Faculty of Education

Five-Year Academic Plan

2018–2023
# Table of Contents

1. Executive Summary 2
2. Consultation and Planning Process 5
3. Core Values 11
4. Program Overview 12
5. Objectives and Activities 15
6. Resources 20
7. Performance Measures 22
8. Communication 22
9. Closing Remarks 22
Appendix A 24
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 plan¹. The guidelines encouraged the academic planning to be both operational and aspirational—to build on the past while being grounded in the

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
<table>
<thead>
<tr>
<th></th>
<th>Equity</th>
<th>Indigeneity</th>
<th>Culture of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Key Challenges

<table>
<thead>
<tr>
<th>Student Life, Learning and Success</th>
<th>Academic Quality/Curriculum</th>
<th>Engagement</th>
<th>Working Across Boundaries/Interdisciplinarity</th>
<th>Faculty Renewal</th>
</tr>
</thead>
</table>

#### Faculty of Education Key Priorities

<table>
<thead>
<tr>
<th>A. Student Experience</th>
<th>B. Indigenizing Curricula, Programs and Practices</th>
<th>C. Community Engaged Education and Research</th>
<th>D. Research Hub</th>
<th>E. Equity in Professional Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.</td>
<td>B1. Integrate Indigenous knowledge, curricular materials and teaching approaches into classrooms</td>
<td>C1. Expand community engaged education and research connections and collaborations at local, national and international levels</td>
<td>D1. Enhance research support and resources through the Faculty’s Research Hub</td>
<td>E1. Support ongoing professional development for faculty and staff</td>
</tr>
<tr>
<td>A2.</td>
<td>B2. Review and enhance program structures and develop initiatives to decolonize practices</td>
<td>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</td>
<td>D2. Increase external visibility and recognition of the Faculty’s scholarly research</td>
<td>E2. Address concerns related to equitable workload for faculty</td>
</tr>
<tr>
<td>A3.</td>
<td>B3. Increase enrolment for Indigenous students and create Indigenous education pathways</td>
<td>C3. Develop strategic international partnerships to enhance research and educational programs such as international and intercultural education</td>
<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>E3. Enhance internal communications and transparency of processes</td>
</tr>
<tr>
<td>A4.</td>
<td>B4. Build student capacity for scholarly understanding based on equity and decolonization initiatives</td>
<td>C4. Develop capacity for community engaged research and collaborative initiatives at Surrey and Vancouver campuses</td>
<td>D4. Increase opportunities for cross-centre collaborations and work with graduate research students</td>
<td>E4. Develop a mentorship program for new faculty members and staff</td>
</tr>
<tr>
<td>A5.</td>
<td>B5. Develop fundamental knowledge about Indigenous-Settler history and relationships for students, faculty, and staff</td>
<td>C5. Provide support for faculty collaboration across cognate areas, develop relationships with community, and engage more with Indigenous protocols, approaches, scholars, and students</td>
<td>D5. Expand the range of research funders and partnerships</td>
<td>E5. Create meaningful opportunities for engaging Elders in decision-making, education, scholarship and leadership within the Faculty</td>
</tr>
<tr>
<td>A6.</td>
<td>B6. Document processes undertaken to Indigenize curricula and teaching practices to develop a model for the University and beyond</td>
<td>C6. Establish goals for increasing Indigenous representation in faculty and staffing</td>
<td>D6. Lay the groundwork for the development of an interdisciplinary Creative Hub to support creative practice and creative technologies research</td>
<td>E6. Update hiring practices to integrate an equity, diversity, Indigeneity, and inclusion framework</td>
</tr>
<tr>
<td>A7.</td>
<td></td>
<td>C7. Enhance research support and resources through the Faculty’s Research Hub</td>
<td>D7. Add an inquiry element to decisions resulting in new policies or initiatives</td>
<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>
</tr>
</tbody>
</table>
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).

![Faculty of Education’s Core Values](image)

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>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Retreat (Sept 25-26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members in self-selected groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council (Oct 30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round table discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council (Nov 27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round table discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Forum (Dec 11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Forum (Jan 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles and Actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation Meetings (Nov – Feb)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation and reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Forum (Feb 19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of consultation documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council (Feb 26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round table discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council (Mar 26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round table discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority Areas (Feedback on Analysis of Consultation Reports)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Council (Apr 30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ratification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final 5-Year Plan</td>
<td></td>
<td></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\(^2\) 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>Student Experience</strong></td>
</tr>
<tr>
<td><strong>Academic Quality/Curriculum</strong></td>
<td><strong>Indigenizing Curricula, Programs and Practices</strong></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td><strong>Community Engaged Education and Research</strong></td>
</tr>
<tr>
<td><strong>Working Across Boundaries/Interdisciplinarity</strong></td>
<td><strong>Research Hub</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><strong>Equity in Professional Practices</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>Challenge: Strengthening the connection and collaborations between SFU and the world.</td>
<td></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>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 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<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>
<td>915</td>
<td>915</td>
<td>915</td>
<td>915</td>
</tr>
</tbody>
</table>

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.

| A. Student Experience | Faculty of Education Core Values |
|-----------------------|---------------------------------
|                       | Equity | Indigeneity | Culture of Inquiry |
| A1. Expand research and leadership development opportunities and support for students | [ ] | [ ] | [ ] |
| A2. Expand student recruitment, retention, access, and pathways domestically and internationally | [ ] | [ ] | [ ] |
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.

<table>
<thead>
<tr>
<th>B. Indigenizing Curricula, Programs and Practices</th>
<th>Faculty of Education Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Integrate Indigenous knowledge, curricular materials and teaching approaches into classrooms</td>
<td>Equity</td>
</tr>
<tr>
<td>B2. Review and enhance program structures and develop initiatives to decolonize practices</td>
<td></td>
</tr>
<tr>
<td>B3. Increase enrolment for Indigenous students and create Indigenous Education pathways</td>
<td></td>
</tr>
<tr>
<td>B4. Build student capacity for intercultural understanding, empathy and mutual respect based on equity and decolonization initiatives</td>
<td></td>
</tr>
<tr>
<td>B5. Develop fundamental knowledge about Indigenous-Settler history and relationships for students, faculty, and staff</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>C. Community Engaged Education and Research</th>
<th>Faculty of Education Core Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equity</td>
</tr>
<tr>
<td>C1. Expand community engaged education and research connections and collaborations at local, national, and international levels</td>
<td>□</td>
</tr>
<tr>
<td>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</td>
<td>□</td>
</tr>
<tr>
<td>C3. Develop strategic international partnerships to enhance research and educational programs such as international and intercultural education</td>
<td>□</td>
</tr>
<tr>
<td>C4. Develop capacity for community engaged research and collaborative initiatives at Surrey and Vancouver campuses</td>
<td>□</td>
</tr>
<tr>
<td>C5. Provide support for faculty collaboration across cognate areas, develop relationships with community, and engage more with Indigenous protocols, approaches, scholars, and students</td>
<td>□</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equity</td>
</tr>
<tr>
<td>D1. Enhance research support and resources through the Faculty’s Research Hub</td>
<td>○</td>
</tr>
<tr>
<td>D2. Increase external visibility and recognition of the Faculty’s scholarly</td>
<td>○</td>
</tr>
<tr>
<td>research</td>
<td></td>
</tr>
<tr>
<td>D3. Develop new interdisciplinary research clusters (e.g., STEAM, Equity</td>
<td>○</td>
</tr>
<tr>
<td>and Indigenous Research, and Languages, Multiliteracies and Plurilingualism) and explore other cross-cutting and inter-Faculty research themes</td>
<td></td>
</tr>
<tr>
<td>D4. Increase opportunities for cross-centre collaborations and work with</td>
<td>○</td>
</tr>
<tr>
<td>graduate research students</td>
<td></td>
</tr>
<tr>
<td>D5. Expand the range of research funders and partnerships</td>
<td>○</td>
</tr>
<tr>
<td>D6. Lay the groundwork for the development of an interdisciplinary Creative Hub to support creative practice and creative technologies research</td>
<td>○</td>
</tr>
<tr>
<td>D7. Add an inquiry element to decisions resulting in new policies or projects</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equity</td>
</tr>
<tr>
<td>E1. Support ongoing professional development for faculty and staff</td>
<td>✔</td>
</tr>
<tr>
<td>E2. Address concerns related to equitable workload for faculty</td>
<td>✔</td>
</tr>
<tr>
<td>E3. Enhance internal communications and transparency of processes</td>
<td>✔</td>
</tr>
<tr>
<td>E4. Develop a mentorship program for new faculty members and staff</td>
<td>✔</td>
</tr>
<tr>
<td>E5. Create meaningful opportunities for engaging Elders in decision-making, education, scholarship and leadership within the Faculty</td>
<td>✔</td>
</tr>
<tr>
<td>E6. Update hiring practices to integrate an equity, diversity, Indigeneity, and inclusion framework</td>
<td>✔</td>
</tr>
<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>
<td>✔</td>
</tr>
</tbody>
</table>
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 on-going 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

Figure 1: Equality, Equity, Liberation by Angus Maguire, Interaction Institute for Social Change | interactioninstitute.org

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.

### What This Could Look Like in Policies and Practices

1. Collect ongoing information from our graduates related to cultural shifts we want to document (Indigeneity, Equity) and understand over time.
2. Collect information from students about their overall experience, perhaps particularly attending to the experiences of ‘non-traditional students’.
3. Document the process(es) undertaken to Indigenize our curriculum and pedagogical practices to better understand how to support those involved.
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).
5. Review recommendations of previous inquiries (e.g., 2012 survey of thesis students and supervisors). Implement recommendations as appropriate and document effectiveness.
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.
7. Document how individual and collaborative research activities are supported and what further supports could be put in place.
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.
9. Add an inquiry component to all new initiatives to aid in understanding how to go forward (or not) with future iterations.
10. Investigate and recommend procedures for better documenting the teaching of sessional instructors and determine ways to better support them.
11. Investigate advantages and disadvantages of graded vs. non-graded courses.
12. Investigate the validity of protocols for admitting students to our programs.
13. Investigate the feasibility of incorporating research experiences for students into all of our programs.