

THREE YEAR PLAN

2007 – 2010

Faculty of Education

at

Simon Fraser University

FOREWORD – A MESSAGE TO AND FROM THE FACULTY OF EDUCATION

A Faculty has life and it has a soul. It is a living entity – an entity which requires a living document to capture its spirit. This three year plan is such a living document. From its inception the plan has responded to the wants of the Faculty. It has grown, and it has evolved – and it has become a document that represents and is represented by the Faculty of Education. On October 6, 2006 this document will be submitted to the Vice President Academic. This date does not mark the endpoint in the life of this document, however. The three year plan will continue to grow, continue to evolve, and continue to respond to the movements and wants of the Faculty. This document is, and will remain a living document, striving always to represent and be represented by the Faculty of Education.

*A word is dead
when it is said,
some say.
I say
it just begins to live
that day.*

- Emily Dickinson

Mission: A statement of why we exist

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

Vision: The principles that guide us toward our goals

The Simon Fraser University Faculty of Education – a diverse community of scholars – promotes a broad spectrum of scholarly and professional inquiry to advance theory, pedagogy and the practice of education. We look beyond precedents and categories to honour inquiry and imagination.

The Faculty is committed to a culture that develops the individual and fosters social renewal. Our scope extends throughout the lifespan and celebrates human differences. A spirit of hope inspires our work.

(Adopted April 24, 2006)

Contents

Foreword.....	1
Mission and Vision Statements.....	2
1. Executive Summary.....	4
2. Faculty Core Activities.....	7
A. Research and Development	7
B. Teaching.....	10
C. Service.....	16
3. Planning Assumptions.....	18
4. Strategic Influences.....	19
A. Opportunities.....	19
B. Obstacles.....	21
5. Self Assessment.....	22
A. Strengths.....	22
B. Challenges.....	23
6. Faculty Objectives.....	24
7. Summary Three Year Financial Plan.....	29
Bibliography and Words of Appreciation.....	31
List of Appendices.....	32

1. EXECUTIVE SUMMARY

The Faculty of Education at SFU is committed to the *generation of knowledge*, the *transfer of knowledge*, and the *enactment of knowledge*. At the same time, we are committed to providing innovative and responsive programming to our constituents. These commitments are manifested in our strong traditions of research, teaching, and service. This scholarship is ubiquitous in all that we do, both informing our activities and being informed by them.

The period from 2003 to 2006 was marked by tremendous growth and success in the area of research. Over the last three years the Faculty received close to \$3,000,000 in external funding to support the individual research of its members. In the same period, funding in excess of \$11,500,000 flowed through nine different research clusters housed in the Faculty of Education. In conjunction with the Faculty's success in grant acquisition, the Faculty of Education re-emerged on the global stage as a world renowned centre for excellence in educational research. The next three years will see the Faculty capitalize and expand on these successes. Through a series of concerted and strategic growth initiatives we hope to increase the number of faculty members whose research interests are supported by outside funding agencies. In particular, we will be focusing on new faculty and faculty whose research domains have traditionally been marginalized by the national funding agencies.

The Faculty plans to maintain its support of research centres in Imaginative Education, Early Education and Child Health, Neuroscience, E-Learning, Culturally Inclusive Imaginative Development, Simulation and Advanced Gaming Environments, Teaching in Higher Education, Teacher Education, and Education, Law and Society. At the same time we plan to foster the development of additional research centres, potentially in areas such as First Nations, Francophile/Francophone, Mathematics Education, Teacher Education, Imaginative Education, Health Education, Embodied Pedagogy, Arts-Based Research, and International/ Intercultural Education. Work in these centres will continue in a variety of ways – from the purely academic, to school collaborations, to the advanced education of school personnel. All of this takes place within the context of a non-departmentalized structure which facilitates discussions and cooperative endeavours.

In terms of programming, our current plans are likewise informed by our recent history. During the past three years, the Faculty of Education has reached out, as planned, to diverse groups and individuals across the province, country, and world. We have both strengthened existing partnerships and have forged new ones. The province, country, and world are listening and reaching out to us and we must respond, and respond well. We must wisely select where we will put our human and financial resources in order to maintain our quality programs and partnerships. This background helps to frame the Faculty's plans for the next three years including where and how we will carry out our programming. The Faculty of Education will continue its tremendous growth potential and will see an expansion of the responsiveness to communities and people which has been a hallmark of this Faculty since its inception 40 years ago.

The Faculty recognizes and agrees with the Values and Commitment statements of the University and we reaffirm the principles, values, and vision of President Michael Stevenson as detailed in his agendas for the past several years. Given the University's commitments, we are rethinking the design and delivery of our programs, both current and anticipated. In the meantime, the expansion and integration of the Surrey Campus is well underway and Francophile and Francophone programs are expanding. Additional international partnerships are being formed, and an increasing number of international students are studying with us. Programs in educational technologies and in health education are more numerous, and we have hired tenure-track faculty members in both

of these areas. We also have a new program and a new tenure-track professor in the area of Foundations of Academic Literacy. We continue, as well, our strong connections with schools and school districts, and our interdependency with our other educational partners in BC. In the last three years, we have filled a tenure-track position in Indigenous Education and are in the process of filling one more. We continue to look for better ways to serve continuing and prospective students including those of indigenous background and it is part of our master plan to move forward energetically with these initiatives during the next three years.

Educators who work in and with the Faculty of Education realize the important role for this Faculty in the education of the people of this province and in the development of communities. An important function we serve is to be available to offer analytical responses to government policies in various areas of education and social development. Since this Faculty has *education of the public* as a high priority, we continue our collaborative partnerships with schools, particularly the public schools. Members of the Faculty of Education also offer public and academic commentaries on the activities of government especially as these are likely to affect the well-being of the citizenry and in particular, our younger generation. Educators at SFU's Faculty of Education, quite naturally, have a special interest in what is taught and learned, as well as why, when, where, and by what means. As one of the founding faculties of SFU, the Faculty of Education feels a special obligation to those who place their trust in us. An example of this is our assistance to others in designing and implementing academic programs whose various goals are to increase peoples' understandings and knowledge as well as improve their skills, abilities, and capacities.

In respect of these goals and ends, this Faculty's Professional Development Program, which prepares teachers for the public school system, is the centre of much activity on various campuses and in our participating schools. Our overtures over the years to partner with professionals who work with students, teachers, and administrators continue to yield invitations, proposals, contracts, and often result in new projects and ways of doing things. We realize, however, that teacher education designed for one era may not be entirely relevant in another, and that we must adapt to the new times in which we all live. More attention is now paid, for example, to matters of social justice, equity, international programs, and to diverse backgrounds and learning styles of students. We are revising our Professional Development Program cognizant of these concerns.

In Spring 2006, The Faculty of Education hosted an important conference on teacher education, "Teacher Development: The Key to Education in the 21st century," involving some key North American teacher educators and drawing educators from far and wide. The conference was a great success and received acclaim. This event is indicative of the central place for SFU Faculty of Education on the province's educational scene. The Faculty of Education acknowledges that it exists within a competitive and cooperative atmosphere in Canada, BC, and the world. For example, there are now nine initial teacher education programs in BC, and more institutions are seeking same opportunity. In this provincial context, SFU must continue to position itself well: our Faculty's visibility with governments, funding agencies, other institutions, prospective students, and SFU alumni is highly important.

Innovative and responsive programming, we predict, will continue to characterize SFU Faculty of Education's approach to teaching, learning, and research. Our Faculty will continue to attract excellent scholars including senior scholars in clinical and visiting roles, exciting educators, energetic students, and a dedicated workforce.

During the next three years, our new campus, SFU Surrey, will grow and mature and with our MEd and EdD degrees as centerpieces, should be well-positioned to make significant contributions to BC education. Already, we offer at that site the PDP program, the MEd in Imaginative Education, and undergraduate courses. We have also launched a new Master's of Educational Technology

and Learning Design program at SFU Surrey and we plan to relocate the infrastructure for some programs at that campus. The Imaginative Research Group will continue to bring worldwide attention to the Faculty through its outreach and service, as will other Faculty initiatives, including conferences, already in the planning stages.

As we know, schools and school districts in BC are facing great challenges and pressures. The province's estimates school districts will require 400-1000 new school administrators. Faculty of Education personnel are regularly approached to assist in the preparation of both school leaders and teachers, and to offer practically-oriented, yet academically-grounded graduate programs. This Faculty is also frequently invited to participate in initiatives of the various BC educational stakeholder groups. The MEd in Educational Practice and the EdD programs were developed with some of these demands in mind, and their popularity continues to grow. The Faculty of Education also plans to continue its work with the Burnaby School District, with the BC Deans of Education, with the BC College of Teachers, and with Kwantlen University College and the University College of the Fraser Valley (which SFU mentored), as they launches their teacher education programs in 2007.

The Faculty of Education is committed both to support the extension of research activities and to affirm quality teaching and service. While we expect faculty members to engage in all three areas, we recognize that various factors might propel a faculty member more in one direction and less in another. A Faculty member who receives a large grant to conduct research may teach fewer courses than several colleagues whose primary commitment is to teaching, supervision, writing, and other kinds of Faculty service. The Faculty of Education's acceptance of the model of differentiated staffing recognizes that fact and we continue to discuss any tensions that may arise in order to locate the proper balance among the multitude of interests represented. As a community of scholars we continue to work diligently to accommodate the range of interests and commitments represented by people who work in the Faculty of Education.

The Faculty of Education obviously requires a supportive central administration and thus far we have received great support making it possible to meet our obligations to serve responsively and efficiently. We appreciate the support of SFU's VP Research in recent SSHRC competitions which we expect will continue. As well, various offices at SFU make the Faculty's achievements possible, including Vice-President (Academic), Financial Services, Student Services, Human Resources, Cooperative Education, and Facilities Management. We are grateful for the continued support of SFU's University Relations and Development offices. And without doubt, the VP Academic's support for our efforts in the areas of First Nations studies and in French programming is invaluable.

In summary, we can state without hesitation that the Faculty of Education continues to build a culture that fosters renewal, and which is committed to ethical practices, to equity, and to social justice and diversity. We are blessed with a history that celebrates human differences and that looks beyond precedents and previous practices to honour new imaginative kinds of work and new associations. Given the wealth of opportunities our Faculty has to work with districts, community leaders, and international institutions, we are continually identifying, promoting, and supporting different forms of scholarly and professional inquiries. Such are the hopes and dreams which inspire us in The Faculty of Education at Simon Fraser University.

2. FACULTY CORE ACTIVITIES

The Faculty of Education at SFU is committed to the *generation of knowledge*, the *transfer of knowledge*, and the *enactment of knowledge* – all features of the University’s Strategic Research Plan. At the same time, we are committed to providing innovative and responsive programming to our constituents. These commitments are manifested in our strong traditions of research, teaching, and service which come together to form our *scholarship*. This scholarship is ubiquitous in all that we do, both informing our activities and being informed by them. As a Faculty, we are proud of this scholarship and of the infusion of our scholarship into our core activities.

A. Research and Development

The Faculty of Education is committed both to the extension of high quality research and the integration of research into teaching and service. The Faculty’s remarkable success in recent years in attracting large grants has brought much attention to our Faculty and to the faculty members/researchers. These successes are due in part, and contribute to, the ongoing research related activities that are presented below.

i. Grant Acquisition

Over the course of the last three years our faculty members have brought in close to \$3,000,000 in funding for individual research. This amounts to a per capita funding of approximately \$57,000 per faculty member. This puts us in good standings when compared to other faculties at SFU (see table below). When considering that Faculty of Education researcher projects are generally not eligible for equipment grants, this puts us in even better standing in comparison to other units in the university. Also impressive, and not represented in the table, is the fact that 39 of our faculty members have had their personal research funded to some level since 2004.

	GRANT \$	FTE FACULTY 2005	\$ PER CAPITA
Education			
2004/5	\$ 1,009,599		
2005/6	\$ 1,124,840		
2006/7	\$ 856,702		
TOTAL	\$ 2,991,141	52.00	\$57,522
Business TOTAL	\$1,473,209	69.58	\$21,173
FASS TOTAL	\$ 9,758,085	337.75	\$28,891
App. Science TOTAL	\$15,622,693	166.00	\$94,113
Science TOTAL	\$32,742,708	184.30	\$177,660

ii. Research Opportunities

Our success at grant acquisition has put some strains on the Faculty’s infrastructural supports for research and other areas. As a consequence, we are reviewing our management of research activities and are devising strategies to meet critical needs such as research space, resources, and personnel. We have reconvened our Research Opportunities Committee which will also identify strengths, weaknesses, missed opportunities, and infrastructural needs.

iii. Expertise and Growth

Consistent with SFU's strategic plans, we are defining areas of our research expertise and our targeted growth areas, and are developing long-range plans which include appropriate staffing. We are also working with areas of the Faculty to organize workshops for faculty and graduate students on core research activities and management.

iv. Mentorship

As part of our ongoing research activities within the Faculty we continue to mentor our highly qualified personnel who can make major contributions to the continuance and revitalization of R&D in e-learning and the learning sciences.

v. Visibility

One of our goals is to increase visibility for the Faculty's research activities, both internally and externally, by:

- designing a directory of faculty members' research interests and areas of expertise;
- designing a directory and email posting of faculty members' scholarly publications;
- increasing cooperative activities with other areas on campus and with outside agencies in order to enhance opportunities for researchers and graduate students.

vi. Research Clusters

In addition to the individual research that happens in the Faculty of Education at SFU the Faculty is also home to a number of large scale research clusters. The existence of these clusters is a testament to the Faculty's ongoing commitment to research as well as an ability to gather around it the resources (money, equipment, and people) necessary to conduct large scale research.

- **IERG** – IERG (Imaginative Education Research Group) is a group of researchers, teachers, graduate students, parents, and others who would like to make education more effective. To achieve this aim they have developed theories, principles, and practices designed to explain, describe, and exemplify their new approach to the curriculum. They call this new approach Imaginative Education (IE) because engaging students' imaginations in learning, and teachers' imaginations in teaching, seems to us crucial to making knowledge in the curriculum vivid and meaningful to students. IERG's work is dedicated to showing how this can be done routinely in everyday classrooms and at home. To date IERG has received over \$2,085,000 in external funding to conduct its research.
<<http://ted.educ.sfu.ca/index.html>>
- **ENGRAMME** – The Educational Neuroscience Group for Research into Affect and Mentation in Mathematics Education (ENGRAM/ME) is working to amalgamate aspects of cognitive neuroscience and educational psychology into a new area of research that is referred to as educational neuroscience. The group is using a new CFI-funded lab, the ENGRAMMETRON, to serve as a central hub in their efforts to develop a

SSHRC funded Strategic Research Cluster. To this end, they have received in excess of \$700,000 in external funding.
<<http://engrammetron.net/engrammetron>>

- **The Learning Kit Project** – The Learning Kit Project is expanding R&D in e-learning and the learning sciences by advancing research on self-regulated learning, collaborative learning and co-regulation, metacognition, and study tactics and learning strategies. Through this project advanced software tools that assist learners to study more effectively, and to easily and continuously improve skills for life-long learning have been developed. To date this project has received in excess of \$4,845,000 in direct and indirect external funding.
<<http://www.learningkit.sfu.ca/>>
- **LUCID** – The LUCID (Learning for Understanding through Culturally Inclusive Imaginative Development) project explores the potential of imaginative education in improving academic and other educational outcomes in BC public school districts with high numbers of Aboriginal students. It is funded by a \$1,000,000 CURA grant from SSHRC.
<<http://www.ierg.net/lucid/new/index.html>>
- **SAGE** – The bilingual *Simulation and Advanced Gaming Environments (SAGE) for Learning* project brings together more than 30 researchers in 12 Canadian universities with over 30 corporate and public partners with a focus on new strategies for education and training in the health field. The purpose of SAGE is to explore the potential of games, simulations and simulation games to support learning in light of new technologies, new media and our knowledge of cognition and learning processes. The SAGE project is funded by a \$3,000,000 INE grant and is part of a larger research cluster that has brought more than \$4,000,000 in funding to SFU.
<<http://www.sageforlearning.ca/>>
- **Institute for Research on Early-Education and Child Health** – This institute is a multidisciplinary research group at Simon Fraser University whose mission is to generate and share knowledge about child health and early education that will advance humanity by enriching the lives of young children and their families. The journal they publish is "Child Health and Education". Current research projects focus on young children from infancy to eight years of age and the communities in which they live and grow. To date this institute has received on excess of \$700,000 in funding for their various research projects.
<<http://www.educ.sfu.ca/reach/>>
- **Rethinking Teaching in Higher Education** – This research cluster has received over \$330,000 in funding to examine issues pertaining to higher education. Current among the questions examined within this research cluster are concerns over the doctoral completion rates in the social sciences and humanities, which currently average 30% to 50%, depending on the subject field. More recently, this research cluster looked closely at

the disciplinary orientations of professors and how this underpins thinking about teaching and learning and teaching actions.
<<http://www.sfu.ca/rethinkingteaching/>>

- **ISTE** – The Institute for Studies in Teacher Education (ISTE) is one of the oldest centres of its kind in Canada, currently leading the Western Canada part of a large \$2,500,000 Canada-wide longitudinal study of the relationship between policy and conditions of teaching and learning – the first ever MCRI awarded to researchers in Education.
- **CELS** – The Centre for Education, Law and Society (CELS) is an endowed centre, established with funding support from the Law, Real Estate, Notary and Simons Foundations and various law firms. Its mandate is to improve the legal literacy of children and youth through a program of research, teaching, curriculum development and community initiatives. CELS activities primarily focus on the role of law in society and its relationship to citizenship, social values and democracy; issues of social justice, inclusion and human rights; conflict and dispute resolution; and school policies and culture. Currently the endowment stands at \$1,363,450, plus an additional \$1,200,000 has been received for designated projects since the centre's inception.
<www.cels.sfu.ca>

B. Teaching

Teaching is a central activity in the Faculty of Education at SFU. So much so that the Faculty is organized around the five program areas (Undergraduate Programs, Graduate Programs, Professional Programs, Field Programs, and External Programs and International Initiatives) within which our teaching is done. More recently, we have also responded to the establishment of OFFA/BAFF at SFU and now view it as an additional program area in which we teach. These program areas and our faculty work closely together to plan, develop, and deliver high quality programming. As with our other activities, our decisions about teaching and how we evaluate the effectiveness of our teaching is informed by our scholarship in general, and our access to research in particular. The involvement of communities features prominently in this planning and we are proud of this Faculty's ability to respond to our constituents legitimate educational needs.

i. Undergraduate Programs

The BEd degree is designed to prepare students academically and professionally for a teaching career, K to 12, and includes the PDP professional year. We also offer a Post Baccalaureate Diploma (PBD) in five specialized offerings, and 11 minors in Education are also available. As outlined in the previous three-year plan, this area of the Faculty's activities planned to concentrate on Direct Entry to Education, Cooperative Education, the Surrey Campus, and the Curriculum areas of Early Education, French, First Nations, and Health. We are also formally participating in the University's Undergraduate Curriculum Implementation project.

The September 2007 pilot program of Direct Entry to Education will run parallel with a consecutive (4 + 1) degree model and we are planning to closely monitor this in the context of PDP's plans to revision its programs. We also remain committed to cooperative education opportunities for students. On the Surrey Campus, our plan is to deliver all courses in the Counselling and Human Development minor.

New faculty members have been hired to work in the areas of French Education, Early Childhood and Development, Health Education, and others. One future challenge is to bring new aboriginal education programs on stream under the guidance of new faculty members. We have also developed a new International and Global Education minor.

While we mentor and plan new initiatives with increasing numbers of new faculty members, we continue to benefit from the expertise and commitment of several retired faculty members who maintain their active interest in the Faculty's agenda. One professor emeriti has developed a new course on student interactions, and several professors emeriti continue as instructors, supervisors, and researchers in two direct program areas. We are able to engage creatively with our senior colleagues who would like to continue working with us.

The relationship between Graduate and Undergraduate Programs continues to be have strategic advantages. For example, the Foundations of Academic Literacy program offers opportunities to engage more sessional instructors drawn from our graduate students.

We are exploring ways to offer Undergraduate Programs courses at SFU Vancouver, as well as at SFU Surrey.

We aim to have sustainable programs that fully integrate with the scholarly interests of our Faculty and that are consistent with the Faculty's Mission and Vision Statements. We realize that our ambitious program goals require careful planning and financial support.

ii. Professional Programs

The goals of the Professional Development Program over the next three years include articulating and promoting a clear, coherent, and justifiable view of teacher education. This program rationale will highlight our continuing commitment to value and respect students and their development, to practice ethical and professional working relationships with the educational community, and to promote lifelong learning exhibited through openness, reflective practice, and cooperative efforts with our stakeholders. We want what we do to further subject area knowledge, promote understanding of how we learn, and understand and improve our assessment and evaluation practices. Our mandate is to ensure that our PDP graduates are thoughtful, sensitive classroom observers, that they appreciate the spirit of inquiry, and that they are flexible and able to adapt the curriculum to accommodate every student's learning needs. As well, we are committed to preparing this generation of new teachers to be informed, thoughtful, and ethical practitioners, and to translate educationally-sound theory into practice. Our PDP places importance on creativity, relevance, challenge, sensitivity to equity and diversity, harmony, and a willingness to foster good working relationships. Another

of our goals is to help new teachers use assessment and evaluation practices that will further students' learning, promote their self-assessments, and respect their dignity and worth.

Our specific goals for 2007-2010 include the following:

- revising the Professional Development Program through a thoughtful process of faculty-wide inquiry
- supporting and enhancing tenure-track faculty participation throughout Professional Programs
- recruiting and mentoring a cadre of seconded faculty which is increasingly more representative of the general population
- giving attention to staff issues of job satisfaction, teamwork, performance assessment and morale
- attending to those things in our purview that improve student satisfaction and morale
- supporting newly graduated teachers through induction and mentoring.
- helping to build the groundwork for initiatives in advancement

In the Admissions area of Professional Programs, we will review and revise our recruitment and admissions policies and procedures, increase the diversity of our student body (and track our progress), and continue to attract high quality teacher candidates.

At our various sites, we will continue our strong presence in Burnaby, in communities in the Lower Mainland, and in the interior of BC. We will also work to ensure that the PDP cohort(s) at SFU Surrey and at our other provincial sites receive the same services as at the Burnaby campus.

Aboriginal/First Nations Teacher Education is a priority area for SFU and this Faculty. We plan to continue our support with various initiatives. PTEM, a program unique to BC and Canada, is in its third year. Its focus is to prepare paraprofessionals well to work for local school districts. This program attracts increasingly higher-quality applicants. We plan to continue at least two modules of PTEM and to plan for three additional modules that will relocate every 16 months to different BC communities. PQP, a program that assists foreign-trained teachers who are seeking re-certification in BC, is in its fifth year of operation, and is attracting higher-quality applicants. During this next three-year period we plan to increase our numbers from 15-18 to 24-30 students.

Internationalization of our programs is a priority of the University and Faculty. We have greatly expanded our programs offshore and are working, in collaboration with our international programs unit, with students, professors, and institutions in Australia, Japan, Finland, Switzerland, Germany, France, England, Spain, Portugal, India, Africa, South Africa, and China. The ITEM, or International Teaching Education Module works in Mexico, Trinidad, Jamaica, with new associations beginning in Panama and Dalian, and the possibility of another module in an African country.

Given that French Education is a high priority for the University and Faculty, we anticipate even further expansion of our FSL, Immersion and Core French

programs. In Cuba, we plan to add to the number of SFU cohorts who regularly study there.

For several other initiatives proposed by Professional Programs for 2007-2010, we refer readers to our report which accompanies this Three Year Plan, 2007-2010.

iii. Graduate Programs

The Graduate Programs area is coping with a competitive graduate studies scene in this province. Enrolment in Education's graduate studies has once again increased over the previous few years. The Faculty of Education continues to enrol a large number of graduate students who register in thirteen different research-oriented and professional master's programs, four different PhD programs, an Education Doctorate (EdD) in Educational Leadership, and several off-campus masters programs. By contrast with other SFU Faculties, Education's increase in graduate program enrolment is remarkable and now accounts for approximately 1/3 of all SFU graduate enrolments. Currently students enrollment in doctoral programs in the Faculty of Education (n = 166) account for 22% of all doctoral students at SFU. This includes 63 EdD students (8% of SFU total). The Faculty of Education (as a area of study) enrolls the largest number of PhD students in the university (99). The table below shows the enrolment of graduate students for the 05/06 academic year.

Faculty	Headcount		FTE	
	Number	%	Number	%
Applied Science	616	18	482.2	18
Arts & Social Science	850	25	722.3	26
Business	314	9	323.4	12
Education (Grad Diploma)	1141 (622)	34 (18)	840.7 (387.7)	31 (14)
Science	483	14	383.2	14
Total	3404		2751.8	

Our plans for graduate studies over the next three year period include the following:

- increasing and broadening the involvement of faculty in PhD and EdD programs
- controlling enrolments and refining the EdD and community-based MEd programs
- increasing the variety of our programming and delivery options
- seeking opportunities to take part in international graduate education
- expanding graduate programs at SFU Surrey
- enhancing our French programming
- developing programs with a focus on First Nations education
- developing programs with a focus on Health education
- developing new course evaluation forms
- improving graduate student financial support

iv. Field Programs

Field Programs, a distinct administrative unit within the Faculty of Education, offers teaching practitioners opportunities to re-examine their teaching and administrative practices in light of current research and best practices. Programs are offered in field locations with the assistance and resources of school professionals, school districts, and other agencies. Such relationships as these nourish the links between classroom professionals and school leaders, faculty members, and in-service faculty associates. Collaborative projects on a variety of themes are designed to respond meaningfully to the requirements and requests of school personnel and organizations. Currently there are over 1300 students enrolled in cohorts across the province.

Attending to the demographics of the present teaching force, the Faculty of Education successfully implemented an intellectually rigorous, contextually relevant, Master's degree in the study of educational practice and this program, together with the Graduate Diploma Program in Education, continues to draw significant numbers to its teaching and learning ranks.

Field Programs plans for the next three-year period include the following:

- in the face of increasing needs and demands for in-service teacher education in BC, consider the ways Field Programs will grow so that the unique character of our graduate diploma programs and our relationships with school districts are preserved
- streamline registration and administration procedures, and improve direct communications with students
- increase the size of Graduate Diploma Program from 11,000 to 13,000 credits in 2006-2007 to 15,000 by 2008-2009, in response to the harmonization of the "5+" set of certification criteria in BC
- attract at least 15-20% of the completing students in the Graduate Diploma Programs into the MEd (Educational Practice). New cohorts are opening in Prince George and Salmon Arm and may open in other BC locations
- open a third cohort in the MEd in Educational Practice in the Lower Mainland. To make this practical and feasible, we want to retain faculty members in the MEd in Educational Practice and to increase the numbers of faculty involved
- continue to monitor and develop the Health Education Diploma with the new tenure-track professor in this field and with the Surrey School District
- continue to discuss the possibility of designing an *induction program* for new teachers in collaboration with Professional Programs, possibly in the Maple Ridge and Surrey School Districts
- continue to develop programs offered by Field Programs that are of high quality and meet the needs of professional teachers, and ensure that the funding commitments are there to meet these goals

v. External Programs and International Initiatives

Our emphases in International Programs has led to new program initiatives in China, Japan, Korea, and a tri-national program in Thailand, Laos, and Cambodia. As well, we continue to provide infrastructural support for international students

enrolled at SFU to ensure their undergraduate and graduate work is not impeded by any difficulties they may have in English, particularly in academic writing.

Our Office anticipates continued growth in programs, courses, and international partnerships over the next three years, including the following firm arrangements and those awaiting confirmation:

- continue to deliver short-term, non-credit programs to students outside Canada, such as at Hokkaido University of Education in Japan, Hong Kong Institute of Education, Cheongju National University of Education, Foshan Changcheng District Education Bureau, Sangji University, Haidian Education Commission, and Shanghai Normal University
- offer (on the Burnaby Campus) a graduate course in International/Global education
- continue to offer the MEd International Program in TES/FL for international students
- work with Undergraduate Programs to develop a plan for the Bachelor of General Studies (BGS) program which will detail opportunities for international students and for International and Global Education and develop a plan for implementation
- maintain a database on student and faculty involvement in international and global education
- search for additional funding for participants in practicums, ITEM, and for international coop students and mobility participants
- use some tuition and scholarship recovery funds to support students and faculty from international universities who are involved in the Faculty's programs, and for this Faculty's students
- work towards establishing a bursary program for participants in international programs
- continue to work with faculty members on international initiatives such as the *Cross-Cultural Arts Initiative*
- Look for opportunities for the exchange of international artists-in-residence in BC schools, and an HIV/AIDS awareness initiative with the University of Kwazulu-Natal in Africa
- Manage and implement off-shore development projects and international consultancy contracts in collaboration with SFU International and other academic units

vi. OFFA (Office of Francophone and Francophile Affairs)

Since 2004, French programs at SFU and in the Faculty of Education have increased in number and scope. In BC in particular, there is a growing demand for French programs (i.e., Core French, Immersion, Francophone, and Intensive French).

We are proposing the extension of OFFA funding for 2008-2013. French enrolment in Education's PDP has increased on the Burnaby campus and a new module will be situated at the SFU Surrey campus. In the years to come, the Faculty will assume financial responsibility for this module but OFFA's plans include possible growth for the Surrey French module. We are also seriously considering a two-year PDP French module, and an induction program to support first-year French

teachers. As part of cooperative efforts with other areas of the campus, we are developing research initiatives to monitor and improve the quality of French teacher education programs, initial and continuing, at SFU and in BC.

As we move forward to the next few years, our plan is to add new undergraduate courses in French – on campus, through distance education, and on-line – and to develop with other SFU Faculties three French courses which will ladder into Education.

In Graduate Programs, in addition to the Faculty's existing French MA/MEd program on campus, we plan to continue offering our Master's degrees off-campus, likely alternating between Victoria and Kelowna. A new French doctorate in Educational Leadership has been developed and a promising admission process is currently underway. Beyond the initial development stages, the Faculty will be financially responsible for the program. Joint graduate degrees with other institutions are also being considered. In addition, we are developing Graduate Diplomas in French Education and in Pedagogical Differentiation. In line both with Faculty and University initiatives, we have greatly increased our undergraduate and graduate involvements in international programs (i.e., Cuba, France, Spain, and Portugal).

C. Service

As a Faculty, we have always prided ourselves on our ability to respond to the needs of our constituents. This form of service is most clearly manifested in our innovative programming and has been discussed in the previous section. However, we pride ourselves on our ability to anticipate and respond to the needs of our own faculty. As with the other aspects of our scholarship this form of service is informed by, as well as informs, our research and our teaching.

i. Centre for Educational Technology (CET)

The CET provides a wide range of services in Education, and provides support for students, staff, researchers, visiting scholars, faculty members, sessional instructors, and faculty associates. Over the next three years, we plan to provide an improved set of administrative and technical supports to the faculty.

The Centre and its staff have been put under enormous pressure in recent years because of the increased interest in the Faculty's academic, outreach, and research programs. This has also been an era of increased use of educational technologies. These new trends put increased demands on CET services and equipment. For the next three years, CET is preparing a proposal for increased staff, equipment, and resources.

In addition to capital-related revenues and expenditures, CET is making changes to the Faculty's Web content to improve users' access and understandings. To help facilitate such teaching and learning, CET is orienting staff to increases in Web use in programming, seminars, web-streaming, podcasts, and so on.

The CET staff want to ensure that all technology users in the Faculty of Education are aware of CET assistance and that the Centre has the personnel and equipment to satisfy all requests in a timely fashion.

ii. Administrative Relations in the Faculty of Education

A new position, Director of Administrative Relations, was created this past year in the Faculty of Education to provide additional community support for faculty members. The main focus of the incumbent is to assist faculty to create systems and structures whose purpose will be to nurture a healthy, academic community, confident to realize the Faculty's vision. During the next three years, therefore, we plan to encourage more faculty members to become involved in the Faculty's ongoing life. We will do so by focusing on three kinds of initiatives: (1) increasing awareness of faculty members and their work, (2) mentoring new faculty members, and (3) developing faculty members' capacities.

iii. Communication and Advancement in the Faculty of Education

Over the past year, the Faculty of Education's Communications and Advancement needs and functions have been more clearly clarified and are now staffed. The goals of these two new units include working to extend and improve the collaborative relationships that distinguish this Faculty from others on campus. At the same time, we are providing stronger communication support for our academic programs, research funding, and scholarship initiatives, each area of which should greatly benefit faculty members and students, both graduate and undergraduate. As well, the public reputation of the University will be enhanced.

During the next three-year phase, we will create a Faculty-wide communications strategy, expand our media initiatives, establish consistency of messaging about the Faculty of Education, and improve the Education website and web content consistent with both our Mission and Vision statements and those of the President. Beyond that, in year two, we plan to launch integrated communications strategies, manage particular Faculty events, build upon our media relations, all the while making important national connections for the Faculty. In year three, we aim to establish communications strategies for an international audience, establish a multi-lingual/international website, and coordinate program area initiatives as part of an international communications initiative.

In Advancement, our plans include developing a Faculty constituency database, soliciting prospective donors to achieve fundraising targets, attending to the stewardship of Faculty donors, past and present, and locating Advancement on the Faculty's website. Some foundational work towards fundraising will be undertaken in concert with various Faculty program areas. Funds raised through Advancement's activities will be prioritized to include funding for endowed scholarships, sponsorships, funding several special projects, as well as initiating a Faculty "naming opportunity."

3. PLANNING ASSUMPTIONS

The seven planning assumptions stated below originate in the Faculty of Education's generally agreed commitments to Teaching, Research, and Service.

- A. That research scholars in the Faculty will continue their exemplary work in grant acquisition, which aids faculty members and which helps to provide support, in turn, for graduate students and other Faculty projects.
- B. That the University's financial allocations for the Faculty of Education will be maintained at the same or increased levels, on the University's acceptance that the plans and activities of the Faculty are consistent with the University's mandate and mission.
- C. That the Faculty of Education's plans are anchored in the Faculty's *Mission and Vision statements* and that this Faculty's service to our several partners and constituencies will continue to grow and mature. Our Faculty and our partners are aware of our unique position serving various communities in BC from both academic and professional perspectives.
- D. That the excellent work (teaching, research and service) completed during the Faculty's first four decades, as well as the assumptions upon which the best early work was based, will be maintained as the Faculty makes changes to its present set of programs, and as the Faculty develops new ones.
- E. That we will employ proactive means to acquire additional research, classroom, office, and student space, and that we will successfully negotiate with the University for new spaces consistent with the requirements of this three year plan and beyond.
- F. That differentiated staffing in the Faculty of Education will continue and develop, and that excellence in each major area – teaching, research, and service – will shape our decisions regarding programs, infrastructural support services, and hiring at every level.
- G. That growth in student FTEs will characterize some Faculty areas consistent with the Faculty's responsiveness to demands and to the University's support for our plans.

4. STRATEGIC INFLUENCES

A. Opportunities

- i. The Faculty of Education will put new effort into extending and enhancing research funds, as well as research activities and opportunities for professors, other researchers, and graduate students. We are positively influenced by the University's mandate for research as well as the University's emphasis on and recommendations about research. We also have continuing opportunities to conduct research in and with various communities in the province. Researchers in the Faculty will confer with the appropriate program areas in the Faculty to continue apportioning at least some research funds into infrastructural supports.
- ii. During the period 2007-2010, The Faculty of Education at Simon Fraser University is committed to serve well learning communities on the Burnaby, Vancouver, and Surrey campuses, and in various locations around BC. The Faculty is also committed to respond suitably to overtures made by individuals, groups, other institutions, and agencies.
 - On the Burnaby campus, the Faculty of Education will continue to offer its range of programs to prepare new teachers and continuing professional education opportunities and graduate studies to teachers and other educators. The Faculty also plans to extend its partnerships with communities, institutions, and individuals in other countries, contributing to their cultures and learning much from theirs. As well, research in education – centred on the Burnaby campus but not limited to it – is expected to build on previous successes and to increase to levels never before experienced in this Faculty.
 - On the SFU Surrey campus, the Faculty of Education plans to offer new programs, courses, and services using established and creative delivery models which have become a hallmark of this Faculty. Education programs on the Surrey Campus will exemplify the Faculty's reputation as a responsive, reliable, and innovative academic learning community. All indicators point to SFU Surrey as a new campus capable of attracting, supporting, and sustaining excellent programs, students, and faculty members, as well as maintaining SFU's professional involvements with a range of communities, individuals, and other professionals.
 - On the SFU Vancouver campus, the Faculty of Education will continue to make accessible to the downtown, urban public various higher learning options by offering graduate programs and courses and by looking for ways to extend programming consistent with the mandate of the University's strategic plans for that campus and its context.
 - In locations across BC, the Faculty of Education will continue to provide access to quality programs and courses that will serve and be of benefit to students and educators, and as a result, to the communities in which they work.
- iii. The Faculty of Education will maintain and build upon its already excellent relationship with the media and with scholarly audiences by encouraging Education instructors to report to the public their research findings and to share their analyses of policies and events. Requests to faculty members for public comments and media participation grow ever more numerous. Our communication abilities,

outreach strategies, and services, as a consequence, must be extended. Our Communications unit developed this year has begun its work. By 2010, the unit will be fully operational in all aspects of Communications for the Faculty. The work done by this unit should permit greater cohesion among the various campuses of SFU as well as improved access to information about the Faculty.

- iv. Growth in some program areas of the Faculty will be a feature of the next three year period, 2007-2010. Growth both in numbers of students and in numbers of faculty members will be a consequence of thoughtful consideration of where such growth should take place. At the same time, our Faculty intends to maintain our collective commitment that the quality of our programs and courses will not be compromised for the sake of numerical growth. We are committed to making decisions about growth that are consistent with the mandates of the University and Faculty, and in response to the wishes of communities and individuals. We also attend closely to the financial viability of delivering our programs in various areas of BC.
- v. Demands for the Faculty's programs and the renewal of Faculty personnel are opportunities to change and grow in some new directions. As BC's teaching force ages, it has been widely recognized that the province needs large numbers of new school leaders and administrators. In this context, SFU Faculty of Education is well positioned to educate new generations of both teachers and administrators. Our Faculty, in fact, has already risen to at least some of these challenges. We plan to continue our responsive programming. We see this new era as an opportunity to reflect on what we have done well in the past, and to change and improve what is necessary. We recognize that this is also an opportune time to try new approaches to teaching and learning while building on our accomplishments.
- vi. New curriculum initiatives within the University help to shape our Faculty's strategic planning. In particular, SFU's new set of Undergraduate Curriculum Initiatives has provided the Faculty of Education with opportunities to serve a wider range of Faculties and University students. For example, in the early stages of introducing WQB course requirements to the campus, Education was an early and active participant developing and delivering a number Q (Quantitative Reasoning) courses. More recently, we have made a tenure-track hiring decision and are offering a Foundations of Academic Literacy (FAL) course to assist students who want or need further skill development in writing. In addition, faculty members in Education are working with the Writing-Intensive Learning Office (WILO) – part of the LIDC – to develop W-certified courses, and are also working to ensure more courses meet the Q (Quantitative Reasoning) and B (Breadth) requirements. As well, the University's particular attention to the betterment of indigenous education, and its emphasis on diversity and social responsibility, both help to shape many of our recent hiring decisions.
- vii. The University's commitment to establish the Office of Francophone and Francophile Affairs (OFFA) has added new impetus and energy to Faculty of Education efforts to extend longstanding offerings in French education with several new initiatives in all program areas of the Faculty of Education. We are working vigorously to expand research, teaching and service to the Francophone and Francophile communities in all these areas.

B. Obstacles

- i. Space continues to be a challenge within our Faculty. Our continued success at grant acquisition has put greater and greater demands on research space within our Faculty. At the same time, our continued development of programs and courses as a response to university initiatives has put a strain on our available classroom space. Finally, our contingent of tenure track faculty members has exceeded our available office space.
- ii. With the Faculty of Education's efforts to establish a central and vibrant presence on the Surrey campus, our resources are being stretched beyond sustainability. This applies particularly to the services and resources provided to us by the CET which are now having to be divided between two campuses and shared among an increasing number of faculty, staff, and programs areas.
- iii. We continue to be hampered by a shortage of job-ready CUPE and APSA candidates for hire to support the work in our program areas. This shortage is exasperated by a shortage of space in which to house the personnel that we do have, and makes the hiring of additional bodies a challenge.

5. SELF ASSESSMENT

A. Strengths

- i. Our Faculty's continuing commitment to research informs what we and others do in our teaching, in our service, and in our scholarly activities.
- ii. Our differentiated staffing model, embracing the contributions of tenure-track and non tenure-track faculty, sessional instructors, seconded teachers, visiting scholars, teaching assistants, and so on, recognizes the major strengths and cooperative efforts of those who work in and/or are affiliated with the Faculty of Education.
- iii. We continue to build the Faculty's capacities to react quickly to the enquiries and stated wishes of our various constituencies while maintaining our academic rigour and professionalism.
- iv. We are working towards the creation of a more diverse teaching faculty, and also to include students of diverse backgrounds. Our Faculty is ably positioned to respond to the enquiries, active participation, and expressed needs of a pluralist, diverse population.
- v. We are proud of our excellent reputation as a Faculty of Education in this province, across Canada, and overseas, and we continue to work hard to maintain that reputation. As part of this, we continue to draw upon the expertise and wisdom of our professors emeriti, our adjunct professors, and a very large base of alumni.
- vi. In accordance with national, provincial, and University commitments, the Faculty of Education is making great strides in two high priority areas: (1) in the area of French Education/Bilingualism and (2) in Education's academic offerings and services for First Nations/Indigenous peoples.
- vii. The PDP for initial teacher education is noteworthy for its innovative teaching and learning practices, its commitments, and its influence. Internally in this Faculty, there is a great deal of cooperation between programs, which is aided, in fact, by our non-departmental structure. Two important cooperative initiatives are presently underway: (1) *Direct entry programs*, made possible by cooperation between Undergraduate Programs and Professional Programs; and (2) *Induction programs*, a result of cooperative work between Professional Programs and Field Programs.
- viii. Community-based programming, an emerging new feature of our Faculty's offerings, demonstrates our ability to respond to various constituencies which are keenly interested in working closely with the Faculty of Education.

B. Challenges

- i. In the Faculty of Education, we are studying several models of developing and using internal measures to assess our program quality. What we have found is that external measures may measure us, but they do not inform us. What is also needed are mechanisms that recommend ways to improve upon our successes and that help us to address our challenges.
- ii. We are committed to revising the Faculty's curriculum and from such work as this, we hope to learn how we might assist faculty members and instructors with their teaching, course organization, instructional delivery, and student evaluation. The infrastructure and talent for these tasks exists within this Faculty and University; we now need proactively to access the available resources more effectively.
- iii. During this next three-year period, our Faculty will be subject to an outside, formal evaluation. Our strategic planning for internal reviews, as well as our recent review of CET, PDP, and the Attainment of Standards Report (ASR) for the BCCT, should prove useful for the external review.
- iv. At present, individuals and programs in the Faculty of Education are growing in somewhat independent directions and we have yet to devise an overall plan systematically to track this growth. The Faculty is considering whether to design a template which will assist in shaping the Faculty's growth. As a Faculty, we are committed to growth, by which we mean maturity of outlook and increased understandings, not just numerical growth.
- v. At present, our faculty members meet primarily in committees and in Faculty meetings where governance issues are often discussed. We are making plans to arrange additional discussions about academic and professional matters. From this, there might emerge greater collective ownership of the Faculty's directions and better mentoring and integration of new faculty members.
- vi. We recognize that the Faculty of Education should put more thought and effort into adding to the ethnic diversity of faculty members and students.
- vii. Along with other Faculties, we are planning to review our evaluations and assessments of students and propose solutions to items such as grade inflation.

6. FACULTY OBJECTIVES 2007-2010

A. Research and Development

- Conduct an internal study to identify perceived obstacles to increasing research productivity, quality, impact, and overall significance.
- Engage a team of external consultants to identify research strengths, weaknesses, missed opportunities, as well as infrastructure required to increase research productivity and impact.
- In close articulation with the SFU strategic research plan, establish areas of research emphasis and explicit targets for growth in R&D. Map paths to reach these targets that offer maximum potential to achieve impact in scholarly and social communities, e.g., by enhancing “critical mass” in particular areas; formalizing relationships with other departments, institutions; dedicating infrastructure and funds to targeted groups/centers/institutes.
- Develop a long-range plan (e.g., spanning 7-10 years) to articulate targeted research priorities that will be supported by Faculty hires, both those opened by retirements and new salary lines.
- Establish annual workshops for faculty and graduate students on core activities in research and R&D management, e.g., (a) writing grant/fellowship proposals, (b) developing and managing budgets, and (c) research ethics procedures and issues. Note: covered by current allocation to Research Coordinator and Grants Facilitator.
- Publicize research activities among faculty and students, and throughout the University and the community. For example, at least quarterly, provide for presentation of research achievements and discussion/evaluation about research infrastructure at Faculty meetings; develop a research newsletter.
- Promote discussion among our tenure-track complement that leads to identifying explicit targets for expected research activity and scholarly impact that can be fairly and helpfully applied by the FTPC in reviewing faculty members for tenure, promotion and salary increments.
- Identify funds, internal and external to the Faculty, to support hosting small workshops/invitational conferences on (a) targeted research topics, (b) research methodologies, and (c) knowledge/technology transfer.
- Define policy for return of a proportion of recovered indirect costs to faculty members.
- Develop ethical and practical means to secure greater contribution to research by students in Education courses and programs, participants in clinics (e.g., counselling) and services (e.g., tutoring) that are managed by the faculty.
- Review the name, mandate, and scope of the Research Opportunities Committee and positioning of the Research Coordinator with respect to managing research-related matters in the Faculty, representing the Faculty externally regarding its research programs and accomplishments, and advancing research-related issues in the Faculty’s governance structure.
- Identify and solidify partnerships with SFU units (e.g., CODE, LIDC, Learning Commons, Analytical Studies), government agencies, schools, other organizations in other sectors (e.g., corporate training, developers of educational software) to articulate mutual interests in research and identify resources (e.g., data, access to clients and participants in research) that could be brought to bear to realize goals.
- Strategize how to attract graduate students highly qualified in research skills, who then could work in research programs. Immediately improve mechanisms for

allocating graduate student funding in support of research, including establishing means whereby outstanding candidates for graduate study can, at the time they are offered admission, be guaranteed funding for a defined period of graduate study by combining graduate fellowships, teaching assignments, and research assistantships.

- Add features to the Faculty web site that increase probabilities our research activities are located by others searching the internet for information or partnership in research.
- Increase resources allocated to identify donors (private, industry), private foundations, and other sources that could be encouraged to sponsor research chairs.
- Elaborate the Faculty's keyword-indexed database of current research interests to include current activities, graduate student work, grants won, and scholarly works published. These data will better serve opportunities to enhance rapid response to research opportunities as well as provide a tool, paralleling that created by the VP-Research, that enhances collaboration across researchers/research teams. This database will be articulated with the web-based service currently provided by the VP-Research.
- Develop online tools to identify requests/calls for proposals not now received by the Office of Research Services.
- Increase the number of faculty members whose research agendas are supported by external funds.
- Nurture the development of four new research clusters in areas such as, but not limited to, mathematics education, indigenous education, teacher education, health education, embodied pedagogy, arts-based research, and international/intercultural education.

B. Teaching and Service

- Design a prospectus over the next three years for the improvement of teaching, assessment and evaluation, and a timeline for Faculty approval and implementation.
- Continue discussions on the healthy tensions that exist between teaching and scholarship, and between scholarship and service to the field, for the purpose of accommodating multiple interests and a range of institutional commitments provincially, nationally, and internationally.
- Encourage faculty members to continue to provide quality service to the Faculty, to the field of Education, and to the public. Find ways to communicate effectively, both internally and externally, about faculty members' achievements and commitments to this Faculty and University, and to Education more generally.
- Recognize and reward, in innovative ways, an individual's service to the Faculty, to the study of Education, to the teaching profession, to the betterment of the domestic and foreign student experience, and to the public's desire for information, knowledge and analyses of education.

C. Building Quality Programs and Enabling Professional Relationships

- Seek agreement on quality standards for program delivery, teaching, research and service. Work to maintain quality standards throughout the Faculty's many programs on its several campuses, at its provincial sites, and in international (offshore) locations. Look for systems and other ways that faculty members, students and others can assess the quality of their educational experiences as well as quantitative outcomes like completion rates and grades.
- Give thoughtful Faculty consideration to various notions of *growth* as these might apply to our activities, previous commitments, decisions about size and numbers, shape and content of programs, partnerships, and research activities. To this end, put into priority order and assign timelines to those areas of Faculty activity which will grow in size and scope. Give attention to the changes that could be made to improve the quality of our Faculty's many contributions.
- Proceed with the orderly revisioning and renewal procedures in the Faculty, respecting its programs, activities and relationships, and by means of meetings, feedback strategies, and one-on-one consultations put into priority order the changes to programs, policies, and procedures which better fit the Faculty's vision for 2007-2010.

D. Reaffirm the Faculty's Foundations, Principles, and Achievements

- Make arrangements for faculty members to share internally and externally what they do, how they do it, and why. This not only matters to the Faculty, it matters to the University and to the public at large. We also are committed to finding ways for the Faculty to support everyone's efforts to achieve our common and individual aims and goals.
- Revisit the Faculty's past accomplishments as a way to reaffirm the basic foundational principles and beliefs upon which the Faculty of Education at SFU has gained a worldwide reputation for excellence and responsiveness. Work to ensure that the Faculty's traditional values and successes help shape today's new policies, procedures, practices, and future directions.
- Affirm the Faculty's Mission and Vision statement by allowing it to be the foundational basis for our directions and methods. Recognize that this Faculty has built, from its very beginning, strong foundations in every program area: in undergraduate programs, teacher education, professional development, certificate programs, graduate studies, service to the field, research initiatives, and international relations.

E. Revisioning the Faculty's Governance and Decision Models

- Discuss and recommend changes to the Faculty's governance and decision making structures (meetings, committee work). Select and Implement changes with a view to increasing Faculty participation in decision making, and maintaining awareness and sensitivity to the effects of changes on the Faculty's many partners and constituencies.
- Refine the administrative structures of the Faculty and improve APSA evaluation. We realize that the Faculty's administrative structure should be strong enough to weather the normal changes of personnel and efficient enough to provide some economies of time and resources.
- Find ways for individual faculty members' to put forward their views meaningfully on issues related to Faculty directions, priorities, and directions for growth.

- Continue to refine the Faculty's differentiated staffing model. Among other initiatives, we are advancing a "co-supervision" plan for supervising EdD students. As well, we are drawing up plans to open a *clinical professor* designation.
- Develop a strategic plan for issues pertaining to leadership development and succession within the Faculty.

F. Nurture a Vibrant, Interdependent Academic Community

- Continue to develop organizational operations and the means to build a harmonious, productive, vibrant, caring community in which everyone feels he or she has a place, a voice, and a sense of purpose.
- Make plans to help re-energize faculty members, researchers, instructors and faculty associates to work towards the goals of the next Three-Year Plan. Continue to recognize and support individual and group achievements and creative ideas towards the plan's objectives.
- Commit ourselves anew to assist in developing excellent leaders in Education, both in this Faculty as well as outside it (e.g. with school leaders and graduate students).

G. Space and Other Infrastructural Supports

- Prepare proposals and negotiate for success with the University to obtain additional spaces for Education (classrooms, offices, student space, research space) on the Burnaby, Surrey, Vancouver, and Great Northern Way campuses, as well as various locations around the province where Education programs are delivered.
- Upgrade and expand our facilities by installing new carpet where necessary and painting classrooms and offices.
- Acknowledge as a Faculty that many challenges will come as we work to realize the Faculty's vision over the next three years, and acknowledge that we need to support each other in many different ways as the work progresses.

H. Communications and Advancement

- Identify and acknowledge the Faculty's various audiences and communicate appropriately and regularly with each one, for example, students, prospective students, schools, teachers, and school districts, the scholarly community, parents, sources of research funds, members of the public, professors emeriti, alumni, among others.
- Give strong assistance to faculty members on their written and spoken communication strategies and the opportunities that are open to them.
- Working with the Faculty's Communications Officer, put into place thoughtful ways to market and promote the Faculty's programs and activities as well as individual achievements.
- Devise plans, in concert with the Faculty's Advancement Office, to promote the Faculty's prospects and plans with supporters and potential supporters. Set forth a plan of action, strategies, and timelines to obtain additional funds for the Faculty of Education.

I. Recruit Senior Scholar(s) to the Faculty

- Continue our successful recruitment procedures. As part of this, we have approached two internationally known educators to join us on a permanent basis and we continue to consult faculty members on these and other possibilities.

J. New Projects, Prospects, and Plans

- Develop an induction initiative for new teachers. This will likely require the combined efforts of Field Programs, Undergraduate Programs, and Professional Programs.
- Renew the PDP curriculum (a process that will take place over several years).
- Launch the direct-entry BEd degree proposal and program, which has been under discussion for several years. Such a program would allow meaningful growth and provide better service to a segment of SFU's student population.

K. Meet Enrolment Targets

- Faculty plans include (1) increasing the number of PhD graduates; (2) promoting the EdD program more widely by applying an additional number of financial resources to its expansion. (This program holds promise for SFU as a provincial program).
- Sustain increased support for, and interest in, the various PhD programs we deliver by providing a new reward structure for supervisors and better support for graduate students.
- Meet enrolment targets for Undergraduate Programs and for non-PhD graduate students.

L. Fund and Launch Outreach Projects

- We are piloting our Friends of Simon Tutoring Project in Burnaby and Surrey and are continuing to take up other outreach opportunities such as lecture series, principals' institutes, counseling clinics, and dialogues on K-12 education.

M. Write the 3-Year Plan for 2010-2012

- 2007 – Make arrangements for faculty members' to share their personal visions for themselves and their vision of this Faculty's future. In particular, each faculty member will be invited to produce a personal 5-year plan which will be used to produce an internal document (*Document A*) representing the individual faculty member's aggregated inertia.
- 2008 – Through a series of Faculty forums and with the aid of the aforementioned internal document (*Document A*) establish a unified Faculty vision of our core activities and future direction and present these in a second internal document (*Document B*).
- 2009 – Through a series of Faculty forums, one Faculty retreat, a planning committee and in conjunction with *Document A*, *Document B*, and the individual program area reports produce the 3-year plan for 2010-2012.

7. SUMMARY THREE-YEAR FINANCIAL PLAN

BIBLIOGRAPHY AND WORDS OF APPRECIATION

We are grateful to the Dean of Education, Paul Shaker, and to the Directors, for preparing with staff input, detailed plans and proposals for the next three year period for the Faculty of Education at SFU. We have drawn heavily upon their units' excellent written work, plans and projections. Their reports will comprise the Appendices to the above report.

David Paterson (Undergraduate Programs)
Meguido Zola (Professional Programs)
Tom O'Shea (Graduate Programs)
Ian Andrews (External Programs and International Initiatives)
Allan MacKinnon (Field Programs)

As well, we offer sincere thanks to the following faculty and staff members who prepared written reports for the 2007-2010 Three Year Plan which will become Appendices to this synthesized report: Celeste Snowber, *Director of Administrative Relations*; Philip Winne, *Research & Development*; Peter Valbonesi, *Centre for Educational Technology*; Danielle Arcand, *Report on OFFA*, and Ian Andrews, *Communications and Advancement*.

Donalda Meyers, Assistant to the Dean, is indispensable in helping us to shape the Faculty's priorities that have emerged from the Directors' reports, and to assemble the financial and budget data for the next stage of document preparation.

We are ever mindful of the tremendous efforts and high standards set by Peter Grimmett, former Associate Dean of Education, who authored the Faculty of Education's Three Year Plan for 2004-2007. Peter Grimmett's pervasive knowledge of Education, erudite analyses, and organizational acumen set the bar very high for us as we synthesized and drafted the Faculty's Three Year Plan for 2007-2010.

Faculty and staff in the Faculty of Education deserve recognition and positive praise especially for their input at several critical stages of document preparation. Not only did they offer us valuable reflections about aspects of the Faculty most in need of our and the University's attention, they save us from presenting an incomplete and/or erroneous picture of the Faculty's ongoing activities and anticipated future directions.

This document is not complete, however. Nor should it be. With more responses and suggestions from individuals and groups, this document should continue to evolve, becoming a living document that always reflects, and gives direction to, the activities within the Faculty of Education.

Peter Liljedahl, Associate Dean
Sandra Bruneau

LIST OF APPENDICIES

- **Research and Development Report**
- **Undergraduate Programs Report**
- **Professional Programs Report**
- **Graduate Programs Report**
- **Field Programs Report**
- **External Programs and International Initiatives Report**
- **International Programs**
- **OFFA (Office of Francophone and Francophile Affairs) Report**
- **CET (Centre for Educational Technology) Report**
- **Administrative Relations Report**
- **Communications and Advancement Report**