![SFU Office of the Provost and Vice-President Academic]

**OFFICE OF THE PROVOST
AND VICE-PRESIDENT ACADEMIC**

MEMORANDUM

ATTENTION	Senate	**DATE**	February 12, 2025
FROM	Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP	**PAGES**	1/64
RE:	External Review Report and Action Plan for the Faculty of Education (SCUP 25-21)		

At its meeting on February 5, 2025, SCUP reviewed and approved the External Review Report for the Faculty of Education that resulted from its External Review.

The Educational Goals Assessment Plan was also reviewed and is attached for the information of Senate.

> **Motion:** That Senate approve the Action Plan for the Faculty of Education that resulted from its External Review.

C: Dan Laitsch, Dean, Faculty of Education

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MEMORANDUM

ATTENTION	SCUP	**DATE**	November 19, 2024	
FROM	Dilson Rassier, Provost and Vice-President Academic	**PAGES**	1/63	
RE:	External Review of the Faculty of Education			

Attached are the External Review Report and the Action Plan for the Faculty of Education. The Educational Goals Assessment Plan and constructive feedback from SCUTL are included for information only. The site visit took place at the Burnaby, Surrey and Vancouver campuses from March 4 - 6, 2024. The external review committee met with students, faculty, staff, and senior administrators.

Excerpt from the External Review Report:
"The external review of the Faculty of Education at Simon Fraser University highlights a faculty with a rich history, diverse program offerings, and significant contributions to both the educational sector and educational research. The Faculty's strengths lie in its innovative educational models, extensive community engagements, and a solid record of research achievements."

Following the site visit, the report of the External Review Committee* for the Faculty of Education was submitted in May 2024. The reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the dean of the Faculty of Education and the vice-provost and associate vice-president, academic to consider the recommendations. An action plan was prepared taking into consideration the discussion at the meeting and the contents of the external review report. The dean and I have endorsed the action plan.

Motion:

> That SCUP approve and recommend to Senate the Action Plan for the Faculty of Education that resulted from its external review.

*External Review Committee:
Ruth Kane, University of Ottawa (Chair of External Review Committee)
Aubrey Hanson, University of Calgary
Stephen Price, Mount Royal University
Wendy Chan (internal), Simon Fraser University

Attachments:
1. External Review Report (May 2024)
2. Faculty of Education Action Plan
3. Educational Goals Assessment Plan
4. Feedback on Educational Goals Assessment Plan

cc   Dan Laitsch, Dean, Faculty of Education

To: **Dr. Glynn Nicholls**, Director, Academic Planning and Budgeting, Simon Fraser University.

From: **Dr. Ruth G. Kane**, Professor and Director of Graduate Studies, Faculty of Education, University of Ottawa.

Copies: **Bal Basi**, Quality Assurance Manager, Office of the Provost and Vice-President Academic, Simon Fraser University
Dr. Stephen Price, Dean, Faculty of Health, Community and Education
Mount Royal University
Dr. Aubrey Hanson, Associate Professor and Director, Indigenous Education, Werklund School of Education, University of Calgary.
Dr. Wendy Chan, Professor and Chair, Department of Sociology and Anthropology, Simon Fraser University

Date: May 02, 2024

Subject: Final report from the Review Committee for the Faculty of Education at Simon Fraser University.
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Please find attached the Final Report from the Review committee for the Faculty of Education at Simon Fraser University.

On behalf of the Review committee, I take this opportunity to thank your office, Simon Fraser Senior Administration and in particular the Faculty of Education for your collective efforts in the preparation of the documents we received to assist in our review. We appreciate the engagement of the senior administration team and staff and faculty members across the Faculty of Education in this important peer review process.

Special thanks to Bal Basi for her rapid response to our questions, her support throughout the process and for ensuring our stay in Vancouver was enhanced by an excellent driver – we felt very well supported. We would also like to extend our special thanks to the Dean and members of the Faculty of Education for ensuring our visit went as smoothly as possible across the three sites. While it was perhaps overly ambitious for us to gain a real sense of all three campuses, we do appreciate the efforts made to ensure we were welcomed into each space by faculty and staff.

We trust that the attached report meets your requirements and contributes to the ongoing quality assurance process. We have appreciated this opportunity to be part of such an important and collegial process.

Sincerely

Ruth G. Kane *on behalf of*
Stephen Price
Aubrey Hanson
Wendy Chan

External Review Report

Faculty of Education

Review Team:	Dr. Wendy Chan, Simon Fraser University Dr. Aubrey Hanson, University of Calgary Dr. Ruth Kane, University of Ottawa Dr. Stephen Price, Mount Royal University
Site Visit Date:	March 3rd – 5th 2024
Report Submission date:	April 29th 2024

Executive Summary

The external review of the Faculty of Education at Simon Fraser University highlights a faculty with a rich history, diverse program offerings, and significant contributions to both the educational sector and educational research. The Faculty's strengths lie in its innovative educational models, extensive community engagements, and a solid record of research achievements. However, the review also points out several areas for improvement, including the need for greater coherence across programs, enhanced faculty involvement in all program levels especially the teacher preparation program, and increased administrative efficiency.

Opportunities for development focus on streamlining programs to reduce overlaps, increasing the visibility and support for research activities, and ensuring the graduate programs are responsive to the evolving educational landscape and resource availability. Moreover, addressing administrative and procedural inefficiencies can foster a more unified and efficient environment while ensuring consistent documentation and enhanced transparency to support leaders to make decisions that are equitable.

The Faculty is encouraged to leverage its strengths in community engagement and innovative program structures while actively addressing the areas of need identified in this review. Through strategic planning and focused improvements, the Faculty can enhance its role as a leader in education and research, aligned with SFU's overall vision as an engaged university.

Key Strengths:

1. **Reputation and History**: The Faculty of Education at Simon Fraser University has a longstanding reputation for innovative education approaches, significant contributions to research innovation, and substantial impact on the educational landscape in British Columbia and beyond.
2. **Program Diversity and Reach**: The Faculty offers a broad spectrum of programs across undergraduate and professional levels, including specialized degrees and diplomas that cater to a wide range of educational needs.
3. **Strategic Collaborations**: Strong partnerships with BC school districts and communities underpin many of the Faculty's program offerings, enhancing the practical and professional relevance of its educational tracks.
4. **Community Engagement**: The Faculty is recognized for its community-centered research and educational initiatives, which are aligned with the strategic vision of SFU as an engaged university.
5. **Governance and Administration**: While facing some challenges, the governance structure includes active involvement in various administrative and academic committees, contributing to the operational and strategic functioning of the Faculty.
6. **Innovative Education Models**: The Faculty is recognized for its responsive and adaptable teaching methods, particularly in integrating technology and real-world experiences into its curriculum. Programs such as the Professional Development Program (PDP) and the Professional Link Program (PLP) exemplify SFU's commitment to hands-on, transformative educational experiences.
7. **Strong Community and Educational Partnerships**: The Faculty's extensive collaboration with local school districts not only enhances the practical aspects of its programs but also strengthens its role in community development and educational reform initiatives. These

partnerships facilitate practical experiences for students and create pathways for ongoing professional development and research.

8. **Commitment to Research Excellence**: With several research centers and active participation from faculty members in leading-edge educational research, the Faculty contributes substantially to academic discourse and policy-making in education. The presence of Canada Research Chairs and involvement in high-impact projects underscores this strength.

Key Opportunities:

1. **Program Streamlining and Coherence**: There is a need for a more coherent integration of the various programs offered, reducing replications of small classes, and enhancing logical pathways for students.

2. **Enhanced Faculty Involvement**: Increasing the involvement of research faculty in undergraduate and professional programs could enhance the educational experience and utilize the faculty's expertise more effectively.

3. **Administrative Efficiency**: The current structure leads to duplicated efforts and a siloed approach to program management. There is an opportunity to streamline operations and increase transparency in administrative procedures and achieve more equitable workloads.

4. **Research Visibility and Support**: Despite strong research outputs, and the support offered by the Research Hub, there is a need for greater recognition and support for research activities. Enhancing the visibility of research within the broader university context could attract more resources and collaborations.

5. **Graduate Program Review**: Given the changes in enrollment and the evolving demands of the educational sector, a comprehensive review of graduate programs is necessary to identify opportunities for restructuring and to ensure that these programs meet current educational needs and resource constraints. This review should aim to align these programs more closely with market needs and available resources, ensuring sustainability and relevance.

6. **Equity and Inclusion**: Continued focus on equity in workload, admissions, and program opportunities will strengthen the Faculty's commitment to inclusivity and diversity.

7. **Curriculum Integration and Pathways**: There is a critical need for the Faculty to review and potentially integrate its numerous standalone programs and streams to create more streamlined educational pathways. This would not only improve the student experience but also enhance the efficiency and effectiveness of the curriculum.

8. **Faculty Engagement**: Increased engagement of research faculty in undergraduate and professional education could bring fresh perspectives and integrate the latest research findings into teaching. This approach could also help bridge the gap between theory and practice, enriching the learning environment.

9. **Administrative Streamlining**: Simplifying the administrative structure, both of the faculty (and out of scope roles) and SALT could address redundancies, replications of tasks, inequities in workloads and improve operational efficiency. By consolidating roles and responsibilities, the Faculty could better align its resources with its strategic objectives and improve service delivery to students and staff.

Recommendations for Immediate Action

1. **Initiate a Comprehensive Review of Graduate programs**: Start with an in-depth evaluation of all current graduate programs to identify overlaps, gaps, and opportunities for integration or discontinuation based on current and projected demands and resources. Align graduate

programs with contemporary educational needs and resource realities, potentially restructuring these programs to increase their appeal and effectiveness.

2. **Develop a Strategic Faculty Engagement Plan**: Formulate a plan to increase research faculty's involvement in teaching, especially in professional and undergraduate programs, to enrich the curriculum with research-based insights.

3. **Implement an Administrative Efficiency Program**: Conduct a thorough assessment of all administrative processes and structures to identify areas for consolidation and improvement, focusing on enhancing transparency and reducing inefficiencies.

4. **Boost Research Support Mechanisms**: Enhance support for research activities by increasing visibility, improving access to funding, and encouraging interdisciplinary research collaborations both within and outside the Faculty.

By addressing these areas, the Faculty of Education at Simon Fraser University can not only consolidate its strengths but also significantly enhance its stature and impact as a leading institution in education research and training.

1.0   Introduction

The External Review Committee site visit took place from March 3 to 5, 2024. The committee, comprising four members (three external and one internal), met with Senior Administrators from the Vice-Provost Office at the beginning and end of the visit. Individual meetings were held with the VP and Dean of Graduate Studies; the AVP Research and the Dean. All other meetings comprised multiple members from different groups within the faculty participating either in person or virtually via Zoom link. The Review Committee members also had the opportunity to have informal conversations at a late afternoon reception and over lunch each day, with different students, staff, and faculty members. While the Faculty made every effort to provide opportunities for the review team to meet a range of faculty members from different elements in the Faculty, it is worth noting that the time allowed was inadequate to gain a real sense of the three campuses and the breadth of the programs offered by the Faculty of Education.

The Review committee received several documents in advance of the site visit including a detailed self-study which explained the Faculty's approach to the self-study including a Faculty retreat, consultations with community, faculty and staff, and surveys of students and graduates. The appendices provided additional critical information including Faculty governance procedures, criteria for tenure and promotion, lists of faculty and staff, the five-year academic plan, IERC vision, strategic research plan, education goals, course experience surveys, graduate student survey results, infrastructure projects and several other supporting documents. Faculty members' curriculum vitae were in an accompanying document. The review committee was also provided with university documents including the SFU 2022 Strategic Review, the Institutional Accountability plan and report, and the Senate External Review Guidelines of Academic Units.

The Faculty of Education was one of the founding Faculties of Simon Fraser University in 1965, and it has made a significant contribution to the reputation of Simon Fraser as a leader in education and research innovation in British Columbia and beyond. The Faculty of Education has a well-deserved reputation throughout BC for the innovative approach to the preparation and ongoing professional learning of teachers that builds on collaborations with BC school districts and communities.

We are grateful to be invited to be part of the Faculty review process. We understand that this process allows the Faculty to tell their story, to celebrate achievements and to ensure that faculty members and the wider university understands their work. The review process is also an opportunity to consider any issues that need to be addressed and, if need be, to make a case for resources and receive guidance with respect to an implementation plan.

The Faculty has enjoyed several decades of relative prosperity allowing it to grow in terms of program offerings, research and community service. The current context of budgetary constraints following the disruption brought about by COVID-19 and relocation due to ongoing building and infrastructure challenges, calls upon the Faculty to reflect and reconsider what might be possible within the available resources. It is acknowledged by the Review Committee that realigning faculty programs and activities with current and future constraints is not a simple process. It will take time and academic faculty members and staff will require support and facilitation to reimagine ways in which Faculty procedures and practices and academic programs might be reorganized, more efficiently offered and students more effectively supported.

The report that follows is organized according to the terms of reference which invite the Review Committee to assess the unit and comment on its strengths and weaknesses, and on opportunities for

improvement framed by six core items. We speak to specific questions posed by the Faculty (Item #6) and include recommendations that address major challenges and opportunities. Throughout this document different members of the Faculty of Education are identified as staff (members in administrative and support roles within the Faculty), research faculty (members with tenurable continuing positions who are required to engage in research, teaching and service), Faculty Associates (professionals seconded from school districts on three-five year contracts to work in teacher education programs), and temporary instructors (members assigned to teach a course or multiple courses).

2.0   The Quality of the Faculty of Education's Program(s)

The Faculty of Education recognizes the complex nature of their program offerings across both undergraduate and graduate levels and acknowledges that the context within which programs operate has changed over recent years and that there is a need for continuous review and renewal. The external review committee notes that the Faculty has experienced decades of growth in terms of programs and this has led to multiple programs or streams within programs that are not coherent, appear to operate somewhat independently both in terms of scheduling, admissions, courses and administrative procedures, and do not appear to offer logical pathways for students seeking to scaffold qualifications. It is hoped that this report may assist with ongoing revisions that will enable the Faculty to identify synergies amongst the wide array of programs (and streams within programs) and thus opportunities for collaboration and efficiencies across program offerings.

2.1   Undergraduate Programs

The Faculty offers three bachelor's degrees, two of which (BEds) can only be completed alongside one of the Preservice Professional Studies (PPS) programs. The third is a Bachelor of General Studies (BGS) which is available to a diverse group of undergraduate students wishing to engage in the study of education. Graduates of the BGS can (but do not exclusively) apply to the PPS Program which leads to teacher certification and, for most, a Bachelor of Education (BEd). Students apply to the PPS and to the BEd separately and although completion of the PPS is a requirement to graduate with the BEd., acceptance into one is not a guarantee of acceptance into the other. In addition, there are six Post-Baccalaureate Diplomas for practicing teachers to gain additional specializations and two certificates (French and Education, & Professional Practices).

There are two BEd degrees - BEd 1st degree students declare their interest in becoming teachers early in their degree studies and plan their study programs accordingly to be eligible to the PPS. However, entry into the PPS is not guaranteed - they must compete with other applicants and so this pathway is not a popular one and has very few students (at the time of the external review there were four active students). Faculty members spoke of the unreasonable administrative workload associated with the very small intake. The BEd 2nd degree is available to students who have gained entry into the PPS program with an initial bachelor's degree. Most students in the PPS programs undertake the BEd 2nd degree.

The BGS has an intake of approximately 500 students annually (enrolment set centrally by SFU) with intakes of high school graduates and SFU transfers two times a year in the Fall and Spring/Summer terms. Students have the flexibility to build their required 120 units of study (including 45 units from 300-400 level courses) from courses within the Faculty of Education and from programs across the wider university. Students must complete three mandatory courses (EDUC 100W; EDUC 252; EDUC 352A) and thereafter have the choice of following the general education option (9 lower level, 15 upper level EDUC courses with remaining courses from any faculty) or a double minor (the three mandatory courses plus

two minors, one of which must be in education). Students in the BGS have access to six minors within the Faculty and evidence in the Self-Study (2023) suggests that 50% of BGS enrolments are non-Education students either completing a minor in Education (16%) or sampling Education courses (34%) as part of their degree studies with another SFU Faculty (34%). It is not clear what the purpose of the BGS is to students who do not wish to become certified teachers although students advised the external review committee that part of the attraction of BGS courses is the commonly held assumption that there is a high likelihood of achieving excellent grades (grade inflation) which serves to enhance a student's grade point average for applications into competitive programs.

2.2 Professional Programs

The Faculty offers preservice teacher education through the Preservice Professional Studies (PPS) program and inservice programs for teachers through Advanced Professional Studies (APS) that provide teachers with opportunities for renewed credentialing and advanced specializations. PPS includes the Professional Development Program (PDP) serving students who have an initial bachelor's degree; the Professional Link Program (PLP) for students working as paraprofessionals in schools and seeking credentials as classroom teachers; Programmes en Français (PFP) for students wishing to be FSL, French Language Teachers; Helping Ease Access for Returning Teachers (HEART) is a semester long program for teachers requiring a practicum report or renewed license with BC; and, the Alaska Highway Consortium on Teacher Education (AHCOTE) a preservice teacher education program for students in the Peace River region of BC. In addition, the Faculty has historically offered Graduate Diplomas in Education (GDE) for teachers to advance their qualifications within a particular domain. However, these have been expensive to run and in recent years declining registrations have led to the GDE's being suspended until a working group can propose redesign of the GDE within appropriate resources.

The PDP is an innovative cohort-based model of teacher education with differentiated staffing that involves secondment of practicing teachers and administrators from school districts as Faculty Associates (FA). This approach provides a rich holistic teacher education experience for approximately 400 students annually. The PDP has recently (2018) been revised from a three-semester to a four-semester program with the introduction of *EDUC400 Foundations of Education and Schooling*, a 15-credit course developed in collaboration of research faculty and Faculty Associates. While the introduction of EDUC400 was heralded as a space for research faculty to be more involved in teaching in PDP, this has not been realised in practice. The 15-credit course was largely assigned to junior faculty members who were assigned a 2-course commitment in their workload. This proved unsustainable and led to the Faculty having to appoint more Faculty Associates at significant expense and faculty members report that the approach failed to engage theory and practice in the way it was originally proposed. There have been four iterations since 2018 including a re-write in 2023. The revisioning of the PPS, in part in response to the 2015 External Review recommendations, is still a work in progress and impacts reverberate through other areas of the Faculty including faculty teaching assignments and thereby impact equity of workload. The instability of EDUC400 and the inequity of staffing associated with this mandatory course is jeopardising the efficacy of the program. This first course is designed to provide critical pillars for students' ongoing learning as teachers. The external review committee was told that when EDUC400 is not working, Faculty Associates or Coordinators step in to ensure students are prepared to move into the next semester. There is a risk that inadequate staffing of the foundational course (EDUC400) is eroding the integrity of the program and there are calls from both research faculty and Faculty Associates to revise the workload commitment for faculty members assigned EDUC400.

The external review committee met with the Director of Professional Programs, and representatives of the Faculty Associates and Coordinators all of whom work primarily in teacher education programs and

interact closely with partnership schools. Currently there are 34 Faculty Associates and 5 Coordinators who lead a cluster of 6 FA each. Staff within the Professional Programs office are currently overloaded due to vacant positions and the pressure to meet targets set by the provincial ministry. Staff, Faculty Associates and Coordinators report that there is an urgent need for a review of workload (with an injection of resources) as, in addition to the additional work of EDUC400, there has been an escalation over recent years of serious issues amongst the student body related to mental health, well-being and learning accommodations. Faculty Associates report being ill-prepared to take on student crises and spend a lot of time on pastoral care and administrative work, coupled with additional students requiring practicum supervision.

It is acknowledged that PPS is a resource intensive approach to teacher education. The Self-Study acknowledges that the salaries for Faculty Associates (dictated by school district salary agreements) have risen by 20% in the last five years and 6.5% in 2023 which accounts for 16% of the Faculty's fiscal 2023/24 budget (Self-Study, 2023, p. 90). In spite of this high resource requirement, everyone spoken to argues strongly in favour of retaining the current differentiated staffing model that includes secondment of school-based practitioners as Faculty Associates and Coordinators. In addition, members of the PPS argue that additional resources are required to reinstate staffing levels e.g. placement officer and coordinator, and to enable FAs to come together for professional learning if the Faculty is to maintain this very unique and beneficial program.

2.3   Undergraduate and Professional Programs - Administration

The undergraduate programs are managed by two offices within the faculty: The Office of the Director of Undergraduate Studies has oversight of the BGS and BEd, while the PPS and Advanced Professional Studies are managed by the Director of Professional Programs office. Each of these offices works with a distinct Faculty Advisory Committee, has responsibility for admissions, scheduling, and program oversight etc. Both Directors (Undergraduate Programs and Professional Programs) sit on the Faculty executive committee. Restructuring of this governance structure was a recommendation of the 2015 External review, however it does not appear that this has been taken up. This External Review committee would suggest that this recommendation remains necessary.

The separation of undergraduate programs in this way appears to contribute to replication of several administrative activities and reinforces a siloed approach to programming, scheduling, and the assignment of workload. There is a pattern of research faculty to be less engaged in the undergraduate (teach 24% of courses offered) and professional programs (teach 11%) than in teaching graduate programs (teach 50%). The reluctance of research faculty to teach in teacher education programs is not unusual across Canadian Teacher Education particularly in programs like the one offered by SFU who engage practicing teachers as secondments to the Faculty as Faculty Associates. It is worth noting that Faculty-wide, in spite of a 14% increase in research faculty, the proportion of courses taught by research faculty has decreased 5% since 2015 and there is a growing reliance on temporary instructors (Self-Study, 2023, p.91). Given that the external review committee was advised that the current budgetary context prioritizes (and incentivizes) research faculty being more engaged in teaching there is an opportunity to further examine opportunities and benefits of increased research faculty engagement in the undergraduate and professional programs.

Overall, the external review committee notes a lack of coherence across undergraduate program offerings and a lack of transparent procedures and processes. Staff appear to be duplicating different procedures and while the Faculty is non-departmentalized, the lack of transparency and consistency in procedures across different elements results in a fragmented inefficient approach. There would be

efficiencies gained and other benefits with clear structures, policies and procedures to guide staff and faculty across different programs including attention to responsibilities and decision-making pathways for admissions, registrations, scheduling of courses and the assignment of teaching workload.

Undergraduate Programs Recommendations

1. Review the current governance structure of the undergraduate and professional programs to consider consolidation of responsibility for oversight of these programs.
    a. Develop clear multi-directional lines of communication to support workflow and enable staff to meet deadlines.
    b. Develop clear policies and procedures that enable staff to coordinate administrative tasks including admissions, scheduling, and workload assignments across program offerings.

2. Review the instructional contributions made by the research faculty to the Undergraduate and Professional programs to ensure undergraduate students benefit from the scholarship and theoretical knowledge of the research faculty.

3. Reconsider the workload allocated to research faculty instructors of the course E*DUC400 Foundations of Education and Schooling;* the current practice is unsustainable.

4. Consider a further revision of EDUC400 where students have 75% face to face classes and 25% online/self-regulated (as opposed to the current 25% face to face and 75% self-regulated) to ensure a strong introduction to the foundations of becoming a teacher.

5. Consider closing the Bachelor of Education # 1 (BEd 1st degree) program which reflects a significant workload of staff for a minimum number of students who have alternative pathways available to become teachers.

6. Consider ways in which the teacher education program (PDP) could have a greater presence in the Vancouver Downtown campus which might be more accessible for students for some courses.

7. Articulate ways in which the proposed Center for Research in Teacher Education aligns with the work of PDP professors and Faculty Associates and how this could be harnessed as opportunities for Research by faculty and students.

2.4   Graduate Programs

According to the Self-Study (2023), the faculty offers a wide variety of on-campus graduate programs (8 MA., 10 MEd., 1 MSc., and 7 PhD) and one online PhD program in French. While most programs admit students each year, four admit biennially. In addition, there are a number of Community Graduate Programs which comprise MEd and EdD cohort-based programs offered on a for-fee basis in response to the unique educational needs of current and aspiring educational leaders. The community MEd programs vary according to identified need and typically comprise a cohort of 15 - 18 students undertaking a prescribed program of study across six consecutive semesters. The EdD in Educational Leadership specialty program typically comprises five courses plus a comprehensive examination, culminating with original research presented as a thesis and defended through a thesis defence. Most community graduate programs are undertaken by students with full-time work commitments and comprise a mix of online and weekend face-to face meetings with French programs being offered

entirely online to ensure they reach the widely dispersed student population. In addition, there is a MEd in Educational Practice (MEd EP) which has been popular in the past with practicing teachers who would first complete a Graduate Diploma in Education (GDE). However, the GDE is currently paused, and this will be felt in MEd EP enrolments moving forward.

Enrolment: The faculty reports 199 active doctoral students (across 9 doctoral programs) and 363 master level students in fall 2023. Enrolments across graduate programs have dropped by 23% since 2019 with a 72% decrease in enrolments in the GDE and this has begun to impact enrolments in the MEd EP. The Faculty reports that most masters and doctoral students have full-time professional careers. While this is expected for students within Community Graduate Programs, (MEd and EdD) which are designed specifically to meet the unique educational needs of working professionals, it is atypical for PhD and has implications for the overall experience of full-time PhD students.

Funding for Graduate Students: SFU has initiated a student support program with minimum funding of $28,000 for all eligible PhD students commencing in 2024 Given that the majority of PhD students in the Faculty are full time professionals, they would not be eligible. Faculty members who spoke with the external review committee were critical of the lack of funding and felt that students within the Faculty were disadvantaged. The SFU Dean and Vice-Provost, Graduate Studies assured the committee that all eligible students will receive the new (centrally provided) funding[1] of $5400 which contributes to the $28K minimum funding level, and that it is the student who is responsible to identify as a full-time employee and in so doing self-select out of the funding. While funding for graduate students remains a somewhat contested space among students, faculty members and the central administration, there are calls from students for more opportunities within the graduate programs as evident from student surveys.

Surveys of students across graduate programs demonstrate that overall students are satisfied with their graduate experience, although there is evidence that doctoral students would welcome opportunities for engagement outside their particular cohort with graduate students across different programs within the Faculty. Cross-disciplinary exchanges in required doctoral courses are often considered pivotal in a student's doctoral experience. Findings from surveys also illuminate the challenges of graduate students securing research and/or teaching assistantships, and particularly the limited financial support for international students. It is apparent, from the Self-Study (2023) and from speaking with faculty and students, that some students are fortunate to be part of active research groups led by their doctoral supervisor and others feel somewhat isolated. Access to teaching experience through teaching assistantships is limited within the Faculty as there are few large course offerings that require TA

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[1] SFU Policy: "Minimum funding in the PhD program ($28K each year for 4 years) has been established to support students who are not engaged in professional work. Students who are working professionals will not receive a minimum funding guarantee. For the purposes of this policy, a working professional is defined as an individual who has completed formal, specialized education or training in a particular area and/or has recognized competence in that area, and is employed in a job where their specialized knowledge is required. This includes, but is not limited to, professions such as teacher, counselor, consultant, accountant, management consultant, electrician, analyst, plumber, engineer or physician."

support and when such positions are available the appointment of the TA is governed by the Teaching Support Staff Union's seniority rules, which result in it being very difficult for a new graduate student to successfully secure a position.

Structure of course offerings across graduate programs: In 2020 members of the Faculty Executive secured funding to conduct a study of Stakeholders' Perceptions of the Graduate Research Methods Curriculum in the Faculty of Education among faculty members. The study comprised a 17-item survey completed by 44 faculty members and interviews with 13. This study provides insight (See Self-Study, 2023, pp.321-324) into some core issues that were discussed with the external review committee including: limitations on research courses/perspectives available to students; lack of common doctoral courses where students from across different programs/themes undertake the same course; practice of supplementing courses through one-on-one directed readings; and, where there is a mandated course (e.g. EDUC864 for the Masters) there is wide variability in how it is taught and received by students. While EDUC864 is recognised as a 'common' foundational research course, findings from the survey reveal widely differing views and specialist/generalist tensions around its efficacy as it is currently taught.

Discussions with faculty members explored some of these issues and revealed that even though the Faculty is non-departmentalised, graduate students experience their programs of study as independent pseudo-departments. The aforementioned study revealed that most faculty member respondents had little knowledge of research courses being offered outside their own cognate and expressed concern that registration in research courses was restricted to students within a particular program/theme resulting in very small classes. Faculty members report that many colleagues refuse to share course syllabi and/or reading lists with colleagues, claiming such course development products are their 'intellectual property'. There is limited communication or collaboration across programs/themes for faculty members or students. It is apparent that current structures, a culture of distrust, and long held practices serve as barriers to essential communication and cooperation across cognates, programs and themes. This results in each program, cognate, theme developing courses independently with specific learning outcomes tailored to their field of study. The structural and student experience implications of this is most evident in a course like EDUC864 (a required course for all masters students) where the curriculum is customized by the different cognate areas and scheduled specifically for their students. This results in multiple versions of EDUC864 being offered as very small classes across the year by the different cognates which is both inefficient use of resources and works against the students gaining a broad foundation in the ways in which researchers conduct inquiry into educational theory and practice.

Learning outcomes and common courses: Learning outcomes for all programs have been a requirement of SFU since 2013 (External Review Committee - Terms of Ref) yet it was reported to the external review committee that there is not a practice of setting learning outcomes collectively within the Faculty. Some members reported that there were no explicit learning outcomes for programs suggesting that even though they exist (See Self-Study pp 285-291), they may not be consistently known or considered in planning of curriculum. Faculty members who met with the external review committee generally agreed that it would be beneficial for all graduate students to have some mandatory shared classes that bring students from different programs/themes together in conversation around epistemologies, frameworks

and approaches to research. However, they reported that current structures, including those related to scheduling and assignment of teaching workload, work against faculty members and/or cognates engaging in co-scheduling and co-teaching and there is no central oversight for scheduling across the cognates.

The Self-Study (2023), the 2020 research project and discussions with faculty reveal that there are significant issues within the Faculty related to a lack of communication, collaboration, cooperation and shared understanding of the graduate curriculum. Further, there is evidence these issues continue due to a confluence of factors including: deeply held ways of cognates/themes practicing independently within the Faculty; current scheduling and workload policies and practices that are driven by faculty member preference rather than program requirements; lack of will of faculty members; and, a lack of recognition of the need to facilitate time and space for members to come together in conversation to imagine other ways of offering graduate programs.

Graduate Programs Recommendations
1. There is an urgent need for a curriculum review across all graduate programs to identify opportunities for restructuring of course offerings built on collaborations across specializations and cognate areas.

    a. Articulating graduate learning outcomes for the distinct program levels (Grad. Dip., MEd., MA., Ed.D. and PhD.) might be a way of framing the review to enable faculty and students to identify the challenges of and opportunities for advanced learning and to support the Faculty in ongoing evaluation and program improvement.

    b. Such a review will require a skilled facilitator who is able to bring faculty members with widely differing views and strong allegiances to their own fields into conversation around the shared goal of reimagining graduate studies across the Faculty moving forward.

2. The aforementioned curriculum review is an opportunity to consolidate courses and, in particular, to revise and/or co-construct mandatory research methods courses at each level of graduate offerings.

    a. This might develop co-constructed and co-taught modules that address a range of different research frameworks, theories and approaches relevant to entry level graduate students (MEd and MA) and another for Doctoral students.

    b. A required doctoral course undertaken by all doctoral students on epistemologies would be an advantage.

3.0   The Quality of Faculty Research

The Faculty of Education has a diverse record of research and scholarship, and many faculty members have strong international connections and reputations in their fields of study. The Self-Study notes that there are four Research Centres and two Research Institutes, four Canada Research Chairs (two at the Tier 1 level), two Fellows of the Royal Society of Canada and four Distinguished SFU Professors (acknowledged as a leading scholar at the university level) (Self-Study, 2023, p.8). The external review committee was provided with the Faculty's Strategic Plan 2021-2025, a synthesis of faculty members'

grant and research funding and data on research outputs, and with the SFU Strategic Research Plan 2023-2028. These data, and discussions with the Associate Vice President Research, the Dean of the Faculty, the Associate Dean Research and International, staff of the Research Hub, faculty members and others during the site visit enabled the external review committee to gain a sense of the strengths and challenges related to research and scholarship across the Faculty.

Research Funding
Since 2017/2018 the Faculty has secured over $11.3M in grants and awards with over one third ($4.6M) being from Tri-Council awards, predominantly SSHRC. Other external funds are from MITACS and other agencies in B.C., Canada and elsewhere. Funding from grants and contracts peaked in 2020/21. Of note is that the percentage of research faculty receiving funding has increased from 30% in 2017/18 to just under 50% in 2022/23. With respect to Tri-Council funding, faculty submissions have dropped across the past six years (21 in 2016 to 6 in 2022), however success rates have increased from 20% to a high of 88% in 2021. The amount of Tri-Council funding awarded was fairly consistent across 2016 to 2019 (Approx $600K), peaked at $1500K in 2020 and has since fallen to $400K. Research faculty also secured funding from different agencies including MITACS, Ministry of Education, National Science Foundation and others. Data presented in the Self-Study (2023) show that over just over 40% of staff at each rank (assistant professor, associate professor, and full professor) have secured either internal or external research funding between 2018 and 2022.

Recognition of Research Outputs
During the onsite external review visit the Associate Vice President Research reported that several members of the Faculty are under review for prestigious awards which speaks to the quality of research and the international recognition of scholarly activities. The Self-Study (2023) provides evidence that research faculty consistently produce scholarly outputs from their research activities with 1,262 publications (articles, books, book chapters, conference proceedings) between 2016 and 2022.

Faculty members who met with the external review committee expressed concern that even though members of the Faculty do exceptional research, it is not always recognized by the SFU Research Office or mentioned in annual reports. The faculty members suggested different reasons for this:

- SFU uses Scopus to identify and quantify research outputs, yet much education research is not always indexed by Scopus;

- Faculty of Education researchers engage in community-centered and partnered research which takes commitment over time and often generates a diverse range of research outputs not necessarily recognized by SFU; and,

- Misunderstandings regarding the research ethics of conducting research into one's own classroom practice exist.

The Faculty has revised its own tenure and promotion criteria to better recognize and support faculty members in documenting different forms of research including activities and products from community-based and artistic research. It is unclear if this is equally recognised by SFU centrally and there is ongoing discontent with the metrics used to 'measure' and 'value' research outputs centrally at SFU. Faculty members ask for recognition within SFU for different knowledge mobilization products, particularly those linked to alternate ways of sharing research outputs with school boards and community members.

There is a strong commitment within the Faculty to engaging in research with the community, to respecting principles of reciprocity in research, and to supporting SFU as the "engaged university".

The *Faculty Research Hub* was established in 2019 in response to recommendations of the 2015 external review. The research Hub is overseen by the Associate Dean Research & International and supported by the Director of Research, a research grants facilitator as well as a knowledge mobilization officer for post-award support. While the goal of the Research Hub was in part to foster collaborations through providing a space for researchers to gather, the low physical presence and less than optimal use of the Hub seems symptomatic of post-COVID return to campus being experienced at universities across the country. The staff provide a diverse array of services to meet immediate research needs of faculty members and research-based graduate students including writing workshops, grant writing support, pre- and post-grant support, and offering writing and research programs to build capacity among students and faculty members. The AD Research and International along with the Research Hub staff have established practices to celebrate research within the Faculty including a presentation series of Diverse Approaches to Research in Education (DARE) and a Research newsletter twice per year. A number of Research faculty have benefitted from internal research support, but it is acknowledged that many would benefit from funding and other support to scale their research to the next level - for example applications for large grants.

There is a sense within the Faculty and from the Associate Vice President Research that while there are many exceptional researchers within the faculty of education their work is not as well promoted as it might be. The external review committee was told that the researchers and the Faculty could give more attention to championing faculty members' research in SFU research events. There are many research resources available centrally at SFU, but it seems faculty members may not always know how to access or leverage these services. It appears that while the Office of the AVP Research has the resources and events to support and celebrate research, these are not as well known or as accessible as they could be. Enhanced communication is necessary to ensure that all research faculty, particularly incoming junior faculty, are aware of what opportunities and resources are available.

The Faculty Strategic Research Plan 2021-2025 and the Five Year Academic Plan 2018-2023 give prominence to "community engaged education and research" and speak to the wide range of quality research within the Faculty. The Faculty Strategic Research Plan 2021- 2025 focuses on four priority areas: strengthening community research practices; enhancing student research opportunities; fostering cross-Faculty research collaborations; and, forging new partnerships and expanding funding opportunities. The Faculty has strong momentum in the first of these as research with community is clearly a feature across the three campuses. The remaining areas of focus are ongoing, and each are in some ways reliant on the Faculty building better communication and collaborations among faculty members across the current programmatic siloes created in part by historical cognates. Student research opportunities are limited by the activity of their supervisor or colleagues within their home cognate.

It is noted that the Research Hub is pivotal in advancing some of the Strategic Plan goals, particularly in providing a space for research faculty to come together in conversation and share research and in supporting student research capacity. The Research Hub is credited with supporting research faculty with preparing and submitting applications for grants and awards which is reflected in the success rates of securing external grants.

Research Recommendations:

1. While a wide diversity of research activities is a common feature of non-departmentalised Faculties of Education, it would be important to bring research faculty together in conversation about research activities, strengths, opportunities, and future directions.
    a. The Research Hub would be an ideal vehicle to facilitate such gatherings with the support of the AD Research & International and the AP Research.
    b. Such conversations might also provide the space to consider different future community research partnerships that might be possible such as those identified by the AP Research e.g. City of Burnaby, Surrey Campus Medical School.

2. Continue to strengthen the role of the Research Hub as a Faculty centre to facilitate grant applications and provide post-award support, dissemination of various funding opportunities (calls for proposals from Ministries, external agencies, community groups) and building capacity of graduate student research. The Research Hub is well situated to advance the research objectives identified in the Five Year Academic Plan 2018-2023 particularly those related to new interdisciplinary research clusters through bringing research faculty together in conversation and collaboration on research activities.

3. Establish clear communication strategies and procedures to enhance the visibility of the Faculty of Education research. If the Faculty is to gain greater prominence and recognition across SFU for its high-quality research it is critical that the Faculty puts in place procedures and communication strategies that celebrate and champion the diverse research activities and outputs generated by research faculty and research students. This could include:
    a. ensuring better communication of SFU research events, targeting and supporting research faculty to attend and be profiled at such events.
    b. working with the office of the VP Research to build awareness of and support Faculty members to access SFU research resources to scale their research to the next level;
    c. facilitating meetings of the research faculty (particularly junior faculty) with the central knowledge mobilization hub to build capacity on how to "talk about my research" to a range of audiences.

4. Aligned with the recommendations of reviews of graduate programs, the Faculty should explore different opportunities for graduate student research experiences on faculty research projects. For example, Faculty-funded research assistant positions might be attached to the projects of Faculty members who secure different levels of external funding.

4.0   Participation in Administration of Faculty

The Faculty is one of three Faculties at SFU that are non-departmentalized (with the Beedie School of Business and the Faculty Health Sciences). The leadership team includes the Faculty Executive Council, the Senior Administrative Leadership Team (SALT), the Indigenous Education and Reconciliation Council (IERC) and an extended group of leaders, including cognate leads, often labelled as coordinators.

It was abundantly clear that the faculty and staff have valued the leadership and leadership team currently and previously. In the self-study and the comments shared, there is much attribution to the recent challenges of leadership stability since the end of Dr. Magnusson's term as dean ("10 years of relatively steady leadership" p.12), and the "significant turnover in administration in the past five years" (p.12) paired with the COVID-19 pandemic, the building renovations, and subsequent challenges prior to and post return to the renovated building spaces. There is some evidence that the turnover resulted in a gap that has been partially filled with the influence of the cognates.

The cognates provide an interesting element in the administration of the Faculty. The self-study identifies several characteristics that struck the review committee. First, the description of "self-selected scholarly groups" formed around "disciplinary- and subject-related interests" is more in alignment with scholarly communities of practice than administrative units providing decisions and oversight for graduate programs. The role of cognates in administrative oversight for graduate programs (and some undergraduate minors) in a non-departmentalized Faculty strikes us as contradictory. In practice the larger cognates are operating as independent units. When we spoke to faculty members, including junior faculty, cognate leads, and mid-career faculty, all groups identified the politics and challenges with the existence of cognates in the Faculty. The Self-Study (2023) is quiet on how many cognates exist. In the many consultation meetings, there were various responses provided as to how many cognates actually exist (at the time of the review). The most consistent number of cognates shared with the reviewers suggests there are nine active cognates, although it was shared with us there are 8, 9, 11, and an unknown number. The following excerpt from the Self-Study is of concern to the external review team, particularly when read against the decision-making authority that appears to be held by cognates across such critical elements as scheduling and workload allocation:

> Membership in cognates is porous, and there are no set rules throughout the Faculty for how to manage such membership. Faculty may belong to more than one cognate and may have varying degrees of commitment to the cognates to which they belong. How one joins a cognate is not always clear. In some cases, new faculty hires are made with a particular cognate explicitly in mind, and the cognate mentors their entry into the group's work. At other times, hires are made without cognates explicitly in mind, for example, to cover needed teacher education methods courses or explore emerging areas of research, and new hires can feel unmoored. (Self-Study, 2023, p.42)

A junior faculty member described being in the "unmoored" state, with no cognate welcoming them. This operationally made it very difficult (if not impossible) to have graduate courses assigned and restricted their ability to be matched with graduate students which is critical for new faculty members seeking to establish tenure files. It was also reported that some faculty members were removed or pushed out from a cognate, a very concerning accusation that borders on harassment if not at the minimum unprofessional behaviour of the cognate members. We do not have a fulsome report of the (multiple) situations, however as described to the committee this strikes us as symptomatic of the lack of structures and procedures for the operation of cognates.

Several faculty members made comments regarding the cognates including, "we do not have a cognate in our area", "I do not belong to any of the cognates", "I wasn't assigned a cognate at the beginning, but I found out about one" and "cognate(s) provide the mentorship junior faculty need". It was pointed out that if a junior faculty member did not find a cognate for which they had a strong affinity, the perceived support for them was lower than faculty who found a cognate for connection.

Each cognate has at least one academic coordinator, although some of the large cognates may have two. There are also some coordinator situations. Although a job description exists for Academic Coordinators, the committee was given evidence of it not being consistently followed. The external review committee was also told of multiple cases where junior faculty members were pressured into taking on the roles of academic coordinators within the first few years in the Faculty, some being told that their disciplinary area was at risk within programs if this role was not filled. This practice amounts to coercion and is highly problematic when junior faculty should be protected from leadership expectations early in their careers and allowed to focus on establishing a strong teaching and research platform. The academic coordinators provide leadership that brings representation from each area (cognates primarily) and have pathways to the associate deans. There is an opportunity to increase this pathway with a focus on communication (both directions) and role delineation.

Related to the administration of the faculty is the assignment of workload. The TTR process in the Faculty of Education was described as a process with an opportunity for improvement. This view is not shared with everyone. Faculty in large or influential cognates are perceived as being entrenched in the current workload allocation process; with hints of privilege due to affinity (and perhaps rank, seniority, and other aspects of power). The reviewers were provided with several flow charts regarding the TTR process "Process Map for Teaching and Research Scheduling", "Process for approving decisions with faculty TTR implications", and examples of emails with reference to the collective agreement (Article 27).

The overall process was described as following the general steps:

- individuals are hired with expertise (expectations for teaching in areas of expertise).
- cognates determine graduate courses (and courses for minors) independently.
- undergraduate programs (teacher education and BGS) determine courses as well (also independently).
- cognates have role (responsibility) for finding faculty to assign to courses in their area.
  - including faculty members who "belong" to the cognate, and other faculty outside the cognate (officially).
- each faculty member needs to submit their individual workload for approval; the process appears to be very individual driven and privileges faculty who have longstanding cognate affinity (and more so for larger cognates).

It was shared with the reviewers that there are inequities in the allocation of teaching workload. We also see an overall issue with the assignment of service and encourage the exploration of Article 27.2, "...all faculty members will carry their share of service work and achieve an appropriate balance among all three areas of activity.". Article 27 makes several references to the department chair. In the non-departmentalized Faculty, it appears the roles attributed to the chair are shared (not always consistently) between the Associate Dean, Academic & Faculty Development, and the Academic Coordinators. There is an opportunity to add clarity to these roles in workload allocation.

In the 2015 review, the external reviewers recommended the creation of "administrative and oversight structures that work across programs offered in Burnaby and Surrey (G3)". We would add to this the downtown Vancouver campus and suggest this recommendation continues to be relevant.

Faculty Administration Recommendations:

1. Cognates: at the minimum, create Faculty-wide guidelines (or adopts policies and procedures) for the membership, roles and functions, and dispute resolution mechanism. Such a review needs to give attention to:

    a. Revision of the ways in which workload is currently driven by individual professor preferences and results in inequities.

    b. Adopting a centralised approach to scheduling that is driven by the program requirements not faculty member preferences. The schedule then serves as the basis of workload allocations.

2. Further, we recommend that the cognate inventory be fleshed out for transparency, and identification of formal membership be documented. If the cognate system is to remain, ensure that the scope of all the cognates is delineated and fulsome. Said another way, every faculty member needs to have a cognate to which they belong.

3. Considering the previous recommendations, examine the faculty organization chart, including de facto functional units (not currently called departments) and responsibilities of leadership (which includes cognates, associate dean and academic coordinator roles and scope).

    a. There are likely efficiencies to be explored through clarifying workload assignment (TTR), course planning and scheduling, and enrolment planning, that would benefit from Faculty-level centralization (pulling in certain functions from cognates).

4. As part of a faculty-wide review of the organizational and communication structures of the Faculty we encourage an examination of the academic coordinator roles. Questions that might be considered include:

    a. What current responsibilities could be done by staff instead?

    b. Are there responsibilities that could be done in program offices?

    c. Are there ways to standardise the responsibilities of academic coordinators so that there is greater equity in workloads for faculty and staff?

    d. Aligned with this is the need to examine, and make explicit, the degree to which academic coordination is considered service or, if it needs to be compensated in some way.

5.0   Workplace Environment

The external review committee has been able to gain a sense of the Faculty of Education's workplace environment through review of the Self-Study and accompanying documents (including statements received from research faculty and staff during and following the site visit), and through meetings with different members and groups of research faculty, Faculty Associates and staff. It is important to note that the site visit comprised just three days and the meetings were necessarily brief with limited time to fully explore elements in detail. It is acknowledged that while many things are working well within the Faculty the paragraphs that follow draw attention to different aspects of the workplace environment

that are perceived by different members of the Faculty to be barriers to the Faculty collectively achieving their objectives.

As mentioned in other areas of this report, while the Faculty is non-departmentalised it largely operates as siloed groups of people organised through the cognates and/or programs. Within this somewhat fractured model, there are small units that are operating smoothly with positive working relationships between staff and among staff and faculty members. There is also evidence of ongoing challenges that need further attention to ensure more positive working relationships across the Faculty.

Staff
The Self-Study (2023) presents the work done to improve the staff culture since the 2015 external review which includes the development of a set of core values (Service, trust, Inclusion & Fostering Relationships) and team Agreements with the support of an external facilitator. The Faculty continues to work towards rebuilding community amongst staff, faculty and students. Such work entails time set aside for staff to meet, annual reviews of Team Agreements and settling into hybrid working arrangements with the return to campus post-COVID. This work is ongoing across all three campuses.

It is apparent from conversations during the site visit and statements received from staff members that staff members across all three campuses are passionate, professional and heavily invested and engaged in the work of the Faculty. While some staff are content in their roles, others are not happy. High staff turnover and the freeze on hiring has resulted in a relatively large number of staff who are new to their positions and report 'learning on the job with limited orientation or support'. These staff report that they lack clear procedures, guidelines, and training into their positions and ongoing support. Staff are looking for more clarity about their day-to-day work, from substantive aspects of their work (policies, procedures, roles, responsibilities) to management of their work (predictable work schedules).

Continuing staff members report that the hiring freeze has led to escalation of tasks and responsibilities for individual staff members in response to critical calendar deadlines such as scheduling and staffing. The siloed nature of the Faculty also reportedly results in different staff members doing the same tasks in different cognates which, depending on the size of the cognate, results in significant workload inequities. The 'organisation chart' of the Faculty identifies a number of vacant staff positions and illuminates the complexity and potential inequities of the current structures for administrative support. Careful attention is required to identify potential efficiencies through better aligning and consolidating tasks which would require a review of administrative structures and support procedures.

The introduction of the Senior Administrative Leadership Team (SALT) has been perceived by many staff across the Faculty as a shift in workplace culture and practices. There is a perception that members of SALT are largely new to the Faculty and, for some, new to SFU. This has brought with it a sense of a new rigid hierarchy being imposed on staff; the purpose and rationale for this is not well understood. Staff expressed that there is a lack of clarity about pathways and levels of decision-making. In our limited conversations we observed a perception of top-heavy administration by the majority of staff. In addition to potential analysis of the SALT for economic efficiencies, we also see an opportunity for increased communication, transparency, and role clarity. There would be benefits from increased conversations between the dean and the group of non-supervisor staff, such as monthly town hall meetings - rotating between the three campuses, with the others being able to join virtually.

Several successful initiatives were noted, including an HR task force, an all-year professional development program, and an emerging set of team agreements. In enacting the recommendations below we recommend building on successful initiatives like these.

Continuing Faculty Members

The workplace culture in terms of continuing research faculty seems to be heavily influenced by established practices and a reluctance of research faculty members to engage in conversations about possible reframing of Faculty practices. This apparent lack of engagement of research faculty members is signalled by the low level of participation of research faculty in the visit of the external review committee. The open meeting for faculty members (in person and by Zoom) attracted just 24 members, representing less than a third of the 85 continuing faculty members. (In contrast the meetings for staff attracted two thirds of the 66 staff).

Conversations with faculty members during the site visit does allow for some comments to be made on the working relationships among faculty members. As with all workplaces, there are some units and groups that are very collegial and faculty work towards shared goals. This is clear in terms of the faculty at the Vancouver Downtown Campus whose members reflect a set of shared goals and aspirations and who together have created a space that prioritises cross-disciplinary academic and research activities and fosters community partnerships. Although the external review committee met with only a small number of the Surrey Campus faculty and were not able to speak directly with members of the Counselling Clinic the space provided at Surrey Campus is welcoming and has significant potential for generative community partnerships.

There are also other units across the Faculty of Education that are reportedly working in very collegial ways - with research faculty and staff working closely towards shared goals. The following cognates were identified by members of the Faculty as examples of this: Educational Technology and Learning Design; Langues, Cultures et Littératies (en Français); and Mathematics Education. There are no doubt additional work units which share such collegial relationships that were not specifically brought to the attention of the external review committee.

The onsite meetings and documents received both in advance of, during and following the site visit give rise to several questions regarding the collegiality of the workplace environment of the Faculty of Education. The Faculty has enjoyed decades of relative prosperity giving rise to a culture within the Faculty where research faculty are accustomed to getting their requests met with unequivocal support. This is no longer possible in an era of significant budget constraints and there needs to be an unlearning of customary expectations and a recognition that the Faculty is operating under a very different context than previously. Continuing research faculty need to understand that past ways of operating with multiple small classes and workloads driven by faculty member preferences are not sustainable. There have been occasions when staff and faculty members have witnessed members of the Faculty being spoken to with disrespect by colleagues, and other instances of poor behaviour. Members of the Faculty report that there has been no explicit management of poor behaviour by senior faculty members, which has a detrimental effect, particularly on junior faculty and staff, who are then reluctant to voice any concerns in case they are subject to similar treatment by colleagues.

Workplace Environment Recommendations:
1. Use the 'moment of renewal' in the leadership team, including the Decanal role, as an opportunity to shift less than collegial aspects of culture and environment. For instance, set, communicate, and reinforce the expectation that poor/disrespectful behaviour will not be tolerated, and then follow through on this.

2. While streamlining organization of programs and administrative processes, be attentive to questions of staff and faculty workload to continue shaping a positive workplace environment. For example,

    a. If multiple staff units are carrying out admissions cycles, could these processes be more centralized to find efficiencies in administration?

    b. How might procedures and processes required by staff be clarified to cut down on anxiety, miscommunication, and onboarding complexities during turnover?

    c. If programs are more consolidated can Academic Coordinator responsibilities be reduced?

3. Likewise, while streamlining and organizing, offer opportunities for wise practices to be shared across units such as cognates. What practices (such as organizational or relational) exist in academic units that are functioning well? What practices lead to a healthy, effective environment? What wise practices can be shared across the Faculty? For example, if engagement strategies at the downtown campus are working to bring faculty members back to in-person activities, can similar practices be explored at other sites?

4. Consider tempering the oversight mandate held by SALT; validate administrative leadership and expertise present among staff team and cut back on top-heavy supervision. Ensure organization and communication pathways are multidirectional not only top-down; consider having staff meetings and/or collaborations across siloed units, particularly if duplicated processes can be reduced. This would address the opportunity for increased communication, transparency and role clarity.

5. Consider the dean hosting a monthly town hall for all staff (perhaps alternating with the supervisory staff there at every second meeting), rotating between the three campuses. This town hall would be a place for the dean to provide updates (Dean's office and Faculty directions, employment announcements, budget/financial timelines and updates, other key activities of the Faculty) and answer questions. It would also provide an opportunity for staff to share with the dean what is on the top of their minds and what issues they are wrestling with.

6. Address critical staff vacancies; lift the hiring freeze as soon as possible and manage the Faculty budgets holistically in light of movements to clarify and streamline programs and processes.

7. Clarify and, where possible, document staff roles and responsibilities. For instance, create handbooks for essential roles to set out procedures. Ensure communication of staff roles and responsibilities to faculty members so that expectations are realistic, and communications are respectful.

8. When hiring, be attentive to needs for French language proficiency, Indigenous cultural safety, and competencies/positionality around equity, to best meet needs of diverse programs and students.

9. Continue fostering and modeling a culture of ongoing learning, collaboration, inquiry, growth, and mutual support across leadership, faculty, and staff. For instance, "Learning with the Dean" initiative is a successful model to build upon.

6.0   Future Plans

In response to the two areas that the external review is asked to comment on, we address the second first. The future plans of the faculty as expressed in the forward-looking strategic plans are well aligned to the vision and goals of the Faculty and SFU. What is less clear is if the Faculty's future plans are achievable in the current context without careful review and attention to a number of recommendations of this report.

The Faculty has given considerable attention over recent years to addressing the recommendations of the 2015 external evaluation while also navigating some significant building renovations resulting in extended relocations and the impact of the COVID-19 pandemic. The creation of Indigenous Spaces and the infrastructure to welcome further Indigenous professors and staff are important achievements of the Faculty. The Faculty has made some progress towards increased attention to Indigenous Education across undergraduate programs and continued to respond to calls for online learning across all levels. It is important to note the restructuring of the PDP program, the offering of community-centered GDE programs co-developed with various communities and supporting teachers in critical professional learning including Indigenous Education for Reconciliation, Maker Pedagogy, Place and Nature Based Learning, and Curriculum Design. At the graduate level progress towards meeting the recommendations of the 2015 external review have been slow. A survey of faculty members (mentioned in an earlier section of this report) reinforced the need for a full curricular review as called for by the 2025 external Evaluation yet to date, while the Self-Study (2023) reports the "Initiation of a full review of graduate studies" faculty members spoken to during the external evaluation visit report that little if any changes have been made. The Research Hub promises to be a strong mechanism for moving forward Faculty research and scholarship goals.

The forward-looking documents provided to the External Review Committee include the Faculty Strategic Research Plan 2021-2025, the Five-Year Academic Plan 2018-2023, and specific sections within the Self-Study. The plans articulated within these documents and spoken about in meetings with members of the Faculty point to a Faculty seeking to advance its practice of high quality community engaged education and research which is important. The objectives are clear and underpinned by the Faculty's commitment to the core values of Equity, Indigeneity and a Culture of Inquiry and they align well with SFU vision and strategic directions as the "engaged university". What is lacking in terms of future plans, is evidence of how the Faculty is intending to make real progress towards these objectives. It was clear to the review committee that there are some critical barriers that must be addressed if the Faculty is to advance their strategic plans. Many of the following recommendations are presented in earlier sections of this report with respect to specific areas, however given the potential Faculty-wide impact of the following recommendations and, conversely the costs of not attending to them, they are stated again.

Future Plans Recommendations:
1. *Stable Leadership* - it is acknowledged that the recent decade of changing leadership has an impact across the Faculty so in terms of future plans it is important to have stable senior leadership over coming years.

2. *A focus on the well-being of all members and fostering the culture of the Faculty*. Although non-departmentalised, the Faculty currently is a fractured and segmented workplace which operates as pseudo departments under the guise of cognates and/or programs. Attention needs to be given to gathering all members of the Faculty together.

3. *Role of cognates and consideration of the purpose they serve.* The external review surfaced a lot of commentary on the degree to which the cognates contribute to inequities across the Faculty in terms of workloads of both faculty and staff. Questions were raised about the place of those faculty who are not associated with a cognate, which has particularly serious implications for junior faculty. A question that might guide discussions could be - In what ways do cognates reflect the three core values of the Faculty?

4. *Consolidation of programs and course offerings*: Adjust to the reality of the new budgetary context through consolidating programs and course offerings so that minimum class sizes are imposed across undergraduate and graduate programs. This requires a full review of graduate program offerings and the willingness of professors to engage in conversations around new approaches to graduate studies, collaboration, and collegial ways of working.

5. *Consolidate workflows across academic year*: This will emerge from major curriculum and organizational review across the Faculty including review of programs, the role of cognates, academic coordinators etc. It has implications Faculty-wide and would implicate major processes such as (but not be limited to):

   a. Program schedules coordinated centrally within the Faculty and planned across two years according to student program requirements not the preferences of professors.

   b. The schedules need to enable graduate students to register for courses outside their named cognate/concentration and so benefit from a rich student experience where they are brought into classes with students with differing perspectives and ways of knowing.

   c. Revision of workload allocation procedures (TTR) to clarify processes (initiated by the publication of the schedule) and streamline decision-making with clear deadlines and procedures to be followed that streamline the workload for staff across the academic year.

7.0   Issues of specific interest to the Faculty of Education[2]:

7.1   Governance and Community

The external review committee was able to gain an overview of the Faculty in terms of programs and governance. While the Faculty is non-departmentalised, the organization of faculty is fractured into different cognates and programs which serve as pseudo-departments but not in a coherent or transparent way. There are unclear lines of decision-making authority, lack of clarity as to who is responsible for different tasks and multiple opportunities for inequitable workload. Neither staff nor faculty have a clear sense of the overall organisation of the Faculty which leads to different people performing the same tasks in different areas of the Faculty, multiple layers of approvals and many inefficiencies. There are inconsistencies across different cognates/units; roles and responsibilities among staff and managers are unevenly distributed - some have too much work, others less so - need to review all jobs and think about what is needed and where. We suggest there is a need for better separation of

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[2] The specific questions from the Faculty of Education on Program Offerings and Research have been included in the preceding sections on Academic Programs and Faculty Research respectively.

administration from faculty and more coherent structure of authority between administration, managers, supervisors, research faculty and staff - these relationships currently seem unclear.

The number and purpose of the cognates is unclear although they seem to be one of the core organizational structures within the Faculty, especially in relation to graduate programs. Faculty were unable to tell the external review committee the number of cognates or how they were connected across programs. Some junior faculty members were unsure of their cognate, while other faculty members were not associated with any cognate. This seriously disadvantages new faculty members and leaves them somewhat isolated and unsure of where they fit, which is particularly problematic when navigating annual teaching workload allocations (TTR).

The separation of undergraduate programs into two offices results in replication of activities, confusion of responsibilities and inequity of workloads.

7.2   Faculty of Education's Core Values

SFU's Faculty of Education has three core values that guide its strategic planning and activities: Equity, Indigeneity, and a Culture of Inquiry. This section of the report addresses the Faculty's work to enact these core values in relation to the questions above and the key concerns arising in the external review. The Faculty is making strong strides in addressing these areas, but there remains considerable work to do. The Faculty's strategic documents and Self-Study (2023) are well framed to guide this ongoing work and our recommendations centre on continuing to enact aims already articulated.

Equity

The core value of equity is represented in the Faculty at important sites, such as: the five-year academic plan; consolidated strategic priorities; tenure and promotion criteria; specialization areas of teaching and study, as well as course/program delivery; faculty research interests and clusters; and, hybrid work arrangements since the pandemic. It is beyond the scope of review to assess the degree to which equity is reflected or embedded at these sites. We note that work is ongoing, for instance in the "equity in professional practices" priority described in the self-study report (p. 246), which has clear and important directives set out for the coming year. The Faculty has excellent plans and goals for equity initiatives, which we encourage them to continue enacting.

Equity as a value, while implicitly underlying many of the activities throughout the Faculty, did not arise in many of the on-site conversations, with a couple of important exceptions. Equity was raised explicitly in the area of workload inequities, as mentioned in the self-study (pp. 43-44). Conversations during the site visit linked this issue to inequities in accessing teaching assignments and this was acknowledged also in the Self-Study (2023, pp. 43-44). A working group has been struck to pursue the question of workload and draft a workload equity policy (Self-Study, 2023, pp. 43-44, 72, 91). The on-site review revealed concerns from faculty members that the current workflows or communication channels built into the TTR / teaching assignment process perpetuate inequities because conversations held do not always translate into expected assignments. This happens, for instance, when newer faculty do not always know how to access certain courses to teach, particularly those recently appointed research faculty who are not in a cognate, and because disparities exist in the administration of cognates. We also noted that some junior colleagues were being pushed into leadership roles, for instance into academic coordinator work, with the impression or threat that their programs would fail if they did not take on the leadership. It is concerning for faculty members to be taking on significant leadership or administrative responsibilities before tenure. Examples were also cited of senior faculty members stepping up to carry

these roles for longer than desired to protect colleagues who were junior or who had caregiving responsibilities.

Another concern raised during the review was that the Faculty had hosted a dialogue/session about equity-related issues that was led by the colleague who chaired the Faculty's tenure and promotion committee. This structure was seen as a conflict of interest and some research faculty members did not feel comfortable raising issues to the person who would be adjudicating their tenure or promotion files. A recommendation for future equity-related processes would be to mitigate power dynamics, for instance by contracting an external consultant to lead any inquiries into equity issues in the Faculty.

Faculty of Education Core Values Recommendations:
1. Follow through on enacting existing plans related to equity. For example, follow through on the workload equity process, ensuring vulnerable members of the Faculty have safe, effective avenues to express concerns.

2. Explore redistribution of academic coordinator responsibilities (e.g. centralizing administrative elements like timetabling into program offices)

3. Identify strategies to protect junior faculty from heavy service and leadership commitments.

Indigeneity
The Faculty has an admirable structure to support its focus on Indigeneity. This work responds to the Truth and Reconciliation Commission of Canada's Calls to Action but also to broader calls for institutional decolonization and Indigenization. Indigeneity is organized around the core elements of the Associate Dean – Indigeneity (AD-I), the Indigenous Education and Reconciliation Council (IERC), and the Office of Indigenous Education, which are in turn supported by several designated Indigenous faculty and staff roles. This structure has been reinforced and validated, at least in part, through engagement with local communities, for instance in that the AD-I role has been named through Salish protocols (ʔək̓ʷstənəq ts'up'new̓ásentas) and therefore entails particular responsibilities to community. With this structure in place, the Faculty is seen as a leader in Truth and Reconciliation work across campus and throughout post-secondary in British Columbia and Canada.

However, this admirable structure is in many ways still a blueprint with much building to do. With several key roles vacant and/or in the process of being filled (e.g. AD-I interim, Teaching Faculty and Teaching Fellow roles, Endowed Chair), the labour set out by this priority is sitting on too few shoulders. We see a risk of burnout and/or attrition in having a very small number of faculty and staff carrying this load. It is not clear whether or how the bulk of faculty and staff are engaging with this priority. The Faculty needs to find ways to structure this priority into everyone's workload. A strength in the Faculty is that a number of non-Indigenous faculty members are stepping up to serve on the IERC and to support Indigenous initiatives. IERC seems to do well because those involved are engaging in work connected to teaching, learning, community engagement, and more, taking an interconnected approach to questions of Indigeneity rather than solely carrying out service or administration. The present dean has also been modeling and leading learning in Indigenous Education through "learning with the dean" sessions, which were noted as helpful and successful and a potential model for growing capacity and knowledge around Indigeneity across the Faculty. In keeping with the notion that everyone in the Faculty is called to engage in the core values, these strengths must be supported and fostered to ensure they become embedded in Faculty practice.

Similarly, this priority needs to be realized in the student experience. Building on the optional Indigenous courses available in undergraduate programs (e.g. EDUC 311), Indigenous course requirements and/or offerings could be expanded. Notably, no Indigenous-focused courses exist at the graduate level, which was flagged as an issue in that Indigenous students may struggle to access courses, content, instruction, and support relevant to their studies. The corollary is that non-Indigenous students also may not have sufficient exposure to Indigenous education topics and approaches, which are required for a fulsome commitment to Truth and Reconciliation across the Faculty.

It is also a strength that Indigenous initiatives in the Faculty are connecting with those across campus, as embodied through strategic plans (e.g. *Walk this Path with Us,* 2018-2023) and the Director of Indigenous Initiatives and Reconciliation. Additionally, the Faculty should be proud to host Indigenous gathering spaces, as well as the Indigenous Garden and memorial space. These spaces matter and initiatives to co-host, co-steward, and name the garden with community, for instance, are incredibly valuable for Indigenous communities.

Indigeneity Recommendations:
1. Fill roles—Engage in meaningful recruitment initiatives to fill vacant Indigenous-focused roles (regular recruitment steps will be insufficient in the current climate and more active community engagement, mentorship, recruitment may be required)

2. Value labour—Look closely at what labour is being required to support structures and processes surrounding Indigeneity and value that labour on the biannual reviews and tenure and promotion processes for related Indigenous and non-Indigenous faculty, e.g. consider course releases, valuing service commitments, other material supports

3. Retain people—Engage more deeply with Indigenous faculty and staff to find out and deliver what they need to be retained as healthy, contributing members of the SFU community (take care of Indigenous faculty and staff). Consider using exit surveys to gather information about faculty member and staff departures.

4. Strengthen graduate curricula—Develop and offer an Indigenous research / methodologies course for graduate students to ensure that Indigenous and all students have access to learning about Indigenous ways of knowing, being, and doing (ensure release/design time is made available for this Indigenous faculty-led process)

5. Strengthen Indigenous foundations in B.Ed. —Review the possibility of having mandatory Indigenous course requirements in the undergraduate programs, particularly for B.Ed. completion, based on other comparable programs.

6. Collaborate across campus—The Faculty should continue to connect with Indigenous-focused initiatives and supports, and to advocate for resources, across campus.

7. Integrate value into "all we do"—Review whether tending to Indigeneity is considered in all processes and work done in the Faculty, e.g. curriculum and teaching, staff training, hiring procedures, space and facilities, biannual reviews. Excellent plans are set out in the Self-Study document.

8. Sustain present initiatives and spaces—For instance, value the garden and memorial space, ensure naming ceremonies are humbly requested through cultural protocols, celebrate, and share them with campus and local communities.

Culture of Inquiry

The Faculty's third core value, "a commit[ment] to the use of inquiry practices to inform Faculty-wide planning [and] decision making" (Self-Study, 2023, p. 4) was perhaps most apparent in the Faculty Self-Study which was an extensive and thorough inquiry into the current state of the Faculty. This work provides evidence of the Faculty, "(1) questioning and investigating our current approaches, (2) collecting data through traditional and non-traditional ways of knowing to inform and reflect on changes, and (3) consulting theory and research to inform our practices" (Self-Study, 2023, p. 4). We commend the Faculty and the leaders of the self-study process for the rigorous set of documents and evidence developed for the unit review.

This core value was not raised in the site visit conversations explicitly. However, reviewers noted a few implicit examples and opportunities. We were given access to a self-study carried out by a small group of Academic Coordinators (*Academic Coordinators and Faculty Governance: Experiences, Perspectives, Challenges, and Priorities for Change,* 2024), which was an excellent example of how this core value might be enacted to examine existing practices and propose informed changes, under faculty member leadership. A culture of inquiry was loosely referenced in relation to the strong research being carried out by scholars in the Faculty—research that spans theory and practice, making real-world connections through meaningful inquiry.

This foundation of inquiry-based self-study, scholarship, and Faculty governance is a solid foundation for what comes next in terms of unit renewal. The Faculty has rich resources in its people, who are passionate, dedicated educators and colleagues who want to serve students, programs, the field, and the institution. The Self-Study (2023) offers a range of significant, fruitful questions for further inquiry and development and we recommend pursuing those directions.

Culture of Inquiry Recommendations:
1. Pursue questions and directions in the Self-Study (2023) for inquiry and development.

2. Harness the appetite of faculty members and staff for inquiring into what is working well in the Faculty and what could be improved.

3. Follow up on the faculty-led inquiry process and insights in the *Academic Coordinators and Faculty Governance (2024)* document.

7.3   Program Offerings

The earlier section 2.0 Quality of the Faculty of Education's Programs addresses the specific questions asked by the Faculty. The external review committee suggests that there is a lack of coherence across the programs within the Faculty of Education and there are opportunities for consolidation which will enhance the student experience. In undergraduate offerings there are opportunities to consider ways in which programs might scaffold towards higher level qualifications. Undertaking graduate studies is more than the sum of individual courses, it is, ideally, an immersive experience where they have multiple opportunities to engage with peers, instructors and perspectives and knowledge different from their own. Current structures, practices and faculty members' entrenched ways of operating, currently serve as barriers to this graduate student experience. The lack of immersive experience is further complicated at the doctoral level by most students being working professionals. It is more typical elsewhere for working professionals (schoolteachers, administrators etc.) to undertake an Educational Doctorate (EdD) rather than a PhD. The Faculty might, moving forward, consider supporting the PhD program for full-

time students attending on campus classes and building a strong student community, and the EdD program for working professionals with intermittent on-campus requirements. In terms of opportunities for review and renewal of programs the most appropriate sources for feedback are students and instructors. The Faculty has a practice of seeking student feedback and has carried out a survey of course instructors. The data generated should be the focus of ongoing discussions. The recommendations above rely on the premise that faculty members are able to come together to discuss new ways of imagining graduate studies across the Faculty which ensure that the current strengths within the Faculty are integrated into a more accessible suite of programs for students.

7.4   Faculty and Staff Renewal

The title of this section is somewhat confusing, and it is not entirely clear to the committee what feedback is being requested beyond the bulleted questions. We offer some comments regarding the two questions, and we do have some general comments regarding "renewal" of employees.

The delivery of the teacher preparation program is a unique model in western Canada. Acknowledging that there are economic considerations, we are of the view that the overall model of having seconded professional teachers into the Faculty Associates roles is a strength. We believe there is value in protecting this unique model of Faculty Associates. The seconding of professionals from the field provides an exemplary delivery of the program that has benefits for the teacher candidates and the profession of teaching in British Columbia. We do think that there could be an opportunity to examine the full complement, with some economic efficiencies possible. One possible idea would be to have some part-time Faculty Associates (on a fractional secondment) paired with a slightly reduced number of full-time secondments. The part-time Faculty Associates could use a different funding model such as being compensated through their school division with the Faculty providing a course release (or two) equivalent compensation to the division to cover part-time replacement costs, rather than full replacement of school division salaries. In addition, it is noted in the Self-Study (2023, p.91) that the Faculty has the "smallest average undergraduate class size of any Faculty at SFU". While it is acknowledged that teacher education courses are often smaller to mimic the school classroom, there is limited research evidence to suggest this is essential across all courses. Consideration of larger class sizes, with the lead instructor supported by graduate teaching assistants, presents a real opportunity for resource efficiencies.

We do recommend that the Faculty protect the French / francophone pathways. The external funding that is connected directly would support this and being a strength in western Canada and the only francophone programming in British Columbia makes this program a jewel that needs to be protected.

We encourage the Faculty to consider the proposal of a Center for Research in Teacher Education possibly situated at the Vancouver Downtown campus. Champions for such a research centre are currently located at the Vancouver campus and such a centre could serve as a focal point to further engage local community partnerships and research activities.

In terms of efficiencies, most have been mentioned elsewhere in this report so we touch on them only briefly here. We suggest that the Faculty should leverage their commitment to EDI and Indigenization to attract practicing teachers back into the GDE and other graduate programs. We do see opportunities for the streamlining of the graduate programs as small graduate class sizes are unsustainable in the current context and they also act as barriers to a rich student experience at the graduate level. There is a need to reconsider offering thesis-based courses from each cognate and instead have shared courses across cognates to have bigger enrolments. We recommend a large-scale examination of all the various

graduate programs, specializations, and cognates, and clean-up the inventory, seeking to streamline and pause low enrolled areas. After this occurs, there is an opportunity to examine new specialty fee EdD programs.

We also encourage an examination of the role of tenured faculty in teacher preparation programs. Although not exclusive to SFU, the data we reviewed would indicate there are many full-time faculty who do not have any teaching connection to the undergraduate teacher preparation pathways. We suggest that the core values and strategic priorities of the Faculty can be used to guide decisions around renewal of the undergraduate program as well as to help find efficiencies.

As part of a faculty-wide review of the organizational and communication structures of the Faculty we encourage an examination of the academic coordinator roles: what current responsibilities could be done by staff instead? Are there responsibilities that could be done in program offices? Are there ways to standardise the responsibilities of academic coordinators so that there is greater equity in workloads for faculty and staff? Aligned with this is the need to examine, and make explicit, the degree to which academic coordination is considered service or, if it needs to be compensated in some way.

In terms of Faculty renewal and hiring there needs to be a coherent plan as to why faculty are being hired and how they fit into the overall faculty complement in terms of teaching and research rather than to just fill a current teaching gap (as some junior faculty members reported). There is an opportunity for increased involvement in new faculty onboarding, so these future colleagues are welcomed into the Faculty and better supported in establishing strong platforms of research and teaching.

We also encourage an examination of the senior administrative leadership team (SALT). The current administration structure may be top-heavy in staff. Are there any streamlining opportunities? We do suggest that attention be given to the transparency of the role of SALT and the history of why it exists. Our assessment is that the group has benefits that would serve the Faculty, however there are communication gaps between SALT and the employees they lead and support. In this area we strongly encourage the dean to meet with staff without direct supervisors (the dean meets with skip-level reports) to provide opportunities for conversations which can benefit the transparency in both directions. This would strengthen the culture and provide an opportunity for the SALT members to be supported in their work.

As you look for efficiencies, we strongly suggest that Faculty leadership ask the administrative staff directly (not just the leaders) for their suggestions and their observations. There is a wealth of information and experience in this group and their engagement in the external review process through meetings and submission of statements reflects a commitment and depth of experience and knowledge that promises to make a strong contribution to the future of the Faculty. All of this said, we do see an opportunity to examine other Faculties at SFU regarding how faculty-level services are organized and supported.

7.5   Research

The Faculty is poised to move from individual research faculty pursuing independent research projects to considering more collaborative endeavours supported through the Research Hub services and the SFU central research services and resources. The Research Hub provides both grant submission and post-grant support and SFU central research services and resources are also available for faculty

researchers. The challenge for the Faculty appears to be more related to awareness about resources and procedures to access support within and beyond the Faculty.

Support for Graduate students can grow out of more engaged and collaborative faculty research projects. By way of example, there is significant enthusiasm for the creation of a Centre for Research in Teacher Education which would leverage the unique approach to teacher education taken by the Faculty as a site for inquiry. This would be an important development and has the potential to support junior faculty members, engage research faculty more in the study of teacher education and create further opportunities for collaboration and partnerships with communities and school boards. It was noted that faculty members of the Vancouver downtown campus are particularly energised around the potential of a Centre for Research in Teacher Education as holding space to consolidate and expand emerging community and cross disciplinary partnerships and opportunities in the downtown core. Such a center would provide organic opportunities for both faculty members of Graduate (and maybe undergraduate) research opportunities.

In summary: research activities across the Faculty are diverse, of high quality and there is a strong commitment to creating and advancing new knowledge, which is evident in the number and quality of scholarly and creative outputs. Faculty members have consistent success in competitive funding from internal and external sources and there are opportunities to level up this support through accessing SFU central university funds and resources. Community-engaged research is a particular strength of many faculty members which is well aligned to SFU as the "engaged university". Within the Faculty there is significant and high-quality research activity, but it is not clear the degree to which faculty members are aware of each other's research or of potential synergies and opportunities for collaboration. There is not a clear, well-articulated consensus on the Faculty of Education research strengths and future directions and there are concerns about the visibility and recognition of faculty members research activities across the wider SFU community which signals the need for the Faculty of Education to identify where it might better promote research strengths and support research faculty to better leverage central SFU resources.

APPENDIX A

Summary List of Recommendations for Consideration of the Faculty of Education

Undergraduate Programs
1. Review the current governance structure of the undergraduate and professional programs to consider consolidation of responsibility for oversight of these programs.
   a. Develop clear multi-directional lines of communication to support workflow and enable staff to meet deadlines.
   b. Develop clear policies and procedures that enable staff to coordinate administrative tasks including admissions, scheduling, and workload assignments across program offerings.

2. Review the instructional contributions made by the research faculty to the Undergraduate and Professional programs to ensure undergraduate students benefit from the scholarship and theoretical knowledge of the research faculty.

3. Reconsider the workload allocated to research faculty instructors of the course E*DUC400 Foundations of Education and Schooling;* the current practice is unsustainable.

4. Consider a further revision of EDUC400 where students have 75% face to face classes and 25% online/self-regulated (as opposed to the current 25% face to face and 75% self-regulated) to ensure a strong introduction to the foundations of becoming a teacher.

5. Consider closing the Bachelor of Education # 1 (BEd 1st degree) program which reflects a significant workload of staff for a minimum number of students who have alternative pathways available to become teachers.

6. Consider ways in which the teacher education program (PDP) could have a greater presence in the Vancouver Downtown campus which might be more accessible for students for some courses.

7. Articulate ways in which the proposed Center for Research in Teacher Education aligns with the work of PDP professors and Faculty Associates and how this could be harnessed as opportunities for Research by faculty and students.

Graduate Programs
3. There is an urgent need for a curriculum review across all graduate programs to identify opportunities for restructuring of course offerings built on collaborations across specializations and cognate areas.

   a. Articulating graduate learning outcomes for the distinct program levels (Grad. Dip., MEd., MA., Ed.D. and PhD.) might be a way of framing the review to enable faculty and students to identify the challenges of and opportunities for advanced learning and to support the Faculty in ongoing evaluation and program improvement.

      b. Such a review will require a skilled facilitator who is able to bring faculty members with widely differing views and strong allegiances to their own fields into conversation around the shared goal of reimagining graduate studies across the Faculty moving forward.

4. The aforementioned curriculum review is an opportunity to consolidate courses and, in particular, to revise and/or co-construct mandatory research methods courses at each level of graduate offerings.

      a. This might develop co-constructed and co-taught modules that address a range of different research frameworks, theories and approaches relevant to entry level graduate students (MEd and MA) and another for Doctoral students.

      b. A required doctoral course undertaken by all doctoral students on epistemologies would be an advantage.

Research

1. While a wide diversity of research activities is a common feature of non-departmentalised Faculties of Education, it would be important to bring research faculty together in conversation about research activities, strengths, opportunities and future directions.
      a. The Research Hub would be an ideal vehicle to facilitate such gatherings with the support of the AD Research & International and the AP Research.
      b. Such conversations might also provide the space to consider different future community research partnerships that might be possible such as those identified by the AP Research e.g. City of Burnaby, Surrey Campus Medical School.

2. Continue to strengthen the role of the Research Hub as a Faculty centre to facilitate grant applications and provide post-award support, dissemination of various funding opportunities (calls for proposals from Ministries, external agencies, community groups) and building capacity of graduate student research. The Research Hub is well situated to advance the research objectives identified in the Five Year Academic Plan 2018-2023 particularly those related to new interdisciplinary research clusters through bringing research faculty together in conversation and collaboration on research activities.

3. Establish clear communication strategies and procedures to enhance the visibility of the Faculty of Education research. If the Faculty is to gain greater prominence and recognition across SFU for its high-quality research it is critical that the Faculty puts in place procedures and communication strategies that celebrate and champion the diverse research activities and outputs generated by research faculty and research students. This could include:
      a. ensuring better communication of SFU research events, targeting and supporting research faculty to attend and be profiled at such events.
      b. working with the office of the VP Research to build awareness of and support Faculty members to access SFU research resources to scale their research to the next level;
      c. facilitating meetings of the research faculty (particularly junior faculty) with the central knowledge mobilization hub to build capacity on how to "talk about my research" to a range of audiences.

4. Aligned with the recommendations of reviews of graduate programs the Faculty should explore different opportunities for graduate student research experiences on faculty research projects. For example, Faculty-funded research assistant positions might be attached to the projects of Faculty members who secure different levels of external funding.

Faculty Administration

1. Cognates: at the minimum, create Faculty-wide guidelines (or adopts policies and procedures) for the membership, roles and functions, and dispute resolution mechanism. Such a review needs to give attention to:

   a. Revision of the ways in which workload is currently driven by individual professor preferences and results in inequities.

   b. Adopting a centralised approach to scheduling that is driven by the program requirements not faculty member preferences. The schedule then serves as the basis of workload allocations.

2. Further, we recommend that the cognate inventory be fleshed out for transparency, and identification of formal membership be documented. If the cognate system is to remain, ensure that the scope of all the cognates is delineated and fulsome. Said another way, every faculty member needs to have a cognate to which they belong.

3. Considering the previous recommendations, examine the faculty organization chart, including de facto functional units (not currently called departments) and responsibilities of leadership (which includes cognates, associate dean and academic coordinator roles and scope).

   a. There are likely efficiencies to be explored through clarifying workload assignment (TTR), course planning and scheduling, and enrolment planning, that would benefit from Faculty-level centralization (pulling in certain functions from cognates).

4. As part of a faculty-wide review of the organizational and communication structures of the Faculty we encourage an examination of the academic coordinator roles. Questions that might be considered include:

   a. What current responsibilities could be done by staff instead?

   b. Are there responsibilities that could be done in program offices?

   c. Are there ways to standardise the responsibilities of academic coordinators so that there is greater equity in workloads for faculty and staff?

   d. Aligned with this is the need to examine, and make explicit, the degree to which academic coordination is considered service or, if it needs to be compensated in some way.

Workplace Environment

1. Use the 'moment of renewal' in the leadership team, including the Decanal role, as an opportunity to shift less than collegial aspects of culture and environment. For instance, set,

communicate, and reinforce the expectation that poor/disrespectful behaviour will not be tolerated, and then follow through on this.

2. While streamlining organization of programs and administrative processes, be attentive to questions of staff and faculty workload to continue shaping a positive workplace environment. For example,

    a. If multiple staff units are carrying out admissions cycles, could these processes be more centralized to find efficiencies in administration?

    b. How might procedures and processes required by staff be clarified to cut down on anxiety, miscommunication, and onboarding complexities during turnover?

    c. If programs are more consolidated can Academic Coordinator responsibilities be reduced?

3. Likewise, while streamlining and organizing, offer opportunities for wise practices to be shared across units such as cognates. What practices (such as organizational or relational) exist in academic units that are functioning well? What practices lead to a healthy, effective environment? What wise practices can be shared across the Faculty? For example, if engagement strategies at the downtown campus are working to bring faculty members back to in-person activities, can similar practices be explored at other sites?

4. Consider tempering the oversight mandate held by SALT; validate administrative leadership and expertise present among staff team and cut back on top-heavy supervision. Ensure organization and communication pathways are multidirectional not only top-down; consider having staff meetings and/or collaborations across siloed units, particularly if duplicated processes can be reduced. This would address the opportunity for increased communication, transparency and role clarity.

5. Consider the dean hosting a monthly town hall for all staff (perhaps alternating with the supervisory staff there at every second meeting), rotating between the three campuses. This town hall would be a place for the dean to provide updates (dean office and Faculty directions, employment announcements, budget/financial timelines and updates, other key activities of the Faculty) and answer questions. It would also provide an opportunity for staff to share with the dean what is on the top of their minds and what issues they are wrestling with.

6. Address critical staff vacancies; lift the hiring freeze as soon as possible and manage the Faculty budgets holistically in light of movements to clarify and streamline programs and processes.

7. Clarify and, where possible, document staff roles and responsibilities. For instance, create handbooks for essential roles to set out procedures. Ensure communication of staff roles and responsibilities to faculty members so that expectations are realistic, and communications are respectful.

8. When hiring, be attentive to needs for French language proficiency, Indigenous cultural safety, and competencies/positionality around equity, to best meet needs of diverse programs and students.

9. Continue fostering and modeling a culture of ongoing learning, collaboration, inquiry, growth, and mutual support across leadership, faculty, and staff. For instance, "Learning with the Dean" initiative is a successful model to build upon.

Future Plans

1. *Stable Leadership* - it is acknowledged that the recent decade of changing leadership has an impact across the Faculty so in terms of future plans it is important to have stable senior leadership over coming years.

2. *A focus on the well-being of all members and fostering the culture of the Faculty*. Although non-departmentalised the Faculty currently is a fractured and segmented workplace which operates as pseudo departments under the guise of cognates and/or programs. Attention needs to be given to gathering all members of the faculty together.

3. *Role of cognates and consideration of the purpose they serve.* The external review surfaced a lot of commentary on the degree to which the cognates contribute to inequities across the Faculty in terms of workloads of both faculty and staff. Questions were raised about the place of those faculty who are not associated with a cognate which has particularly serious implications for junior faculty. A question that might guide discussions could be - In what ways do cognates reflect the three core values of the Faculty?

4. *Consolidation of programs and course offerings*: Adjust to the reality of the new budgetary context through consolidating programs and course offerings so that minimum class sizes are imposed across undergraduate and graduate programs. This requires a full review of graduate program offerings and the willingness of professors to engage in conversations around new approaches to graduate studies, collaboration, and collegial ways of working.

5. *Consolidate workflows across academic year*: This will emerge from major curriculum and organizational review across the Faculty including review of programs, the role of cognates, academic coordinators etc. It has implications Faculty-wide and would implicate major processes such as (but not be limited to):

    a. Program schedules coordinated centrally within the Faculty and planned across two years according to student program requirements not the preferences of professors.

    b. The schedules need to enable graduate students to register for courses outside their named cognate/concentration and so benefit from a rich student experience where they are brought into classes with students with differing perspectives and ways of knowing.

    c. Revision of workload allocation procedures (TTR) to clarify processes (initiated by the publication of the schedule) and streamline decision-making with clear deadlines and procedures to be followed that streamline the workload for staff across the academic year.

Faculty of Education Core Values

Equity
1. Follow through on enacting existing plans related to equity. For example, follow through on the workload equity process, ensuring vulnerable members of the Faculty have safe, effective avenues to express concerns.

2. Explore redistribution of academic coordinator responsibilities (e.g. centralizing administrative elements like timetabling into program offices)

3. Identify strategies to protect junior faculty from heavy service and leadership commitments.

Indigeneity:
1. Fill roles—Engage in meaningful recruitment initiatives to fill vacant Indigenous-focused roles (regular recruitment steps will be insufficient in the current climate and more active community engagement, mentorship, recruitment may be required)

2. Value labour—Look closely at what labour is being required to support structures and processes surrounding Indigeneity and value that labour on the biannual reviews and tenure and promotion processes for related Indigenous and non-Indigenous faculty, e.g. consider course releases, valuing service commitments, other material supports

3. Retain people—Engage more deeply with Indigenous faculty and staff to find out and deliver what they need to be retained as healthy, contributing members of the SFU community (take care of Indigenous faculty and staff). Consider using exit surveys to gather information about faculty member and staff departures.

4. Strengthen graduate curricula—Develop and offer an Indigenous research / methodologies course for graduate students to ensure that Indigenous and all students have access to learning about Indigenous ways of knowing, being, and doing (ensure release/design time is made available for this Indigenous faculty-led process)

5. Strengthen Indigenous foundations in B.Ed. —Review the possibility of having mandatory Indigenous course requirements in the undergraduate programs, particularly for B.Ed. completion, based on other comparable programs.

6. Collaborate across campus—The Faculty should continue to connect with Indigenous-focused initiatives and supports, and to advocate for resources, across campus.

7. Integrate value into "all we do"—Review whether tending to Indigeneity is considered in all processes and work done in the FoE, e.g. curriculum and teaching, staff training, hiring procedures, space and facilities, biannual reviews. Excellent plans are set out in the Self-Study document.

8. Sustain present initiatives and spaces—For instance, value the garden and memorial space, ensure naming ceremonies are humbly requested through cultural protocols, celebrate, and share them with campus and local communities.

Culture of Inquiry
1. Pursue questions and directions in the Self-Study (2023) for inquiry and development.

2. Harness the appetite of faculty members and staff for inquiring into what is working well in the Faculty and what could be improved.

3. Follow up on the faculty-led inquiry process and insights in the *Academic Coordinators and Faculty Governance (2024)* document.

External Review Action Plan

To be completed by the Faculty Dean

Unit Under Review:_____Faculty of Education_____

Date of Review Site Visit:_____March 4-6, 2024_____

Faculty Dean:_____Dan Laitsch_____

Notes

1. *It is not expected that every recommendation made by the External Review Committee be covered by this Action Plan. The major thrusts of the report should be identified—some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.*

2. *Attach the required plan to assess the success of the Educational Goals as a separate document (Senate 2013).*

3. *Should any additional response be warranted, it should be attached as a separate document.*

1. PROGRAMMING	
1.1	**Action(s)** (description of what is going to be done)
Narrative: The Faculty of Education appreciates the External Review Committee's acknowledgement of the breadth of our graduate and undergraduate programs and the wide range of student needs they address, as well as their recognition of our professional programs as transformative and our partnerships with school districts and communities as strong, relevant, and engaged. We also acknowledge the challenges in the report regarding our academic programming and generally agree with the recommendations made by the external review team.	

Academic Programs:

In coordination with the Academic Planning and Curriculum Review processes, Graduate Programs (GP), Undergraduate Programs (UG) and Professional Programs[1] (PP) will examine strategic alignment between undergraduate and graduate offerings to ensure student engagement with Continuing Faculty, provide opportunities for graduate students to provide teaching assistance and instruct courses as appropriate, and promote a positive and valuable learning experience for undergraduate students. The programs will work collaboratively through the Faculty of Education Executive Committee to ensure they are well represented within the Faculty of Education Academic Plan (B2024/C2024).

Undergraduate:

Undergraduate (UG) and Professional Programs (PP) acknowledge the challenges outlined in the report and note agreement with much of the assertions/recommendations made by the reviewers. In consultation between the two program areas, and with input by the faculty engaged in the faculty and staff retreats, the following responses are proposed.

- UG and PP will review and make recommendations to the Dean regarding the processes and organizational structures of Undergraduate and Professional Programs, including the possibility of a unified governance structure that would have oversight over both Undergraduate Programs and Professional Programs, allowing for coordinated governance, improved workflow and consistent procedures across these program areas. [B2025/C26]

- In response to recent policy changes regarding faculty appointments and in collaboration with the AD Academic and AD Graduate Studies, the Faculty will develop a workload assignment procedure that prioritizes the assignment of continuing faculty (research and teaching) across our courses in Graduate, Undergraduate, and Professional Programs. [B2024/C27]

- Professional Programs will work with the Dean's Office to formally review and evaluate the structure and delivery methods of the EDUC 400 semester to create sustainable and equitable workloads for research and teaching faculty. The review will also aim to optimize the in-person student experience within the course through increased contact hours with faculty instructors and reduced self-directed time. [B2024/C25]

- Undergraduate Programs will remove the B.Ed. First degree from its offerings. [B2025/C2026]

- Professional Programs will explore opportunities to partner with the Vancouver Campus to host cohorts in EDUC 400 or EDUC 401/2 focusing on themes which include teaching and learning in urban environments. [B2024/ongoing]

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[1] It should be noted that Professional Programs is regulated by the British Columbia Teachers' Council and the Teacher Regulation Branch and works closely with districts and community partners across the province, and thus cultivates and maintains relationships that differ considerably from the work of Undergraduate Programs in general.

• In conjunction with the Research Hub, Professional Programs will endorse and provide support for the effort to create a Centre for Research and Practice in Teacher Education and will support and promote research interests and opportunities in pre-service and in-service teacher education. [B2024/C2025] • Through the curriculum review process, our educational goals will be evaluated to ensure core values are reflected in all our programs and courses. Undergraduate Program minors will be reviewed to ensure alignment with faculty core values and programmatic efficiency. [ongoing] • Policies and practices will be reviewed to ensure they reflect our core values in outcomes and implementation. [ongoing]	

Graduate:

The external reviewer's report recommends a comprehensive review across all graduate programs, which we agree is necessary. In addition to supporting program areas to reflect on their courses and programs, we will:

- Establish a faculty-wide working group who will review existing programs (in consultation with faculty members, staff and academic coordinators) and provide a framework for structuring graduate programs in education. [B2024/C2027]

  - The graduate programs review will: clarify and update the aims of each graduate program; reduce the number of graduate courses we offer; and increase enrolment both in the courses we offer and in our graduate programs overall.

  - We will engage faculty in a series of discussions and tasks that include: articulating the educational aims of their program and mapping them onto their existing/revised curriculum; identifying courses within their program that masters and doctoral students can take together; identifying courses they can share with other program areas; and reviewing and co-constructing a required research methods course that is common to all programs.

- We will work with the Office of the Dean of Graduate Studies to ensure that the unique needs of the Faculty of Education are reflected in any changes to support for graduate students, particularly at the Masters level. [B2023/ongoing]

- We will also explore the viability of a clearer distinction between research focused (PhD) and practice-focused (EdD) doctoral studies with the goals of strategically aligning education degrees with the aspirations of potential students and addressing issues related to the new minimum PhD funding mandate. [B2024/C2027]

1.2	**Resource Implications** (if any)

The consultations and committee work required for the curriculum review may require financial and staffing support (in facilitation, data gathering, community consultation, etc.) to be successful. Resources will be identified to support facilitation, staff time, research assistance, consultation events, committee meetings, and other activities as needed. Additional resources will be needed to strengthen student recruitment activities, particularly at the graduate level. Changes in staffing and new hires may be needed in increase enrolments in graduate programs.

1.3	Expected Completion Date(s):

Each action proposed in the Action Plan is labelled here and throughout the document with a target beginning date (B) and completion goal (C). While these dates are proposed here, because of the complexity of much of this work, the completion dates should be deemed flexible to allow for full data gathering, consultation and collegial decision-making. Some actions are labelled "ongoing" to indicate that this work is intended to represent continuous improvement efforts.

2. RESEARCH

2.1	Action(s) (description of what is going to be done)

Narrative: The Faculty of Education appreciates the External Review Committee's acknowledgement of our substantial contributions to the academic discourse and to policy-making in education in Canada and globally. We also generally agree with the recommendations in the report: to bring research faculty together for discussions, enhance the visibility of the Faculty's research, explore different opportunities for graduate student research experiences, support interdisciplinary and cross Faculty/cross cognate research activities, and continue strengthening the Research Hub's role. Both the Faculty's Academic Plan (under revision) and Strategic Research Plan (to be renewed in 2025) aim to advance these goals.

We propose the following actions:

- Formalize RAWG as a standing committee of the Faculty. Develop terms of reference to support development and implementation of a Strategic Research Plan as well as oversee the service activities of the Research Hub. [B2024/C2025]

- Strengthen the role of the Research Centres, especially the forthcoming Centre for Research and Practice in Teacher Education, as hubs for research conversations, collaborations, and co-applying for larger external grants. Enhance the Centres' roles in engaging with community organizations to create research connections and partnerships, thereby increasing the Faculty's research impact and visibility. [ongoing]

- Raise the visibility of FoE research through outward-facing events and venues (such as DARE and FIRE) that include other faculties and community members. Collaborate with existing Faculty structures to better communicate our Faculty's excellence in research. [ongoing]

- Continue to support and provide services (such as writing retreats, DARE talks, and time for visiting scholars to meet with pre-tenured faculty) to new and pre-tenured faculty members to strengthen collegiality and collaboration. [ongoing]
- In consultation with the Associate Dean Graduate Studies, create new opportunities for graduate students to participate in research projects, develop research skills, apply for grants and scholarships, and support each other socially and intellectually. [2025/ongoing]
- Address the challenges and opportunities outlined in the external review report in the upcoming renewal of the Faculty's strategic research plan. [B2024/C2025]
- In conjunction with Professional Programs, the Research Hub will endorse and provide support for creation of the Centre for Research and Practice in Teacher Education and will support and promote research interests and opportunities in pre-service and in-service teacher education. As requested by the Centre, the Research Hub will support faculty in writing funding proposals and incorporating practitioner research as part of the Centre's work. [B2024/ongoing]

2.2	Resource Implications (if any)
Re-establish Fire Grants, Faculty Pro-D support, and support for Visiting scholars by FY 2025/26.	

2.3	Expected Completion Date(s)
The Centre for Research in Teacher Education should be approved by Senate no later than 2025. Restoration of Fire Grants and Faculty-level Professional Development support should be part of the FY 25/26 planning process.	

3. ADMINISTRATION

3.1	Action(s) (description of what is going to be done)

Narrative: The Faculty of Education appreciates the External Review Committee's acknowledgement of the contributions of faculty to administrative and academic committees, and the operational and strategic functioning of the Faculty. The Faculty of Education acknowledges the challenges outlined in the report regarding workload, cognate groups, and communication, and agrees with the assertions and recommendations made by the external review team. In close consultation with the faculty engaged in the faculty and staff retreats, we commit to:

- Develop and approve a Workload Equity Policy (and subsequent procedures) as required by the SFU/SFUFA Collective Agreement. [B2024/2025]
   - Review the Faculty of Education policies that support members of the Faculty of Education community regarding faculty and administrative roles and responsibilities and standard operating procedures.

- o Through the Workload Equity Policy, identify and develop norms and procedures to support rotations for time-intensive administrative service, or teaching assignments (e.g. EDUC 400)
- Improve transparency, clarity, and accountability regarding teaching assignments and create a more streamlined and coordinated approach to teaching assignments. [B2024/2025 and ongoing]
    - o Creating principles for teaching assignment that align with the Faculty's needs for teaching and service, program goals, and core values, that will be collegially and collectively applied. [B2024/C2025]
    - o Documenting every faculty member's teaching expertise and preferences [B2024/C2024]
    - o Identifying course information, including how often and how many sections are needed where and when, as well as what courses are required, selectively required or elective, and mapping out program and course timelines over a three-year period. [B2024/C2025]
    - o Creating guidelines and mechanisms to ensure that faculty members can request changes to teaching assignments. [B2024/C2024]
    - o Creating materials in consultation with individual faculty members and program areas to make the process transparent, inclusive and broadly consultative. [B2024/C2025]
    - o Ensure teaching and research assignments are publicly available to promote transparency, accountability, and equity within the Faculty of Education. [B2025/C2025]
- Review the FTPC criteria in collaboration with faculty at large and the FTPC Chair to recognize contributions to administrative duties and to teaching at all levels (Professional Programs; Undergraduate Programs; and Graduate Programs). Reduce the emphasis on new course development outside of program and Faculty-wide Curriculum Review processes. [B2024/ongoing]
- Form an advisory group to review the governance of the Faculty of Education, its policies, procedures and processes. [B2026-27/C2028-29]
    - o Thoroughly consult and consider ways to organize and govern the Faculty, including departmentalized and non-departmentalized forms of governance, in terms of financial, human and educational costs. Revisit, clarify and/or adapt the portfolios of Associate Deans, Directors, and Academic Coordinators as part of the governance review. Ensure the entire Faculty Community is part of this work (staff, faculty, students). In consultation with the Dean and Executive Committee, bring recommendations to Faculty Council for review and approval.
    - o Establish mechanisms and processes in decision-making that are transparent and inclusive, based on the principles of shared governance, active engagement with service commitments (i.e., attendance at Faculty Council, Senate, Committee meetings, etc.), and respectful dialogue among all faculty and staff members.

- Restructure the Senior Administrative Leadership Team (SALT) into a Dean's Administrative Council chaired by the Dean and focused on coordinating staff administrative activity and leadership. [B2024/C2024]

3.2	Resource Implications (if any)

The consultations and committee work required for the administrative/governance review may require financial and staffing support (in facilitation, data gathering, community consultation, etc.) to be successful. Resources will be identified to support facilitation, staff time, research assistance, consultation events, committee meetings, and other activities as needed.

3.3	Expected Completion Date(s)

The Workload Equity Policy and teaching assignments procedures should be finalized in late 2024 or early 2025. These will be living documents updated as needed. The FTPC policy will be reviewed and updated annually, as required by the SFU/SFUFA Collective Agreement. The governance review holds the potential to become a multi-year project but will be started in the 2026/27 academic year or upon completion of the curriculum review (no later than 2027). The Senior Administrative Leadership Team (SALT) has already been eliminated and replaced by the Dean's Administrative Council, chaired by the Dean.

4. WORKING ENVIRONMENT

4.1	Action(s) (description of what is going to be done)

Narrative: The Faculty of Education appreciates the External Review Committee's acknowledgement of the work we have done to improve the staff culture and community amongst staff, faculty and students; as well as the passion, professionalism, and engagement staff bring to their work. The Faculty of Education acknowledges the challenges outlined in the report and agrees with much of the external review team's assertions and recommendations. In close consultation with those engaged in the faculty and staff retreats, the following responses are proposed according to two overarching themes, both intended to increase equity, eliminate division, and create a safe community.

Workplace wellness, equity and respect
- Collectively envision and build a healthy workplace, based on a shared commitment to uphold the Faculty Values of Equity, Indigeneity, and a Culture of Inquiry.
  - As part of the academic strategic planning process, review and define the values to which the Faculty aspires, with consideration for how to advance a healthy workplace for all staff and faculty. [B2024/C2024]
  - Engage the community in discussing our joint responsibility for respectful communication, and use our core values and the values of SFU to guide the ways in which we interact with each other. [B2024/ongoing]

- o Review Faculty administrative documents (committee and governance terms of reference, policies, processes, plans, and job descriptions) so that staff, students, and faculty can work and learn together in alignment with the University's and the Faculty's core values. [B2023/C2024 and ongoing]
- Review the ways we gather in-person to strengthen our sense of community.
  - o Use occasional in-person-only meetings to build connection. [B2025/ongoing]
  - o Establish informal social opportunities for gathering, such as in-person lunch socials for staff and faculty following the Faculty Council. [B2025/ongoing]
  - o Hold semesterly Faculty-wide in-person events to foster stronger working relationships. [B2025/ongoing]

Collaboration and Communication

- Facilitate a Faculty-wide initiative to document and communicate staff and faculty administrative roles, responsibilities, policies, and standard operating procedures. [B2023/C2024/ongoing]
- Recognize and encourage staff expertise, distributed leadership, transparency, and teamwork. [ongoing]
- Complete an internal communication audit and action plan for the Faculty. [B2025/C2026]
- Host annual governance orientations for new staff, faculty members, and members of the Faculty Executive. [B2024/ongoing]
- Establish a monthly Dean's Staff Townhall for updates, announcements, and engagement [B2024/ongoing]
- Examine structural changes to support collaboration and community in work-spaces.
  - o Explore moving the Dean's office to increase accessibility and engagement in the staff community. [B2024/C2025]
  - o Engage faculty and cognate areas in exploring the potential to move from individual office spaces to communal high quality shared work-spaces with bookable meeting rooms and other supports. [B2025/ongoing]

4.2	Resource Implications (if any)
Funding will be identified for social and community engagement activities. The consultations and committee work required for development of our Academic Strategic Plan, internal communication audit and action plan, and annual governance orientations, may require financial and staffing support (in facilitation, data gathering, community consultation, etc.) to be successful. Resources will be identified to support facilitation, staff time, research assistance, consultation events, committee meetings, and other activities as needed. Funding will be needed to support relocation of the Dean's office and other Administrative units.	
4.3	**Expected Completion Date(s)**

Much of this work will be embedded in the work of other committees and administrative areas. The Academic Strategic Plan work has already begun and we expect to complete the plan by the end of 2024.

5. OTHER: Faculty Core Values

5.1	Action(s) (description of what is going to be done)

Narrative: Faculty and staff are proud of our core values; however, we acknowledge the challenges outlined in the report and agree with much of the external review team's recommendations regarding our core values: Equity, Indigeneity, and a Culture of Inquiry. In close consultation with those engaged in the faculty and staff retreats, the following responses are proposed.

- Across our core values of Equity, Indigeneity. and a Culture of Inquiry:
  - Through the Academic Strategic Planning process recommit and define our core values and ensure they are reflected in our work. [B2024/C2024 and ongoing]
  - As part of the curriculum review, better define and incorporate each of the values in our courses, programs, and policies [B2024/C2027].
  - Ensure staff are seen as equal partners in realizing our core values of Equity, Indigeneity, and a Culture of Inquiry. [ongoing]
  - Ensure students are seen as equal partners in realizing our core values of Equity, Indigeneity, and a Culture of Inquiry. [ongoing]
- To demonstrate the Faculty's core value *Equity*:
  - Support the *Equity Working Group* in completing its work. Ensure the Faculty community is fully engaged in responding to the report and responding to the report's recommendations [B2022/C2025].
  - Recognize completion of the RESPECT course in staff, faculty, and leadership work and evaluations. [B2024/C2025]
  - Work with the VPPEI to build access to the RESPECT program for faculty and staff. [B2024/ongoing]
- To demonstrate the Faculty's core value *Indigeneity*:
  - Develop culturally-responsive and meaningful recruitment and retention strategies. [B2024/C2026 and ongoing]
  - Ensure all Indigenous positions are filled and fully staffed.
    - Hire a continuing lecturer in Indigenous Education and Pedagogy [B2024/C2024]
    - Fill the endowed chair position [B2023/C2025]
    - Fill the Associate Dean, Indigeneity **Ɂək̓ʷstənəq ts'up'neẃásentas** role [B2024/C2024]
    - Fill the Indigenous Teaching Fellow position. [B2025/C2026]

- o Work with the FTPC Chair to ensure the FTPC criteria appropriately value Indigenous labour. [B2025/ongoing]
- o The Associate Dean Indigeneity and Associate Dean Academic will help to facilitate a specific Indigenous mentoring/support community as needed, as well as exit surveys for departing faculty. [B2025/C2027]
- o Develop an entry level professional development resource on Indigenous Education and Pedagogy for faculty. [B2024/C2025]
- o Develop an interdisciplinary Indigenous research methodologies course for all graduate students (pre-requisite EDUC 864). [B2025/C2027]
- o Work with Professional Programs and Undergraduate Programs to develop an Indigenous Education Minor. [B2024/C2026]
- o Continue support for the Indigenous Education Reconciliation Council (IERC) and Office for Indigenous Education (OIE), monitor for capacity and sustainability. [2024/ongoing]
- To demonstrate the Faculty's core value *Culture of Inquiry*:
  - o Continue to focus on governance committees and consultation work using data informed decision-making and action-oriented research (examples include the Academic Coordinators and Faculty Governance report; Workload Equity Policy; Graduate Diploma Review Committee; Faculty retreat surveys and working groups; Equity Working Group). [B2022/ongoing]
  - o Ensure mechanisms for staff engagement and development in inquiry activities as part of organizational change and growth processes. [B2024/ongoing]

5.2	Resource Implications (if any)
Funding capacity is needed to support the Indigenous Teaching Fellow position and to hire an RA to support development of an Indigenous Education Minor. Support has been set aside to ensure appointment of the Associate Dean, Indigeneity Ɂək̓ʷstənəq ts'up'neẇásentas.	

5.3	Expected Completion Date(s)
While much of the work in this section will be ongoing, all should be underway by the mid cycle review.	

The above action plan has been considered by the unit under review and has been discussed and agreed to by the provost and vice-president academic.

Faculty Dean (signed)	Date
Name	November 15, 2024

PROVOST'S COMMENTS AND ENDORSEMENT OF THE ACTION PLAN

The Faculty of Education are to be congratulated on a thorough external review which, while critical in places, recognizes the considerable achievements of the Faculty in offering diverse, innovative, engaging and accessible academic programs and research that are of significant benefit to the people of British Columbia. The Faculty's new Dean is also to be congratulated for an Action Plan that constructively engages with the external review, and provides a detailed and ambitious response. I especially appreciate the inclusion of responsible parties, and start and end dates, for each of the actions. Given the recommendations of the review committee, it is appropriate that these actions focus on review, refinement and recalibration of various internal processes and programs, in the following sequence:

- Immediate steps to improve internal communication, collaboration and administration
- Support for research activities as soon as resources become available
- Workload equity review including teaching and graduate supervisory assignment
- Curriculum review of Professional Programs, Undergraduate Programs and Graduate Programs, noting that the external review placed highest priority, as do I, on the Graduate Program review
- Governance review

My office remains ready to support the Faculty of Education and its leaders with this important work in the coming years.
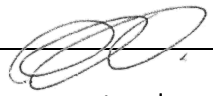
Provost and vice-president academic (signature)	Date
	November 15, 2024

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MEMORANDUM

ATTENTION: Faculty of Education; SCUP; Senate
FROM: Paul Kingsbury, Associate Vice-President Learning & Teaching *pro tem* and Alice Campbell, Senior Consultant, Program Assessment, Learning Experiences Assessment and Planning
RE: Faculty of Education Assessment Plan for Educational Goals associated with 2023/24 External Review
DATE: November 18, 2024

The Faculty of Education has recently submitted its Educational Goals (EG) assessment report and plan to SCUTL following its recent External Review. We have reviewed your initial draft assessment plan in conjunction with your draft action plan developed in response to the External Review.

We appreciate the complexity of the Faculty's offerings, which encompass undergraduate, post-baccalaureate, graduate and professional programs across all three SFU campuses. We also note that professional programs such as the PDP program are also offered in relationship with partners across the province, such as school districts. There are, as noted, dozens of goals supported by over 100 indicators.

We also note that the Faculty's Educational Goals are under review as part of an overarching curriculum review that will, within the graduate programs, involve mapping the program goals onto the curriculum. Again, we recognize the complexity of this work. Educational Goals and associated curriculum maps should be living documents that change in alignment with faculty discussions about teaching and learning, and with changes in the broader discipline(s).

We strongly encourage the Faculty to consider how the Educational Goals assessment cycle can support your curriculum review work, including planning and implementing proposed changes. Specifically, we urge you to embed assessment as part of the broader cycle of these changes, in order to determine their impact on student learning. Embedding assessment within your broader curriculum review may provide your Educational Goals assessment work with a helpful focus and purpose.

Up until this point, the Faculty has focused its assessment work on indirect assessment in the form of student exit surveys that gather graduates' perceptions of their attainment of program-specific Educational Goals. This is a good strategy and we hope that it has and will continue to

yield helpful information. We strongly suggest supplementing this with direct assessment of student learning. At the graduate level, we often recommend using students' graduating projects (capstones, theses, dissertations) as direct evidence of student attainment of Educational Goals. Some units are branching beyond this to also consider reviewers' comments on this work.

At the undergraduate level, we recommend also mapping the Educational Goals to the academic courses being offered, particularly any that may be required or that may fulfill requirements. We similarly recommend using student work in selected upper division courses as direct evidence of student attainment of Educational Goals. In professional programs, it may be the case that preceptors' assessments can provide valuable insights into how well students demonstrate their learning of the program's Educational Goals. For those programs with defined indicators, preceptors and faculty may already be assessing these as part of their classroom assessment.

The AVPLT portfolio is committed to working alongside units in this work, to help ensure that assessment is done in a manner that supports the important work of teaching and learning. LEAP offers support for program assessment, including Educational Goals, while CEE can support curriculum changes.

Educational Goals Assessment Plan Template

Unit/Program: Faculty of Education

Contact name: See below.

Date: Fall 2024

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year. *(Textboxes will expand as you type)*

1) **Who were the members of your Educational Goals Assessment team?** Outline who has worked on the assessment.

   > Our education goals are currently being assessed as part of a global curriculum review being conducted across the Faculty: Professional Programs (Director, Stephen Smith); Undergraduate Programs (Director, Robert Williamson); Graduate Programs (Associate Dean, Engida Gebre)

2) **Are your program's Educational Goals current, or do any of them need to be revised?**
   In some cases, Educational Goals may need to be revised to keep apace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

   > The External Review Action Plan contains little comment and no guidance regarding our education goals. Current goals are set at the program level (Professional Programs, Undergraduate Programs, Graduate Programs) and evaluated through an exit assessment when students complete their programs. These goals are being evaluated as part of a Faculty-wide curriculum review, currently in progress.

3) **Is your program's curriculum map up to date?**
   A curriculum map may need to be updated to reflect any major changes to the program's course offerings (i.e. new or substantially revised courses, courses that have been removed).

Our programs have not been substantially changed since the original goals were established. Our current Curriculum Review, however, could substantially alter our programs requiring revision of the existing goals.

4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Please see attached document. Because the Faculty of Education is non-departmentalized our goals have been established at the program level rather than the course level and are intended to provide overarching priorities each degree should strive to ensure students achieve. To support faculty academic freedom and provide the flexibility to maintain course currency, faculty and degree areas develop their own specific learning goals that must align with our program-level goals. We have identified dozens of program goals supported by more than 100 indicators, making presentation in the table below impractical (please see attached). Student achievement of the goals is measured at program completion through a self-assessment exit survey.

Educational Goal 1:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**
Educational Goal 2:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**
Educational Goal 3:			

Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 4:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**
Educational Goal 5:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**
Educational Goal 6:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**
Educational Goal 7:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**
Educational Goal 8:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	**What would indicate that students had met the EG?**	**Is this direct or indirect?**	**When do you plan to collect the data?**

5) **How do you plan on sharing your findings within your unit?**

Faculty will be engaged in a complete curriculum review across our program areas. Changes to program areas, degrees, courses and goals will be reviewed and approved through the Faculty of Education's collegial governance structures and processes.

6) **Assessment Timeline**

Next Mid-cycle Review: 2027

Next External Review: 2031

Faculty of Education: Learning Outcomes/Educational Goals

Learning outcomes and educational goals are a University requirement and reviewed regularly as part of the External Review Cycle. Because the Faculty of Education is non-departmentalized our goals have been established at the program level rather than the course level and are intended to provide overarching priorities each degree should strive to ensure students achieve. Student achievement of the goals is therefore measured at program completion through a self-assessment exit survey. These outcome/goals listed are a **work** in progress.

Professional Development Program

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

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

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

Goal 4: The development of a clear commitment to maintain ethical and functional working relationships wi.th all members of the educational community that:

- is open and responsive to feedback and constructive criticism;
- is demonstrated through significant, on-going dialogue and collaboration with colleagues, students, parents and others in the educational community;
- show care and respect for every student;
- is authentic, transparent and honest;
- communicates openness to other worldviews, belief systems and points of view;
- reflects humility and consideration for others;
- results in an increasing level of personal resilience.

Goal S: The development of knowledge about curricular content, educational theory and effective practice that:

- demonstrates the ability to communicate effectively in English or French;
- demonstrates the ability to understand and work with subject-specific content seen through Canadian, Indigenous and global lenses;
- sees opportunities for cross-curricular and cross-cultural connections;
- is cognizant of how individuals and groups of students learn;
- demonstrates the understanding and ability to create purposeful, contextually-relevant lesson and unit plans;
- is aware of current, and varied, evaluation and assessment practices;
- is rooted in a strong sense of what is best for particular students in particular situations.

Goal 6: The development of the clear commitment to respect and celebrate students that:

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

Goal 7: The development of the ability to create a caring, cohesive community of learners that:

- places students at the centre of decision-making;
- communicates openness;
- demonstrates tolerance for uncertainty;
- celebrates and appreciates the spirit of inquiry;

- demonstrates the ability to be a thoughtful and sensitive observer of what goes on in the classroom.

Goal 8: The development of the ability to create opportunities for learning that:
- access and engage students' ability to think and learn through their minds, bodies, and hearts;
- are significant, relevant and matched to students' intellectual, physical, social, emotional, aesthetic and vocational development;
- are responsive to students' individual learning needs;
- are consistent with learning objectives and the principles of learning described in provincial integrated resource packages;
- utilize relevant learning resources and technologies;
- are conducive to the development of critical thought processes;
- are sensitive to issues of social equity and cultural diversity;
- incorporates assessment as foundational in planning.

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

Goal 10: The development of ability to use assessment and evaluation practices in a thoughtful and ethical manner that:
- make use of varied practices of assessment that are congruent with learning goals;
- respect the dignity of each learner;
- acknowledge the personal, relational, social and cultural perspectives that frame evaluative commentary on student growth and development;
- demonstrates the understanding that assessment, in its many guises, is foundational to effective and powerful learning.

Undergraduate Programs

Educational Goals of the Bachelor of Education (first degree)

Students who successfully complete the Bachelor of Education program will be equipped with the knowledge, skills, and attitudes necessary for professional certification as a K-12 teacher in BC. By the end of the program students will be able to:

- demonstrate a solid grasp of foundational knowledge in the subject areas they will teach (mathematics, fine arts, sciences, history, etc.);
- demonstrate an understanding of children's intellectual, social, physical, emotional, and aesthetic development by designing and delivering curriculum, and employing pedagogical approaches, appropriate to students' individual learning needs;
- develop a preliminary (but defensible) statement of beliefs about teaching and the aims of education, with the understanding that this 'pedagogical creed' will remain a work in progress informed by ongoing reading, reflection, and practice;
- understand the historical, social, political, and cultural underpinnings of education in BC, including the impact of colonization on the educational experiences of both Aboriginal and non-Aboriginal communities.

Educational Goals of the Bachelor of Education (second degree)

The educational goals of the program are to enable students to:

- develop the capacities, competencies and character for examining and improving their teaching practice, through actively listening to, understanding and empathizing with the experiences of the diverse learners in the classrooms of BC, through their own engagement in the disciplines they are certified to teach, and through a deep appreciation of the processes and dynamics of learning communities;
- develop their critical voice and agency in issues of social justice, equity and civic responsibility, such that they are willing to confront challenging conditions that sometimes oppress, constrain, or limit people; that they have confidence in raising their voice for all people, particularly those who have been disenfranchised; and that they actively participate in creating and sustaining a just society;
- develop their epistemic agency, that is, their capacity to engage in the knowledge society in meaningful and relevant ways, often through interdisciplinary and integrated approaches to learning and development;
- develop a sense of continual, lifelong self-regulated learning to ensure their continued intellectual and artistic development and advancement. A second bachelor's degree in Education should provide students with a greater understanding of how the disciplines work to inform and enhance one another in integrated, cross- disciplinary ways.

Educational Goals of the Bachelor of General Studies (Education) degree

The educational goals of the program are to enable students to develop:

- knowledge of major theories and philosophies of education and with key terms and concepts used in the field;
- awareness of a range of educational disciplines, traditions and careers;

- skills in observing and assisting in a variety of educational settings and learning communities;
- understanding of and commitment to ethical standards in teaching and education;
- skills of self-reflection and self-analysis in educational settings;
- application of educational theories and ethical principles to reflect on and evaluate concrete cases of educational practice;
- the making and justifying of practical decisions in educational settings, based on knowledge, ethical standards, and self-reflection;
- critical analysis of educational texts;
- clear and purposeful written expression of educational ideas and values, analysis of educational problems, and reflection on educational practice.

Educational Goals of the Post-Baccalaureate Diploma in Environmental Education

The educational goals of the program are to enable students to:

- understand multidisciplinary, cross-curricular and inquiry based approaches to the field(s) of Environmental Education (EE) and Education for Sustainable Development (ESD);
- develop appropriate pedagogical models and methods for the learning and teaching of EE/ESD in the contexts of both formal and informal educational settings (including place-based, experiential and field-based approaches);
- consider a variety of critical perspectives in the interpretation of Environmental Education (EE) including philosophical, regulatory, socio-economic, legalistic, aesthetic and scientific frameworks. Apply these to the critical evaluation of available learning resources and potential learning outcomes.

Educational Goals of the Post Baccalaureate Diploma in Early Learning

The educational goals of the program are to enable students to:

- understand the philosophy, structures and frameworks of play-based and project- based early learning programs;
- critically engage with historic and contemporary theories and philosophies associated with early childhood education;
- critically examine the application of developmental theory to early childhood program design;
- become familiar with pedagogical approaches that support the diverse learning needs of young children;
- understand the relationship between observation, documentation, formative assessment and program adaptations.

Educational Goals of the Post-Baccalaureate Diploma in Special Education

The educational goals of the program are to enable students to:

- access and evaluate information about social and learning development of children, youth, and adults, including the elderly;
- develop understandings about the scope of diversity within this developmental spectrum;
- engage in designing adaptations and accommodations within a curriculum to offset the effects of a particular disability on a student's academic life;
- develop prevention and intervention programs to facilitate student growth, independence and leadership skills among students with disabilities;
- access and evaluate technologies used to augment academic and social interventions for students with disabilities;
- advocate on issues related to diversity, educational equity and academic achievement of students with disabilities.

Educational Goals of the Post-Baccalaureate Diploma in Counselling and Human Development

In this introduction to the field of counselling and psychotherapy, students are engaged in, and initiated to scholarly inquiry into how human beings develop, how humans change in therapeutic relationships, and how to engage in ethical and effective human relationships.

The program has two fundamental learning goals:
1. to deepen students' knowledge base about issues and practices in counselling and psychotherapy; and
2. to develop attitudes and dispositions associated with ethical and professional practice.

The program will enable students to:
- critically examine underlying assumptions about human beings, as well as the conceptualizations of the therapeutic relationship, entry-level therapeutic processes, and change as represented by major theoretical traditions in counselling and psychotherapy;
- explore and describe the implications of varying conceptualizations of mental-health, disorder, illness, or problems of living, as well as the potential contributions of biological, relational, familial and sociocultural factors to problems in living or mental-health dysfunction;
- explain the value of theory and research in guiding counselling and psychotherapy practice, while developing their ability to evaluate scholarship for its potential to inform therapeutic practice;
- develop conceptual tools for examining the relational, sociocultural and political/ institutional processes that shape helping relationships;

- enhance their capacity to critically reflect on their own personal and societal values, while cultivating awareness of social location, social and cultural group memberships, and reflect on how these influence values, assumptions, and therapeutic practice;
- deepen understanding of the ethical commitment entailed in counselling and psychotherapy, and apply ethical principles and decision-making processes;
- build basic skills for creating and maintaining empathically attuned human relationships.

Graduate Programs

These learning goals are designed as a guide to reflect and enact the Faculty's values of Inquiry, Equity and Indigeneity. Thus, students completing Graduate Studies in the Faculty of Education at Simon Fraser University will demonstrate the knowledge, capacities, and abilities required to:
1. Evaluate and contribute to knowledges, practices, and theories relevant to their discipline.
2. Critically and creatively understand and appropriately apply diverse methods of research and forms of inquiry.
3. Critically and creatively understand, develop, enact, and refine professional practices for diverse individuals, communities and contexts in consultation and collaboration with stakeholders.
4. Communicate in various modalities in ways that are meaningful and relevant to their audience, academic or otherwise.
5. Act ethically and with integrity, self-awareness, care and reciprocity in both scholarly and professional capacities with attention to equity, justice and responsibilities to individuals and communities, local and global.
6. Understand, respect, and strive to include Indigenous history, Indigenous Principles of Learning and Indigenous ways of being and knowing in professional practice and scholarship.
7. Develop a lifelong commitment to inquiry, innovation, and learning.

Note: In our inter-disciplinary Faculty the specifics of each of these broad goals vary for each graduate program, including those related to Advanced Professional Studies and the Graduate Diploma in Education. This list is intended to capture at a high level our aims for learning outcomes across all our programs. These 7 goals serve as a framework for each of our various MEd, MA, PhD and EdD programs. These goals are reviewed annually by the Graduate Studies Committee in consultation with academic program areas as appropriate to ensure they remain current and relevant.