwise, deteriorating mental health will become a more widespread issue among staff.

Fund raising to keep staff and courses running, so vital posts can be filled when people retire.

bring in young new people and try to increase visibility of new and existing people

Other

In your opinion, what should be the priorities of the next Dean of Science?

Ensuring that academic units are fairly and sufficiently staffed.

Re-examine the cuts to departments and the impact that has had on experiential learning. Staffing - staff numbers have been reduced and workloads increased. Working with each department to help them meet their needs

Staffing and workloads. Current workloads are too high. This is going to lead to a loss in the reputation of the faculty as a destination for work, burnout, and a decrease in program standards.

To survive the next five years without wanting to jump in front of a bus

Profile - What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

97 Responses

Faculty

What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

A clear plan for development of the faculty of science. Confidence to push for changes where needed to support the faculty when those in administration or government are resisting change or development. The status quo is not acceptable, top down management has failed at this university for many years and a new Dean needs to be someone who uses the resource in the faculty to push for wider change within the university.

The next Dean of Science must come with an established track record of EDI-AR.

Broad experience with importance of Science to community. Past experience with unionized Faculty.

s. 40 (1)

One thinks of a strong research record as a given for a Dean of Science. MUN has been a bit of an outlier in this regard, with the exception of [REDACTED]. An equivalent research and publication record should be expected.

We need someone who understands the needs of research, teaching and staff, and who cares to make things better. This should be someone from within the Faculty of Science, and ideally, I think this would be someone who is a successful researcher, and not a career administrator.

Proven leadership and team-building skills; ethical/professional conduct; collaborative; transparent; trustworthy

Ability to consult collegially with members of the faculty and staff.

Having some leadership role; ability to delegate tasks, and leave them delegated; people skills.

The next Dean should have experience working in a multidisciplinary environment and should recognize the value of multi-/interdisciplinary work in a fundamental way (i.e., not just "lip service"). This means actively trying to remove the barriers that often exist around interdisciplinary work in a (departmental administration) system that is not well designed to facilitate these type of endeavours. They require knowledge not only of how science gets done in Canada, but also of who gets to do it (and who doesn't), how systemic inequity affects "science-writ-large", and how we can effect positive change. In other words, the next Dean should have a strong plan that prioritizes Equity, Diversity, Inclusion, and Anti-Racism, and should be personally committed to making local and national change.

vision, understanding of research support needs, program development and support

a visionary and ambitious Dean who will promote and support our students and professors, consultative, inspiring, track record in supporting interdisciplinary research, experience with industry, transparent

Creativity; consideration of alternative models; budget crunch will render current model unsustainable

communication, excellence in teaching and research, leadership

Someone who is/was research intensive needs to be the dean. They need to understand the challenges of the majority of the faculty and use their resources to ease the issues and not make them harder. Too often we see work downloaded onto faculty and this hurts productivity.

Vision, re-organisational skills,

Research experience should be the first priority. Dean's office have enough people to conduct day-to-day administrative tasks. Without have a reputation in the research profile, it is unlikely that a Dean will be successful. If we put research skill as the main criteria, we will be able to attract the right person.

1) leadership, 2) management and admin skills, 2) collegial decision making, 3) transparency yet able to make a decision

Skills: listening to faculty, staff, and students regarding their needs and priorities. Also, imaginative ways to stretch every dollar as far as it will go, since it doesn't look like budgets will be increasing any time soon...

Strategic thinking and planning. Collegiality.

Open minded, not afraid to make decisions, excellent record of leadership.

Given that the Dean is managing academic units - experience/major involvement in running a successful AND contented academic unit. NOT a micromanager - it is the 'heads' jobs to make decisions for Departments. If you have a meddling Dean one will not attract high quality Dept. Heads.

Knowledge of the faculty of science at MUN, and experience in academia and administration.

Administrative experience, good communication skills, even temper, understanding of the needs of various types of researcher (field-based, lab-based, computer based etc.). History as a research scientist. Not a psychopath.

recognition of the need to find ways of doing less with less

Need someone with an appropriate sense of balance between supporting administration and supporting academics. Careful document preparation. The easiest way to kill a good idea is to make a bad first impression.

Compassion. Seeing importance of teaching and research (not solely research as often happens in science). Experience dealing with budgets. Communication. Willingness to be creative and solution-focused.

track record of collegial and collaborative interactions, evidence of strategic planning rather than micromanagement, excellent delegation skills

Leadership abilities, understanding of institutional processes, ability to appreciate the challenges of doing hard science work

a real understanding of equity and decolonization/indigenization

Successful administrative experience (e.g., departmental head), knowledgeable of relevant collective agreements, respectful, team player, not micromanager, not autocratic, not focused on cost cutting.

MUST have documented administrative and budget experience. At least 5 years as a Department Head and/or Associate Dean. Demonstrable understanding and promotion of modern pedagogical practices in the Sciences. Must be a "people" person who is willing to accept input and contrary opinions/suggestions. Demonstrated team building skills and adept at leading diverse groups of individuals and units. Not confined by "this is how we've always done things" mentality. Demonstrated track record of supporting and promoting programming outside their "home" discipline. Ability and willingness to diversify and promote areas outside of MUNs core "go-to" areas (fisheries/oceans and oil/gas). Willing to accept input from others in disciplines they are not an expert on. Willing to make tough decisions with respect to budget/resource allocations (everyone is cut equally is neither "fair & equitable" nor a viable long term option). Must be able to strategize based on enrolment and performance metrics to ensure student experience and programme integrity is prioritized and maximized. Demonstrated budget management skills in an academic environment.

Research oriented, ambitious, focus on the needs of our Province, and most importantly with a clear plan to refresh and redefine FoS to be a global leader.

background in non-applied sciences; someone who consults with faculty and students about the direction of the faculty rather than ambushing them and imposing decisions

A solid understanding of how one of the science departments is run, to feed into the wider role of overseeing a number of them. An ability to inspire colleagues, such as those who work in the faculty. An ability and willingness to advocate for Science, through clear communication and (public) engagement. To promote and enact fair play in decision making. To be clear and candid about how they form decisions. To be a good listener. To understand the value of delegation and teamwork - they'll have a tough job on their hands, they shouldn't try to face it alone.

Demonstrated experience as a consultative leader (e.g. actively seeks feedback), with an awareness of the need for openness, change, and team building. Demonstrates a respectful, positive, compassionate, inclusive, and engaging leadership style. Has high emotional intelligence, exhibits humility, and genuine engagement with others. Culturally sensitive and aware (not acceptable to merely admit this as a weakness that will be "worked on"). Can motivate others and build trust through an open, respectful, and collegial approach. Able to develop and maintain highly productive and trusting relationships with faculty and department heads across FoS, as well as externally with stakeholders. Motivated by Indigenization and reconciliation leadership. Advocates for Indigenous faculty, staff and students and actively pursues the goals of Indigenization and reconciliation. Minimizes "signal" behaviours of inclusiveness (e.g., promoting physical signs, but not genuinely engaging faculty and students). Able to convey information and ideas to individuals in a manner that engages them and helps them understand, retain, and respond to the message. Listens actively to understand other's points of view. Openly discusses problems and issues to move to solutions, while fostering a positive work environment. Demonstrates and understanding of alternate views and positions; explores creative options for solutions which meet diverse interests.

1) Recognize that faculty are the core, product and strength of the university of the university, and their decisions and goals should take precedence, not those of the administration. All academic decisions should originate from faculty members/ individual departments then supported by Deans and then accepted/adopted by administration, not vice versa. Administration's sole purpose is to support/work for faculty, not vice versa.

Accountability. Experience in research and teaching. History of fiscal management. Understanding the breadth of research and research management. Having broad vision (vs myopic). Willingness to stand up to senior administration to advocate for FoS teaching/research.

Openness to the ideas of others and a willingness to share the limelight. Broad experience across scientific disciplines. Experience in administration is a plus, as is experience in research and teaching, but to me the ideal person has some level of expertise in all areas, more of a 'Science Scholar' award winner than an 'Exceptional Teaching' winner.

Vision and the skills to develop and make true bold visions

Experience managing staff. Knowledge of the necessary research conditions and/or facilities across all disciplines in Science. Good listener!

High level analytical research, so they understand the complex and costly needs of modern analytical research

Should have administrative experience as Dept Head or similar; strong advocate for the FofS within MUN and demonstrated success in these endeavours; demonstrated competence as a personnel manager

Hard worker who is trying to better the university

s. 40 (1)

A leader that is not punitive nor short sighted. Someone that does not micromanage units and space.

They need to have big ideas and vision. They need to bring something new to the table. Interpersonal skills and fairness.

s. 40 (1)

A broader view beyond just teaching of basic science to the most junior of students. We are educating specialists in myriad fields.

Advocacy and promotion, willingness to challenge upper administration on decisions that are detrimental to the FoS, time taken to develop an understanding of what faculty do in their individual and departmental collaborative research

The dean must not have an "act first then beg forgiveness" approach to leadership. The dean should not flout their position for self benefit in terms of overload teaching. The Dean should punch up, not down. The people under their leadership should be their top priority, not seen as a nuisance or someone to fight against. They should be worthy of our trust by speaking up for us, not down to those they lead.

Dean should be a faculty member in science with a record of working cooperatively within her or his department. Dean needs to be *humble*. No one person can fix the mess we're in. A good dean will confer with the faculty & staff as a whole, solicit feedback and act in the best interest of the faculty. Dean needs to listen to the concerns of the Faculty and be willing to advocate for them. Dean needs to demonstrate trust in department heads and allow them to manage their departments.

personnel management availability engagement

In my view, the Faculty needs an outside perspective to bring new ideas and critical insight into our current operations. They should have experience as a transformative leader with quantifiable results.

Ability to talk to the admin and bring our case outside the university to the provincial government. We are at a critical point - when you have to cancel lab experiences because there is not enough money to pay someone to teach lab classes something is wrong

experience of university internal workings. a dean with active network of industry partners would be helpful.

The Dean should support and fight for faculty, staff and students and the need to support programs

Broad science background, negotiating skills with upper administration, willing to trust Heads!

focus on the basics - teaching and research

Sense of Faculty & MUN, Experience with new approaches, Transparency, Big picture vs details

Undergraduate Student

What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

Many years of teaching experience at MUN

To be fair to all faculties, especially the Ocean Sciences Department. To be open to meeting with students and faculty to resolve issues or produce change

Experience as a teacher and in administrative positions

compassion, empathy, edi experience

Someone who has completed multiple degrees in science and perhaps education, someone who is willing to be transparent about problems and processes in the faculty of science, someone who can communicate openly and effectively.

Previous experience in similar roles, a passion for teaching, experience as a prof or educator. A dean needs to understand the struggles and pressures of today's students.

Reliability, knowledge of how it feels to be lower on the administrative ladder, organization, capable of multitasking and preferably experience with large responsibilities.

They should have a grounding in a career in science, and not a grounding in administration

Knowledge of the science of teaching/learning

Experience at Memorial University

Will to improve quality and quantity of conducted research, good knowledge of department needs and wants, financial planning skills, honesty

Relatability, Quick response time, Hands on with staff and students, friendly

Connections with students. Leadership and involvement

connection to students and NL, scientific background

Graduate/Post Graduate Student

What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

In addition to teaching and research expertise, they should have administrative experience and knowledge of the Canadian research and graduate funding landscape. The candidate should not endorse or espouse or advocate for extremist/far-left/far-right views that are detrimental to the faculty, and Memorial at large.

orientation to enable great research, not financial streamlining

Sense of pride for being a part of Faculty of Science, having a vision for the future, experience in administration and management roles, knowledge of the over-arching issues with the Faculty of Science as well as department specific problems, ability to reconcile problems through diplomatic solutions

experience leading, knowledge of the newfoundland community, skills at listening to others

Organization and fiscal responsibility

Integrity

Has a strong mentoring background and is focused on student success

I would like for the next Dean of Science to be empathetic toward students and the unique challenges they face in the current economical climate. I would prefer to see someone with more academic than corporate experience, but who has demonstrated how research can be applied to solve real-world problems.

foresight, creating common bond, giving the faculty a direction and vision, feeling responsible for the students, having a feeling what matters to them and developing ideas how to help

Dean of Science shall have independent roles, responsibilities with the authority to improve things.

Holding interesting, helpful, and advanced events and workshops for students to flourish; having skills and knowledge to improve students' skills to be prepared for work; improving grad students' financial funds; sending students to conferences over the country and globally

Staff - administrative

What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

Experience and knowledge to understand the issues facing the faculty and the intrapersonal skills to be influential at the highest level of the the universities administration/provincial gov't..

previous and successful experience.

More supportive of the admin staff

Aside from academic matters, the dean is the leader of a large staff, and must have **serious managerial ability and be aware of and able to shift with the big changes that are happening in work culture now, taking them as opportunities not shutting them down.**

Ability to listen and present concerns to upper levels of MUN for action to happen.

Someone who understands the university's structure, and **current faculty needs.**

Staff - non-academic instructional staff (e.g. lab instructors, instructional assistants)

What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

Personal qualities need to be more carefully considered when choosing a Dean. Are they **respectful, compassionate? Can they see the bigger picture? We've been witness first-hand to the general destruction when someone is in the position solely for personal gain. Let's not repeat that mistake.**

resourceful, knowledgeable in peoples actual day to day jobs in every department of the faculty, compassionate

Interests of students before everything else

People skills, finance and a broad view of science. Not favouring one department over another because they share the same subject

team leadership, accountability and teaching experience

Other

What do you see as the most important experience, knowledge, skills and other qualities of the next Dean of Science?

Someone who is willing to listen and work with the departments. A well rounded individual with excellent communication and negotiation skills

The DoS is a Leadership position. I would prioritize the character of the candidate as the top asset for consideration. This needs to be someone who shows respect for those working in the FoS, considers them as assets instead of a liability on a spreadsheet, is someone who is able to bring people/departments together to work collaboratively and constructively

Doesn't really matter all you need to do is tick a few edi boxes and the admin will be over the moon

honesty,

Nominations - If you wish to share nominations or suggestions of potential candidates for the committee to consider, please share your nomination/suggestion(s) below (or contact Shauna Quinlan, Senior Consultant, Senior Leadership Recruitment via shauna.quinlan@mun.ca or 709-864-2926).

34 Responses

Faculty

If you wish to share nominations or suggestions of potential candidates for the committee to consider, please share your nomination/suggestion(s) below (or contact Shauna Quinlan, Senior Consultant, Senior Leadership Recruitment via shauna.quinlan@mun.ca or 709-864-2926).

s. 40 (1)

If an internal candidate is needed and the committee decides that a Dean who is a consensus seeker is needed I would suggest [redacted] But I would prefer to see candidates with vision for change in the faculty of science.

s. 40 (1) [redacted] Please consider external candidates!

s. 40 (1) [redacted]

n/a

s. 40 (1) [redacted]

s. 40 (1) [redacted]

s. 40 (1) [redacted]

s. 40 (1) [redacted]

I think [redacted] would be excellent for this role.

none

s. 40 (1)

s. 40 (1) [redacted]

s. 40 (1) [redacted]

Suggestions: [redacted] s. 40 (1)

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Sorry. I don't think this is an appropriate question at this stage and it should be removed. It is massively prone to introducing bias, where people identify characteristics based on the person they want as Dean. That is completely backwards. The position description with required background and characteristics (presumably the point of the previous questions) should be determined BEFORE anyone even considers who would be an appropriate candidate. This is why we get in trouble with "leadership" - academic nepotism. Writing position descriptions based on a pre-selected person. It's completely the wrong way around. How can anyone nominate someone when the position description hasn't been finalized. This makes no sense. The committee should NOT be approaching individuals. It should be an open call where people apply in response to a position description and skillset that is developed based on responses to the above questions.

[Redacted] s. 40 (1)

[Redacted] s. 40 (1)

We need folks that get what we do and aren't just trying to advance their own careers. This is service - they need to serve.

N/A

s. 40 (1) [Redacted]

s. 40 (1) [Redacted]

s. 40 (1) [Redacted] there must be lots of people externally (it would be great to have [Redacted] s. 40 (1) back)

s. 40 (1) [Redacted]

A good candidate should be one that has a thick skin and should get used to being despised by people. Unfortunately you cannot please everyone, you cannot grant everyone's wish. The people that complain and are angry should consider if they could do the job given the lack of resources. It is a very hard job and we should not be too critical of whoever gets hired

s. 40 (1) [Redacted]

Undergraduate Student

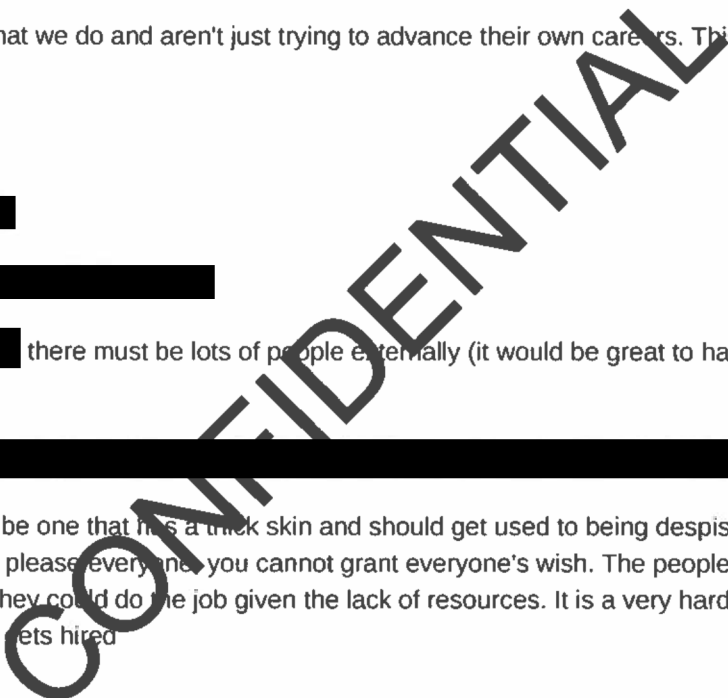
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s. 40 (1) [Redacted]

s. 40 (1) [Redacted]

No

s. 40 (1) [Redacted]



s. 40 (1) [REDACTED]

s. 40 (1) [REDACTED]

Graduate/Post Graduate Student

If you wish to share nominations or suggestions of potential candidates for the committee to consider, please share your nomination/suggestion(s) below (or contact Shauna Quinlan, Senior Consultant, Senior Leadership Recruitment via shauna.quinlan@mun.ca or 709-864-2926).

s. 40 (1) [REDACTED]

s. 40 (1) [REDACTED] and therefore not well connected with people here. But I know that leadership positions often attract people who pursue these jobs for status and money over the actual innovation. Please choose a candidate who prioritizes their moral compass over money.

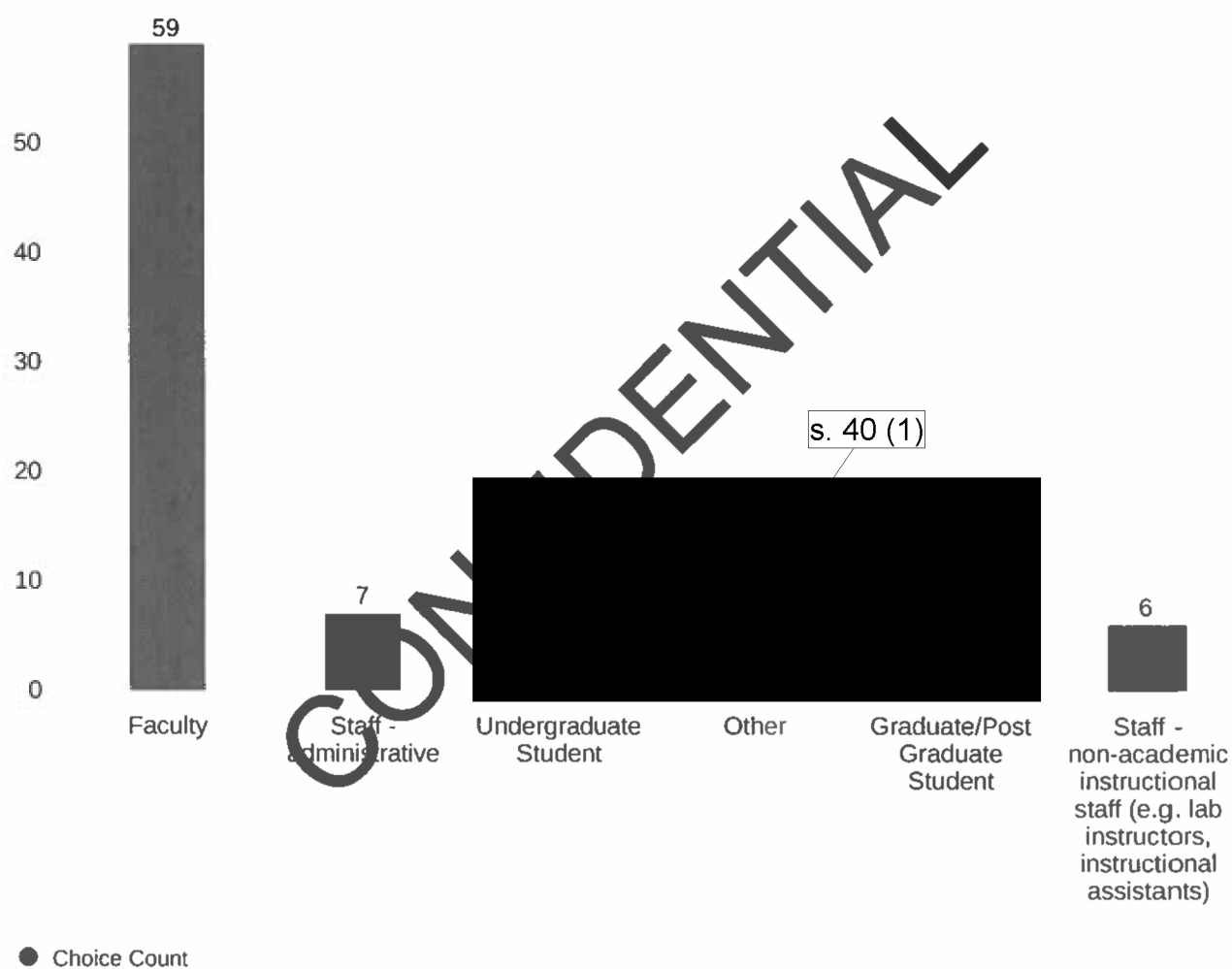
He/she shall be unbiased, work and follow related best International guidelines and practices.

CONFIDENTIAL

Affiliation - What is your primary affiliation with Memorial University?

Note: For the purposes of this survey, included under faculty are academic administrators, faculty-MUNFA, faculty-non-bargaining, per-course instructors, and post-doctoral fellows. Included under staff are executive, senior and middle management, support staff (non-bargaining), and CUPE. - Selected Choice

106 Responses



Affiliation_5_TEXT - Other - Text

3 Responses

Other - Text

[Redacted] s. 40 (1)

s. 40 (1) [REDACTED]

s. 40 (1) [REDACTED]

CONFIDENTIAL

CONFIDENTIAL - Summary of Committee Members' Assessment of First Interview Candidates' Interviews

Candidate Name	maybe	Yes	No	Rank Score (lower score = better)*	Academic Record	Administrative Leadership	Commitment to Equity, Diversity, Inclusion, Anti-Racism and Indigenization	Communication Skills, Collaboration and Consultation	Dedication to Teaching and Learning, and Research	Inspirational, Strategic, Visionary Leadership	Relationship Builder
Alison Thompson											
Eleni Stroulia											
James Gauld											

s. 40 (1)

*Combined sum of ranking (of 8 committee members who provided ranking). From 1 through 7 ranking options.

s. 32 (1) (a)

Newsline message

Shortlisted candidates for the role of dean, Faculty of Science

The search committee for the role of dean of the Faculty of Science has shortlisted the following candidates. The committee received many strong applications. After careful consideration, the committee decided the three candidates below best met the qualifications and characteristics for the position of Dean, as articulated in the consultation process. Each candidate will give a public presentation to the university community; the times, dates and locations are noted below.

Dr. Alison Thompson
Monday, Oct. 7, 2024
9:00-10:00 a.m.

Dr. James Gauld
Wednesday, Oct. 9, 2024
9:00-10:00 a.m.

Dr. Eleni Stroulia
Monday, Oct. 21, 2024
9:00-10:00 a.m.

The process for selection was as follows: after the faculty-wide consultation, the search committee produced a long list of applicants, who were pre-interviewed online. To produce the shortlist, committee members independently ranked all interviewed applicants using a rubric that reflected the priorities identified in the consultation process. The rankings were combined, and each applicant's file was discussed. Using the combined ranking, the top three applicants were shortlisted.

All presentations will take place in person in the Core Science Facility (CSF-1302) with an option to participate virtually. Candidate CVs and information for virtual participation will be available in Brightspace [here](#). MUN login credentials will be needed to access the CVs and presentation links on the Brightspace page. Details will be shared with the university community via Newsline.

As part of the search process, each candidate will have a formal interview, offer a public presentation, and hold meetings with faculty, staff, students and others. Following these visits, the search committee will seek input on the candidates' suitability for the role via Qualtrics feedback form.

To accommodate individuals who would like to participate in the process but cannot attend the public presentations at the scheduled times, recordings will be made available after all campus visits and presentations are complete. To access the recordings, please contact academicsearches@mun.ca.

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Newsline message

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Newsline message

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The search committee for the role of dean of the Faculty of Science has shortlisted the following candidates. The committee reviewed a strong pool of applicants and selected three candidates to progress to the next stage of the recruitment process.

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Newsline message

Short-listed candidates for the role of dean, Faculty of Science

The search committee for the role of dean of the Faculty of Science has short-listed the following candidates. The committee received many strong applications. Following initial interviews and deliberations the committee identified the below short-listed candidates. Each candidate will give a public presentation to the university community; the times, dates and locations are noted below.

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9:00-10:00 a.m.

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