1. Approval of the Agenda

2. Approval of the Minutes of the Open Session of May 21, 2019

3. Approval of the Minutes of the Open Session of June 10, 2019

4. Business Arising from the Minutes

5. Report of the Chair

6. Question Period *

7. Reports of Committees
   
   A) Senate Committee on University Priorities (SCUP)
      i) External Mid-Cycle Review for the Faculty of Education (For Information)  S.19-79
      ii) Revisions to Policy R40.01  S.19-80

   B) Senate Committee on Undergraduate Studies (SCUS)
      i) Program Changes (For Information)  S.19-81
      ii) New Course Proposals (For Information)  S.19-82
      iii) Course Changes (For Information)  S.19-83

   C) Senate Graduate Studies Committee (SGSC)
      i) Program Changes (For Information)  S.19-84
      ii) New Course Proposals (For Information)  S.19-85
      iii) Course Changes (For Information)  S.19-86

   D) Senate Nominating Committee (SNC)
      i) Senate Committee Elections (For Information)  S.19-87

8. Other Business

9. Information
   i) Date of the next regular meeting – Monday, September 9, 2019
Agenda items and papers for the September meeting will be required by the Secretary at noon on Thursday, August 22, 2019. Submissions may be emailed to senate@sfu.ca, but must be followed up by a signed paper submission. These items will be considered by the Senate Committee on Agenda and Rules on Tuesday, August 27, 2019 with Senate distribution on Friday, August 30, 2019.

The Senate agenda and papers for this meeting are available on the Senate website at http://www.sfu.ca/senate/agenda.html.

Detailed curriculum papers can be found on Docushare at https://docushare.sfu.ca/dsweb/View/Collection-12682

Kris Nordgren
Assistant Registrar, Senate & Academic Services
Secretary of Senate pro tem

*Questions should be submitted in writing to Kris Nordgren (email kdn1@sfu.ca) with “Senate Question” in the subject line by Wednesday, July 3rd at 9:00 am.
At its June 5, 2019 meeting, SCUP reviewed the Mid-Cycle Report for the Faculty of Education which resulted from its 2015 external review. The report is attached for the information of Senate.
The External Review of the Faculty of Education was undertaken in March 2015. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report and the Unit’s assessment of its Educational Goals are attached for the information of SCUP.

c: Kris Magnusson, Dean, Faculty of Education
ATTENTION Peter Keller, VP Academic  TEL 2-3925

FROM Kris Magnusson, Dean

RE Faculty of Education External Review Midterm Report

DATE May 9, 2019  TIME 3:52 PM

Attached is the Midterm Report for the Faculty of Education, which details our progress with the Action Plan stemming from the 2015 External Review. The assessment of our Educational Goals is also attached. Please do not hesitate to contact me if you have any questions.

KM/alm
## External Review Update for the Faculty of Education

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<tr>
<th>Action</th>
<th>Progress Made</th>
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<td>NOTE: A number of the substantive issues noted in the external review and documented in our action plan were taken up during the extensive consultations and collaborative preparation of the Faculty of Education Five-Year Academic Plan, 2018-2023. The plan articulates our commitment to the core values of Equity, Indigeneity and Culture of Inquiry through five Key Priorities for action. We attach a summary of that document for additional source reference related to the Update on our activities; in many ways, the Five-Year Plan subsumes and expands on the commitments originally articulated below.</td>
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### 1. Programming

1.1.1 Undergraduate

- We will continue the FAL program and support it in a manner that ensures its value for the university community. This includes examining the fiscal viability of recommendations from the impact assessment report that has been concluded recently and following up on feasible recommendations.

- FAL continues to be a valuable program for the university community and we will continue to support its success. However, recent changes to SFU admissions policy will likely result in a reduction by as much as 50% in the number of FAL sections offered each year.

- The results from the external review (full report available on request) tracked students across 10 sections of FAL over 6 semesters, and provided compelling evidence for the impact of FAL, including:
  - Increased retention rates for both domestic and international students;
  - 76% increase in student knowledge about the factors in academic literacy and how to go about academic writing
  - The number of students who believed that they were not adequately prepared to write in an academic environment dropped from over 50% to less than 5%
  - The number of students who believed that they were not prepared to be successful in W courses dropped from over half of the students to less than 10%
  - In summary: after taking FAL, students felt more confident about their future academic success, they were more confident in their ability to express their ideas, and were more confident in their ability to work independently to
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<tr>
<th>• We will undertake a market analysis with potential employers of students in the BGS degree program to ensure curricular utility. This will assist with the planning for academic pathways of the BGS degree students who do not plan on careers as school teachers.</th>
<th>• We have increased the enrolment numbers in BGS to provide more opportunities for BGS degree students who do not plan on occupations as school teachers to explore alternative forms of professional educational employment. “Explorations in...” will allow advisors to work with students to assemble course options to create custom explorations of areas of interest (e.g., “Explorations in Early Learning”; “Explorations in International Education”; “Explorations in Special Education”; etc.) We are also working on a BGS pathway for Indigenous students, and the development of planning guides that will enable students to develop course routes to explore foci of interest.</th>
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<td>• We will review the current program management and governance model for undergraduate and professional programs. We will consider and implement changes arising from this review. As a first step, we will begin holding joint meetings of the Undergraduate Program Committee and Professional Development Program Committee.</td>
<td>• The substantive process of review was put on hold pending the results of the PDP redesign (see note below). However, we have developed stronger communication channels between the Undergraduate and Professional Program operations; at this time, we see no need for further administrative restructuring.</td>
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<td>• We will continue to review the teacher education curriculum in PDP and the current three-semester design, considering the addition of a 4th semester. This work is currently in progress. We will consider and implement changes arising from this review.</td>
<td>• A full review of PDP resulted in recommendations and a process for implementing a 4th semester in PDP. The development work on this has been completed and the implementation of the 4th semester of PDP has started with the Fall 2018 intake. We will follow up with a review of this program change and will act on recommendations arising from this review.</td>
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<td>• We will review contributions of tenure-line faculty in PDP, striving to enhance the balance between theory and practical knowledge provided by faculty and Faculty Associates. We will consider and implement changes arising from this review.</td>
<td>• This review was part of the PDP review undertaken prior to the addition of the 4th semester. Within the new EDUC 400 semester, contributions by tenure-line faculty in PDP were substantial and created a better balance between theory and practical knowledge.</td>
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June 2018
and greater partnerships between faculty and Faculty Associates. We will continue to monitor the impact of these changes.

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<th>1.1.2 Graduate</th>
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<td>• We will review the course offerings in Graduate Programs and strive for greater efficiency in course and program delivery. Administrative efficiency, flexibility, workloads, and academic integrity of programs will be considered.</td>
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<td>• A full review of course offerings and programs in Graduate Programs started in 2018 and will continue in 2019. We will consider and implement changes arising from this review. We are planning to implement a new Associate Director level position to focus on the review and to provide additional leadership for Field Program and Community Programs.</td>
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<td>• We will increase clarity about the mission of our programs and distinctions among them. We will also refine the program and cohort planning process that includes financial, staffing and supervisory conditions for offering approvals.</td>
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<td>• This work is in progress with the aim of creating an integrated process for program and cohort planning. Other recommendations resulting from the full review that is in progress will also be considered and acted on to improve our planning process.</td>
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<td>• We will strike a committee to examine student experiences in graduate programs and provide recommendations; this committee will include student members. It will follow the recommendation of the report conducted on March 2016, &quot;Graduate Student Experience Survey Results&quot; and extend this report.</td>
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<td>• The implementation of this committee is planned for 2019. This committee will assist us with work on the Faculty's key challenge identified in the Faculty’s 5-year Academic Plan that focused on enhancing student experience.</td>
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<td>• We will examine the possibility of cross-centres collaboration to enhance connections among research-focused graduate students.</td>
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<td>• The Faculty’s new Research Hub is working on creating interdisciplinary research clusters to enhance connections among faculty and graduate students. The first interdisciplinary cluster has already been established (Centre for Imagination in Research, Culture and Education (CIRCE)) and a new speaker program has been created to foster interdisciplinary research collaborations.</td>
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2. Research

| • We will conclude the development of a Faculty strategic research plan, in accord with University Research Plan and Education priorities. (This plan is currently under development.) |
| • We have established a new role in the Faculty for a Director of Research to provide leadership for planning and the creation of the Faculty strategic research plan. A newly established Faculty Research Committee will also provide guidance for future research activities and will assist with the strategic planning process and communication of the Faculty strategic research plan. We have also separated the responsibilities of the Associate Dean, Academic and |
Research, and created 2 distinct roles: Associate Dean Academic and Faculty Development, and Associate Dean Research. An interim Associate Dean Research has been appointed for the 2019-2020 Academic Year

- We will strive for a more effective system in support of research activities, including grant applications, graduate funding, and communication of research results.

- Grant supports have been enhanced through the development of the Research Hub and a dedicated team to support research activities which include grant writing workshops for Faculty and graduate students, consultations with research groups on funding priorities, and new communication initiatives that include a newly designed Research Hub website, monthly email updates of research and funding opportunities, biannual newsletter of research activities in the Faculty, a blog, podcast and video series showcasing faculty, visiting scholar and graduate student research, and a creative/scholar in residence program.

- Tenure and promotion criteria will be reviewed and updated to provide greater clarity and to acknowledge a wide variety of Faculty scholarly contributions.

- A committee was formed to undertake a fulsome review of tenure and promotion criteria for the Faculty. An updated TPC criteria document was produced and has been ratified by Faculty Council. The updated TPC criteria is more inclusive of the diverse scholarly contributions within the Faculty.

- A mentorship program to support new Faculty members in their introduction to SFU will be developed.

- All new faculty members have been assigned a faculty mentor. An annual retreat for new and pre-tenure faculty members has been established that focused on professional development in the areas of grant writing and research planning.

- We are engaging in discussions with an architectural firm to explore how we might create a physical "Research Hub" as part of the interior renovations to the Education Building.

- The Research Hub has been established within the Faculty and the official opening will take place in May 2019. The Research Hub offers a dynamic, collaborative and flexible space to support the Faculty's research activities, research-related programs, workshops, speaker series, community engaged research and knowledge mobilization activities and events.

- With the return of our Advancement Officer, we intend to place increased priority on securing outside donations in support of graduate student research, and targeted research chairs within the Faculty.

- This work is in progress under the direction of the Faculty's Senior Associate Director of Advancement.

June 2018
## 3. Administration

- We will examine alternative administrative or governance structures for the Faculty of Education, striving for further effectiveness and cost efficiency. In particular, we will institute a formal review/report on the feasibility of merging the operations of Graduate and Field Programs, and analyze the resource/procedural implications of such a move.

- The Faculty's governance structures were reviewed and new positions are being created to better serve the Faculty in several areas that include Indigenous education, faculty development and research. A new Associate Director level position is being considered to provide leadership for a formal review/report on the feasibility of merging the operations of Graduate and Field Programs, and analyze the resource/procedural implications of such a move.

## 4. Working Environment

- We will attend to staff issues identified in the survey of CUPE and APSA members. We will clarify expectations of job responsibilities and reporting structure. Initial plans include:
  - documentation of critical processes/functions, and cross-training in those processes;
  - implementation of the Performance Development Program;
  - provision of targeted PD funds for support staff; and
  - regular (2/year) joint APSA/CUPE meetings.

- There has been considerable progress on this file since 2015. A comprehensive planning and review process has been conducted, and a series of actions steps have been taken on each of the points noted. The actions taken are in response to both the External Review and the Self-Study that was used to inform the External Review. The list is too long to summarize here; please see the Administration and Working Environment Mid-Cycle Report (attached).

## 5. Other

- Unusual difficulties related to the Education building reconstruction and maintenance have been identified in the external review report. We will continue to mitigate the impact on the Faculty operations of disturbances resulting from ongoing construction and uncertainty.

- In 2015, the External Review noted that the displacement of Burnaby-based personnel, and particularly staff, has had an impact on both operations and morale. The report noted, “the disruption and uncertainties about timelines are taking a toll on everyone. While the review committee very much enjoyed a leisurely stroll through the woods to Discovery One on a fine day, we appreciate the time and effort it takes to maintain daily operations under these conditions.” Fully 4 years later, and we are still in a state of significant disruption: staff moved back to the Education Building in November despite the building not being cleared for occupancy. Construction workers to this day are active; there is constant noise disruption; classes have had to be moved because of noise interference, and the heating is grossly inadequate in most parts of June 2018.
the building. The will of the staff to maintain operations AND engage in significant, forward-thinking planning during this time of severe disruption has been nothing short of phenomenal and all of SFU should be proud of the work of Education staff and managers during extremely trying conditions. Following this transition period back to the Education building, we will continue to monitor the space needs of the faculty at all three campuses and will conduct a full space audit to ensure that we are utilizing existing space effectively. We have also placed formal requests for additional space at both Surrey and Harbour Centre; while the Burnaby space was renovated, there was no way to create additional space and we were overcrowded before the renovations took place.
Administration of the Unit
Staffing, as at March 2015, included 37 CUPE and 25 APSA staff who support the administrative and program areas, including the Office of International Education and the Office of Indigenous Education.

At the time of the survey, the Faculty had already begun the large-scale renovation project of the Education Building which would see all staff and faculty, based at the Burnaby campus, displaced for over 5 years.

It was noted throughout the External Review Report and the FoE Self-Study Report that the displacement of Burnaby based faculty and staff, particularly staff, has had an impact on operations and the staff morale. The External Review Report notes that “the disruption and uncertainties about timelines are taking a toll on everyone. While the review committee very much enjoyed a leisurely stroll through the woods to Discovery One on a fine day, we appreciate the time and effort it takes to maintain daily operations under these conditions.”

Impact of Building Renovations on Staff
There are a number of positive outcomes that resulted from the move to Discovery, namely the impact on the Dean’s Office/Administration team. The Dean’s Office and Administration unit is comprised of IT, Communications, Administration, Budget, Alumni and Community Engagement, Advancement, Office of International, Office of Indigenous Education and these units were previously separated in the Education Building. During our time at Discovery, we became a cohesive team as our work spaces were all on one floor and most staff worked in an open office environment.

Some of the negative outcomes included the operational challenge of now servicing 4 locations rather than 3, a building under constant change (classroom changes, etc.) and the separation of staff and services from faculty members and students. The change from the Education Building to Discovery and from Discovery to the Education Building has caused distress to a number of staff and a great deal of the Director’s time was spent dealing with these personal issues and managing the changes amid several SFU central projects (Finance projects such new Chart of Accounts, FINS upgrade, Expense Claim Workflow implementation, new Budget System (Hyperion) and IT projects such as the new Email system).

Staff groups began moving from Discovery back to the Education Building in August 2018 (8 months after planned move), and all moves were completed by November 2018. As at April 2019, the
Education Building is still not completed which continues to place a strain on staff and staff resources as the staff continue to work in a building not fully serviced by the University and subject to very difficult working conditions (little to no heat in offices and work spaces; constant noise disruption; changes to access routes; frequent problems with plumbing and mechanical systems; etc.).

**Faculty of Education Self Study**

As noted in the 2015 External Review-FoE-Action Plan, the Faculty has been working to attend to staff issues that were identified in the survey of CUPE and APSA members, including:

- Inclusivity and Equity
- Inconsistent experiences and working conditions across various areas of the Faculty
- Inconsistencies in administration processes that serve current practices (i.e. opportunities for job shadowing)
- Creating well-managed, professional work environments that enable staff to perform the work they were hired to do and use the skills sets that they possess
- Concerns regarding mentorship and training for staff at all levels
- Lack of transparency in the direction of Education Central and increasing demands on technical support team
- Attrition rate of CUPE staff positions with increasing numbers of APSA staff positions
- De-centralization of Information Systems and a lack of integration of those systems in order for staff perform their work

**APSA Commitments** identified in the survey follow up meeting, conducted as part of the 2015 Self Study, included:

- Furthering work on succession planning
- Providing professional development opportunities and relevant workshops for new and existing managers
- Hosting guest speakers, including a human rights/harassment/equity workshop
- Planning a joint APSA/CUPE meeting each term to encourage dialogue
- Improving communications and foster relationships
- Seeking feedback on a regular basis via conversations and questionnaires to facilitate a timely response to issues that arise

APSA members also noted their large volume of work and responsibilities in a growing environment of complexity and change.

**External Review Action Plan**

Initial plans, as identified in the 2015 FoE-Action-Plan included documentation of critical processes/functions and cross-training in those processes, implementation of the Performance Development Program, the creation a provision of targeted PD funds for support staff, and conducting regular (2/year) joint APSA/CUPE meetings.

At the time of the review, the Faculty's Director of Administration was filled on a temporary basis. In the summer of 2015, a new Director of Administration was hired and under her direction the following
actions were taken to address the issues identified by the 2015 Faculty of Education Self Study and the 2015 External Review FoE-Action-Plan.

Actions to Date
Issues identified in the survey have resulted in a focus on staff development, engagement and collaboration opportunities. For example, the Faculty has provided each department/unit with an identified budget line for professional development for each staff, both CUPE and APSA.

Staff Development
Per the External Review Report, the Committee “heard that there is unevenness in the perception that managers support such activities, and a concern shared by several staff members has to do with restrictions around opportunities to participate in professional development activities as a way to explore and prepare for advancement to roles that involve management of staff”.

Integration and Collaboration
In a vertical organizational structure such as Education, it can be challenging to integrate teams and create a culture of collaboration. However, the Faculty has tried to resolve this issue through the integration of teams for a specific event or project.

Further action has taken place since 2016, with the initiation of:
- Monthly all-staff meetings which include opportunities for staff teams to mix to discuss issues that matter to them
- Campus exploration; staff from Burnaby were invited to Surrey for the day to learn about the operations at that campus to better understand the issues they face (i.e. isolation)
- Staff meetings held at both Burnaby and Surrey campuses, including Dean’s Office/Administration manager meetings
- Conducted a workshop on Bullying and Harassment conducted at Surrey campus
- 5 Year Academic Plan – consultation session facilitated by Director Administration and Strategic Planning
- All staff are encouraged to work and participate in activities at both campuses; Dean’s Office/Administration managers and a few staff regularly work at the Surrey campus

Relationships and Team Building
Strong relationships have been at the cornerstone of what makes Education a great place to work for staff. It was identified during the review that most felt they had positive relationships with their colleagues, managers and faculty; however, this area could always improve.

As we work in a multi-campus environment, relationship and team building are essential to create a cohesive and positive experience for staff. This has been a focus for the Faculty over the past several years as we work to bridge the gap between not only CUPE and APSA but between Burnaby and Surrey staff groups.

Each department/team meets 2 to 3 times per year to plan the year and to build team relationships. The Faculty also organizes all-staff team activities. Staff organize all aspects of these events, including
desired outcomes, agenda, budget and execution of the event. These activities are critical to developing strong teams within the departments but also across the faculty.

**Communications**

Per the Self-Study, “the main area that we see room for improvement is internal communications. We see this as an area that requires improvement across the Faculty. The ongoing challenges in internal communication can and does result in missed opportunities, lack of consistency and clarity, and misunderstandings. We are currently researching ways of improving this Faculty-wide issue.”

Staff meeting planned with Senior Managers and facilitated by Director Administration (2017)
- Reviewed concept of internal communications (horizontal and vertical)
- In small groups (mix of both CUPE and APSA staff) discussed what was working and what wasn’t

From the staff meeting, Director Administration compiled and developed an internal communications plan that was presented to staff at the following months’ staff meeting for feedback and ideas for implementation. It was discussed that the Faculty would require further staffing resources to implement the plan as the current Communications team does not have the resources to fully commit to the plan.

**Inclusivity and Equity**

In the Self Study, staff sought an inclusive process for interim moves, office layouts and access to newer, ergonomic furnishings. Staff were consulted during the planning phases for the moves to Discovery and throughout the renovations as there were multiple moves with the IT team in particular as many remained in the Education Building to continue support for interim classrooms and faculty.

During the design phase of the new building staff teams/groups were consulted with regards to their needs for space as it relates to their work but also to their students and social spaces. Staff were consulted again with regards to layouts for open work spaces and office spaces when it came to the interior design. All new furniture was purchased for staff to ensure a healthy working space; furniture included new task chairs and sit/stand desks.

In an effort to bridge CUPE and APSA staff, a distinction was made between managers and non-managers rather than APSA and CUPE as not all APSA positions are responsible for leadership of staff.

A number of other initiatives with regards to inclusivity and equity include:
- Equity with space; offices are allocated based on type of work, and work requirements rather than on the basis that managers are allocated offices and staff are not; in some areas of the building staff have windows and managers do not
- HR practices and policies pertain to all staff, for example, it was noted in the comment section of the staff survey that APSA staff can work from home when it snows but CUPE must come into the office; now, all staff are required to be in the office if the University and Faculty are open
**Process and Function Documentation**

Documentation of our processes is a critical first step in addressing the organizational structure and clarification of job responsibilities. The Dean’s Office/Administration team identified 6 – 7 processes that touch areas across the faculty (administration and program area) where clarity and improvement were needed. A representative from each area was identified to participate in the documentation of current state process and in the creation of the new improved process. Job manuals have been created for several positions across the faculty but further work is required.

**Clarification of Job Responsibilities and Reporting Structure**

Work began in early 2017 to address this issue and many attempts were made to review the current organizational structure as it has been identified over the years by external consultants and internal HR that some of the role have a large span of control and too large of a portfolio. It was determined in 2018 that a new approach was needed. An HR Strategic Business Partner role was created as part of an 18-month pilot partnership between SFU HR and Education.

One of the key outcomes of the pilot was to review the organizational structure of the staff within the faculty. The review is complete and was shared with the Executive Committee and all staff at a staff meeting. Staff had the opportunity to hear the same report that was provided to the Executive and were asked for their feedback with regards to next steps. One of the recommendations from the review identified the need to re-organize the Dean’s Office staff, which is currently in process.

Issues identified in the HR review that resonated most with staff pertained to Learning and Development and Employee Recognition. These were issues identified in the 2015 Self Study as well. We have taken steps towards addressing these issues by:

- Establishing a budget line item, in each departmental budget, for staff professional development
- Establishing working groups for Learning and Development and Employee Engagement and Recognition
  - Members includes both CUPE and APSA staff
  - Responsible for developing an annual plan (2 – 3 action items including budget for the action items)

**Next Steps:**

1) Creation of an intranet to replace our Employee Portal to improve internal communications across the faculty
2) Creation of a document management site (Sharepoint) to increase access to information for faculty and staff to do their work
3) Creation of management team meetings to replace the all APSA meetings
4) Creation of service centre to centralize support services for staff and faculty
5) Continue to create cross-functional teams to solve identified issues and problems
6) Create drop-in work spaces at all 3 campuses for faculty and staff
### Faculty of Education Five Year 2018–2023 Academic Plan Summary

**Mission**
The Faculty of Education is committed to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing and a participatory democratic culture. A global leader in educational research and a pathfinder in Canada’s teacher education, the Faculty of Education is committed to ethical practice, equity, social justice and diversity.

**Vision**
The Faculty of Education promotes a broad spectrum of scholarly and professional inquiry to advance theory, pedagogy and the practice of education. We look beyond precedents and categories to honour inquiry and imagination. The Faculty is committed to a culture that develops the individual and fosters social renewal. Our scope extends throughout the lifespan and celebrates human differences. A spirit of hope inspires our work.

**Core Values**

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<th>Indigeneity</th>
<th>Culture of Inquiry</th>
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<td><strong>Key Challenges</strong></td>
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<td>Student Life, Learning and Success</td>
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<td>Working Across Boundaries/Interdisciplinarity</td>
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<td>Faculty Renewal</td>
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### Faculty of Education Key Priorities

#### A. Student Experience
- A1. Expand research and leadership development opportunities and support for students
- A2. Expand student recruitment, retention, access, and pathways domestically and internationally
- A3. Enhance student voices, sense of community and opportunities for participation; ensure effective communication with students on issues that concern them
- A4. Collect information from students about their experience to inform and improve teaching and other professional practices
- A5. Establish guidelines to ensure equitable practices to meet students’ needs
- A6. Maintain and/or support initiatives for providing interdisciplinary cohort-based programs around particular themes identified in our research, teaching and/or through our diverse communities

#### B. Indigenizing Curricula, Programs and Practices
- B1. Integrate Indigenous knowledge, curricular materials and teaching approaches into classrooms
- B2. Review and enhance program structures and develop initiatives to decolonize practices
- B3. Increase enrolment for Indigenous students and create Indigenous education pathways
- B4. Build student capacity for scholarly understanding based on equity and decolonization initiatives
- B5. Develop fundamental knowledge about Indigenous-Settler history and relationships for students, faculty, and staff
- B6. Document processes undertaken to Indigenize curricula and teaching practices to develop a model for the University and beyond
- B7. Establish goals for increasing Indigenous representation in faculty and staffing

#### C. Community Engaged Education and Research
- C1. Expand community engaged education and research connections and collaborations at local, national and international levels
- C2. Develop a vision and strategic focus for the Surrey campus that includes a new Community Hub to enhance community engaged programs, research, and activities
- C3. Develop strategic international partnerships to enhance research and educational programs such as international and intercultural education
- C4. Develop capacity for community engaged research and collaborative initiatives at Surrey and Vancouver campuses
- C5. Provide support for faculty collaboration across cognate areas, develop relationships with community, and engage more with Indigenous protocols, approaches, scholars, and students
- C6. Enhance research and resources through the Faculty’s Research Hub
- C7. Increase external visibility and recognition of the Faculty’s scholarly research
- C8. Develop new interdisciplinary research clusters (e.g., STEAM, Equity and Indigenous Research, and Languages, Multiliteracies and Plurilingualism) and explore other cross-cutting and interdisciplinary creative technologies research

#### D. Research Hub
- D1. Enhance research support and resources through the Faculty’s Research Hub
- D2. Increase external visibility and recognition of the Faculty’s scholarly research
- D3. Develop new interdisciplinary research clusters (e.g., STEAM, Equity and Indigenous Research, and Languages, Multiliteracies and Plurilingualism) and explore other cross-cutting and interdisciplinary creative technologies research
- D4. Increase opportunities for cross-college collaboration and work with graduate research students
- D5. Expand the range of research funders and partnerships
- D6. Lay the groundwork for the development of an interdisciplinary Creative Hub to support creative practice and creative technologies research
- D7. Add an inquiry element to decisions resulting in new policies or initiatives

#### E. Equity in Professional Practices
- E1. Support ongoing professional development for faculty and staff
- E2. Address concerns related to equitable workload for faculty
- E3. Enhance internal communications and transparency of processes
- E4. Develop a mentorship program for new faculty members and staff
- E5. Create meaningful opportunities for engaging Elders in decision-making, education, scholarship and leadership within the Faculty
- E6. Update hiring practices to integrate an equity, diversity, Indigeneity, and inclusion framework
- E7. Upgrade and align operational plans and ensure staff receive professional development to assist them in supporting the goals and work of the Faculty
Educational Goals Assessment

This report will demonstrate what we have learned from our assessment efforts mid-cycle and how it informs our program improvement and curriculum revisions. We will also indicate our plan for future actions.

The Faculty of Education is running a wide range of diverse programs, and we value this flexibility; therefore, our learning outcome and learning outcomes assessment is a multifaceted procedure. Some of our programs, like counselling psychology and the Professional Development Program (PDP), have outside stakeholders/certification and thus learning outcome/educational goals are clearly specified. Assessment for such programs is defined by adherence to the requirements of these professional bodies. The faculty is also home to a rich assortment of specialized, innovative programs that were created in response to the needs of diverse educational communities. Such programs are thus designed with self-sustained learning outcomes in mind.

The great diversity in our programs is reflected in the process we undergo in creating and assessing learning outcomes.

Given such level of complexity, in the mid-cycle reporting period, identify several strategies and methods to collect assessment data.

External Surveys

In reviewing our performance, we rely on external data sources available to us. Our goal in examining these factors is to determine whether our students are served efficiently and effectively in terms of their access to our courses, advising, new student orientation and graduation checks. One such resource is the Student Survey report. For example, according to the Fall 2017 Undergraduate Student Survey Report, http://www.sfu.ca/content/dam/sfu/irp/survev5/ugss/ugss2017report.pdf, the Faculty of Education is outperforming our peers on a number of indicators as can be seen in the table below.

Table 1: Indicators from SFU’s 2017 Student Survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Faculty of Education Compared to SFU</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Success by Student Faculty</td>
<td>Higher</td>
<td>Respondents in the Faculty of Education (EDUC) had the highest rate of registration success. For specific courses, this difference is statistically significant between Education (EDUC) and every faculty except for Health Sciences (HSCI).</td>
</tr>
<tr>
<td>Percent of Respondents Taking Longer than Expected to Graduate, by Faculty</td>
<td>Lower</td>
<td></td>
</tr>
</tbody>
</table>
Satisfaction of SFU experience

<table>
<thead>
<tr>
<th>Satisfaction with Quality of Teaching, by Student Faculty</th>
<th>Higher, 88-90%</th>
<th>Respondents from Environment (ENV), Education (EDUC), and Arts and Social Sciences (ARTS) are most likely to report that they are satisfied with the quality of teaching (88-90% satisfied).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Respondents Thriving this Term, by Student Faculty</td>
<td>Higher, 67%</td>
<td>Education (EDUC) respondents were most likely to agree that they are thriving (67% agree or strongly agree). This is a statistically significant difference from SFU overall (56%).</td>
</tr>
<tr>
<td>Sense of Community in their academic program</td>
<td>Higher, 76%</td>
<td>Respondents in Education (EDUC) are the most satisfied with the sense of community in their academic program (76% satisfied). This is a statistically significant difference from SFU overall.</td>
</tr>
</tbody>
</table>

**External Certification**

PDP is one of our programs that designs Educational Goals in accordance with certification requirements of outside stakeholders. When the Teacher Regulation Branch (TRB) mandated the inclusion of the Educational Goals related to the First Nations Issues & Pedagogy and Special Education, a teacher education task force (IETF) was created to engage the Faculty of Education in a series of broad discussions about modification of the educational goals for teacher education at SFU. All together, TETF held 21 meetings to discuss educational goals and nine major consultations/meetings with different groups of stakeholders during the 2015-2016 to ensure broader participation in designing a new set of Educational Goals. A new redesigned set of Educational Goals (please see Appendix 1) served as a basis for a new curriculum proposal that was approved by the Senate in 2017. The new curriculum proposal included changes to the EDUC 401/402 course and a move from the existing three-semester (45 credit) program structure that had intakes in both September and January, to a four-semester (60 credit) structure with a single intake each September. A new course, EDUC 400: Foundations of Education and Schooling (15 credits) was also implemented; the new program was offered for the first time in Fall 2018.

We believe that the case of PDP serves as a perfect example of how the assessment of educational goals led us to curriculum re-design and new program implementation at our Faculty. Going into the future, PDP will continue to assess the curriculum mapping exercise of the new set of Educational Goals.
Development and Implementation of Indirect Measures of Education Goals for the Faculty of Education

Following our External Review in 2015 we developed an Educational Goals Surveys Instrument for all of the programs at the Faculty of Education. Because of the diversity of the programs, the decision was made for each program area to be able to modify the instrument as required. We started to collect data from Students Surveys on Educational Goals in Spring 2016.

Surveys were conducted on the following dates:

<table>
<thead>
<tr>
<th>Educational Goals Surveys, FoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
</tr>
<tr>
<td>Fall 2016</td>
</tr>
<tr>
<td>Spring 2017</td>
</tr>
<tr>
<td>Fall 2017</td>
</tr>
<tr>
<td>Spring 2018</td>
</tr>
<tr>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

Educational Surveys were developed for the following programs.

EG Surveys Undergraduate Programs:

- Bachelor of General Studies (Education)
- Bachelor of Education (1st degree)
- Bachelor of Education (2nd degree)/PDP

EG Graduate Programs Surveys (which include our 10 Doctoral programs, 13 Masters programs and Graduate Diploma program)

Doctoral Programs:

- EdD — Educational Leadership
- EdD — Educational Leadership — Gestion de la diversite
- EdD — Educational Practice
- PhD — Art Education
- PhD — Curriculum Theory and Implementation
- PhD — Curriculum Theory and Implementation — Philosophy of Education
- PhD — Educational Psychology
- PhD — Educational Technology and Learning Design
- PhD — Languages, Cultures and Literacies
- PhD — Mathematics Education
Masters Programs:

- MA/MEd – Art Education
- MA/MEd – Curriculum and Instruction
- MA/MEd – Curriculum and Instruction: Equity Studies in Education
- MEd – Curriculum and Instruction: Numeracy
- MA/MEd – Counseling Psychology
- MA/MEd – Educational Leadership
- MA/MEd – Maîtrise en éducation en contextes de diversité
- MA/MEd – Educational Psychology
- MEd – Educational Practice
- MA/MEd – Educational Technology and Learning Design
- MSc/MEd – Secondary Mathematics Education
- MEd – TEAL: Teaching English as an Additional Language
- MEd – TEAL-F: Teaching English as an Additional Language – Field Study

We posted the result of our Educational Goals Surveys on our web-based Employee Portal in order to enable everyone to review, comment, and discuss the results and also to use them in their planning processes. Hosting results on our Educational Goals Surveys on the Employee Portal assists in increasing the awareness of our Faculty members of the importance of Educational Goals and enables us to start planning future discussions around their role in curriculum redesign and enhancements (please see Appendix 2 and 3).

Future Assessment of Educational Goals Plan

We will continue to collect and analyze data using Educational Goals Surveys. We will further expand our collection of direct data for the assessment of our educational goals. We will conduct several faculty forums to discuss on-going assessment efforts and to include educational goals assessment in curriculum development and program redesign.
Appendix 1: PDP – EDUC 400 | BCTC Submission
Program Goals/Strengths

Strengths of the program include the differentiated staffing model that has seconded teachers (faculty associates) working alongside faculty members. This results in a low student-teacher ratio (16:1) and instructional teams that, working together, create communities of practice and inquiry that create for our students a rich inspirational, indeed, transformational professional development experience. In addition, the differentiated staffing model provides many practicing teachers with the opportunity to work as teacher educators and experience what they describe as the best professional development of their careers.

EDUC 400 is built on these same core commitments to differentiated staffing and inquiry-based learning in a community of practice.

Professional Programs Goals:

GOAL 1 – The development of a clear, coherent and justified view of education:
• That demonstrates understanding of the place of education as contributing to the creation of an open, pluralistic and caring society;
• That articulates the content, methods and institutional arrangements that are relevant, worthwhile and appropriate for the education of children;
• That speaks to a personal vision of what one can achieve as an educator;
• That is continually and consciously reshaped through experiences with a variety of learners in a range of socio-cultural contexts;
• That is informed by understanding of the historical and contemporary legacies of imperialism and colonization on the education system of British Columbia;
• That realizes the powerful, and sometimes negative, impact that our Eurocentric education system has had, and continues to have, upon students.

GOAL 2 – The development of a clear commitment to lifelong and life-wide learning:
• That manifests in openness to considering alternatives and possibilities;
• That is rooted in the development of reflective capacities;
• That engages in the wide range of subject-based practices that inform the practice of teaching;
• That is demonstrated in the ability to form and reform ideas, methods, techniques;
• That upholds standards of excellence inherent in various forms of inquiry;
• That sets an example for students and stimulates them to be continuous learners.

GOAL 3 – The development of a clear commitment to uphold the principles that should govern a democratic and pluralistic community:
• That is sensitive to the position of privilege, power, and trust in which teachers are placed;
• That recognizes that teachers are role models who are rational, reliable, responsible and responsive;
• That is demonstrated by thoughtful and self-initiating behaviour that is reflective, positive in outlook, genuine, non-defensive and non-judgmental.

GOAL 4 – The development of a clear commitment to maintain ethical and functional working relationships with all members of the educational community:
• That is open and responsive to feedback and constructive criticism;
• That is demonstrated through significant, on-going dialogue and collaboration with colleagues, students, parents and others in the educational community;
• That show care and respect for every student;
• That is authentic, transparent and honest;
• That communicates openness to other worldviews, belief systems and points of view;
• That reflects humility and consideration for others;
• That results in an increasing level of personal resilience.

GOAL 5 – The development of knowledge about curricular content, educational theory and effective practice:
• That demonstrates the ability to communicate effectively in English or French;
• That demonstrates the ability to understand and work with subject-specific content seen through Canadian, indigenous and global lenses;
• That sees opportunities for cross-curricular and cross-cultural connections;
• That is cognizant of how individuals and groups of students learn;
• That demonstrates the understanding and ability to create purposeful, contextually-relevant lesson and unit plans;
• That is aware of current, and varied, evaluation and assessment practices;
• That is rooted in a strong sense of what is best for particular students in particular situations.

GOAL 6 – The development of the clear commitment to respect and celebrate students:
• That demonstrates respect and dignity for students as persons with varied interests, needs, backgrounds, points of view, plans, goals and aspirations;
• That demonstrates care for students and their individual development;
• That celebrates the diversity in our classrooms, schools, and communities;
• That demonstrates the understanding of how Indigenous epistemologies and pedagogies create opportunities to meet the needs of all learners;
• That demonstrates the ability to observe, understand and respond respectfully to all students: including students with developmental disabilities, students for whom English or French is an additional language, and students of Aboriginal ancestry.

GOAL 7 – The development of the ability to create a caring, cohesive community of learners:
• That places students at the centre of decision-making;
• That communicates openness;
• That demonstrates tolerance for uncertainty;
• That celebrates and appreciates the spirit of inquiry;
• That demonstrates the ability to be a thoughtful and sensitive observer of what goes on in the classroom.
GOAL 8 — The development of the ability to create opportunities for learning:
• That access and engage students’ ability to think and learn through their minds, bodies, and hearts;
• That there are significant, relevant and matched to students’ intellectual, physical, social, emotional, aesthetic and vocational development;
• That there are responsive to students’ individual learning needs;
• That are consistent with learning objectives, and the principles of learning, described in provincial integrated resource packages;
• That utilize relevant learning resources and technologies;
• That are conducive to the development of critical thought processes;
• That there are sensitive to issues of social equity and cultural diversity;
• That incorporate assessment as foundational in planning.

GOAL 9 — The development of the ability to blend theory and practice in well-organized ways:
• That relies on the ability to critically examine one’s own practices and experiences;
• That includes the ability to recreate, re-invent, re-constitute or discard practices that have been tried and found to be ineffective to individual and/or group learning needs;
• That encourages interpersonally sound working relationships among students;
• That motivates students to take ownership of their learning;
• That cultivates a disposition towards inquiry in the classroom.

GOAL 10 — The development of the ability to use assessment and evaluation practices in a thoughtful and ethical manner:
• That makes use of varied practices of assessment that are congruent with learning goals;
• That respect the dignity of each learner;
• That acknowledge the personal, relational, social and cultural perspectives that frame evaluative commentary on student growth and development;
• That demonstrates the understanding that assessment, in its many guises, is foundational to effective and powerful learning.
Appendix 2: Surveys
A. Graduate Programs – General

Student Experience Survey 2018

1. The Graduate Program (GP) introduced me to relevant theoretical approaches in my area.
2. I developed an ability to critically evaluate research in my specialization.
3. I developed an understanding of various methods of educational research relevant to my specialization.
4. I developed an ability to apply research methods that were relevant to my research inquiry.
5. I strengthened and/or expanded my professional teaching and research skills.
6. I increased my awareness of diverse cultural and historical issues related to my area of specialization.
7. I was introduced to various means of knowledge dissemination (e.g., publications, conferences) in my area of specialization.
8. I had opportunities to create and disseminate my knowledge in my area of specialization.
9. My participation in the GP has better enabled me to pursue leadership and/or career development opportunities.
10. The GP has expanded the possibilities for my engagement with various academic and community partners.
11. My career has been enhanced by my participation in the graduate program.

**Secondary Mathematics Education MSc, MEd**
**Mathematics Education PhD**
**Curriculum & Instruction: Numeracy MEd**

1. I developed/strengthened my understanding of the nature of Mathematics.
2. I developed/strengthened my broad understanding of the societal role of mathematics and its historically situated nature.
3. I improved my ability to use problem solving and problem posing in an educational setting.
4. I improved my ability to use digital technology in an educational setting.
5. I have learned how to apply contemporary teaching practices in my classroom.
6. I have learned how to access and make use of mathematics education research.
7. I improved my ability to deal with curriculum changes in the next decade.

**Educational Theory and Practice: Curriculum and Pedagogy Stream PhD**
former known as Curriculum Theory & Implementation, PhD
**Educational Theory and Practice: Philosophy of Education Stream PhD**
former known as Curriculum Theory & Implementation: Philosophy of Education, PhD
**Curriculum & Instruction: Foundations MA, MEd**

1. I have explored rigorously the epistemic landscape in which my assumptions about education are situated (e.g., critical theory, post-structuralism, modernism/postmodernism,
philosophy of language, worldview-based epistemologies, contemplative traditions of thought and practice, etc.).

2. I have gained clarity regarding my epistemic, ontological and axiological positioning with respect to a selected educational problem, issue or topic that I have explored.

3. I have developed an appreciation of the relational, pedagogical sensibilities informing educational theory and affecting educational practice.

4. I am able to articulate my views of a significant educational problem, issue or topic to a community of scholars in ways that advance the praxis of education in my field.

5. I have enhanced my understanding of the historical and cultural formations of contemporary curricular and instructional practices.

6. I have come to see myself as a culture change agent and leader in my field, and more broadly, in the larger society.

7. I have gained new or renewed aims of education, and developed a set of dispositional and actional commitments in support of these aims.

**Arts Education PhD**

**Arts Education MA, MEd**

1. I developed/strengthened my understanding of Arts Education theory and practice.

2. I developed/strengthened my broad understanding of the importance of the arts for personal, social, cultural and intercultural development, representation and expression.

3. I developed/strengthened my understanding of the arts as a way of inquiry in research, teaching, and everyday life.

4. I developed/strengthened my ability to create or enhance arts-related learning opportunities in a school and/or community setting.

5. I developed/strengthened my ability to use digital technology to enhance learning and creative activities in an arts educational setting.

6. I have developed and strengthened my understanding of Indigenous, place-based, performative artistic practice and their role in education.

7. I have learned how to engage in the arts as a creative strategy for meaning-making, critical reflection, as well as representing and sharing learning.

8. I have learned how to apply contemporary arts and/or educational practices in my own professional practice.

9. I was included in an arts education research community and/or collaborative and reflective inquiry into arts practice.

10. I derived a sense personal transformation that has enriched my creative and professional activities.

11. I have engaged in and explored the literary arts as a form of artistic expression and scholarly writing.

12. I feel qualified to make a meaningful contribution to enriching arts practice in the future.
**Educational Technology & Learning Design PhD**

1. I increased my understanding about traditions of research and design in the field of educational technology and learning design.
2. I learned how to synthesize scholarly literature to inform my perspective on issues related to educational technologies.
3. I developed skills to critically evaluate educational technologies.
   - I engaged with a community of researchers and practitioners in educational technology and learning design.
4. I strengthened my capacity to take human cognition into account when designing educational technologies and learning experiences.
5. I strengthened my capacity to take social and contextual factors into account when designing educational technologies and learning experiences.
6. I developed skills needed to design technology-supported learning experiences for the educational context(s) in which I participate/work.

**Languages, Cultures and Literacies PhD**

1. I developed/strengthened a broad understanding of the roles languages, cultures and literacies play in societies, historically and contemporarily.
2. I developed/strengthened a critical awareness of the interplays between linguistic and cultural practices and social processes, and how education plays a pivotal role in these processes.
3. I developed/strengthened capacity to critically engage with cultural and linguistic diversity that characterizes classrooms locally and globally.
4. I developed/strengthened knowledge of and skills in interdisciplinary research methods associated with studying languages, cultures and literacies.
5. I developed/strengthened capacity to analyze, understand, and engage with linguistic and cultural diversity in educational/social contexts in conducting my own research.
6. I developed/strengthened capacity to critically engage with theories and methodologies to bring about educational change.
7. I developed/strengthened capacity to participate in and contribute to Languages, Cultures and Literacies research communities at the local, national, or international levels.

**Teaching English as an Additional Language MA, MEd (TEAL)**

1. I developed/strengthened my historical, theoretical and empirical knowledge of developments in EAL teaching and learning.
2. I developed/strengthened critical understanding and well-reasoned evaluation of TEAL theory, research, and practice.
3. I developed/strengthened critical awareness of the role of a range of critical social aspects of learning and teaching EAL.
4. I developed/strengthened capacity to engage in constructive dialogue with self and others for the purpose of developing informed and critically reflective practice.

5. I developed/strengthened capacity to apply critical understanding and justified evaluation to improve relevant EAL teaching and learning practices in the educational context(s) I work in.

6. I developed/strengthened capacity to engage meaningfully in team work and co-curricular activities to enhance peers' research, scholarship and practice.

7. I developed/strengthened ethical practices in analysis, evaluation, and design of learning activities and curricular solutions for a wide variety of EAL learning environments.

8. I developed/strengthened my competence in designing, conducting, evaluating, producing, and disseminating ethical and relevant research in EAL teaching and/or learning. (applicable to MA thesis students only)

Teaching English as an Additional Language—Fieldwork Stream (TESL/TEFL) MEd

1. I developed/strengthened my historical, theoretical, and empirical knowledge of developments in EAL teaching and learning.

2. I developed critical understanding and well-reasoned evaluation of TEAL theory and pedagogical practice as these apply to teaching and learning English in a variety of ESL and EFL contexts.

3. I developed/strengthened critical awareness of the role of a range of critical social and ethical aspects of learning and teaching EAL.

4. I developed/strengthened capacity to engage in constructive dialogue with self and others for the purpose of developing informed and critically reflective practice.

5. I developed an understanding of practices, issues, and complexities in various educational settings and can connect them to a range of approaches and issues in my own professional, educational and cultural contexts.

6. I developed/strengthened capacity to engage meaningfully in teamwork and co-curricular activities to enhance self and peer learning.

7. I can critically reflect upon teaching and learning practices in TEAL contexts where diversity and global education are important elements of the classroom.

8. I can confidently engage in academic discourses and can work individually and collectively on developing and disseminating knowledge in creative and diverse way.

Curriculum & Instruction: Equity Studies in Education MA, MEd

1. I developed/strengthened my ability to articulate an equity perspective as a lens of academic inquiry.

2. I developed/strengthened my ability to recognize and explain how relations of unequal social power are constantly being negotiated at both the micro (individual) and macro (structural) levels in institutions including but not limited to schools.

3. I developed/strengthened my understanding of and can describe my own positions within these relations of unequal power.
4. I developed/strengthened my vocabulary and understanding of the key concepts with which to examine and dialogue about issues of equity using the theoretical tools offered by interdisciplinary work in equity.

5. I developed/strengthened my critical analytical skills as well as my critical reading, writing, listening, and speaking skills.

6. I developed/strengthened my understanding of the relationships between equity theory and practice as they relate to my educational context.

**Curriculum & Instruction: L’éducation en français en contextes de diversité MA, MEd**

**MA/MEd – Maîtrise en éducation en contextes de diversité – Specific items**

1. I developed/strengthened my broad understanding of the theoretical foundations of multi-/plurilingualism, culture, literacy practices, and intercultural processes in educational contexts of diversity, with a focus — although not exclusively — on situations where French is a minoritized first/second/third language.

2. I developed/strengthened my understanding of the interplays between cultural processes and practices and how they impact language learning and teaching in minoritized contexts.

3. I developed an understanding of various qualitative methods of educational research associated with studying languages, cultures and literacies.

4. I was able to critically self-reflect on my own teaching practices and cultural frame of reference.

5. I was able to apply my understanding of linguistic and cultural diversity/plurality in educational contexts to my teaching practices.

6. I feel more qualified to take on a leadership role in my school with respect to teaching students from diverse/plural linguistic and cultural backgrounds.

**Educational Leadership – Gestion de la diversité, EdD**

1. I developed/strengthened my broad understanding of leadership theories and practices, social dynamics, ethical and policy issues that characterize contemporary educational contexts, in particular in French minority contexts.

2. I developed/strengthened a critical awareness of the interplays between cultural processes, social representations, and discourse of change in plural.

3. I developed/strengthened my understanding of qualitative and interdisciplinary research methods associated with studying educational leadership.

4. I was able to apply my understanding of educational leadership and qualitative research methods to my own research.

5. I was able to apply my understanding of educational leadership, my professional knowledge and training to effectively address organizational challenges related to governance in contexts of diversity/plurality, and implement change. A special focus is given on French as a minority language.

6. I feel more confident as a leader to critically engage in organizational and educational change in my professional context, notably in relation to minoritized linguistic and cultural groups, within larger contexts of plurality and globalization.
Educational Psychology MA, MEd
Educational Psychology PhD

1. I developed an understanding of the empirical findings, and contemporary and historical trends in educational psychology.
2. I learned to recognize the benefits of diverse approaches and perspectives within the field of educational psychology.
3. I learned to appreciate the contributions of educational psychology to teaching, learning, education, human development and individual differences.
4. I learned to evaluate the merits and shortcomings of empirical and theoretical literature in educational psychology.
5. I learned to apply the theory and methods of educational psychology to investigate educational issues and practices.
6. I gained understanding and appreciation of the processes of scholarly inquiry in educational psychology.

Counselling Psychology MA, MEd

1. I developed/strengthened my capacity to critically evaluate and use theories of human development, functioning, helping relationships, counselling and psychotherapy to guide my therapeutic practice.
2. I developed/strengthened my capacity critically assess the evidence base for a counselling approach, process or practice in order to evaluate its suitability for practice with a particular client.
3. I developed/strengthened my understanding of the potential contributions of biological, relational, familial, and sociocultural factors in producing mental-health, dysfunction, problems in living, or human suffering.
4. I developed/strengthened my capacity to understand the salience of my own and clients’ diverse and interrelated social and cultural memberships, as well as our relative locations in relations of unequal social power and work with this awareness in therapeutic practice.
5. I developed/strengthened my capacity to establish, sustain, monitor and repair a client-therapist relationship.
6. I developed/strengthened my capacity to make informed and intentional use of counselling assessments and interventions based on my working hypothesis of client’s concerns.
7. I have developed/strengthened my commitment to ethical practice. I am aware of relevant ethical and legal codes. I can articulate ethical principles, and decision-making processes and apply these to my therapeutic practice.
8. I have developed/strengthened a capacity for self-awareness and cultivated a commitment to participate in regular reflection, feedback and supervision to sustain and enhance to quality of my therapeutic practice.
9. I developed/strengthened my competence in designing, conducting, evaluating, producing, and disseminating ethical and relevant research in counselling psychology. (applicable to MA thesis students only)
10. I feel qualified to make a meaningful contribution to the professional practice of counselling and psychotherapy.
Educational Leadership, MEd (additional page)
Educational Leadership EdD (additional page)
Graduate Diploma (additional page)
1. I engaged in learning communities to support my teaching practice.
2. I developed an inquiry disposition and continue to examine my practice through a critical and creative lens.
3. I investigated educational theories and philosophies to inform my practice.
4. I engaged in critical cycles of action-reflection to understand and develop my practice.
5. I collaborated purposefully with students, colleagues, parents and other educational partners and demonstrated leadership through mentoring opportunities.
6. I explored/analyzed shifts in personal beliefs regarding teaching, learning and leading.
7. I practiced leadership and promoted the development of inclusive educational communities.
8. I developed and implemented innovative teaching and assessment practices to adapt to a changing educational context and support the learning of diverse students.

Educational Practice MEd

1. I have deepened and extended a disposition of inquiry, ethical practice, critical and creative reflection, and responsiveness to learners as well as communities.
2. I developed and theorized my own inquiry practice through the investigation of multiple educational theories, philosophies, paradigms, and methodologies.
3. I informed and articulated my scholarly understanding of various world views and orientations in relation to my educational perspectives.
4. I critically and creatively engaged in learning communities to situate, further develop, and align my inquiry practice within relevant and related paradigms.
5. I collaborated with multiple communities to extend and augment my relationships and enable an active voice and presence within and beyond the classroom.

Educational Practice EdD

1. I developed or deepened a disposition of inquiry, ethical practice, critical and creative reflection and responsiveness to learners as well as communities.
2. I situated and justified my practice through the critical evaluation of multiple theories, philosophies, paradigms, and methodologies.
3. I deepened my understandings of diverse world views and orientations as they pertain to critical engagement with research, policy, and ethical practice.
4. I critically and creatively engaged in dialogue and mentoring relationships to catalyze communities of practice.
5. I collaborated with multiple communities to extend and augment my relationships and enable an active voice and presence for stakeholders.
6. I deepened my capacity to act as an agent of dialogue and/or change for schools, districts, institutions, and/or communities.
7. I contributed to professional dialogue as a creator and critical evaluator of scholarship and practice.
Appendix 2: Surveys
B. BGS Program Goals Assessment Survey Items

Please indicate the undergraduate program you have completed

- Bachelor of General Studies (Education)
- Bachelor of Education (1st degree)
- Bachelor of Education (2nd degree)/PDP

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer:</td>
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Bachelor of General Studies (Education)

1. I have a basic understanding of major theories and philosophies of education, and key terms and concepts used in the field.
2. I possess and can apply skills of self-reflection and self-analysis in educational and other professional settings.
3. I can critically analyze educational texts.
4. I had opportunities in the program to observe (either in person or on video) and/or assist in educational settings and learning communities.
5. I have a basic understanding of ethical issues and standards in teaching and education.
6. I can apply educational theories and ethical principles to concrete cases of educational practice.
7. I have a basic understanding of the role of education in addressing issues of ecological justice and sustainability.
8. I am aware of a range of potential career paths within education.
9. Please add any additional comments about your learning in the program.

Bachelor of Education (1st degree)

1. I have foundational knowledge in my teachable subject areas (e.g., mathematics, fine arts, sciences, history, etc.).
2. I have a solid understanding of children's intellectual, social, physical, emotional, and aesthetic development.
3. I have acquired a variety of tools and teaching strategies so I can design and deliver curriculum based on students' individual learning needs.
4. I have sufficient knowledge, skills, and experience to develop a statement of my beliefs about teaching and the aims of education, along with an understanding that this "pedagogical creed" will evolve and change through ongoing reading, reflection, and practice.
5. I understand the historical, social, political, and cultural underpinnings of education in BC.
6. I understand the impact of colonization on the educational experiences of both Indigenous and non-Indigenous communities.
7. I understand the role of education in addressing issues of social and ecological justice and sustainability.
8. Please add any additional comments about your learning in the program.

Bachelor of Education (2nd degree)/PDP

1. I have a clear and coherent understanding of the aims of education and its role in creating an open, pluralistic, and caring society.
2. I can explain and justify my own vision/philosophy of education and my role as a teacher with reference to educational theory.
3. I understand how the various academic disciplines inform and enhance one another in integrated, cross-disciplinary ways.
4. I blend educational theory and practice in designing and implementing instruction and assessment.
5. I have the knowledge, skills, and dispositions needed to design learning experiences for students with a wide range of abilities and learning needs.
6. I can design and implement meaningful evaluations of students’ learning.
7. I understand the impact of colonization on the educational experiences of both Indigenous and non-Indigenous communities.
8. I had opportunities to participate in and contribute to a supportive and collaborative learning community with my peers.
9. I know how to create a caring, student-centered classroom community that recognizes and respects the different cultures, languages, abilities, and needs of each student.
10. I have the capacities and competencies to continually reflect on and improve my teaching practice, and a commitment to lifelong learning.
11. I am aware of the standards of ethical and professional conduct expected of teachers, and I am committed to upholding these standards in my practice.
12. I understand the role of education in addressing issues of ecological justice and sustainability.
13. I have the knowledge and tools I need to recognize, critique, and take action on social injustice and inequity when I encounter it in schools and the wider community.
14. Please add any additional comments about your learning in the program.
Appendix 3: Selected Results, Graduate Program Survey (general questions part) 2016 – 2018

<table>
<thead>
<tr>
<th>Statements</th>
<th>Fall 2018 Strongly agree/Agree</th>
<th>Spring 2018 Strongly agree/Agree</th>
<th>Fall 2017 Strongly agree/Agree</th>
<th>Spring 2017 Strongly agree/Agree</th>
<th>Fall 2016 Strongly agree/Agree</th>
<th>Spring 2016 Strongly agree/Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Graduate Program (GP) introduced me to relevant theoretical approaches in my area.</td>
<td>58% 34%</td>
<td>56% 39%</td>
<td>67% 33%</td>
<td>59% 41%</td>
<td>64% 33%</td>
<td>55% 39%</td>
</tr>
<tr>
<td>2. I developed an ability to critically evaluate research in my specialization.</td>
<td>46% 46%</td>
<td>44% 56%</td>
<td>69% 28%</td>
<td>41% 55%</td>
<td>61% 31%</td>
<td>52% 44%</td>
</tr>
<tr>
<td>3. I developed an understanding of various methods of educational research relevant to my specialization.</td>
<td>54% 32%</td>
<td>44% 53%</td>
<td>53% 34%</td>
<td>43% 36%</td>
<td>44% 49%</td>
<td>41% 49%</td>
</tr>
<tr>
<td>4. I developed an ability to apply research methods that were relevant to my research inquiry.</td>
<td>58% 20%</td>
<td>36% 53%</td>
<td>50% 47%</td>
<td>37% 47%</td>
<td>46% 46%</td>
<td>33% 62%</td>
</tr>
<tr>
<td>5. I strengthened and/or expanded my professional teaching and research skills.</td>
<td>54% 38%</td>
<td>50% 48%</td>
<td>69% 25%</td>
<td>44% 54%</td>
<td>68% 29%</td>
<td>57% 34%</td>
</tr>
<tr>
<td>6. I increased my awareness of diverse cultural and historical issues related to my area of specialization.</td>
<td>50% 36%</td>
<td>36% 42%</td>
<td>53% 28%</td>
<td>37% 47%</td>
<td>34% 37%</td>
<td>43% 39%</td>
</tr>
<tr>
<td>Statements</td>
<td>Fall 2018 Strongly agree/Agree</td>
<td>Spring 2018 Strongly agree/Agree</td>
<td>Fall 2017 Strongly agree/Agree</td>
<td>Spring 2017 Strongly agree/Agree</td>
<td>Fall 2016 Strongly agree/Agree</td>
<td>Spring 2016 Strongly agree/Agree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>7. I was introduced to various means of knowledge dissemination (e.g., publications, conferences) in my area of specialization.</td>
<td>30% 40%</td>
<td>28% 47%</td>
<td>36% 48%</td>
<td>25% 57%</td>
<td>34% 47%</td>
<td>36% 43%</td>
</tr>
<tr>
<td>8. I had opportunities to create and disseminate my knowledge in my area of specialization.</td>
<td>48% 38%</td>
<td>33% 50%</td>
<td>47% 44%</td>
<td>36% 59%</td>
<td>39% 49%</td>
<td>39% 43%</td>
</tr>
<tr>
<td>9. My participation in the GP has better enabled me to pursue leadership and/or career development opportunities.</td>
<td>62% 12%</td>
<td>39% 50%</td>
<td>63% 25%</td>
<td>46% 39%</td>
<td>41% 44%</td>
<td>54% 34%</td>
</tr>
<tr>
<td>10. The GP has expanded the possibilities for my engagement with various academic and community partners.</td>
<td>50% 26%</td>
<td>28% 56%</td>
<td>53% 34%</td>
<td>39% 39%</td>
<td>41% 46%</td>
<td>28% 51%</td>
</tr>
<tr>
<td>11. My career has been enhanced by my participation in the graduate program.</td>
<td>52% 28%</td>
<td>58% 28%</td>
<td>69% 28%</td>
<td>46% 34%</td>
<td>56% 33%</td>
<td>49% 36%</td>
</tr>
</tbody>
</table>
Faculty of Education

Five-Year Academic Plan

2018–2023
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1. Executive Summary

The Faculty of Education at Simon Fraser University (SFU), which is situated on the unceded territories of the Coast Salish peoples, aspires to be a leader in education that is anchored in research and scholarly inquiry. It is committed to leading-edge and internationally recognized scholarship across many disciplinary areas and communities, and to distinctive programs that support learning in schools and many other professional settings.

Since 1965, the Faculty of Education has maintained an outward-facing orientation to educational research and practice coupled with a strong community-first approach focused on engaging communities and creating educational opportunities for people from all over the world. Today, we are proud to say that we have touched the lives of alumni and partners in over 50 countries by advancing individual scholarly pursuits and enhancing local educational practices.

The Faculty of Education is non-departmentalized and has activities at all three SFU campuses (Burnaby, Surrey, Vancouver). At each campus, the Faculty has established a unique presence and relationship with the local community. What unites the Faculty’s activities across the three campuses is a strong commitment to the core values of Equity, Indigeneity and a Culture of Inquiry, as well as the SFU vision of being the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement.

The Faculty of Education’s Five-Year Academic Plan (2018–2023) is focused on providing vibrant and exciting opportunities for engaging students, researchers, and communities locally and globally in equitable, inclusive, and culturally-responsive educational advancement. Our core values and priorities aim to address the needs of students, faculty, and staff while remaining focused externally on our connections with the wider SFU community and the scholarly and other communities we engage with across the province, the nation, and the world.

The aim of the Five-Year Academic Plan (2018–2023) is to articulate our core values and a broad set of related priorities that together will give direction and inspiration to our Faculty’s activities over the next five years. The plan will serve as a guide for our activities and for the allocation of resources that will encourage and support our faculty, students, and staff to continue their outstanding work in an environment that fosters a culture of inquiry and research productivity guided by commitments to equity and Indigeneity.

The development of our plan involved engaging the Faculty in an eight-month intensive consultation and planning process (detailed in a later section of this document). Our planning and consultation process was intended to be creative, participatory, consultative, and transparent and it included discussions, critical questions, priority setting, analysis, and feedback. The Vice-President, Academic (VPA) guidelines provided context and identified a number of challenges and priorities as well as a set of questions that the Faculty considered in developing this plan. The guidelines encouraged the academic planning to be both operational and aspirational—to build on the past while being grounded in the

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1 The VPA guidelines specified the following five documents be taken into consideration in the development of the Five-Year Plan: 1) Academic Plan Phase 1 October 10, 2017, 2) Planning Guidelines 2018–2023, 3) SFU’s Planning Framework (Engaging Students, Engaging Research, Engaging Communities), 4) SFU’s strategic priorities (Aboriginal Reconciliation, the Student Experience, the Big Data initiative, Innovation and Entrepreneurship, and Dialogue), and 5) Academic Planning for Advancing Equity, Diversity and Inclusion: A Primer. The VPA guidelines also indicated that the Five-Year Plan should be structured around the following headings, which we have used to form the overall structure of the plan as follows: 1) Program Overview, 2) Objectives and Activities (including five key challenge areas: Student Life, Learning and Success; Academic Quality/Curriculum; Engagement; Working Across Boundaries/Interdisciplinarity; Faculty Renewal), 3) Resources, 4) Performance Measures, and 5) Communication.
present and to "leave room to be bold, visionary and inspirational looking forward." Although there are expectations that initiatives identified in the plan will be realized by 2023, the guidelines also point out that the implementation of the plan should be seen as an ongoing process and "that any planning is open to modifications as time proceeds and the world around us changes."

We strove to engage the many voices of the Faculty’s diverse community through an inclusive and transparent process; one that cultivated a deeper understanding of what matters to the Faculty of Education, what we want to focus on in the years to come, and how we can structure and contribute to the activities of the Faculty in ways that will best support the realization of our goals.

Three key principles underpinned the preparation of the Faculty of Education’s Five-Year Academic Plan:

1. At the beginning of the planning process, the Faculty established three core values of Equity, Indigeneity, and Culture of Inquiry as central to the daily life and activities of the Faculty across all three campuses. These values each entail an enormous complexity (a brief overview is provided in Appendix A). Although they are articulated separately within this document, they are considered to be overlapping, interrelated and infused throughout the Faculty’s priorities for the next five years.

2. The Five-Year Plan is considered a living document that faculty will engage with and contribute to continuously over the plan’s five-year period. Some of the priorities within the plan aim to build on, enhance, or strengthen areas of the Faculty that were articulated in the preceding Five-Year Plan (2013–2018). Other priorities are aspirational and in the beginning stages, and therefore will require extensive development to identify subsequent goals and concrete actions. This early development work is very important for laying the foundation for the future. It is expected that the plan will evolve in response to this development work and to internal and external changes that may occur, and constraints and opportunities that arise.

3. As a living document, it is expected that the enactment of planning and actions related to this Five-Year Plan will require further faculty and staff consultation as well as collaboration with other internal and external groups with interests that align with or are related to the Faculty of Education’s mission and goals. We will therefore devote the first year of the Five-Year Plan to furthering discussions that will assist the Faculty in ‘drilling down’ to establish in Year 1 the resource allocations and performance indicators that will advance our priorities and track our progress in meeting our objectives. This process is necessary to develop more fully the Faculty’s future actions. We will strive for transparency in the invitation to contribute to these actions by meeting regularly to discuss and map how our research and pedagogical initiatives are advancing the goals of the plan, and by communicating clearly the progress towards these actions. An organizing structure for advancing the work related to each priority area will be implemented within three months of ratification of the proposed plan.

The Five-Year Plan will serve as a guide for our activities and the allocation of resources that will encourage and support our faculty, students and staff to continue their outstanding work in an environment that enables and encourages them to thrive. A one-page summary follows to provide an overview of the Faculty’s mission, vision, core values, priorities and initiatives to guide our activities for the next five years.
### Faculty of Education Five Year 2018–2023 Academic Plan Summary

#### Mission
The Faculty of Education is committed to scholarly excellence, leading-edge pedagogy, innovative curriculum, engagement with teachers, differentiated staffing and a participatory democratic culture. A global leader in educational research and a pathfinder in Canada’s teacher education, the Faculty of Education is committed to ethical practice, equity, social justice and diversity.

#### Vision
The Faculty of Education promotes a broad spectrum of scholarly and professional inquiry to advance theory, pedagogy and the practice of education. We look beyond precedents and categories to honour inquiry and imagination. The Faculty is committed to a culture that develops the individual and fosters social renewal. Our scope extends throughout the lifespan and celebrates human differences. A spirit of hope inspires our work.

#### Core Values
- Equity
- Indigeneity
- Culture of Inquiry

#### Key Challenges
- Student Life, Learning and Success
- Academic Quality/Curriculum
- Engagement
- Working Across Boundaries/Interdisciplinarity
- Faculty Renewal

### Faculty of Education Key Priorities

#### A. Student Experience
- A1. Expand research and leadership development opportunities and support for students
- A2. Expand student recruitment, retention, access, and pathways domestically and internationally
- A3. Enhance student voices, sense of community and opportunities for participation; ensure effective communication with students on issues that concern them
- A4. Collect information from students about their experience to inform and improve teaching and other professional practices
- A5. Establish guidelines to ensure equitable practices to meet students’ needs
- A6. Maintain and/or support initiatives for providing interdisciplinary cohort-based programs around particular themes identified in our research, teaching and/or through our diverse communities

#### B. Indigenizing Curricula, Programs and Practices
- B1. Integrate Indigenous knowledge, curricular materials and teaching approaches into classrooms
- B2. Review and enhance program structures and develop initiatives to decolonize practices
- B3. Increase enrolment for Indigenous students and create indigenizing education pathways
- B4. Build student capacity for scholarly understanding based on equity and decolonization initiatives
- B5. Develop fundamental knowledge about Indigenous-Settler history and relationships for students, faculty, and staff
- B6. Document processes undertaken to indigenize curricula and teaching practices to develop a model for the University and beyond
- B7. Establish goals for increasing Indigenous representation in faculty and staffing

#### C. Community Engaged Education and Research
- C1. Expand community engaged education and research connections and collaborations at local, national and international levels
- C2. Develop a vision and strategic focus for the Surrey campus that includes a new Community Hub to enhance community engaged programs, research, and activities
- C3. Develop strategic international partnerships to enhance research and educational programs such as international and intercultural education
- C4. Develop capacity for community engaged research and collaborative initiatives at Surrey and Vancouver campuses
- C5. Provide support for faculty collaboration across cognate areas, develop relationships with community, and engage more with Indigenous protocols, approaches, scholars, and students

#### D. Research Hub
- D1. Enhance research support and resources through the Faculty’s Research Hub
- D2. Increase external visibility and recognition of the Faculty’s scholarly research
- D3. Develop new interdisciplinary research clusters (e.g., STEAM, Equity and Indigenous Research, and Languages, Multiliteracies and Plurilingualism) and explore other cross-cutting and inter-Faculty research themes
- D4. Increase opportunities for cross-centre collaborations and work with graduate research students
- D5. Expand the range of research funders and partnerships
- D6. Lay the groundwork for the development of an interdisciplinary Creative Hub to support creative practice and creative technologies research
- D7. Add an inquiry element to decisions resulting in new policies or initiatives

#### E. Equity in Professional Practices
- E1. Support ongoing professional development for faculty and staff
- E2. Address concerns related to equitable workload for faculty
- E3. Enhance internal communications and transparency of processes
- E4. Develop a mentorship program for new faculty members and staff
- E5. Create meaningful opportunities for engaging Elders in decision-making, education, scholarship and leadership within the Faculty
- E6. Update hiring practices to integrate an equity, diversity, indigeneity, and inclusion framework
- E7. Upgrade and align operational plans and ensure staff receive professional development to assist them in supporting the goals and work of the Faculty
2. Consultation and Planning Process

The discussions that took place during the consultation and planning process provided opportunities for honest and critical reflections of existing practices, structures, processes, policies, and procedures. A conscious effort was made to disrupt the status quo and seek new horizons that resonated with the Faculty’s core values as well as contemporary trends in the field of Education at local, national and international levels.

a) Faculty Retreat

To initiate the consultation and planning process, the Faculty organized a two-day retreat in September 2017. The retreat was attended by the Dean, Associate Deans and Directors and 42 faculty members. A key outcome of the retreat was the understanding that three core values (Equity, Indigeneity and Culture of Inquiry) would infuse the subsequent consultation and planning process. Three groups of faculty members took the lead to develop an overview document for each of the core values (see Appendix A).

b) Consultation Groups

The core values documents in Appendix A were distributed to 22 consultation groups in advance of their meetings, which took place over a four-month period from November 2017 to March 2018. The consultation groups were asked to reflect on the three core values and discuss plans for the next five years that would place the core values at the forefront of the Faculty’s activities and integrate them into the Faculty’s future goals and actions. Written reports were received from the following groups:

1. Field Programs Committee
2. Graduate Studies Program Coordinators
3. Graduate Programs Committee
4. Indigenous Education and Reconciliation Council (IERC)
5. Advisory Committee on International Education (ACIE)
6. Office of Francophone and Francophile Affairs (OFFA)
7. Professional Development Program Faculty Associates
8. Staff
9. Arts Education Cognate
10. Education Student Association (Undergraduate Students)
11. Graduate Students (Doctoral/Masters)
12. Surrey Campus Faculty
13. Undergraduate Program Committee
14. Vancouver Campus Faculty
15. Mathematics Education Cognate
16. Educational Technology and Learning Design Cognate
17. Centre for English Language Learning, Teaching and Research (CELLTR)
18. Counselling Psychology Cognate
19. Education Graduate Student Association (EGSA)
20. Dean’s Education Advisory Council
21. Professional Development Program Alumni (Recent Graduates)
22. Research Advisory Working Group

c) Faculty Forums and Council Meetings

Three Faculty Forums held between December 2017 and February 2018 also provided a venue for engagement. In addition, four Faculty Council meetings (October and November 2017; February and March 2018) included opportunities for discussion of key ideas arising from the consultation process. At these meetings, faculty and staff engaged in discussions for additional input and feedback. Figure 1 indicates the schedule of consultation and planning events.

<table>
<thead>
<tr>
<th>Faculty of Education Consultation and Planning Process 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Retreat (Sept 25-26)</td>
</tr>
<tr>
<td>Faculty Council (Oct 30)</td>
</tr>
<tr>
<td>Faculty Council (Nov 27)</td>
</tr>
<tr>
<td>Faculty Forum (Dec 11)</td>
</tr>
<tr>
<td>Faculty Forum (Jan 15)</td>
</tr>
<tr>
<td>Consultation Meetings (Nov – Feb)</td>
</tr>
<tr>
<td>Faculty Forum (Feb 19)</td>
</tr>
<tr>
<td>Faculty Council (Feb 26)</td>
</tr>
<tr>
<td>Faculty Council (Mar 26)</td>
</tr>
<tr>
<td>Faculty Council (Apr 30)</td>
</tr>
</tbody>
</table>

Figure 1. Faculty of Education Consultation and Planning Events 2017-2018
d) Inquiry and the Analysis of Consultation Documents

Within our planning process, we embraced the spirit of inquiry with a group of 10 doctoral students in the Faculty who worked together with two professors on a thematic analysis of the consultation documents (50 pages in total). The documents were examined to identify key areas that matter to the Faculty of Education for the next five years. The purpose of the thematic analysis was to identify both pre-set priorities (i.e., key challenge areas from the VPA guidelines) and open or emergent priorities. The analysis took place collaboratively during two doctoral classes and independently over a two-week period.

e) Priority Areas

A total of eight priority areas were identified and these were later consolidated into five priorities based on a discussion with faculty members (see below). An exception was the eighth theme identified in the consultation documents “Visibility, Recognition and Transparency”. It was determined that this theme contains processes and outcomes which need to be applied to each of the five priorities. It should therefore be included as a cross-priority theme in all future action plans.

<table>
<thead>
<tr>
<th>Eight Priority Themes Identified in the Consultation Documents</th>
<th>Consolidated Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Experience: Evidence-based Practice; Expand Research Opportunities and Support</td>
<td>1. Student Experience</td>
</tr>
<tr>
<td>2. Expand Student Recruitment, Access and Pathways</td>
<td>2. Indigenizing Curricula, Programs and Practices</td>
</tr>
<tr>
<td>6. Equity in Professional Practices and Workload</td>
<td></td>
</tr>
<tr>
<td>7. Mentoring, Leadership and Professional Development Opportunities</td>
<td></td>
</tr>
<tr>
<td>8. Visibility, Recognition and Transparency</td>
<td>— Cross-priority theme to be included in all action plans</td>
</tr>
</tbody>
</table>

2 The Faculty of Education places a high value on inquiry. Inquiry-based approaches engage faculty and students in collaborative, open-ended investigations into areas of interest from which they derive meaning and experience. Inquiry processes assist people in moving forward along personal pathways of intellectual curiosity, learning, and understanding. During the inquiry process, students and educators often co-author the learning experience and share responsibility for learning and the advancement of learning and understanding.
The Faculty’s five emergent priorities were then mapped onto the VPA’s key challenge areas (see Figure 2). Although our priorities fit well within the broader VPA challenge areas, there is considerable overlap among the priorities and they should not be seen as a perfect fit or mutually exclusive. Our priorities are articulated in more detail in the ‘Objectives and Activities’ section of this document (page 15).

<table>
<thead>
<tr>
<th>VPA Key Challenges</th>
<th>Faculty of Education Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Life, Learning and Success</strong></td>
<td><strong>Indigenizing Curricula, Programs and Practices</strong></td>
</tr>
<tr>
<td>Challenge: Fostering a supportive curricular and co-curricular learning environment that empowers students for life while ensuring timely degree completion.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Quality/Curriculum</strong></td>
<td><strong>Community Engaged Education and Research</strong></td>
</tr>
<tr>
<td>Challenge: Embracing a coherent curriculum review with focus on innovating curriculum design and delivery.</td>
<td></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td><strong>Research Hub</strong></td>
</tr>
<tr>
<td>Challenge: Strengthening the connection and collaborations between SFU and the world.</td>
<td></td>
</tr>
<tr>
<td><strong>Working Across Boundaries/Interdisciplinarity</strong></td>
<td><strong>Equity in Professional Practices</strong></td>
</tr>
<tr>
<td>Challenge: Seeking opportunities for research and teaching collaboration to advance defining themes of our times and to offer innovative academic credentialing.</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Renewal</strong></td>
<td></td>
</tr>
<tr>
<td>Challenge: Academic hiring and career incentives that advance fundamental knowledge, improve the lives of the world’s citizens and bring research to our students.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2. Mapping the Faculty of Education’s Key Priority Areas onto the VPA Key Challenges


While preparing the proposed Five-Year Plan, the preceding Five-Year Academic Plan (2013–2018) and Progress Report (April 2016) were reviewed and considered along with the report of the Faculty of Education’s External Review Report, which took place in March 2015 and the Faculty’s Action Plan (September 2015), which was submitted in response to the External Review Report. In the External Review committee’s report, the preceding Five-Year Plan (2013–2018) was described as providing “a strong representation of [the Faculty’s] identity” as well as its “strengths, challenges and opportunities.” The strategic directions within the preceding Five-Year Plan were also seen as providing “a balanced perspective for the future of the Faculty as a whole that is cognizant of the educational landscape, its own capacity and the need to make judicious decisions as a community, and its responsibility to align with the strategic directions of the University.”

The review team commended the Faculty for their “dedication and investment in a strong review process that demonstrates a high regard for collegial participation and consultation.” Our “high regard for collegial participation and consultation” was also evident throughout the planning process for the 2018–2023 Five-Year Plan—consultation meetings were well-attended and there was a high level of engagement and discussion from groups across the Faculty’s diverse community.

The report of the External Review team was both positive and encouraging. The External Review team provided recommendations that were subsequently discussed at a Faculty retreat (June 2015), and priorities were established for the Action Plan response. The 2018–2023 Five-Year Plan aims to build on and enhance the strengths and momentum of activities that have been implemented over the previous
five years. In particular, the Faculty wants to pursue its overarching aspiration to continue to be better known for innovation and excellence in pedagogy, scholarship and community engagement. Two key goals steered the focus of the Faculty’s strategic actions over the past five years:

1. Our practices as educators must have conceptual and research integrity, and
2. We need to create time and space for activities we know are important.

Significant progress has been made in advancing these goals through actions that include:

- Implementing major revisions to the teacher education curriculum in the Professional Development Program (PDP) through the addition of a semester to create opportunities for students to engage in more intensive work in areas such as Indigenous Education and Special Education.
- Developing broad learning objectives for our programs.
- Conducting a comprehensive review of our program offerings within Graduate Studies and implementing a new leadership structure to create more opportunities for collaboration across different programs and program areas.
- Creating innovative graduate delivery models for interdisciplinary cohort-based programs, for example through graduate student involvement in the President’s Dream colloquium on Returning to Teachings: Justice, Identity and Belonging (October 2016) and the Interdisciplinary Seminar Series in New Materiality (Spring 2018).
- Conducting research to inform innovative teaching approaches in English as an Additional Language (EAL) and teaching programs such as Foundations of Academic Literacy (FAL) and the Centre for English Language Learning, Teaching and Research (CELLTR).
- Increasing funding for graduate students within research-focused programs.
- Restructuring the governance of the Faculty to be inclusive of Indigenous governance through the Indigenous Education and Reconciliation Council (IERC).
- Increasing visibility and communication about the research achievements of the Faculty’s scholars through the website, social media, podcast and video series, and a semi-annual e-newsletter “Research in Focus.”
- Reviewing the tenure and promotion criteria to provide greater clarity and to acknowledge a wide variety of scholarly contributions.
- Developing a Research Hub to be launched in Fall 2018 to provide a more centralized system for research operations, grant application and post-award support, event management, and research programming to support student and faculty research development and opportunities.

Based on recommendations from the preceding Five-Year Plan, continued efforts are needed to:

- Increase Indigenous faculty representation, as well as knowledge and research about Indigenous communities, history, contemporary situations and resources among faculty.
- Increase enrolment of Indigenous students in Faculty courses and programs and enhance recruitment and support for Indigenous students on campus.
- Increase faculty knowledge and research about International education with support for instructors in the Faculty about diverse ways to engage International and multilingual learners.
• Enhance support for new interdisciplinary research clusters, strengthen and nurture existing research groups, and create opportunities for possible cross-centre collaborations and a greater connection with larger numbers of graduate research students.
• Increase communication and support for graduate students and involve them in discussions about programmatic challenges, supports, and solutions.
• Increase capacity for community-engaged teaching and research at Surrey and Vancouver campuses.
• Track the knowledge mobilization and social impact of our research and teaching programs.
• Build on the momentum of an on-going review of our tenure, promotion, and biennial review process to extend, refine and clearly communicate scholarly, teaching, and service expectations.
• Implement innovative pathways for students within the Bachelor of General Studies in Education Program (BGS).
• Examine students’ experience in all Graduate Studies areas and provide recommendations to enhance resources and support.
• Develop a mentorship program to support new Faculty members.
• Increase professional development opportunities for CUPE and APSA staff members.
• Increase opportunities for community and partnership development activities to support research, Indigenization, and teaching collaborations.

Our Five-Year Academic Plan builds on the momentum of the last five-year planning cycle while also addressing the scope and range of actions needed to be responsive to today’s fast-changing environment as well as forward looking in our aspirations.
3. Core Values

At the beginning of the planning process, the Faculty established three core values that we have named *Equity, Indigeneity, and Culture of inquiry* as central to the activities of the Faculty across all three campuses. These values each entail an enormous complexity (a brief overview is provided in Appendix A). Although they are articulated separately within this document, they are considered to be overlapping, interrelated, and infused within the Faculty’s priorities for the next five years.

**Equity**

Equity, diversity and inclusion directly promote the rights and interests of everyone connected with the Faculty of Education. We have a moral and legal obligation to not only value but also *advance* these rights and interests by adopting a commitment to equity as one of our core values and infusing its principles throughout our work. Our efforts to advance equity principles over the coming years will be guided by scholarly evidence and understandings that we draw on and contribute to locally, nationally and worldwide. The Faculty has significant scholarly expertise and leadership in equity and social justice issues which will assist us in establishing an equity framework and community of practice for advancing equity initiatives for all.

**Indigeneity**

Indigeneity is a set of philosophies and values that encompass the diversity of ongoing, wholistic and relational worldviews that interconnect the individual to their community and nationhood. Our intentional effort to better understand and include the diversity of Indigenous ways of knowing and being begins with an invitation to faculty members, students and staff to participate in individual and collective journeys that have multiple points of entry and departure. Over the coming years, we will be guided in this work by our Faculty Elders, as well as the Indigenous Education and Reconciliation Council (IERC). IERC works reciprocally across our programs, policies, pedagogies, research, service and committee work as well as across SFU and the communities we serve. Our efforts to Indigenize our curricula, programs, and practices within the Faculty will also inform similar efforts across the University and beyond.

**Culture of Inquiry**

We recognize the high value of cultivating a culture of inquiry to inform Faculty-wide planning, decision-making and practices. Attention to our culture of inquiry rests on: 1) being open to questioning as well as non-traditional ways of knowing, and documenting and investigating our decisions and practices; 2) continually consulting theory and research to inform our practices, and 3) dedicating resources to support inquiry and the changes that may be indicated. The Faculty has a strong tradition of using inquiry-based approaches and we will continue to employ these to investigate new initiatives and questions we have of existing practices over the next five years. Our goal is to actively learn from our work. This is in keeping with two pillars of scholarship—building knowledge and enhancing practice—to strengthen internally the work of the Faculty while also maintaining an outward focus that extends our expertise and leadership on educational matters to the wider University and beyond to national and international communities.
4. Program Overview

This section provides an overview of the undergraduate, graduate, and professional programs offered by the Faculty of Education. It also describes current and planned development activities.

The Faculty of Education is a diverse community with diverse program types (e.g., graduate offerings include credentials such as PhD, EdD, MA, MEd, MEd EP, Diplomas, and Certificates) and program locations (e.g., the same graduate program may be delivered at the Burnaby campus, the Surrey campus, the Vancouver campus or be based in communities located around the province). Our diversity is also found in our areas of scholarly expertise, which includes a differentiated or complementary staffing model in which we employ Faculty Associates in our teacher education programs and in-service graduate diploma programs, whose professional expertise augments faculty’s scholarly expertise.

a) Three Campus Structure

The Faculty of Education has representation at all three SFU campuses: Burnaby, Surrey, and Vancouver.

The Burnaby campus is home to the Faculty of Education building and the largest number of faculty in a variety of fields of study and the largest number of staff. Located at this campus is the Dean’s Office, and administrative offices for Undergraduate Programs, Graduate Studies (Graduate Programs and Field Programs), and Professional Programs. Other programs and offices in Burnaby that are supported by the Faculty of Education include Foundations of Academic Literacy (FAL), Centre for English Language Learning, Teaching and Research (CELLTR), Office of Indigenous Education, Office of Francophone and Francophile Affairs (OFFA), and Office of International Education. The innovative Learning Hub and the Research Hub (to be launched in Fall 2018) are also located at this campus.

The Surrey campus has administrative offices for Undergraduate Programs, Graduate Studies (Community Graduate Programs), and Professional Programs. This campus is home to multidisciplinary scholars and educators with representation across Educational Leadership, Educational Technology and Learning Design, Counselling Psychology, Arts Education, Health Education, Social and Environmental Justice Education, and Professional Programs. Surrey campus faculty work across a broad set of communities within the Surrey School District, the Fraser Valley, the Lower Mainland and throughout British Columbia.

Faculty members located at the Vancouver campus are a diverse group of scholars and educators with strong ties to downtown eastside community groups, Adult Literacy Education, Equity Studies in Education, LGBT2Q refugee support initiatives, Arts for Social Change, and international and interdisciplinary research. The Vancouver campus hosts many high profile public lectures, talks and performances that forward conversations in the areas of language, literacy, literary and equity studies, and community engagement.

b) Undergraduate Programs

The Faculty of Education’s Undergraduate Programs offer a diverse range of courses that are of interest to students from across the University (e.g., students contemplating or planning occupations as school
teachers, in-service teachers, and students from a variety of disciplines who wish to learn more about educational theories, research and practice). Programs include a Bachelor of Education (BEd) degree (which requires successful completion of the 16-month Professional Development Program), a Bachelor of General Studies (BGS) degree, as well as various minors, post baccalaureate diplomas and certificates.

c) Professional Programs

Professional Programs offer a variety of Teacher Education programs from our highly regarded Professional Development Program (PDP), to our Professional Linking Program (PLP) for education paraprofessionals and the Professional Qualification Program (PQP) for foreign teachers looking to teach in BC. We also offer Helping Ease Access for Returning Teachers (HEART) and have collaborated with Northern Lights College to offer the Alaska Highway Consortium on Teacher Education (AHCOTE) to students in Fort St. John, BC. Professional Programs offers a unique differentiated or complementary staffing model which teams tenure-track Education faculty with highly effective teachers selected from school districts throughout the province and seconded to work with faculty for terms of up to three years.

In 2018, our Professional Development Program will expand to include a fourth semester in response to mandates from the new BC curriculum and to make more room in the Teacher Education program for areas such as Special Education and Indigenous Education. The BC Teachers’ Council (BCTC) officially approved the changes, which will provide more opportunities to situate the work of teachers on a broad scholarly foundation and within current contexts of diversity in Canadian schools. We will be monitoring the progress and effectiveness of this implementation and the impact it has on student teachers’ learning and experience.

d) Graduate Studies

Graduate Studies has three program areas (Graduate Programs, Community Graduate Programs, and Field Programs, and offers both credit and non-credit options).

Graduate degree, diploma and certificate programs within the Faculty of Education offer specialized areas of study that prepare students for academic and professional pathways in elementary, secondary, post-secondary, and community-based education and organizations. Graduate level offerings include Doctoral degrees (PhD, EdD), Master’s degrees (MEd, MA, MSc), Graduate Diploma in Education (GDE) and Graduate Certificate programs. Diverse areas of study include: Arts Education, Counselling Psychology, Curriculum and Instruction in various themes, Equity Studies in Education, Educational Leadership, Educational Psychology, Educational Technology and Learning Design, Educational Practice, Languages and Societies, Mathematics Education, and Programmes en Langue Française.
e) Future Planning Assumptions

The Faculty of Education's Five-Year Plan is based on the following assumptions:

1. The table below shows the enrolment plan for the next five years. While we assume enrolment will remain stable, we also advocate for and would be prepared to implement increases, particularly to afford additional opportunities for secondary school graduates to enroll in the Bachelor in General Studies in Education (BGS) and/or for expansion of Professional Programs and Field Programs.

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<tbody>
<tr>
<td>UG PFTE</td>
<td>1,182</td>
<td>1,177</td>
<td>1,172</td>
<td>1,167</td>
<td>1,162</td>
</tr>
<tr>
<td>PG PFTE</td>
<td>915</td>
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2. No provincial grant increase is expected.

3. There is a possibility of FTE expansion in Surrey.
5. Objectives and Activities

The Faculty of Education is committed to excellence and leadership in learning, teaching, research and community engagement through Equity, Indigeneity, and a Culture of Inquiry. The priorities we set for ourselves over the next five years are critical to our mission and vision. In this section, a matrix is provided for each of our five key priorities and three core values as a framework for developing concrete action plans to achieve our goals. Although expressed here as discrete values and priorities, there is considerable overlap and they should not be seen as mutually exclusive.

As discussed previously, our Five-Year Plan is considered a living document that faculty will engage with and contribute to continuously over the planning period. Our aim is to devote the first year of the planning cycle to furthering discussions that will assist the Faculty in ‘drilling down’ to establish in Year 1 the resource allocations and performance indicators that will advance our priorities and track our progress in meeting our objectives.

In the tables that follow for each priority area:

- ○ indicates activities in development or already in progress
- □ indicates activities for future development

A. Student Experience

The Faculty of Education’s student-focused approach aims to ensure that our students are inspired in an environment that fosters community, imagination, innovation, and interdisciplinarity. We feel a strong obligation to our students to provide enabling experiences, programs and supports, including student leadership development opportunities, personal pathways and equitable practices to meet diverse needs. A key priority for the next five years is to enhance the student experience within the Faculty of Education, with particular emphasis on: 1) enhancing the learning experience by fostering a supportive curricular and co-curricular learning environment that empowers students, 2) providing research and leadership development opportunities at both the undergraduate and graduate levels, and 3) developing a stronger sense of community focused on Indigeneity and equity issues, and a culture of inquiry.

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<tr>
<th>A. Student Experience</th>
<th>Faculty of Education Core Values</th>
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<tr>
<td></td>
<td>Equity</td>
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<tr>
<td>A1. Expand research and leadership development opportunities and support for students</td>
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<tr>
<td>A2. Expand student recruitment, retention, access, and pathways domestically and internationally</td>
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</table>
A3. Enhance student voices, sense of community, and opportunities for participation; ensure effective communication with students on issues that concern them

A4. Collect information from students about their experience to inform and improve teaching and other professional practices

A5. Establish guidelines to ensure equitable practices to meet students’ needs

A6. Maintain and/or support initiatives for providing interdisciplinary cohort-based programs around particular themes identified in our research, teaching and/or through our diverse communities

B. Indigenizing Curricula, Programs and Practices

The Faculty is committed to embracing initiatives that take up the work of Indigenizing the curriculum and delivery of programs and the practices that support and sustain this work across the Faculty of Education. There is a need for a faculty-wide review of programs, policies and practices focused on responsibility and resources that will support Indigenization within the Faculty. This requires ongoing learning from our local nations and Indigenous peoples globally. Key priorities for the next five years include: 1) Integrating Indigenous knowledge, curricular materials and teaching approaches into classrooms, 2) reviewing and enhancing program structures and developing initiatives to decolonize existing practices, 3) increasing enrolment for Indigenous students and creating Indigenous education pathways.
B6. Document processes undertaken to Indigenize curricula and teaching practices to develop a model for the University and beyond

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B7. Establish goals for increasing Indigenous representation in faculty and staffing

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C. Community Engaged Education and Research

A key feature of the Faculty of Education’s community engagement strategy is to ask the question: How is the community better as a result of our work? We aim to add value in ways that are important and meaningful through our community engaged education and research collaborations. Our work aligns with SFU’s core vision and mission to become Canada’s most community-engaged university by continuing to enhance and expand our community connections internally and externally as an integral part of our academic mission and through our core values of Equity, Indigeneity, and a Culture of Inquiry. Key priorities for the next five years will further this work by: 1) expanding our community engaged education and research connections and collaborations at local, national, and international levels, 2) developing a Community Hub at the Surrey campus to enhance linkages with community engaged research, programs and activities, and 3) supporting community partnerships and collaborative opportunities to maximize the capacities of faculty activities across all three campuses to build respectful and mutually beneficial community relationships.

| C. Community Engaged Education and Research | Faculty of Education Core Values |
|---|---|---|
| | Equity | Indigeneity | Culture of Inquiry |
| C1. Expand community engaged education and research connections and collaborations at local, national, and international levels | O | O | O |
| C2. Develop a vision and strategic focus for the Surrey campus that includes a new Community Hub to enhance community engaged programs, research, and activities | O | O | O |
| C3. Develop strategic international partnerships to enhance research and educational programs such as international and intercultural education | O | O | O |
| C4. Develop capacity for community engaged research and collaborative initiatives at Surrey and Vancouver campuses | O | O | O |
| C5. Provide support for faculty collaboration across cognate areas, develop relationships with community, and engage more with Indigenous protocols, approaches, scholars, and students | O | O | O |
D. Research Hub

The Research Hub in the Faculty of Education is a newly refurbished and dynamic space for research activities that will be officially launched in the Fall 2018. The Research Hub aims to provide a welcoming, innovative, collaborative, interdisciplinary, technology-infused and centralized space for supporting the research and scholarly activities of the Faculty, including research related to our internal practices and decision making. Although the physical space is located at the Burnaby campus, the development of the planned virtual Research Hub will also support research at all three campuses. Enabled by technology, creative design and supported by knowledgeable and highly experienced staff, the Research Hub will build capacity over the next five years to assist Faculty scholars by 1) developing new interdisciplinary research clusters, including proposed clusters in STEAM (Science, Technology, Engineering, Arts, and Mathematics), Equity and Indigenous Research, and Languages, Multiliteracies and Plurilingualism, as well as strengthening and nurturing existing research groups within the Faculty, and supporting collaborations between other SFU Faculties as well as local, national, and international communities, 2) supporting inquiry related to Faculty-wide initiatives, 3) increasing research opportunities and support for undergraduate and graduate students, and 4) increasing external visibility and recognition of the Faculty’s scholarly research.

<table>
<thead>
<tr>
<th>D. Research Hub</th>
<th>Faculty of Education Core Values</th>
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<tr>
<td></td>
<td>Equity</td>
</tr>
<tr>
<td>D1. Enhance research support and resources through the Faculty’s Research Hub</td>
<td>0</td>
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<tr>
<td>D2. Increase external visibility and recognition of the Faculty’s scholarly research</td>
<td>0</td>
</tr>
<tr>
<td>D3. Develop new interdisciplinary research clusters (e.g., STEAM, Equity and Indigenous Research, and Languages, Multiliteracies and Plurilingualism) and explore other cross-cutting and inter-Faculty research themes</td>
<td>0</td>
</tr>
<tr>
<td>D4. Increase opportunities for cross-centre collaborations and work with graduate research students</td>
<td>0</td>
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<tr>
<td>D5. Expand the range of research funders and partnerships</td>
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<tr>
<td>D6. Lay the groundwork for the development of an interdisciplinary Creative Hub to support creative practice and creative technologies research</td>
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<tr>
<td>D7. Add an inquiry element to decisions resulting in new policies or initiatives</td>
<td>0</td>
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</table>
E. Equity in Professional Practices

By adopting a commitment to equity as one of our core values and infusing its principles throughout the professional practices of our Faculty, we recommit to the legal and moral obligations of a public institution. Our Faculty is in a unique position to advance the goals of equity, diversity and inclusion through the significant scholarly expertise and leadership in equity and social justice issues that exist among the scholars and educators within the Faculty. We will draw on this expertise to assist us in establishing an equity framework and community of practice for advancing equity initiatives to improve the lives of everyone within our community and beyond by sharing our experiences and practices. We will undertake this work over the coming year by: 1) supporting the ongoing professional development, mentorship and knowledge sharing among faculty and staff, 2) addressing concerns related to equitable workloads and transparency of practices, 3) engaging Elders in meaningful work within the Faculty, and 4) updating our hiring practice to integrate an equity, diversity and inclusion framework.

<table>
<thead>
<tr>
<th>E. Equity in Professional Practices</th>
<th>Faculty of Education Core Values</th>
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<tr>
<td></td>
<td>Equity</td>
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<tr>
<td>E1. Support ongoing professional development for faculty and staff</td>
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<td>E2. Address concerns related to equitable workload for faculty</td>
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<td>E3. Enhance internal communications and transparency of processes</td>
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<tr>
<td>E4. Develop a mentorship program for new faculty members and staff</td>
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<tr>
<td>E5. Create meaningful opportunities for engaging Elders in decision-making, education, scholarship and leadership within the Faculty</td>
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<tr>
<td>E6. Update hiring practices to integrate an equity, diversity, Indigeneity, and inclusion framework</td>
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<tr>
<td>E7. Upgrade and align operational plans and ensure staff receive professional development to assist them in supporting the goals and work of the Faculty</td>
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6. Resources

Adequate resources are an integral part of the Faculty’s ability to advance our Five-Year Plan. The realization of our goals has financial and space implications and relies on the time and energy of our faculty and staff. We recognize that our resources and academic goals are inextricably linked and that they must support each other. For example, faculty need time to devote to activities within the priority areas, an operational plan needs to accompany the academic plan, and staff need opportunities to develop the knowledge and skills that will best support the Faculty in achieving its academic goals. Adequate space is necessary to enact certain goals, for example the expansion of the Faculty’s work at the Surrey campus, including the development of a Community Hub; this will require negotiation with the University and further detailed planning to determine how existing space might be better used and shared. The Faculty is committed to integrated planning that coordinates our academic and research priorities, space and resource allocations, faculty renewal, human resources, and advancement efforts in support of realizing our academic goals.

Historically, the funding that the Faculty has received by means of base funding and tuition fees has allowed us to meet the budgeted commitments for the activities and programs in the Faculty. Based on historical information, we can assume that for most years, we generally will have approximately three to five vacant or positions not filled from faculty members taking unpaid leave for a variety of reasons. The result from these vacant positions is the generation of the carry-forward funding that we use to support research, pilot projects, renovations and other one-time or short-term expenses. In our budget projections for the next five years, we will continue to anticipate these vacancies and we will continue to use the carry forward to fund high-priority but term-specific projects.

In the first two years of this plan, we believe that the current funding formula will be sufficient to support our current activities. However, as we face an annual increase in salary costs of approximately 2.5%, our expenses will quickly outstrip our funding and we will need to plan accordingly. In the past, the University often covered the cost of Progress Through the Ranks (PTR), often through the retirement of faculty members at the top of the salary scale being replaced by new faculty hired at the bottom of the scale. With Faculties now responsible for all salary costs, and with the loss of mandatory retirement, it is difficult to build turnover into our plans because we cannot accurately predict when someone might retire.

One way to address the issue of the increase in salary costs is by the reallocation of AFTEs from more costly programs to programs that are less expensive, or that will give us a bigger income margin. We have discussed some of the opportunities and challenges around such possibilities and we will continue to explore the efficiencies and cost savings resulting from a greater consolidation and integration of course offerings across programs.

a) Supporting Faculty Research and Scholarship

The majority of the internal funding to support research in the Faculty (e.g., supporting lecture series, hiring research assistants to support infrastructure research, etc.) is taken from carry forward. This carry forward comes as a result of vacant or unfilled positions, as discussed above.
b) Recruiting and Retaining Graduate Students

Over the last few years, we have started offering entrance scholarships to attract high quality PhD candidates. We allocate carry forward to cover a portion of the budget required for two-year entrance scholarships, with the balance coming from teaching and research assistantships, instructor positions, and other University fellowships or scholarships. One of the priorities of the Advancement position in the Faculty is to find funding to support graduate scholarships, ideally in the form of an endowment.

The Faculty will enhance initiatives aimed at increasing recruitment and support for under-represented and minority groups among our graduate students, including the recruitment of Indigenous graduate students.

c) Student Growth and Faculty Renewal

Student growth may come in two forms. One could involve shifting of AFTEs from one area to another, and a second form could be to get an increase in our AFTEs through the University Enrolment Plan. We expect to shift AFTEs to cover new initiatives such as the expected increase in Indigenous students. As the number of Indigenous Education students increase, we would look at a decrease in AFTEs in other areas that are no longer as strong a priority to the Faculty. Any actual increase in our allocation of AFTEs could only come from our share of the anticipated growth at the Surrey campus, or if the University received additional funding from the government to increase our FTEs.

To support faculty renewal, we will focus on hiring new faculty to emerging and established areas of interest within the Faculty.

d) Scholarship and Responsiveness

An important and longstanding feature of the Faculty of Education is that its scholarship is considered the foundation upon which pedagogy and community engagement are built. A core value of the Faculty is to ensure that a Culture of Inquiry permeates our programs, teaching practices, research collaborations, and our community and Faculty-wide initiatives.

Another value that underlies all Faculty initiatives is responsiveness to the needs of students and the educational community. We have always believed that our responses should be guided by gathering and considering relevant data. We also believe that our structures should shift if broad educational goals (ours and our communities') change. An example might be that we shift FTE allocation (a finite resource under SFU’s budget model) to new activities that we think will better serve our students and community. This might mean, therefore, that programs and courses that no longer well serve our constituents will be removed from the calendar to accommodate the introduction of new programs and courses.
7. Performance Measures

The implementation of the proposed Five-Year Academic Plan will proceed through a three-phase cycle. The first phase will involve setting up an organizing structure for advancing the work related to each priority area. This will be implemented within three months of ratification of the proposed plan.

The second phase will take place during the first year of the plan and will engage faculty and staff in the creation of action plans (including timelines, resource allocations, and performance indicators by which we will measure our progress). Action plans will support each priority area and will involve discussions with other internal and external groups with interests that align with or are related to the Faculty of Education’s priorities and goals. Performance measures in the form of indicators and metrics (e.g., impact assessment tools) will be chosen to provide flexibility and to evolve over the life of the plan. The Faculty is committed to ensuring that inquiry-based practices are focused on Faculty-wide initiatives.

The third phase will involve a reporting structure for communicating the Faculty’s progress towards each priority area. We will develop tools and timelines for reporting on each priority area and there will be an annual update on the progress of the plan. These reports will be discussed with the Executive Committee and at Faculty Council.

8. Communication

The promotion and communication of the Faculty of Education’s Five-Year Academic Plan is woven into one of the key principles that underpinned the Plan’s development: The Five-Year Plan is considered a ‘living’ document that faculty will continuously engage with over the next five years. By engaging continuously with the document, and through discussions at Faculty Forums and Faculty Council, we will maintain faculty and staff awareness of our priorities and the strategic actions we will develop.

In addition to distributing the Five-Year Academic Plan to all faculty members and staff, we will post it on our website and ensure that it is refreshed and revised frequently as the plan evolves. We aim to attract and maintain an interest in our work among our current and prospective students, alumni and prospective donors, and the general public by interacting with these groups through social media.

9. Closing Remarks

The Faculty of Education’s vision of promoting a broad spectrum of scholarly and professional inquiry to advance educational research and practice is at the forefront of our Five-Year Academic Plan. We believe that by enacting our core values of Equity, Indigeneity and Culture of Inquiry through our priority areas, we will enhance our ongoing commitment to providing leading-edge and internationally recognized scholarship and distinctive programs that support learning in schools and many other professional settings.
The consultation process undertaken in developing this plan and the high level of engagement on the part of faculty, students, staff, alumni and related interest groups are a testament to the passion, dedication, and commitment of the Faculty of Education community. A spirit of hope inspires our work.
Appendix A

Core Values

The Faculty of Education is committed to excellence and leadership in learning, teaching, research, and community engagement through practices that reflect our core values of Equity, Indigeneity, and Culture of Inquiry.

Equity

Our Starting Ground

SFU is a public institution. As such, our work within the University is obligated not simply to our scholarly communities, but to the public, and to advancing the public good for all British Columbians. This means that SFU and its academic units are obligated to uphold: Government legislative and policy frameworks including those relating to human rights, the Canadian Charter of Rights and Freedoms, the UN Declaration on the Rights of Indigenous Peoples, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, as well as the Truth and Reconciliation Commission’s Calls to Action, and the SFU Aboriginal Research Council’s Walk this Path with Us framework.

What these legal and policy obligations share is not simply a call to value diversity and the rights of all peoples (which is a passive and static stance), but an obligation to protect and advance those rights for all members of society (a stance demanding ongoing vigilance and action). Nowhere is this work as critical as in Education, which as a field and practice has been on the frontlines of advancing (and regrettably at times, blocking) social equity since the founding of the nation state. From the history and legacy of residential schooling and the Civil
Rights movement, to the de/segregation of students with disabilities, to returning omitted histories in the curriculum, to global student-led protests against austerity-driven fee hikes, wars, and policing, to the establishment and protection of LGBTQ students through Gay-Straight Alliances, schools and universities have been a central force in the fight for greater social justice, and the study of our social history about it.

In line with this history, our Faculty is in a unique position to advance the goals of these legal and moral commitments by drawing on the best scholarly evidence on equity and social justice that emerges from among our Faculty’s expertise in order to guide the work of our academic unit in the coming 5-year plan. By adopting a commitment to equity as one of our core values, and infusing its principles throughout our work in the Faculty, we recommit to the legal and moral obligations above and deploy our scholarly understandings to guide our work. It is no doubt that equity is a subject matter demanding expertise and interest, not shared by all members of our Faculty. However as workers in a public institution we have an obligation to uphold the various legislative and policy commitments of that public institution. And just as we can all become better drivers without needing to have an interest nor expertise in engineering, we can all become more attuned to equity issues without requiring that we become experts on the subject.

On Language
Sometimes, equity is used interchangeably with equality. But scholarship on the subject offers some important distinctions that are well captured in this popular teaching graphic (Figure 1). Equality can sometimes seem fair and equitable because from this framework, each member of a community would receive the same resources, access, knowledge—giving no one more than anyone else. However what equality fails to account for is the existing imbalance in the distribution of resources. In other words, it assumes the same starting point for everyone. But these starting points are different due to the reality that society places limits on some and not on others. As an analogy, consider how not everyone is born right-handed, some of us are born left-handed. Yet where we start in life is not a simple matter of biological diversity, but also (or perhaps more-so) dictated by the social environment (and institutions) we are born into, an environment that has been shaped by others. These others have often not had the entirety of community in mind when setting policies and practices. So being born right-handed into a world set up by right-handed people will result in advantages that are not based simply on one’s merit or abilities, but on how the social environment was set up by those who came before. In this case, giving everyone “the same” resource (e.g., the same can opener) will not result in everyone having the same opportunity.
In an example with higher stakes, consider how giving women equal opportunities for leadership alone will not in itself result in more equitable leadership outcomes, since even if tomorrow half the University’s leadership was women (or even if 100% was), these women could not govern outside the rules that men before them had established. Substantive, equitable change takes generations of ongoing commitment and action. This is why the concept of equity can better reflect what is involved in creating fair outcomes for everyone. When we use an equity framework, we do not necessarily give everyone “the same” resources; rather, we allocate resources in a manner that is responsive to the diversity of social experiences in the existing structures, and we commit to the long-term reshaping of those structures to more equitably reflect the diversity in society.

What This Could Look Like in Policies and Practices

1. Curriculum and Pedagogy
   - Decolonize practices (e.g., identify and transform Eurocentric curriculum; Indigenize curriculum)
   - Incorporate curricular materials and teaching practices that reflect multiple ways of being and knowing
   - Establish community of practice on equity initiatives

2. Research
   - Decolonize research practices and establish info streams for protocols
   - Recognize and reward collectivist and collaborative research (not simply individual)
   - Recognize and reward community based research (researching with and for)

3. Service
   - Assess workloads to identify shadow work (invisible service areas)
   - Protect pre-tenure faculty from heavy service loads
   - Recognize within TPC the benefits of service to our communities

4. Structures and Governance
   - Operationalize terms we use, e.g., what do we mean by “outcomes” (how will we recognize it when we see it)
   - Ensure that we actively incorporate Elders in decision-making on all aspects of Faculty operations, not just on “Indigenous issues”
• Create collaborative structures between faculty and staff (going beyond the transactional)

5. Who We Are: Students, Faculty, Staff, Administrators

Students:
• Address system barriers in admissions policies (pathways to enter our programs, access to financial aid)
• Ensure students feel like they belong, foster sense of community and care
• Meet diverse needs, protect vulnerable students, establish guidelines to protect students against discrimination

Staff:
• Update hiring practices (be able to explain in each hiring case why a qualified candidate who also represents an under-represented group was not found)
• Have flexible work schedules to encourage the recruitment of under-represented demographics in staffing
• Espouse and honour values of equity and diversity

Faculty:
• Update hiring practices (be able to explain in each hiring case why a qualified candidate who also represents an under-represented group was not found)
• Recommit to interdisciplinary hiring and teaching
• Commit to hire in areas that address equity-related studies to demonstrate the Faculty of Education’s commitment to this priority and as a way to enhance and build an interdisciplinary research collective in equity studies

6. Community
• Explore Community College models for meeting community needs
• Take a public stand on issues of concern for the community, using scholarly evidence (e.g., inequity into MMIWG, housing and poverty, mental health, opioid crisis all have impact on young people and can be addressed in some way by educational scholarship)
• Position the Faculty of Education as a leader and spokesperson for equity studies and practices, locally, nationally, and internationally
• Recognize and name how our Faculty’s work as funded by the public purse is contributing to the communities we have been established to serve
Indigeneity

Following *Walk this Path with Us*, we enact a respectful ethic of care and ongoing learning process in the spirit of truth and reconciliation. This vision involves humbly respecting the work that we individually and collectively do as a Faculty, recognizing the vulnerability required to be involved in the process of truth and reconciliation, which intentionally interweaves the complexity of Indigenization (e.g., centering of Indigenous ways of knowing and being) and decolonization (e.g., challenging colonial practices and beliefs). The spirit of intention, our individual and collective journey on this path, and multiple processes that we must engage in are the critical components of this work. We acknowledge the ongoing work of those who came before us in bringing and including Indigeneity in our Faculty’s 50-year history and we are honoured to be part of working forward for the next seven generations.

Indigenous Values

Grounded in the land from which we derive our sense of place and self, we all have a responsibility to understand Indigenous knowledges and histories, pedagogies, ways of knowing and being in and with this place. Indigeneity is a set of philosophies and values that encompass diversity of ongoing, wholistic, relational world view that interconnects the individual, to their community and nationhood. This is central to knowing and understanding the diversities of Indigenous worldviews. These core values are best understood as interconnected relationships and the 4Rs of respecting Indigenous ways of knowing and being: responsible relationships, relevance, invitation to the work, and reciprocity. These stories and experiences are then to be understood within a pre/post-colonial history, with identity, economic, political, social, cultural, and environmental realities.

By intentionally seeking to better understand (and include) the diversity of Indigenous ways of knowing and being into our Faculty is thus an invitation to participate in an individual and collective journey that has multiple points of entry and departure, based on our different levels of awareness and positions. Our core work must enact Indigenous philosophies, pedagogies, and inclusion of Indigenous ways of knowing and being—we intentionally make this assertion in that belief that as a Faculty we are all responsible for understanding an ongoing learning process that helps us understand the complexity and nuances of Aboriginal ways of knowing and being that are directly informed by the lands, histories, cultures, languages, and experiences of being Indigenous.
Our Collective Vision

We are all inherently part of these relationships and hence all have a responsibility to take up the work in learning about the diversity of ways of knowing and being of Indigenous nations. This requires ongoing learning from our local nations and Indigenous peoples globally. We, as a Faculty, must critically reflect about ways that we want to honour Indigeneity and have these core values connect to the work across the faculty (e.g., learning, teaching, research, service, community engagement, policy and program development, admissions, and other administrative activities). This vision moves the intrinsic values articulated above into processes, practices, and structures. The Indigenous Education and Reconciliation Council is a body open to all members of the Faculty engaged in this work, while working reciprocally across our programs, policies, pedagogies, research, service, committee work, within our Faculty, across SFU, and the communities we serve, to enact and support the collective vision.

What This Could Look Like in Policies and Practices

1. **Sharing our ongoing journeys.** Many efforts and initiatives have been part of the Faculty for many years, including current efforts by various faculty to redesign their courses and programs to address Indigenous issues. We need to find ways to share information, insights and experiences regarding different policies, program models, course assessments, graduate work etc., and help each other learn from the good work that has been done. There is a clear recognition within this sharing that leadership and mentorship is needed along the way.

2. **Understanding and enacting protocols and place.** We need more education on what it means to understand place. For example, culturally appropriate acknowledgements of territory connect more deeply to the stories and history of the lands and our relationship to place, as a Faculty we must take up the intention and educational aspects of land acknowledgements. We also need to recognize the contributions of members from the Nations in our programs that are consistent with Indigenous protocols. See e.g., https://native-land.ca/; https://www.caut.ca/docs/default-source/professional-advice/list-territorial-acknowledgement-by-province.pdf?sfvrsn=12

3. **Learning from Indigenous knowledge, cultures, and pedagogies.** This has been largely a process of self-discovery. It would be helpful to be supported in our endeavours to educate ourselves and have access to resources, e.g., a recommended reading list, other written material, videos, webinars. Assistance/guidance in developing relationships with local communities, organizations and individuals, as well as the land. Within this work, ongoing recognition and awareness of diversity of Indigenous ways of being and scholarship that are connected to Indigeneity is of utmost importance.
4. **Dialogue and professional learning circles.** We need opportunities to talk about these ideas on a regular basis, maybe in small group discussions, perhaps sharing teaching ideas. Support for cognate groups to work collaboratively in this regard and inquire into how we might decolonize/indigenize our practices would also be appreciated. We need to develop a sense of shared values, common vocabularies, and interactions.

5. **Inclusive Faculty of Education community process.** Must include staff and non-tenured faculty and graduate students in the process. We need to “walk together” on this path. In working with our respective unions (e.g., TSSU, SFUFA, CUPE, and APSA) we can intentionally engage in dialogue that supports faculty, students, and staff in taking up this work (e.g., professional development, training).

6. **Decolonizing teaching.** Large-scale cultural shift, which will be unfolding over a number of years (possibly decades). What kinds of practices do individuals have to reconceptualize in their teaching and research to address broader issues?

7. **Decolonizing research.** Provide support for faculty to collaborate across cognate areas, develop relationships with community, learn more deeply about Indigenous protocols and methodologies, engage with Indigenous scholars and graduate students.

8. **Recognition.** We need to build ways of valuing individual faculty member’s work around indigeneity. Decolonize/indigenize FTPC practices. How can FTPC advance the stated values of the Faculty (in terms of indigenizing or equity)? Re-envision FTPC. Use a growth model of recognizing achievement (progressive improvement) as opposed to achieving “excellence” and stop improving.

9. **Resources.** Within this work, there are resources involved—not just financial—to consider, for example, the cost of time and energy, particularly of our Indigenous colleagues, faculty, staff, and students, to whom many will turn, to seek guidance and support. We also recognize the time and energy of non-Indigenous faculty, staff, and students who wish to take up this work. Intentionally thinking how the work of the Faculty of Education is leading the way for the rest of SFU will help us consider possibilities of support through the ARC process for Faculty of Education initiatives and activities, with the aim of building into our Faculty long-term support for Indigenous education as a core activity with core funding.
Culture of Inquiry

We propose using inquiry to inform Faculty-wide planning, decision-making and practices. This would involve engaging in planned and systematic processes to follow new initiatives and investigate questions we have of existing practices. In each case, the goal would be to actively learn from our work. This is in keeping with two pillars of scholarship: building knowledge and enhancing practice.

Building a culture of inquiry rests on: 1) being open to questions, and documenting and investigating our decisions and practices; 2) continually consulting theory and research to inform our practice, and 3) dedicating resources to support inquiry and the changes that may be indicated.

We predict multiple benefits to intentionally practicing inquiry about the Faculty’s work. A scholarly approach to everyday work within the Faculty, related to but going beyond individual faculty teaching and research practice, might include the following benefits:

- Understanding how intended shifts (e.g., inclusion of Indigenous knowledge, cultures and pedagogies) are experienced by students, faculty and staff.
- Using evidence or documenting experience as a basis for program revision, policy revision, resourcing new initiatives, changes in everyday work practices.
- Better understanding the origins of and potential solutions to “problems” (e.g., thesis students who are overdue).
- Reconceptualizing academic programs as a “whole” experience for students rather than a series or mélange of courses.
- Promoting a sense of community among students, faculty and staff through a systematic way of “listening” more broadly.
- Enhancing opportunities for students and staff to engage in meaningful inquiry activities with faculty members.
- Provide funding for students as research assistants.

Resources and Support
Many aspects need to be worked out in order to actualize this vision. It is clear that a coordinating role is implied. It makes ultimate sense to coordinate and integrate with the other two visions: Equity and Indigeneity. Given limited resources of time and money, a plan for
prioritizing should be crafted to guide what is undertaken first, next, etcetera. We envision a community process to prioritize inquiries, identify needed resources, and form teams of faculty, students and staff.

Activating this vision will require time from those carrying out the inquiries. Students should be involved as research assistants and be paid for their work. Project reports brought forward to the Faculty could be considered as a publication in promotion, tenure and renewal decisions. Depending on involvements of staff, adjustments to workload may be required.

<table>
<thead>
<tr>
<th>What This Could Look Like in Policies and Practices</th>
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<tbody>
<tr>
<td>1. Collect ongoing information from our graduates related to cultural shifts we want to document (Indigeneity, Equity) and understand over time.</td>
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<tr>
<td>2. Collect information from students about their overall experience, perhaps particularly attending to the experiences of ‘non-traditional students’.</td>
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<tr>
<td>3. Document the process(es) undertaken to Indigenize our curriculum and pedagogical practices to better understand how to support those involved.</td>
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<tr>
<td>4. Collect ongoing information about factors that may influence our work and decision-making (e.g., student completion times, proportion of teaching performed by full-time faculty).</td>
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<tr>
<td>5. Review recommendations of previous inquiries (e.g., 2012 survey of thesis students and supervisors). Implement recommendations as appropriate and document effectiveness.</td>
</tr>
<tr>
<td>6. Investigate the origins of and potential solutions to thesis students who are on extended timelines or who do not complete. Implement solutions as appropriate and document effectiveness.</td>
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<tr>
<td>7. Document how individual and collaborative research activities are supported and what further supports could be put in place.</td>
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<tr>
<td>8. Undertake a review of the literature (and consult with local experts) for support in determining how to facilitate supportive discussions with students who hold values not aligned with the tenets and values of our Faculty programs and practices.</td>
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<tr>
<td>9. Add an inquiry component to all new initiatives to aid in understanding how to go forward (or not) with future iterations.</td>
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<tr>
<td>10. Investigate and recommend procedures for better documenting the teaching of sessional instructors and determine ways to better support them.</td>
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<tr>
<td>11. Investigate advantages and disadvantages of graded vs. non-graded courses.</td>
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<tr>
<td>12. Investigate the validity of protocols for admitting students to our programs.</td>
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<tr>
<td>13. Investigate the feasibility of incorporating research experiences for students into all of our programs.</td>
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MEMORANDUM

ATTENTION: Senate

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

RE: Revisions to Policy R40.01 (SCUP 19-20)

DATE: June 6, 2019

At its June 5, 2019 meeting, SCUP reviewed and approved the revisions to Policy R40.01 (Research Centres and Institutes).

Motion:

That Senate approve and recommend to the Board of Governors the revised Policy R40.01 (Research Centres and Institutes).

c: T. Davis
Memorandum

From: Trevor Davis, Executive Director, Research Operations
Re: Updated Policy R40.01
To: Peter Keller, Chair, SCUP.

The Research Centres and Institutes policy (R 40.01) was developed to define Research Centres and Research Institutes, the intended scope of their activities, and the required governance and reporting structures. Review of R40.01 began in late 2017, with feedback from VPs, Deans, Centre and Institute leads, the Senate Committee on University Priorities, and then an open consultation. After a detailed technical review by the University General Counsel, the policy was again revised. The second round involved a more detailed clarification of the differences between the roles of Deans and the VPRI, clear accountability, as well as more extensive and detailed procedures for each type of entity. A further review by Deans Council and an open consultation ensued.

Review History

Aug 2017  Vice-Presidents
Sep 2017  Deans Council, Leads
Oct 2017  Senate Committee on University Priorities
Dec 2017  Open consultation
Apr 2018  General Counsel
Jan 2019  Deans Council
Mar 2019  Open consultation
Research Centres and Research Institutes

1. PREAMBLE

1.1. At SFU, much of the work undertaken by Research Centres and Research Institutes is in support of collaborative research that brings together diverse perspectives to confront key scientific and global challenges. Aligned with University and Faculty strategic priorities, these units foster creative interaction and stimulate engagement with students and visiting scholars.

2. PURPOSE

2.1. The purpose of this policy is to distinguish between Research Centres and Research Institutes, establish the intended scope of their activities, determine their rights and responsibilities, and outline the procedures for their operation.

3. SCOPE

3.1. This policy applies to all researchers undertaking collaborative research at Simon Fraser University, including those that choose to establish themselves formally at the University as Research Centres and Research Institutes, as well as similar collaborative structures such as Research Groups.

4. DEFINITIONS

4.1. **Research Groups** are self-designated groups of researchers working together on projects or activities. The term “Research Groups” extends to cover variously termed collaborative structures of researchers at SFU, which may be referred to outside this Policy as, for example, research labs or research teams.

4.2. **Research Centres** are formally designated, non-departmental units facilitating collaborative research mainly within a single Faculty. The activities of a Research Centre support the research mission of the home Faculty, and require the endorsement of the Dean. Research Centres may include in their membership SFU researchers from outside of the home Faculty.

4.3. **Research Institutes** are formally designated non-departmental units facilitating extensive multi-Faculty collaborative research, often enhanced by research relationships with other universities and/or other stakeholders (e.g., government, community or private sector affiliates) or by shared
resources and infrastructure. The activities of Research Institutes support the strategic research mission of the University. Prior to applying for Research Institute status, members of Research Institutes will normally have a history of collaborative activity as a group (e.g. co-supervision of students, co-publications, or shared research data, funding, and/or projects).

4.4. **The Senate Committee on University Priorities (SCUP)** is the academic body responsible for approving and overseeing Research Centres and Research Institutes on behalf of Senate.

4.5. The **University** refers to Simon Fraser University for the purposes of this policy.

5. **POLICY**

5.1. Research Centres and Research Institutes are created through a Senate-regulated process, as defined in the Procedures.

5.2. Only Research Centres and Research Institutes that are currently in a University-approved term are entitled to identify themselves, respectively, as Research Centres and Research Institutes.

5.2.1. Designated Research Centres and Research Institutes must normally include the words “Research,” and “Centre” or “Institute” in their titles, respectively.

5.2.2. Prior to Senate approval, other research collaboratives (such as Research Groups) may not identify themselves as Research Centres or Research Institutes in the conduct of their activities, unless they clearly identify the organization as “proposed” or “subject to Senate approval.”

5.2.3. Research Groups that share the characteristics of Research Centres or Research Institutes and would benefit from University recognition are encouraged to pursue Senate approval.

5.3. These rights are granted at the discretion of Senate for fixed, renewable terms.

5.4. Research Centres and Research Institutes are not entitled to physical space by virtue of their designation.

5.5. The Director of a Research Centre reports to the home Faculty Dean or designate, who is responsible for overseeing its governance and budgetary accounts.

5.6. The Director of an SFU-based Research Institute reports to the Vice-President, Research and International (VPRI) in matters related to the Institute.

5.7. Any academic programming offered by Research Centres and Research Institutes must be Senate-approved.

6. **MEMBERSHIP**

6.1. The Director of a Research Centre or Research Institute normally must be a continuing faculty member of the University.

6.2. Research Institutes normally include a minimum of eight faculty members from two or more Faculties.

6.3. University faculty members, postdoctoral fellows, graduate students, and research personnel are eligible for official membership in Research Centres and Research Institutes.
6.3.1. Research Centres and Research Institutes are encouraged to collaborate with community and private sector affiliates; however, official membership in the Research Centre or Research Institute is limited to those defined herein. Research Centres and Research Institutes may choose to describe such individuals or entities using other terms, such as ‘affiliate’ members.

7. COLLABORATIONS AND FUNDING

7.1. The University encourages Research Centres and Research Institutes to pursue funding opportunities from external agencies such as government, industry, and the private sector.

7.2. Research Centres and Research Institutes do not have independent authority to enter into any research funding agreements; all research funding agreements pursued by Research Centres and Research Institutes must be between external agencies and the University.

7.2.1. All research funding agreements must adhere strictly to the policy and procedures laid out in SFU Policy R10.01, Research Funding Agreements.

7.3. Where funding is not involved, non-binding symbolic agreements with external organizations, such as MOUs, may be signed after the necessary approval (the Dean or designate, in the case of Research Centres; the Vice-President Research and International, in the case of Research Institutes) has been secured.

7.4. In some cases, Research Centres or Research Institutes that involve extensive external collaborations and partnerships may require a hybrid governance model. All modifications to the procedures described herein will require authorization of the policy authority: the Vice-President, Research and International.

8. POLICY REVIEW

8.1. This policy will be reviewed every 5 years or as needed.

9. AUTHORITY

9.1. This Policy is administered under the authority of the Vice-President, Research and International.

10. INTERPRETATION

10.1. Questions of interpretation and application of this policy or its procedures shall be referred to the President, whose decision shall be final.
Procedures for Research Centres

SIMON FRASER UNIVERSITY

Policies and Procedures

Date
April 3, 2002

Number
R 40.01

Revision Date

Revision No.
B-2

Policy Authority: Vice-President, Research and International

Parent Policy: Research Centres and Research Institutes

1. PURPOSE

1.1. The purpose of this procedure is to outline responsibility, governance, and reporting structures for Research Centres, as well as the processes for establishing, reviewing, or discontinuing a Research Centre.

2. RIGHTS AND RESPONSIBILITIES

2.1. Acting under the authority of its Director, Research Centres have the right to:

2.1.1. use the University’s name, address, and symbols in connection with its activities;

2.1.2. solicit external research funding agreements and collaborations in the University’s name;

2.1.3. request the maintenance of university budgetary accounts and reports;

2.1.4. use the assistance of Human Resources in hiring personnel; and

2.1.5. direct the duties of its personnel.

2.2. The Director of a Research Centre is responsible for:

2.2.1. ensuring that governance documents and constitutions exist, are adhered to, and are amended as necessary;

2.2.2. ensuring that all agreements involving a Research Centre have secured the necessary approvals in accordance with SFU Policy B10.11;

2.2.3. maintaining an up-to-date web/social media presence that includes a list of members and research activities;

2.2.4. maintaining a record of Research Centre meetings and relevant decisions; and
2.2.5. ensuring the timely and accurate submission of annual reports and, when applicable, renewal requests.

3. GOVERNANCE AND REPORTING

3.1. The Director of a Research Centre (see Policy Section 6.1) is required to submit a written annual report to the responsible Dean on the unit's activities, once annually for the twelve months ending March 31 of each year, by no later than June 30 of each year. During the last year of a Research Centre's term, renewal requests must be submitted alongside the annual report (see Section 5). Failure to submit this report on time will trigger a dissolution process.

3.2. The responsible Dean or designate, acting in consultation as appropriate with other university administrators, shall review each Research Centre's activities annually including its financial management, compliance with university policies, and updated communications plan, and shall report the results of that review to the Research Centre's Director and to the Vice-President, Research and International (VPRI) on or before September 15 of each year.

3.3. The VPRI shall deliver an annual summary report, for information, to the Senate Committee on University Priorities (SCUP) by October 31 of each year, outlining the activities of all Research Centres and Research Institutes during the preceding year and the results of the annual review. SCUP shall forward this report for information to the Senate and to the Board of Governors.

4. PROCEDURE FOR ESTABLISHING RESEARCH CENTRES

4.1. With the application for the establishment of a Research Centre, a Constitution must be submitted that specifies the following:

4.1.1. a statement of its special purpose;

4.1.2. a statement of how the work of the proposed Research Centre aligns with Faculty priorities;

4.1.3. a declaration that the objectives of the proposed Research Centre do not significantly overlap with other SFU Research Centres or Research Institutes;

4.1.4. a statement of the Faculty resources (if any) required to support the proposed Research Centre;

4.1.5. a provision for the appointment of a Director (normally, the Director is not entitled to teaching relief or financial compensation);

4.1.6. a statement recognizing the obligation to conduct its activities in accordance with University policies; and

4.1.7. a statement of its internal governing processes.

4.2. In addition, the application must include:

4.2.1. a description of a communication plan that is aligned with University Communication policies (including plans for maintaining an up-to-date web/social media presence); and

4.2.2. evidence that the application has been approved by the appropriate Faculty Dean or designate.
4.3. Applications will be evaluated against the following criteria:

4.3.1. alignment in scope and composition with the University's definition of a Research Centre;

4.3.2. value to the researchers and to the Faculty in receiving the designation;

4.3.3. strength of stated goals, and feasibility of pathway to reaching them (relative to any associated resource requirements and/or risks to the University);

4.3.4. potential impact (beyond what would be accomplished by individual faculty members); and

4.3.5. alignment with evolving Faculty strategic priorities.

4.4. Any Research Groups considering applying for Research Centre status should consult with their Faculty Dean or designate prior to submitting an application.

4.5. Applications shall be submitted through the Faculty Dean or designate, who will forward supported applications to Senate (through SCUP) for approval.

4.6. Research Centres will normally be established for an initial term of 5 years.

5. PROCEDURE FOR RENEWING AND DISCONTINUING RESEARCH CENTRES

5.1. Requests for renewal require an application to SCUP, through the responsible Dean or designate and will be contingent on past performance and, as appropriate, the development of refreshed and relevant purpose and objectives.

5.2. At the period of renewal, the designation process outlined in Policy R40.01 Section 5.2.1 (requirement for naming) will normally apply.

5.3. Renewal applications must be submitted during the last year of the term, alongside the annual report (no less than 3 months prior to the end of the term). Failure to submit this report by the specified date will trigger a dissolution process.

5.3.1. Renewal requests are evaluated by:

   a) accomplishments of Research Centres, measured against their stated initial goals and plans;

   b) alignment in scope and composition with the University's definition of a Research Centre;

   c) demonstrated impact beyond what would have been accomplished by individual faculty members; and

   d) continued alignment with evolving Faculty priorities.

5.4. The Dean(s) of the Faculties involved will comment on the report and recommend renewal or termination.

5.4.1. If the recommendation is for renewal, the proposal will then be forwarded to SCUP, which will vote on the renewal application and report its decision to Senate. Normally,
SCUP will recommend a renewal term of 5 years.

5.4.2. If the Dean(s) of the Faculties involved recommend termination of a Research Centre prior to the end of the term, the Dean will report this recommendation to SCUP. SCUP will vote, and report its final decision to Senate.
Procedures for Research Institutes

SIMON FRASER UNIVERSITY
Policies and Procedures

Date
April 3, 2002

Revision Date

Number
R 40.01

Revision No.
B-2

Policy Authority: Vice-President, Research and International

Parent Policy: Research Centres and Research Institutes

1. PURPOSE

1.1. The purpose of this procedure is to outline responsibility, governance, and reporting structures for Research Institutes, as well as the process for establishing, reviewing, or discontinuing a Research Institute.

2. RIGHTS AND RESPONSIBILITIES

2.1. Acting under the authority of its Director, Research Institutes have the right to:

2.1.1. use the University's name, address, and symbols in connection with its activities;

2.1.2. solicit external research funding agreements and collaborations in the University's name;

2.1.3. request the maintenance of university budgetary accounts and reports;

2.1.4. use the assistance of Human Resources in hiring personnel; and

2.1.5. direct the duties of its personnel.

2.2. The Director of a Research Institute is responsible for:

2.2.1. ensuring that governance documents and constitutions exist, are adhered to, and are amended as necessary;

2.2.2. ensuring that all agreements involving a Research Institute have secured the necessary approvals in accordance with SFU Policy B10.11;

2.2.3. maintaining an up-to-date web/social media presence that includes a list of members and research activities;

2.2.4. maintaining a record of Research Institute meetings and relevant decisions; and
2.2.5. ensuring the timely and accurate submission of annual reports and, when applicable, renewal requests.

3. GOVERNANCE AND REPORTING

3.1. The Director of a Research Institute is required to submit a written annual report to the VPRI on the unit's activities, once annually for the twelve months ending March 31 of each year, by no later than June 30 of each year. During the last year of a Research Institute's term, renewal requests must be submitted alongside the annual report (see Section 5). Failure to submit this report on time will trigger a dissolution process.

3.2. The VPRI or designate shall review the activities of each Research Institute annually, including financial management, compliance with university policies, and updated communications plan.

3.3. The VPRI shall deliver an annual summary report to the Senate Committee on University Priorities (SCUP) by October 31 of each year, outlining the activities of all Research Centres and Research Institutes during the preceding year and the results of the annual review. SCUP shall forward this report for information to the Senate and to the Board of Governors. Annual summary reports are public documents and shall normally be posted openly.

4. PROCEDURE FOR ESTABLISHING RESEARCH INSTITUTES

4.1. With the application for the establishment of a Research Institute, a Constitution must be submitted that specifies the following:

4.1.1. a statement of its special purpose;

4.1.2. a statement of how the work of the proposed Research Institute aligns with University priorities;

4.1.3. details of proposed training and mentorship opportunities for students;

4.1.4. a declaration that the objectives of the proposed Research Institute do not significantly overlap with other SFU Research Centres or Research Institutes, as well as evidence that consultation has taken place where a potential conflict has been identified;

4.1.5. a provision for the appointment of a Director;

4.1.6. a statement of the resources (if any) required to support the proposed Research Institute, including any extenuating circumstances that may warrant a Director's partial teaching relief;

4.1.7. a statement recognizing the obligation to conduct its activities in accordance with University policies; and

4.1.8. a statement of its internal governing processes.

4.2. In addition, the application must include:

4.2.1. a description of a communication plan that is aligned with University Communication policies (including plans for maintaining an up-to-date web/social media presence); and

4.2.2. evidence that appropriate consultation has taken place with the relevant Faculty Deans.
4.3. Applications will be evaluated against the following criteria:

4.3.1. alignment in scope and composition with the University's definition of a Research Institute (normally, Research Institute members will have a history of collaborative activity together);

4.3.2. value to the research collaborative and to the University in receiving the designation;

4.3.3. strength of stated goals, and feasibility of pathway to reaching them (relative to any associated resource requirements and/or risks to the University);

4.3.4. potential societal impact (beyond what would be accomplished by individual faculty members); and

4.3.5. alignment with evolving disciplinary and University strategic priorities.

4.4. Any Research Centre or Research Group considering applying for Research Institute status should consult with the VPRl prior to submitting an application.

4.5. Applications shall be submitted to the VPRI, who will forward supported applications to Senate (through SCUP) for approval.

4.6. Research Institutes will normally be established for an initial term of 5 years.

5. PROCEDURE FOR RENEWING AND DISCONTINUING RESEARCH INSTITUTES

5.1. Requests for renewal require an application to SCUP, through the VPRI, and will be contingent on past performance and, as appropriate, the development of refreshed and relevant purpose and objectives.

5.2. At the period of renewal, the designation process outlined in Policy R40.01 Section 5.2.1 (requirement for naming) will normally apply.

5.3. Renewal applications must be submitted during the last year of the term, alongside the annual report (no less than 3 months prior to the end of the term). Failure to submit this report by the specified date will trigger a dissolution process.

5.3.1. Renewal will be evaluated by:

a) accomplishments of Research Institute, measured against their stated initial goals and plans;

b) alignment in scope and composition with the University’s definition of a Research Institute;

c) demonstrated impact beyond what would have been accomplished by individual faculty members; and

d) continued alignment with evolving Faculty and University strategic priorities.

5.4. The VPRI will comment on the report and recommend renewal or termination.

5.4.1. If the recommendation is for renewal, the proposal will then be forwarded to SCUP, which will vote on the renewal application and report its decision to Senate. Normally, SCUP will recommend a renewal term of 5 years.
5.4.2. If the VPRI recommends termination of a Research Institute prior to the end of the term, they will report this recommendation to SCUP. SCUP will vote, and report its final decision to Senate.
MEMORANDUM

ATTENTION: Senate
FROM: Wade Parkhouse, Chair
Senate Committee on
Undergraduate Studies
RE: Program Modifications

DATE: June 7, 2019
PAGES: 1/2

For information:

Acting under delegated authority at its meeting of June 6, 2019 SCUS approved the following curriculum revisions effective Spring 2020.

a. Beedie School of Business (SCUS 19-41)

(i) Requirement changes to the Strategic Analysis Concentration for the:
- Business Administration Major
- Business Administration Honours
- Business and Economics Joint Major
- Business and Economics Joint Honours
- Mechatronics Systems Engineering & Business Double degree Program Major
(ii) Requirement changes to the Business Analytics and Decision Making Certificate
(iii) Requirement changes to the Corporate Environmental and Social Sustainability Certificate
(iv) Requirement changes to the Innovation & Entrepreneurship Certificate

b. Faculty of Environment (SCUS 19-42)

1. Department of Archaeology

(i) Upper division requirement changes to the:
- Archaeology Major
- Archaeology Honours
- Archaeology Minor
- Archaeology Extended Minor
- Anthropology and Archaeology Joint Major
- Archaeology and First Nations Studies Joint Major
(ii) Requirement changes to the Certificate in Cultural Resource Management
c. Faculty of Health Sciences (SCUS 19-43)

   (i) Upper division requirement changes to the Bachelor of Science, Health Sciences Major and Honours (Life Sciences Concentration)

d. Faculty of Science (SCUS 19-44)

1. Department of Molecular Biology and Biochemistry

   (i) Upper and lower division requirement changes to the MBB Major and Honours programs

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
For information:

Acting under delegated authority at its meeting of June 6, 2019 SCUS approved the following curriculum revisions effective Spring 2020.

a. Faculty of Environment (SCUS 19-39)

1. Department of Archaeology

   (i) New Course Proposals:
   - ARCH 432-3, Historical Ecology & Coastal Archaeology
   - ARCH 436, (3-6), Biological Anthropology Field Practicum

b. Faculty of Science (SCUS 19-40)

1. Department of Chemistry

   (i) New Course Proposal: CHEM 382-4, Introduction to Chemical Biology

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
For information:

Acting under delegated authority at its meeting of June 6, 2019 SCUS approved the following curriculum revisions effective Spring 2020.

a. Faculty of Applied Sciences

1. Mechatronic Systems Engineering (MSE)
   (i) Equivalent statement change for MSE 429

b. Beedie School of Business

   (i) Prerequisite change for BUS 428, 431, 435 and 479
   (ii) Prerequisite and course number change for BUS 470

c. Faculty of Environment

1. Department of Archaeology
   (i) Units change for ARCH 201, 286, 372, 376 and 435

d. Faculty of Health Sciences

   (i) Deletion of HSCI 426
   (ii) Prerequisite change for HSCI 427, 442, 477 and 482
e. Faculty of Science

1. Department of Biological Sciences

   (i) Unit change for BISC 373

2. Department of Molecular Biology and Biochemistry

   (i) Deletion of MBB 426

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682.
MEMORANDUM

ATTENTION: Senate

DATE: June 20, 2019

FROM: Zoë Druick,
Acting Chair of Senate Graduate
Studies Committee (SGSC)

RE: Program Changes

For information:
Acting under delegated authority at its meeting of June 4, 2019, SGSC approved the following program changes, effective Spring 2020:

Faculty of Applied Sciences
School of Computing Science
1) Calendar revision (Degree Audit): Computing Science MSc and PhD
2) Calendar revision (Degree Audit): Computing Science Dual Degree MSc and PhD

School of Mechatronic Systems Engineering
3) Calendar revision (Degree Audit): Mechatronic Systems Engineering MASc and PhD

Faculty of Arts and Social Sciences
Department of Economics
4) Program change (calendar revision): Economics MA

Department of French
5) Calendar revision (Degree Audit): French MA

Department of Philosophy
6) Calendar revision (Degree Audit): Philosophy MA

Beedie School of Business
7) Program change (calendar revision): Management of Technology MBA
8) Program change (calendar revision): Business Administration PhD

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
MEMORANDUM

ATTENTION Senate
FROM Zoë Druick,
Acting Chair of Senate Graduate
Studies Committee (SGSC)
RE: New Course Proposals

DATE June 20, 2019

For information:
Acting under delegated authority at its meeting of June 20, 2019, SGSC approved the following curriculum items, effective Spring 2020:

Faculty of Applied Sciences
1) New course: CMPT 631 Industrial Internship
2) New course: ENSC 704 Industrial Internship
3) New course: MSE 795 Industrial Internship

School of Computing Science
4) New course: CMPT 712 Approximation and Randomized Algorithms
6) New course: CMPT 727 Statistical Machine Learning
7) New course: CMPT 762 Computer Vision
8) New course: CMPT 763 Biomedical Computer Vision
9) New course: CMPT 766 Computer Animation and Simulation
10) New course: CMPT 770 Parallel & Distributed Computing

Faculty of Arts and Social Sciences
Department of Urban Studies
11) New course: URB 601 Urban Professional Development I
12) New course: URB 602 Urban Professional Development II

Faculty of Communications, Art and Technology
13) New course: CMNS 835 Communication and Cultural Policies, Power and Governance

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
MEMORANDUM

ATTENTION: Senate

DATE: June 20, 2019

FROM: Zoë Druick,
      Acting Chair of Senate Graduate
      Studies Committee (SGSC)

RE: Course Changes

For information:
Acting under delegated authority at its meeting of June 20, 2019, SGSC approved the following course changes, effective Spring 2020:

Faculty of Arts and Social Sciences
Department of Economics
    1) Course change (deletion): ECON 998

Department of French
    2) Course change (units): FREN 896

Department of Philosophy
    3) Course change (units): PHIL 898
    4) Course change (title): PHIL 899

Department of Political Science
    5) Course change (description, repeat for credit): POL 804

Beedie School of Business
    6) Course change (title): BUS 725
    7) Course change (title, description, repeat for credit): BUS 961
    8) Course changes (units, title, description, repeat for credit): BUS 962, BUS 963
    9) Course change (description): BUS 990
   10) Course deletions: BUS 964, BUS 975, BUS 976, BUS 977, BUS 978

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at https://docushare.sfu.ca/dsweb/View/Collection-12682
To: Senate
From: Kris Nordgren, Secretary
Senate Nominating Committee
Date: June 21, 2019
Subject: Senate Committee Elections

This is a summary of the nominations received and outstanding vacancies for Senate committees.

All nominations must be received by the Senate Office from the Nominating Committee in time to be included in the documentation sent out for the next Senate meeting. Senators will be informed that further nominations may be made by individual members of Senate. Any such nominations must reach the Committee Secretary the Friday before the meeting of Senate, and no further nominations will be accepted after this time. The Committee Secretary will provide members of Senate at the Senate meeting with such further nominations as may have been received. Oral nominations during the meeting of Senate will not then be allowed.

If only one nomination is received for a position, the position will be elected by acclamation. If more than one nomination is received for a position, online voting will be held during the week following the Senate meeting on Monday, June 10, 2019. An email will be sent to all Senators with information about the candidates and a link to the online voting system. Voting will be permitted for 48 hours and election results will be released within three days of the end of voting.

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<tr>
<th>COMMITTEE</th>
<th>POSITION</th>
<th>TERM (from June 1, 2019)</th>
<th>NOMINATIONS RECEIVED (after June Senate Elections)</th>
<th>CANDIDATES ELECTED (from June Senate meeting)</th>
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<td>Committee</td>
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<td>Term</td>
<td>Chair</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SUAAC</td>
<td>Undergraduate Student (Alternate)</td>
<td>1 year</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Undergraduate Student</td>
<td>1 year</td>
<td>Jennifer Chou</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate student (alternate)</td>
<td>1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice Chair of Senate</td>
<td>Senator</td>
<td>1 year</td>
<td>Colin Percival</td>
<td></td>
</tr>
</tbody>
</table>

*SCIA Faculty members: In the event that the Faculty Member is unable to attend, the Faculty Dean is authorized to appoint an alternate replacement.*

CC  Calendar Committee
DQAC  Diverse Qualifications Adjudication Committee
ESC  Electoral Standing Committee
LPAC  Library Penalties Appeal Committee
REB  Research Ethics Board
SAB  Senate Appeals Board
SCAR  Senate Committee on Agenda and Rules
SCCS  Senate Committee on Continuing Studies
SCEMP  Senate Committee on Enrolment Management and Planning
SCIA  Senate Committee on International Activities
SCODA  Senate Committee on Disciplinary Appeals
SCUH  Senate Committee on University Honours
SCUP  Senate Committee on University Priorities
SCUS  Senate Committee on Undergraduate Studies
SCUTL  Senate Committee on University Teaching and Learning
SGAAC  Senate Graduate Awards Adjudication Committee
SGSC  Senate Graduate Studies Committee
SLC  Senate Library Committee
SNC  Senate Nominating Committee
SPCSAB  Senate Policy Committee on Scholarships, Awards & Bursaries
SUAAC  Senate Undergraduate Awards Adjudication Committee