1. Executive Summary

The Faculty of Education at Simon Fraser University conceptualizes its core activities as including scholarship, pedagogy and engagement, activities that are mutually constitutive and overlapping. Over the next three years, we see the Faculty continuing to engage in these core activities, with some redistribution of resources, consolidation of our core mission, and a continuation of our longstanding tradition of capitalizing on opportunities for funded programs. By the end of the three-year period, we would like our Faculty to be characterized by:

- Continuing and enhanced scholarly profiles of our senior faculty, with more junior faculty assuming increasing responsibility for these trajectories.
- Scholarly contributions in our five priority areas and in interdisciplinary scholarship across the Faculty well established.
- Students who appreciate and participate in Faculty research activities.
- An Education Central that performs ground-breaking research in education and technology, and that supports educational scholarship that makes use of leading-edge technologies. We also see Education Central as strengthening our relationships with external constituencies through effective dissemination of faculty scholarship.
- Streamlined, efficient and educationally enhanced (including interdisciplinary) curricula in all program areas.
- Pedagogical partnerships among faculty and seconded faculty (Faculty Associates), so as to maintain our position as excellent university teachers.
- Contributions to and exploitation of the resources of the University and the Faculty with respect to pedagogical improvement.
- A renewed structure for Faculty Programs that honours our history of interdisciplinarity, and that provides administrative efficiencies.
- Maintenance of current relationships and creation of new relationships with stakeholders in emerging areas of need.

1.5 Our Core Commitments

The Faculty of Education has fairly recently (2004) articulated its Mission and Vision statements, but the core commitments they express have been guiding principles for the Faculty since its establishment in 1965. From pioneering one of the first-in-Canada First Nations teacher education programs at Mount Currie, to nurturing the research careers of several internationally-acclaimed scholars, to the highly innovative, nationally recognized, and much-copied Professional Development Program for teacher education, SFU has been well-known for its active scholarship, and for educational programs that are intellectually challenging, pedagogically innovative and responsive to the communities they serve. Our view of education is that it is a lifespan activity and that a Faculty of
Education should prepare educators to work with learners of all ages. As we have articulated in our mission and vision statements, the Faculty of Education is committed to scholarly excellence, leading-edge pedagogy, and ethical and equitable engagement with our various local and global communities. We seek to create and model education for socially just societies.

2. Faculty Core Activities

The Faculty of Education conceptualizes its core activities as scholarship, pedagogy and engagement. The creation of knowledge, the transmission of knowledge and the enactment of knowledge occur within each activity and each core activity is informed, shaped and constrained by the others.

Figure 1: Core activities of the Faculty of Education

The diagram above does not convey the enormous complexity of all these activities. While we discuss scholarship and engagement throughout this document, Appendix 1 contains more detailed descriptions of our pedagogical activities and shows some of how our pedagogical activities are supported by administrators and diverse staff.
3. Planning Assumptions

The key assumptions in developing this plan are:

- The Faculty is not targeted for growth over the next three years, but small increases in enrolment have been approved in two areas.¹
- The preparation of classroom teachers is and must be an essential activity of the Faculty, but demand for classroom teachers will soften in the coming decade.
- Continuation of the agreement with the Vice-President Academic (VPA) with regard to the offering of Foundations of Academic Literacy (FAL) (full tuition recovery to the Faculty).
- Continuation of the agreement with the VPA that the Faculty can request tenure-track appointments in Counselling, FAL, Adult Education (positions now held by Limited Term Lecturers).²
- Renewal of funding from the federal and provincial governments to the Office of Francophone and Francophile Affairs (OFFA) to maintain, consolidate and enrich current programs in response to the continued demand for qualified French educators in the province. (See Appendix 5 for description of this office.)
- School districts will continue to request specific professional development programs (Graduate Diploma), which will generate external funding for graduate, undergraduate and diploma programs.
- Intensive, short-term non-credit professional development programs for international educators will continue to provide external funding. These programs will fall under the “premium fee” category.

4. Strategic Influences

4.1 Opportunities

- The demand for preparation of leaders at all levels of public and private education will not diminish in the next three years. While some of this demand will be satisfied by graduate (MEd and EdD) Educational Leadership programs, leaders in curriculum and other fields are also required.
- The province has said that all adult literacy educators must be certified.

¹ Those areas are: Bachelors of General Studies and premium fee Educational Leadership programs at the MEd level (the MEd programs have been allocated funding by the Ministry of Advanced Education and further ongoing funding is expected).
² These requests will be especially persuasive if they support research (especially in FAL), meet community educational needs (certification of adult educators) and in particular if these positions can be productively linked to premium fee programs.
• There are increasing needs for educators for early childhood and adult programs.
• Surrey School District is the largest school district in the province and demand for in-service and graduate teacher education south of the Fraser River is increasing.
• As a result of a 2008-09 mapping exercise, we have a comprehensive picture of our programs and administrative structures, investments, resources and future needs/prospects (see Appendix 1). We have thoughtful suggestions from an External Review team about potential efficiencies through re-structuring.
• The VPA’s emphases in his statement of SFU’s academic vision, outcomes and goals articulate well with the Faculty of Education’s vision, goals and outcomes (see Appendix 3).

4.2 Threats
• The proliferation of teacher preparation programs in the new universities across the province at the same time that demographics predict a softening of need for teacher preparation.
• Increased competition from distance-based programs outside of BC may pose a threat to the range of Field Programs offerings.
• Persistent restrictions on core budget increases will result in diminished capacity to deliver the range of very effective programs we have in the past; although our budgets are not being cut, inflationary costs as well as costs associated with progress through the ranks and annual merit processes will see a net deficit of approximately 3% per year.

5. Self Assessment

5.1 Strengths
5.1.1 Scholarship (see Appendix 2)
• Two Tier 1 Canada Research Chairs with vibrant research clusters that have jointly brought in more than $9.5 million in external funding.
• More than a dozen active research groups, centres and institutes.
• Faculty members supported by various external grants: 30 by SSHRC Grants (SRGs, RDIs, CURA, RIIM and others); two CFIs; and 10 by other research grants.
• Internal scholarly support: 39 faculty members supported by SFU Publications Grants, SSHRC Small, SFU Discovery Parks, Governments, NGOs and Philanthropy.
• Infusion of energy and initiative with the hiring of many new faculty members in the last five years.
• The March 2008 External Review noted: “Simon Fraser’s Faculty of Education has a deservedly strong reputation for research. There is
impressive scholarly productivity across all ranks…” (Upitis, Pike & Thiessen, 2008, p. 6).

5.1.2 Pedagogy

- The SFU program for the professional preparation of teachers, highly respected for its innovation and effectiveness, offers a wide range of teacher education possibilities, including First Nations Teacher Preparation, International Education and French Education.
- Graduates from our academic as well as professional programs hold important and significant positions in Education, locally and internationally.
- In response to expressed need and assessed opportunities, we have designed two unique-in-Canada programs: one for BC certification of internationally educated teachers, and another for BC certification of teacher assistants, notably in a First Nations community in northern BC.
- Our student satisfaction ratings (as expressed in course evaluations) with undergraduate and graduate courses are high.
- We are developing expertise in blended delivery (mixed mode and on-line) courses.
- Efforts in developing new pedagogies and how our pedagogies align with the Vice President Academic’s Academic Vision are described in more detail in Appendix 3.

5.1.3 Engagement

- The Faculty enjoys close collaboration and partnerships with local and provincial school districts, the Ministry of Education, the BC College of Teachers, the BC Teachers Federation, other government and non-government agencies.
- We maintain strong ties internationally through international teacher education placements, through cohort graduate programs, and short-term intensive international teacher in-service education.
- Our in-service educational programs are planned in partnership with local school district officials.
- Partnerships with local school districts are mutually productive: for example, a partnership with Surrey School District resulted in the development of the Surrey Counselling Clinic, a community service and a practicum setting for Master’s Counselling students with funding from our school district partner.
- Our successful experience with relationships outside the University augers well for maintaining and strengthening our relationships with external agencies, as we pursue joint initiatives with wider constituencies.
- Faculty members make important contributions in their scholarly fields, editing journals and serving as officer in scholarly associations.
5.1.4 Structural Flexibility in Program Delivery

- Our differentiated staffing model provides an excellent blend of academic and practical perspectives for pre-service teacher education.
- The application of the differentiated staffing model to the EdD (Leadership) program has been highly effective, from both pedagogical and scholarly perspectives. Furthermore, the model provides a template for consideration of the expansion of the EdD to other disciplinary areas (such as curriculum leadership and so on).

5.2 Weaknesses

5.2.1 Scholarship

- The Faculty has undergone unprecedented growth in the last decade (from 38 tenure-track faculty members in 1999 to 59 now3), and has hired mostly at the Assistant Professor level. While such an influx of newcomers to our community is a strength (as characterized above), it is also true that these faculty members need time and assistance in establishing their programs of scholarship. This need comes at a time when the Faculty has fewer resources to make available to these new scholars. As well, the Faculty has appointed several lecturers recently to help us meet demands in particular teaching areas. Some of these new scholars are uncertain about how the Faculty and the University assess their scholarly performance.

5.2.2 Pedagogy

- In response to our recent growth, we have created new programs and new courses across undergraduate, field, and graduate programs to accommodate the scholarly and pedagogical skills of our newcomers, the evolving interests of senior faculty, and the expressed needs for education of our outside constituencies. We have perhaps not been as vigilant in streamlining course offerings, amalgamating interests, and in assessing our capacity for sustainability of all these diverse efforts. A review of how we best meet the diverse needs of our students is welcome and timely.
- While in some areas of the Faculty, interdisciplinary links with other Faculties and Departments in the University are strong, there is potential for establishing interdisciplinary links in other areas.
- Faculties of Education are charged with preparing public school teachers, and that responsibility entails the provision of instruction in areas specified by agencies outside universities (such as, in BC’s case, the

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3 Many of these hires were supported externally, e.g., through Vice-President, Academic initiatives, the Office of Francophone and Francophile Affairs, and so on.
College of Teachers). Thus, the research profiles of all Faculties of Education are shaped to some extent by the presence of faculty members who contribute to teacher education and who come with various fields of expertise, and scholarly interests. There are significant gaps in our Faculty’s complement of professors to address certain disciplinary areas in schools.

5.2.3 Engagement
- The Faculty has always been energetic in fostering relationships with our various local, provincial, national and international communities. We see opportunities for deepening these relationships in a number of areas, and we will continue our practice of negotiating with our external communities in planning initiatives. This responsiveness entails a degree of uncertainty for planning, but we see it as important to maintain our stance of cooperatively defining future activities with our communities.

6. Faculty Objectives
6.1 Scholarship

Objective 1: Support, promote and celebrate academic and scholarly diversity in the Faculty.

The Faculty Tenure and Promotions Committee has engaged in a series of reviews of what constitutes “scholarly contributions” in the Faculty, and has clearly linked scholarly contributions with merit, tenure and promotion processes. The FTPC has also developed an open and transparent consultation process for individuals preparing contract renewal, tenure or promotion applications. We recognize that there is an ongoing need to explain these standards and processes (particularly to newer faculty members), and to periodically review and if appropriate revise the standards.

Of greater immediate concern is the need to disseminate the results of our scholarship. We plan to explore ways to more effectively showcase the scholarly work of members of the faculty, both within the Faculty and with our broader academic and professional communities. For example, we are exploring the creation of an easily accessible micro-site promoting faculty research and linking that research to the field as well as to the academic community.

Objective 2: Maintain our reputation as a Faculty of Education that supports groundbreaking scholarship in our well-established areas of strength and establish this position in emerging areas.
As noted above, the Faculty enjoys an international reputation for scholarly endeavours. Our two second-term Tier 1 CRCs, for example, have founded very active research groups, attracted numerous international visiting scholars and post-doctoral fellows, and supported many research assistants. The CRC program made possible the hiring of several new junior faculty members in each CRC’s areas of interest. Both research groups have exceptional publication and external funding rates. The Faculty will continue to support these prestigious groups with space and infrastructure as possible within our new financial realities. In addition, the Faculty will continue to support the active scholarship of other individuals and groups.

We find the University’s Strategic Research Plan 2005-2010 to provide a general framework of areas in which the Faculty sees as emerging areas for scholarship in our Faculty. These areas include:

- Technology and Education (the SRP’s Communication, Computation and Technology)
- Education for Diverse Populations (the SRP’s Culture, Society and Human Behaviour)
- Education and Sustainability (the SRP’s Environment)
- Health and Education (the SRP’s Health)
- Education and Leadership (the SRP’s Economic Organization, Public Policy and the Global Community).

We have faculty members whose main research interests are located in these emerging areas and across the Faculty, and we have scholars whose interests overlap these priorities. (For a more detailed description of the Faculty’s Research plans, see Appendix 6, The Faculty of Education’s Response to the 2005-2010 SFU Strategic Research Plan.)

In financially challenging times, providing internal Faculty financial support for scholarship, identified as a priority or not, is problematic. However, we have determined a number of priorities for tenure-track hiring over the next three years. They are:

1. Multicultural Counselling (a Health and Education priority).
3. Adult Education and Literacy (an Education for Diverse Populations priority).
4. Science Education (particularly with respect to Technology, Sustainability and/or Health).

We describe rationales for these hiring priorities in more detail in Appendix 4, and outline our plans for identifying other priorities as well.
Objective 3: Assist with the scholarly development and career progress of faculty and staff.

We have a blend of senior scholars as well as more junior faculty and staff. Our more senior faculty have engaged in well-supported and well-reported research, and it is our aim that they provide aid to their more junior colleagues in getting the support they need and in disseminating the knowledge they create. We also have the responsibility to support staff in professional and career development. A strengthened mentorship program for faculty and staff will be initiated by the Dean’s Office.

Objective 4: Strengthen the Faculty’s capacity for attracting scholarly support for faculty members, graduate students and adjuncts, and institute efficiencies of scale that conserve support.

Seeking funding for educational scholarship has become more complex and competitive over recent years. Despite this, with the tireless support of our Grant Facilitators, the Faculty has been unusually successful in garnering support for its scholarship. In the spirit of honouring our historical and current foci, our fourth objective concerns how the Faculty can internally provide even more assistance in preparing successful proposals. This will entail investigating how to encourage and link broader research collaborations, within and external to the Faculty, and exploring possibilities for amalgamating infrastructure support for centres and institutes. These tasks will be priorities of the Associate Dean, Academic, with assistance from the Research Opportunities Committee, and the Educational Research Office.

Objective 5: Reconceptualize and re-tool the Centre for Educational Technology to become a “hub” for scholarship, pedagogy and engagement in education and technology.

The Faculty has been home to, for many years, the currently-named Centre for Educational Technology (CET). The CET’s functions and capabilities have evolved over the years, and we would like to move ahead on several initiatives to make the centre a resource for scholarship, pedagogy and engagement in education and technology. Tentatively, we are referring to this hub as “Education Central” and see it as having multiple support and scholarly functions. We have commissioned several reports over recent years of the Centre, and plan to move ahead on many of their recommendations. The Executive and interested faculty and staff will be responsible for this work.
Objective 6: Enhance our students’ and wider community’s experience of and appreciation for the importance and relevance of scholarly research.

With the entry of several new universities in teacher preparation, it is important that SFU’s distinctiveness as a research-intensive environment be clearly apparent and available to our students and our wider communities. The Faculty will support initiatives to involve students in research activities of a variety of sorts and will make renewed efforts to communicate our scholarship more broadly. These activities will be initiated by professors and Program Directors, and supported by whatever resources the Faculty can make available.

6.2 Pedagogy

Our first objective with respect to pedagogy over the next three years focuses on streamlining and enhancing our curricula in each of our program areas, and investigating if our current structure (five program areas) is optimal for our future plans.

Objective 7: Consolidate and rationalize our curricula and program articulation.

Specifically, we plan to review our curriculum to consider possibilities/processes for cross-program course offerings, for cohort establishment, and for proposing/approving new courses. We also plan to investigate possibilities for articulation among or perhaps re-structuring of the 5 Program Areas, as recommended in our recent External Review. We see this consolidation and rationalization as entailing efficiencies and enhancements for students.

Curriculum review has already begun, led by the Program Directors, and the faculty and the Executive will begin the process of considering structural changes.4

4 The new universities now are granting degrees and credentialing teachers, threatening an over-production of K-12 educational generalists. Our plan is to target specialized educational need areas/populations: preschool, adult education, professional linking programs for upgrading educational paraprofessionals in areas including special education, aboriginal education, French education (see Appendix 5), heritage language education, trades education and other specialist areas of high community need. Rather than compete with these other credentialing institutions, we are seeking ways to collaborate with them, intensifying our partnerships in teacher education with institutions such as Northern Lights College, University of the Fraser Valley, Douglas College and others. One particular planned initiative to address recent dramatic decreases in student transfers from universities/colleges is the collaborative development of an integrated undergraduate program involving alternating periods of residency in the Faculty of
Objective 8: Foster teaching excellence in the Faculty and contribute to teaching excellence in the University.

The Faculty enjoys the presence of a group of experienced Faculty teachers, both tenured as well as seconded master teachers from schools. Both groups can easily provide mentorship to our large cohort of somewhat less experienced junior faculty, although in a Faculty of Education, even junior faculty members may have considerable teaching experience. We have already somewhat informal mentorship arrangements for new Education faculty members. We intend to strengthen our mentorship structure and focus on teaching partnerships so as to maintain our reputation as excellent University teachers. We will also make clear through our reward structure that excellent teaching and mentoring is valued. This will entail articulation of criteria for excellent teaching, and coordination across the various Faculty committees with respect to the assessment of teaching. The Dean’s Office will undertake this responsibility.

The Faculty welcomes the initiatives of the University Task Force on Teaching and Learning, and would like to find ways, if possible, to contribute to the University’s commitment to enhancing faculty members’ teaching skills. More coordinated efforts to enhance teaching, through initiatives of the Dean’s Office, as well as those of the newly conceived “Education Central,” should help us reach these goals.

Objective 9: Collaborate more extensively across disciplinary boundaries within and outside the Faculty and incorporate this interdisciplinarity in teacher preparation, undergraduate, graduate, international and field programs.

While some Education faculty members collaborate with colleagues in other Faculties and Departments (the Mathematics Education faculty members, for example, enjoy such a relationship), such interdisciplinarity in pedagogy is not as widespread as we would see as optimal. The contributions of Social Science faculty members to understanding the diverse classrooms and communities of today, for example, would be valuable for our students, and may open up possibilities for interdisciplinary research enriching students in both disciplines. The Executive will encourage initiatives for cross-Faculty pedagogy, and resources, as necessary and available, will be directed thereto.

6.3 Engagement

Education at SFU and the partner institutions, allowing students to capitalize on the distinctive strengths/specializations of each institution.
Objective 10: Maintain relationships with the variety of individuals, groups, institutions and agencies the Faculty has traditionally served and create new relationships with constituents we have not directly served.

As explained several times already, the Faculty is heavily involved in relationships with a variety of individuals, groups and institutions, locally and globally. Over this 2010-2013 period, we intend to strengthen these partnerships and continue to assess the rigour and relevance of our contribution. In particular, we would like to continue our responsiveness (through scholarship, pedagogy and engagement) to expressed needs of First Nations and aboriginal communities.

While we continue to see teacher preparation as one of the core activities of the Faculty, we have come to see that our involvement is not and cannot be limited to K-12 schooling. In response, we have enrolled several cohorts of premium fee EdD programs for leaders in post-secondary institutions, and we will continue to offer these programs as the need is expressed. We must also respond to needs from adult educators for certification, and we have begun to respond to needs of early childhood educators.\(^5\) We have hired a Limited Term Lecturer to rejuvenate our Literacy Certificate (an undergraduate certificate useful for community educators), and to assess ways and means to expand our programming so as to better meet the needs for educated community instructors.

7. Three Year Growth Scenarios

The Faculty of Education is not targeted for growth in this period, so our plans will involve consolidation of our core mission along with continuing our longstanding tradition of capitalizing on opportunities for funded programs.

By the end of the three-year period, we would like our Faculty to be characterized by:

- Continuing and enhanced scholarly profiles of our senior faculty, with more junior faculty assuming increasing responsibility for these trajectories.
- Scholarly contributions in our five priority areas and in interdisciplinary scholarship across the Faculty well established.
- Students who appreciate and participate in Faculty research activities.

\(^5\) We have recently approved an Early Learning Specialization at the undergraduate level, have faculty involved in the Centre for Research on Early Childhood Health and Education (CRECHE) and have been successful in receiving a CFI grant to develop an early childhood research centre in partnership with SFU Childcare.
• An Education Central that performs ground-breaking research in education and technology, and that supports educational scholarship that makes use of leading-edge technologies. We also see Education Central as strengthening our relationships with external constituencies through effective dissemination of faculty scholarship.
• Streamlined, efficient and educationally enhanced (including interdisciplinary) curricula in all program areas.
• Pedagogical partnerships among faculty and seconded faculty, so as to maintain our position as excellent University teachers.
• Contributions to and exploitation of the resources of the University and the Faculty with respect to pedagogical improvement.
• A renewed structure for Faculty Programs that honours our history of interdisciplinarity, and that provides administrative efficiencies.
• Maintenance of current relationships and creation of new relationships with stakeholders in emerging areas of need.

8. Worst Case Scenario for 2010/11

Any worst-case scenario demands of us the highest level of efficiency in the program offerings that we do have. We must first look at administrative cuts and then explore efficiencies that can be achieved in our program delivery. Blended learning strategies may allow us to reach new target audiences while making incremental improvements to the learner experience across many different program areas, and thus help us in meeting enrollment targets. High-level academic work at the doctoral level must always continue to play a role in the mix of course offerings. The focus of the administrative exercise will be discovering how to maintain current levels of research, teaching and service with fewer resources. A key feature of this will be improving the data about all of our research and scholarly programs on which to base our decisions. Strengthening our institutional research base is a goal of this document.

This Faculty has undertaken two major budget consultations over the past two years, and we understand basic economic principles that would indicate cuts are accomplished either by doing less of something or generating additional revenue. Some Faculties of Education have faced difficult economic times by moving out of undergraduate education and focusing on graduate or research-based programs. We will not take this approach. We see the scholarly connection between our research-intensive mandate and the delivery of undergraduate programs as crucial in our future. As such, we have not contemplated doing less in the undergraduate or teacher education program; thus, our “worst-case scenario” would be to:
• Significantly reduce the number of “service courses” that are not necessary for our students’ degree completion. This would primarily impact courses offered for students registered in other faculties.
• Reduce the number of people hired to zero.
• If the cost-saving and revenue-generating measures described elsewhere are insufficient to meet targets, we would face reductions in service capacity across our various programs. We have a mandate to reach specific student enrolment targets in both Professional Programs and Graduate Programs, and so it would be difficult to make significant reductions in those areas. We do have slightly more flexibility in our Field and International Programs; however, these programs fill critical community engagement, professional development and international mandates for the Faculty, as well as having significant revenue generating potential. As a result, we do not believe it would be prudent to consider vertical cuts to either of those areas. Rather, we would like to reopen the discussion around premium-fee and cost-recovery programs to determine how we might be able to increase revenue potential through these areas, as well as through other premium-fee graduate programs. Thus, in a 10% reduction scenario, we will continue to focus on three primary targets: efficiencies and savings within program areas; additional revenue-generating opportunities; and exploration of revenue sharing agreements.

In the next few years, it will be increasingly difficult for SFU to maintain its current levels of enrolment for first year students. For this reason, we will be active participants in the Strategic Enrolment Management initiative. Despite these efforts, we may still see a declining enrolment of first-year students at the University and with changing population demographics and uncertain immigration projections, the possibility for reduced need for new teachers in the system. However, we expect that our number of undergraduate students in seats will remain the same. We can do this by having large enrolment service courses with new students every year, fewer PDP students in our one-year post-degree program, and a greater number of year 1, 2, and 3 students in our direct entry BGS program. A BGS student is an Education student for four academic years, which is equal to four PDP students in successive years in our one-year program. Thus, we may see a redistribution of undergraduate students within the Faculty. We have also built programs that serve key niche areas (regional—AHCOTE, or disciplinary—French Language/ITEM). Although we may see fewer graduating students, by focusing some of our attention on students at earlier stages of their programs, we expect to have no net impact on credits or registrations. As stated above, developing new areas rather than attempting to shrink into a diminishing resource will best accomplish our goals.

9. Financial Plan
As a worse case scenario, we have been asked to consider a 10% cut over the next three years, which for the Faculty of Education will be approximately $1.7M.

Our immediate concern is to address the projected cut for this coming year without impacting the development of our activities in the following two years. Given the tight timeline, we will need to make some quick, potentially temporary cuts that might be reversed in the following two years if we are able to increase revenues. During the first year, we will consider increasing class sizes, delaying hiring of critical positions, not filling temporary leaves, and limiting course selections, to name a few.

At the end of this three-year planning process our intention is to have in place a new Education Central to give greater support to our pedagogy and scholarship, have greater capacity in the areas of counselling, adult education, literacy and science education and have a solid recruitment and retention strategy that will support not only the Faculty of Education, but the rest of the University.

In the first year, we will specifically examine our requirements for our graduate degrees, with the intention of bringing them into alignment with University requirements. For example, our MEd, with a comprehensive exam, requires 31 course credits, whereas University regulations require 30. By changing our requirement, we will be able to remove one 5-credit course from many of our Master's programs, allowing us to cut approximately $100,000 from our sessional budget. In subsequent years, we will review of all our curriculum and program requirements to make them more attractive to potential students and more cost effective to offer.

Another priority will be to develop a strategic plan for all premium fee programs, to ensure that we have the capacity within the Faculty to support these programs and the interest/demand to ensure top quality applicants. Once we have a strategic plan in place, we will consider expanding our premium-fee program offerings in years 2 and 3 to offset loss of revenue in other areas.

We will be looking very closely at our staffing and administrative structures to see if there might be efficiencies in these areas. One recent example of streamlining occurred when we moved the duties of the (PDP) Placement Coordinator from a seconded Faculty Associate position to an APSA position. One of the arguments against this was that the person occupying the position needed to be of and from the school districts so as to have the networks to find placements. We challenged that idea and have found that the APSA employee is building strong relationships with the districts, and this change has saved us approximately $25,000. We are confident that similar savings can be found in other areas without sacrificing program quality.
During this coming year, we will be looking at new revenue generating options such as: Certification for Adult, Literacy and Early Education Educators; non-credit professional development for the school districts; and expanding our non-credit international activities, to mention a few. We plan to continue these initiatives in years 2 and 3, again to bring in the funding to support our core programs.

In summary, during the first year we will be looking mainly at administrative efficiencies, as well as our graduate programs for efficiencies, cuts and growth. In the second year, we will be reviewing our professional and undergraduate programs to see if there are areas that could be more efficient, also looking at revenue-generating opportunities. By the end of the three years, we will have reviewed all programs and administrative structures and implemented efficiencies that will allow us to maintain and strengthen excellent programs, and continue to promote research quality in the Faculty.

10. Communication

The Faculty has had several opportunities to respond to various drafts of our Three Year Plan. We regard this as a living document, one that details our overall direction over the next three years, but that is unable to anticipate all the opportunities and threats the Faculty and the University will encounter. This draft of the Plan represents our to-date anticipated directions, but it will continue to be debated and responsive to the wishes and needs of our various communities.
Appendix 1: Descriptions of Core Activities by Program Area

Professional Programs

Key
- POP: Professional Development Program
- HEART: Helping Educators Access Resources Through Technology
- ABTS: Aboriginal Teacher Education Model
- ITESM: Indigenious Teacher Education Model
- POP: Professional Opportunity Program
- FA: Faculty Associate

Statistics
- Students: 679
- Staff: 12
- Coordinators: 7
- Faculty: 18
- Faculty Associates: 44
- School Associates: 1233
- Number of Schools: 249
- Number of Districts: 17
Undergraduate Programs

<table>
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<tr>
<th>Degrees</th>
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<tbody>
<tr>
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<td>Bachelor of General Studies</td>
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<tr>
<td>B.Ed. (Second Degree)</td>
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<tr>
<th>Certificates</th>
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<td>Certificate in Professional Practice</td>
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<th>Minors</th>
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<tr>
<td>Educational Psychology</td>
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<tr>
<td>Early Learning (Early Childhood Education)</td>
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<td>Environmental Education</td>
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<th>Diplomas</th>
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<tr>
<td>PBD in English as an Additional Language</td>
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</tbody>
</table>
The Undergraduate Programs area also administers the Foundations of Academic Literacy program (FAL X99).

The staff is comprised of a Director, one APSA manager, and two program clerks. This Program Unit was the first in the Faculty to function administratively from both the Surrey and Burnaby campuses. Our director and program staff work from both locations.

The following chart represents our FTEs for 2007-2009.

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<th>Faculty/Department</th>
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<th>08/09</th>
<th>%Chg</th>
<th>WAFTEs</th>
<th>07/08</th>
<th>08/09</th>
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<td>1,536.1</td>
<td>-2.0%</td>
<td>2,229.8</td>
<td>2,175.3</td>
<td>9.9%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>870.6</td>
<td>805.2</td>
<td>-7.5%</td>
<td>1,227.1</td>
<td>1,132.6</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>In-Service (EDPR)</td>
<td></td>
<td>0.1</td>
<td>0.6</td>
<td>-</td>
<td>0.1</td>
<td>0.9</td>
<td>16.3%</td>
<td></td>
</tr>
<tr>
<td>Professional Dev (PDP)</td>
<td></td>
<td>613.1</td>
<td>623.1</td>
<td>1.6%</td>
<td>919.6</td>
<td>934.7</td>
<td>22.4%</td>
<td></td>
</tr>
<tr>
<td>Foundations of Academic Literacy (FAL)</td>
<td></td>
<td>83.1</td>
<td>107.2</td>
<td>29.1%</td>
<td>83.1</td>
<td>107.2</td>
<td>16.0%</td>
<td></td>
</tr>
</tbody>
</table>

The following chart is some recent information on the credentials awarded.

<table>
<thead>
<tr>
<th>Credentials Awarded</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education</td>
<td>57</td>
<td>377</td>
<td>392</td>
<td>422</td>
<td>-</td>
</tr>
<tr>
<td>Minors/Extended Minors</td>
<td>176</td>
<td>509</td>
<td>579</td>
<td>624</td>
<td>660</td>
</tr>
<tr>
<td>Post Baccalaureate Diplomas</td>
<td>144</td>
<td>35</td>
<td>22</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Certificates</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total Undergraduate Credentials Awarded</strong></td>
<td><strong>377</strong></td>
<td><strong>921</strong></td>
<td><strong>993</strong></td>
<td><strong>1,080</strong></td>
<td><strong>702</strong></td>
</tr>
</tbody>
</table>
Field Programs

Field Programs is a unit within the Faculty of Education that is primarily devoted to ongoing professional development for in-service teachers and other education professionals in school-based settings. Our students may be people who have recently embarked on, or who are fully involved in their careers, whether that is at an early, mid, or late phase of their professional life. Our programs are initiated by, developed from, and delivered in the context of teacher and school-district needs and interests, and so, there is a collaborative, community-based element to all that we do. Furthermore, our programs are cohort-based, which creates a space of collegial support and engagement for students in their studies. In the case of our diploma programs a cohort community works together for a 2-year journey. In our ‘laddered’ Masters of Education in Educational Practice (MEd EP), a cohort community continues for another year of study. Pedagogically, our programs are centered on a principle of cultivating a disposition toward continual critical inquiry and self-assessment of professional practice. In addition to these programs we also provide ongoing professional, focused workshops and seminars as needs and requests arise from districts and agencies.
International Programs

INTERNATIONAL PROGRAMS
Offering vision, challenge, growth and expertise to global classroom learners and leaders.

WE ARE:
- A leader in international education.
- With expertise in individualized program design and delivery.
- Working with graduate and undergraduate students.
- Offering a range of professional development opportunities.

WE PROMOTE:
- International & global education research
- Innovative, participant-centred teaching approaches
- Participant achievement
- Self-directed, reflective and site-long learning
- Enhanced international experiences
- Respect for host country educational and cultural contexts.

WE PURSUE:
- Ongoing excellence in program design, delivery and evaluation
- Worldwide linkages
- Internationalization of academic and professional initiatives
- Mobility exchanges between universities from different countries.

WE PROVIDE:
- Intensive, professional development programs
  - for international teachers
  - student teachers and educational leaders
  - Graduate masters programs
  - Internship programs
  - A wide range of teaching and learning experiences within each program
  - Active student support - academic, language, cultural and personal
  - Off shore consultancies with partnerships at the University and Ministry levels.

### International Programs Statistics 2005-2008

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int'l Ed Int'l Students</td>
<td>201</td>
<td>167</td>
<td>188</td>
<td>170</td>
<td>725</td>
</tr>
<tr>
<td>Int'l Ed Non-Credit Programs</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>98</td>
<td>386</td>
</tr>
<tr>
<td>Int'l Ed Domestic Students</td>
<td>66</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>356</td>
</tr>
<tr>
<td>Int'l Ed Faculty Members Involved in Int'l Activities</td>
<td>At least 20 have been involved in the last 2 yrs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int'l Ed Visits from International Delegates</td>
<td>15 to 20 per year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int'l Ed Projects/Contracts</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int'l Ed Members Involved in Int'l/PDAC Activities</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

Some of these numbers are actual data, some are estimates and some may not be all inclusive; however, they serve to indicate the scope of IPD international activities in a number of different countries & regions of the world.

### IP Organizational Chart

- **Dr. Ian Andrews**
  - Director
- **Dr. Bonnie Waldron**
  - M Ed Int'l Coordinator
- **Sophie Dunbar**
  - Program Manager
- **Margaret Provost**
  - STNC Coordinator
- **Ellen Rain**
  - Program Assistant
- **Amanda Stover**
  - Program Assistant
Appendix 2: Scholarship in the Faculty of Education

Canada Research Chairs

PHIL WINNE

Phil Winne’s Ed Psych Lab was created to support his research program when he was awarded a Canada Research Chair in 2002, which was renewed for a second 7-year term in 2009. Since the lab’s inception, Winne and his colleagues have won 15 externally-funded research grants totaling $5.81M from the BC Knowledge Development Fund, Canadian Council on Learning, Canada Foundation for Innovation, Social Sciences and Humanities Research Council of Canada, and the University of British Columbia Teaching and Learning Enhancement Fund. As well, Winne and teammates have gained $191K in research funding from internal sources at SFU. Collaborators on Winne’s projects include scholars from McGill University, UBC, the University of Victoria, the University of Oulu (Finland), Muenster University (Germany) as well as SFU.

Winne’s lab has hosted a number of international scholars and served as an exchange site for 5 visiting doctoral and post-doctoral students from Finland and Germany. In addition to supervising 4 post-doctoral fellows and 3 SSHRC doctoral fellows since the lab was created, Winne completed 8 PhD and 7 MA students over this period. He now supervises 2 PhD students.

Research in Winne’s lab focuses on metacognition (knowledge people have about their cognition, motivation and emotion), self-regulated learning (how people apply metacognition to manage, adapt and expand skills for learning), and methodologies and software systems for researching metacognition and self-regulated learning in contexts where people study to learn. Since 2002, he has led a team of nearly collaborators and more than a dozen software developers to design and develop several major software systems including gStudy, nStudy and Web Questionnaire. Within this research milieu, Winne with his collaborators and students has published 14 referred book chapters and 25 referred articles in high-impact scholarly journals including: British Journal of Educational Psychology, Contemporary Educational Psychology, Educational Psychologist, Educational Psychology Review, International Journal of Educational Research and Journal of Educational Psychology. With his teammates, he has authored or co-authored 66 refereed papers and research posters presented at national and international scholarly conferences.

Winne is Associate Editor of the British Journal of Educational Psychology and serves on the editorial boards of 11 other first-tier scholarly journals. He co-edited the 2nd edition of the Handbook of Educational Psychology sponsored by Division 15–Educational Psychology of the American Psychological Association. Winne was named an inaugural Fellow of the American Educational Research Association and 2008. In 2007, the Canadian Association for Educational Psychology recognized Winne’s scholarship with the Robbie Case Memorial Award “For outstanding...
contributions to educational psychology in Canada.” SFU’s Faculty of Education honored him in 2006 with the Jack Paterson Award “For outstanding contributions of a voluntary nature to the general well being of the University community.”

**KIERAN EGAN**

The Centre for Imaginative Education, (Director, Kieran Egan), is involved with a number of initiatives. It contains the Imaginative Education Research Group (IERG), whose directors are Kieran Egan, Mark Fettes, and Sean Blenkinsop, and which has brought in over $2M since its founding in 2001, from SSHRC, CURA, CFI, BCKDF, Spencer Foundation, etc. We have satellite groups in many countries in the world, and a database of approx. 6,000 affiliates. A new “Imaginative Education” Charter school in the Corbett School District, Portland, OR, has begun in Sept. 2009. Since 2007, members of the IERG have published 12 books, 3 collections of essays, and 2 special issues of scholarly journals about our work, and, since 2005, more than 40 articles in scholarly and professional journals and chapters in edited books. Details of all these are accessible on our website at [www.ierg.net](http://www.ierg.net). A number of other faculty members have been and are involved in one or another of our initiatives. Dr. Allan MacKinnon, for example, is co-holder of a grant to research one of our new initiatives, the Learning in Depth project ([www.ierg.net/lid](http://www.ierg.net/lid)). We have produced a professional development kit, a number of DVDs, videos, and various materials to help teachers implement the results of our research. Our website has sections in Catalan, Chinese, Georgian, Japanese, Portuguese, Romanian, and Spanish—places where we have particularly active groups and implementation of our ideas in educational institutions. We deliver workshops around the world, produce newsletters, support an M.Ed. program in Imaginative Education, are involved in initiatives in aboriginal and ecological education, in literacy programs, programs for the gifted, and numerous other educational activities.

The Centre has supervised more than a dozen post-doctoral fellows, more than 30 Research Assistants, and has hosted visiting scholars from China, Israel, England, Finland, Australia, and other countries. It hosts an annual conference, which attracts scholars from more than 20 countries. Egan has been the recipient of the Grawemeyer Award in Education ("Education's Nobel prize"), the Whitworth Award from the Canadian Education Association, a Canada Council Killam Research Fellowship, is an American Educational Research Association Fellow, Kappa Delta Pi Laureate, Canada Research Chair in Education, a Foreign Associate Member of the U.S. National Academy of Education, and a Fellow of the Royal Society of Canada.

**Research Groups, Centres and Institutes**

The Faculty is home to more than a dozen research groups, centres, and institutes. The existence of these clusters is a testament to the Faculty’s ongoing commitment to research as well as its ability to gather resources (money, equipment, and people) necessary to conduct large-scale research. Fifty-eight percent of our tenure-track faculty are formally associated one or more of these research groups:
Grant Support in the Faculty (Other than CRC)

The Faculty draws from a large number of competitive external and internal research funds. Despite a large influx of junior faculty since 2003, the percentage of faculty members holding competitive funds has remained relatively constant during this time. For the faculty as a whole, the total competitive external and internal funding amounts have generally increased over the same time period, even before taking into account six large external awards, each with a total value of $500,000 or more.

Within SFU, the Faculty of Education has the most ongoing research funding per capita amongst the social science and humanities faculties (Education, Business, Arts and Social Sciences; see following table with data for fiscal year 2007/08). At the same time, Education does not bring in as much per capita funding as the remaining Science faculties, which is a pattern typical of Education faculties other universities (e.g., UBC Education brought in 1.16% of total UBC research funding in 2007/08).

The Faculty of Education’s grant support in 2009:

External
- 30 SSHRC
- 2 CFI
- 10 Other research grants (NSERC, CURA, RDIs, RIIM, foundations, university-based research centres)

Internal
Future Directions

The Faculty has identified needs for increased access to mentorship and ongoing research support (e.g., writing retreats and workshops, access to data analysis software training, grantsmanship workshops, etc.), as well as opportunities to better integrate research and teaching at all levels. These will be among the priority areas as we continue to look for ways to advance research and scholarship in the Faculty of Education at SFU.
Appendix 3: The Faculty of Education and the VPA's Academic Vision

*The University will facilitate admission, support and success for students of all ages.*

The Faculty of Education enrolls through its various programs, students of all ages, and promotes a commitment to life-long learning. Beginning university students who have been identified as potentially experiencing difficulty with their first “W” course, enroll in our Foundations of Academic Literacy (FAL 099) course. We are tracking these students to examine what students’ subsequent university experiences are like. As well, we have begun to admit beginning students to our new BGS (Education) program.

Professional Programs (PP) has undertaken several initiatives in this regard. By identifying “core activities of a teacher,” we are beginning to ensure that all who can perform these functions can enroll and complete professional education despite varying disabilities. In addition, PP is considering how career movement from the trades to teaching can best be facilitated, and how special education assistants, aboriginal support workers, adult educators and uncertified French language teachers may “ladder” their experience into teaching. Teachers who are certified in countries other than Canada have the opportunity for BC certification through a special program we call the Professional Qualification Program. PP also offers a “re-entry” program for students who were not able to make the significant transformative changes in perspective required of SFU-certified teachers in their short PDP year; such students complete action plans with Faculty Associate and most successfully complete PDP.

The Faculty as a whole has a long history of engagement with local communities. We currently have programs of teacher education operating in Northern BC (the Alaska Highway Consortium on Teacher Education known as AHCOTE) and Aboriginal Teacher Education (in Fort Ware, Quesnel and the Okanagan). Master’s programs are (and have been) offered in many local communities outside the Lower Mainland.

Programs in the Faculty that accept students from “non-traditional backgrounds” have already been described. Graduate Programs also accepts students with a variety of backgrounds and the Master’s programs for mid-career educational professionals provide extra support for those who do not have degrees or teaching credentials. Especially in Field Programs, such students are supported to move from where they are in their learning and practice by setting personal goals and creating learning plans throughout their programs.

*SFU will respect and value diversity in scholarship; academic units will define their own research and pedagogical strengths and plan accordingly.*

The Faculty’s diversified staffing (tenure-track faculty, lecturers, seconded master teachers of children) and our non-departmentalized structure is a constant reminder to us of the value of diversity in scholarship. Students in all programs are exposed to
varying research (and methodological) traditions, pedagogical approaches and diverse ways of knowing.

*SFU faculty members will create a culture of critical inquiry and their transmission of research skills and research results will add value to each student's education.

Critical inquiry is embedded in our coursework and teaching practice. Faculty members and graduate students share current understandings and new knowledge generated from our own research activity through coursework, a lunchtime seminar series, a Summer Institute in Educational Leadership, a graduate student-organized conference “Education without Borders,” a graduate student-operated peer-reviewed journal “SFU Educational Review.” As well, many of our students are affiliated with the Research Centres in the Faculty. Mentoring and apprenticeship models are the norm in most programs. Most PP and FP students engage in action research connected to their classroom experiences. As well, we have encouraged faculty members to develop courses in the area of their research.

*Students will know the learning purposes and opportunities for each program, can find straightforward information on program requirements, and can plan and complete their programmes in a timely way.

The curricula and assessment practices of each program and each course are communicated to students, and feedback is provided to them promptly. The curricula and student assessment practices of Professional Programs are framed around goals, dispositions and competencies articulated by the Faculty in consultation with the teacher accreditation body, the BC College of Teachers. In each program area, students are provided with various forms of counsel with respect to requirements of their programs: websites, information sessions, consultation with faculty members or staff, written material. We are pleased with the low level of “forced course turn away” with our Faculty.

*Students will learn through a wide variety of pedagogies that expand the traditional classroom experience and extend learning into local, national and international communities. They will participate in a wide variety of experiences that develop long-term skills in learning, analysis and communication.

Faculty Associates (seconded master teachers) provide a rich resource to the Faculty in demonstrating innovative pedagogies. Faculty members work closely with these teachers especially in PP. Students in all PP engage in community activities as a required aspect of their practica. PDP students have the opportunity to student teach in Mexico, Cuba, Trinidad and Tobago, India and China. New initiatives in the Faculty with respect to this goal include mixed mode delivery (the Dialogue Central Project), International Field Schools (East Asia, Mexico, Indonesia, immersion experiences (Laval) and environmental education (Haida Gwai’i)). Most graduate courses are designed to include components of on-line, multi-media and service learning and/or practica. In Field Programs, pedagogical approaches include: inquiry learning, open-
ended instructional strategies, information circles, active learning, arts-based methods, narrative writing and cycles of action and reflection.

*SFU graduates will understand the importance of being ethical, responsible and informed citizens, through engaging in complex contemporary issues and examining questions from different perspectives.

Faculty programs and courses have this learning goal. Social and ecological responsibility and justice are embedded in most courses. As our programs are grounded in the life experiences of educators in schools and communities (including international communities), complex ethical, social and moral challenges become part of their explorations and inquiries. Because programs bring together diverse teaching approaches, commitments and philosophies, students are exposed to a variety of perspectives.

*Academic units will make their teaching and research relevant to the broader community.

Engagement with the wider community is one of the core activities of a Faculty of Education (see Three-Year Plan). All programs see themselves as situated in local, provincial, national, and international professional and research communities, and work to align their local activities with wider ones.
Appendix 4: Hiring Priorities

Prior to May 2010, the Appointments Committee of 2009‐10 will seek approval from the Faculty for a new process to guide us in making decisions about hiring new faculty colleagues. In spring 2009, we prioritized the following positions as new hires, should the hiring freeze lift.

1. Multicultural Counselling

Given Vancouver’s position as one of the three metropolitan areas in Canada receiving the largest numbers of immigrants, and the increasing presence of children from diverse origins in schools, there is a pressing need for more research in multicultural counselling and this is a priority area in terms of Faculty programming. There are clear possibilities for collaboration with researchers in Health Sciences in the area of multicultural counselling. We have a critical need for our Burnaby-based counselling program. A key position was vacated the very day the hiring freeze was announced, leaving us unable to replace that faculty member. Our program is now in the process of applying for national accreditation [we need three tenure-track professors in the program to qualify—this is our only stumbling block at the moment], has developed a new PBD in counselling, with a new counselling clinic (co-funded by the SURREY School board) that opened in January 2009. Current staffing levels (two pre-tenure assistant professors) means that we have nine qualified applicants for every seat in the program. The Faculty would seek particularly to recruit candidates who focus on cultural research that would benefit the Surrey population.

2. Developmental Disabilities

When the freeze was announced last year, we had already shortlisted, interviewed and selected an exceptionally accomplished candidate. This Surrey-based position addresses our pressing need for a specialist/researcher in severe developmental disabilities, a field essential for teacher preparation, one that has received great attention, both parental and governmental and one whose absence in our faculty cohort is, frankly, indefensible. The potential for research collaboration with FASS (Psychology Department) and with the new Chair in Autism is a further incentive to hire in this area. We have a research centre (CRECHE) devoted to research in learning disabilities, and course and program needs across PP, graduate programs, field programs and doctoral programs.

3. Adult Education and Literacy

British Columbia has a strong reputation for supporting a broad-based network of adult and community literacy education programs. These programs serve out-of-school youth and adults, who want to complete secondary school, upgrade their qualifications, improve their literacy skills for work and family purposes, and retrain for new work opportunities in a changing economy. These youth and adults are served by over 800 adult educators, in 17 adult basic education programs in
university/colleges, 23 adult learning centres in British Columbia school districts, and 107 community literacy programs funded by the BC Ministry of Advanced Education’s CALP (Community Adult Literacy Program). In addition, adult and community literacy projects are integrated into job training centres, immigrant settlement centres, community health clinics, homeless shelters, community centres and neighbourhood houses, First Nations tribal councils and band education offices, and so on. The work of these adult literacy educators is diverse, complex and vital to meeting the complex and changing social and economic goals of British Columbia. There is a need to provide training opportunities for a new and growing cohort of adult educators, who need skills in teaching “new literacies,” especially digital and multimodal literacies, to out-of-school youth and adults in a range of community, workplace and school-based settings. However, with the exception of 15-credit literacy tutor training certificates, there are no adult literacy-focused, undergraduate university qualifications currently offered in British Columbia. This constitutes a significant gap in the educational landscape and an opportunity for the SFU Faculty of Education. We are already host to a well-respected certificate in literacy instruction. After a few years of dormancy, this certificate is undergoing revision and renewal, with a strong focus on community consultation and engagement, cross-faculty collaboration in course offerings, and an emphasis on the creative use of online learning. With dedicated faculty and resources, this certificate is well placed to ladder into teaching qualifications within the PDP and proposed PLP (professional linking program), an adult and community literacy focus within the existing Masters in Adult Education, and into the faculty’s PhD in languages, cultures and literacies.

4. Science Education

We seek to mount a Surrey-based BSc in Education, but with no secondary Science Education faculty, this will be impossible to accomplish. Professional and Undergraduate Programs need someone to teach in this area, and the lack of graduate courses in the area is a serious gap as well. Collaborations are potential in this area: as we have noted, if the person hired could have overlapping interests in Technology, Health and/or Sustainability, this would be ideal. We might even consider a cross appointment with the Faculty of Science, the Faculty of Health Science and/or the Faculty of the Environment.

The Faculty Appointments Committee has committed to bringing a document to Faculty to describe a process for identifying future hiring priorities. This work will, we hope, be completed in the 2009-2010 academic year.
Appendix 5: Office of Francophone and Francophile Affairs

The Office of Francophone and Francophile Affairs (OFFA) at Simon Fraser University is an externally funded administrative structure that was established in 2004. Funding comes from the Department of Canadian Heritage and Official languages, as well as the BC Ministry of Education.

OFFA supports, programs in French delivered by the cognate area Faculty members (Section des programmes d’éducation en français – SPEF) in all four program areas of the Faculty of Education: Undergraduate, Professional, Graduate, Field as well as International and External programs and initiatives.

Over the next three years, based on the level of financial resources that will likely be granted to OFFA for the period of 2009-2013, the goal is to maintain, consolidate and enrich French programs at the Faculty of Education, in response to the continued demand for qualified French educators in the province. More specifically, OFFA wishes to continue to support all the current Faculty and administrative positions, which complement existing positions at the Faculty of Education.

In the interest of ensuring long-term continued support of courses and programs, the Faculty of Education could strengthen its commitment by endeavoring to hire fluent speakers of French in some key administrative staff positions.

Because of its mandate to develop, coordinate and promote French programs and courses at SFU, OFFA will continue its efforts to maintain or increase enrolment in all programs offered in French at the Faculty of Education.

Increased enrolment numbers since 2004 have resulted in the extension of funding for 2008-2009 and, expected funding for 2009-2013 will provide financial stability. Because OFFA also has a mandate to respond to the evolving educational needs in the Francophone and Francophile communities, it will continue to collaborate with the Faculty of Education, maintaining a level of flexibility in order to develop programs adapted to the particular needs of these communities (Professional Linking Program, online Master’s, Educational Leadership Doctorate).

An international practicum in Cuba for PDP students, the Dual Certification program with France, a post PDP Professional practicum in Europe, the Explore Language program at Laval University are examples of opportunities OFFA has provided for French programs students in the past. OFFA hopes to collaborate with the Faculty of Education to establish a PDP practicum in a West African country, as well as placements in French outside the Lower Mainland for the 405 practicum, thus supporting students’ linguistic and cultural/intercultural development in Francophone environments.
Appendix 6: Faculty’s Response to the 2005-2010 University’s Strategic Research Plan

BACKGROUND

The Faculty of Education is an active and accomplished community of scholars. We advance educational scholarship and promote development in the education professions by creating, supporting, and applying research. Our several research centres and institutes create a significant fulcrum for research and engagement with the broader education professions. The Faculty’s close links with the community focus on solving problems in the field by amalgamating our research with research conducted across Canada and internationally. Our partnerships create avenues for mobilizing scholarship in education that feeds back to strengthen the relevance of our research, enhance our research excellence, and assure the importance of the research we do.

The 2010-2013 Academic Plan for the Faculty of Education (currently in final stages of preparation) stresses the mutually constitutive and intersecting activities of scholarship, teaching and engagement. Two of our key research-related objectives are to maintain our status as a Faculty that generates groundbreaking scholarship in our well-established areas of strength and to establish this position in emerging areas. However, the University’s 2005-2010 Strategic Research Plan must evolve to enable us to fully achieve both goals. We cast these ideas in light of our judgment that the current strategic plan blurs or simply fails to capture our potential for research growth in key areas.

In the following, we summarize current research strengths and highlight how these strengths map on to the current Research Plan. We then propose and rationalize research foci we believe the University should incorporate to appropriately represent what the University stands for and to fully use the Faculty’s assets for research.

CURRENT STRENGTHS WE PLAN TO MAINTAIN

The Faculty enjoys an international reputation for scholarly endeavours in Educational research and practice. Our two second-term Tier 1 Canada Research Chairs, for example, lead very active research groups, attract numerous international visiting scholars and post-doctoral fellows, and support many research assistants. The CRC program made it possible to hire several new junior faculty members in each of the CRC’s areas of scholarship. Their research groups have exceptional publication and external funding rates. The Faculty will continue to support these prestigious groups with space and infrastructure as possible within our new financial realities. The Faculty will also continue to support the active scholarship of other individuals and groups; we are currently home to more than a dozen research groups, centres, and institutes. This testifies to the Faculty’s ongoing commitment to research as well as its ability to gather resources (money, equipment, and people) necessary to conduct large-scale research. Fifty-eight percent of our tenure-track faculty members are formally associated with one or more of these research groups:
The University’s Strategic Research Plan (2005-2010) provided a useful but incomplete framework for current, as well as emerging, scholarship within the Faculty. Some of the areas of Faculty strength that loosely map onto the 2005-2010 Research Plan include:

- Technology and Education (the SRP’s Communication, Computation and Technology)
- Education for Diverse Populations (the SRP’s Culture, Society and Human Behaviour)
- Education and Sustainability (the SRP’s Environment)
- Health and Education (the SRP’s Health)
- Education and Leadership (the SRP’s Economic Organization, Public Policy and the Global Community).

CONCEPTUAL FOCUS FOR FUTURE RESEARCH

Faculties of Education are often caught in a difficult balancing act between pursuing “pure research,” preparing individuals for professional practice, and reshaping educational institutions, policies and practices. Within this context, we reject what Collins and Porras referred to as “the tyranny of the or,” a confining belief that engaging in “pure research” and “professional practice” is an “either/or” proposition. Instead, we embrace the “genius of the and,” and see the activities of research, professional practice and institutional change as articulated and valued facets of scholarship within the Faculty. We conceptualize research as a framework of four essential components: understanding; research use; knowledge mobilization; and reciprocity. Understanding concerns fundamental explorations to map what is and can be in education, what we value of educational practices, and how processes of education unfold and can be transformed to benefit individuals and society. Research use refers to investigations about how understanding may be applied to address educational issues. Research use includes, but goes beyond, developing and refining methods across the spectrum of educational practices and forms of educational inquiry.
**Knowledge mobilization** refers to critical and self-reflective occasions where we apply research in practice. In this, a significant issue is determining the impacts of educational interventions across individual and systemic levels. Finally, the notion of *reciprocity* concerns our studies of collaborations with the educational community, the settings for research mobilization. Here, we emphasize designing and using feedback loops to inform and refine future research throughout our framework. This stance brings to life the cycle of theory informing practice, and practice informing theory. Much of the Faculty’s future research vitality lies in actively inter-relating these four framework components. Furthermore, the components, individually and together, represent significant foci for emerging scholarship. We argue that the including such a framework within the SFU Research Plan for 2010-2015 will benefit all Faculties and particularly those with strong links to professional practice.

In addition, we see many opportunities for collaborative research across Faculties and disciplines within the University. There are distinct areas of strength within the Faculty that, when teamed with complementary areas of strength in other Faculties, could result in powerful research teams. Examples include, but are not limited to, areas such as cognitive neuroscience, environmental education, health promotion, technology, diversity, public policy, leadership, education systems and outcomes in diverse communities, etc. We will explore such opportunities for interdisciplinary and/or cross-disciplinary research. Correspondingly, the profile of such research collaborations should be elevated in the next strategic research plan for the university.

**SPECIFIC ADDITIONAL RESEARCH FOCI**

We strongly recommend the inclusion of four specific areas as foci for research in the new strategic plan. These areas more accurately represent research capacity in the Faculty of Education and concomitantly express values we perceive the University embraces. While we focus on what the Faculty of Education brings to these themes, we are aware of and enthusiastically seek collaborations with other units that add value to these research endeavours.

1. **Multiculturalism and Diverse Populations**
   The prior strategic research plan wisely endorsed research activity in this area. We have substantial research capital to bring to the University’s investment here. Examples include significant expertise in second language acquisition; civics (in a broad sense grounded in the considerations of ethical and moral considerations of civics); issues in international education; and working in close and productive partnership in multicultural or cross-cultural contexts. In addition, we have faculty interested in individual differences in learning and exceptionalities.

2. **Technologies for Education**
   Much is being made of the “21st Century Learner” who has both intention and capacity to gain maximum benefit from technologies in formal and self-directed education. We need to better understand this phenomenon, and are poised to take a leadership role in this research domain. A necessary but not sufficient component of this research would naturally focuses on electronic technologies as transformative tools. However, “technology” is not isolated from or independent of the people and settings.
in which it is used, nor should the concept of “technology” be falsely limited to machines. Full scope research in this area entails actively pursuing knowledge about a range of mechanisms, designs and/or means of achieving jurisdictional and personal educational goals regarding models of teaching, designs for curricula, policy assessment and development, leadership, and professional conduct, among a wider array of factors. To support this work, we intend to re-conceptualize our Centre for Educational Technology. A new “Education Central” will provide infrastructure for groundbreaking research about education and relevant technologies, supporting research that develops, evaluates and efficaciously installs leading-edge technologies in formal and informal education settings.

3. **Human Development**

Education is primus inter pares among all the University’s units in focusing on fostering human growth and development. We use these terms in a broad sense, to encompass: acquiring knowledge, developing skills, becoming prepared to apply and transfer achievements, exploring and articulating attitudes, generating and controlling motivation and, of course, nurturing a positive sense of self in a context of connection to others. We pursue this research across the lifespan from early childhood through later adulthood in a variety of settings within and beyond schools. In this wide arena of essential scholarship, we pursue intense and diverse research to better understand how development happens, to identify factors affecting it, and to determine how to best intervene for the benefit of individuals and their social groups. This theme needs more explicit and compelling presentation in the new University Strategic Research Plan.

4. **Foundations of Learning for Success**

We have been extraordinarily successful in designing and implementing the Foundations of Academic Literacy program. There is urgent need to better understand the short- and long-term impacts of this particular program, as well as complementary programs in other areas key to success in academe and the workplace. For one, there is significant need to amplify research in mathematics education that advances our understandings about cognitive and affective mechanisms in learning mathematics, designs and test strategies for learning mathematics, and invents supports for teaching mathematics. For another, a cornerstone for success in today’s world is technical literacy. This arises in the context of fast-paced evolution and occasional revolutions in technologies that affect education and people’s readiness for new jobs. To be responsive to these pronounced needs, the Strategic Research Plan should highlight and assign significant weight to research on foundations of learning for success.

**CONCLUSION**

We argue for a more robust conceptualization of the University research mandate that explicitly includes and honors the exceptional work and potential of the Faculty of Education in ways that build bridges with research traditions in other Faculties.