



UNIVERSITY OF ALBERTA
FACULTY OF EDUCATION

ARCHITECTURE
SCHOOL OF EDUCATION
PLANNING
STUDENT SERVICES
TECHNOLOGY
INDIGENOUS
RESEARCH
DIVERSITY
EDUCATION
COMMUNITY
INFORMATION
LIBRARY
OPERATIONS
FINANCE
ADMINISTRATION
LEGAL
POLICY
DEVELOPMENT
INTEGRATION
INNOVATION
LEADERSHIP
PROFESSORIAL
GOVERNANCE
STUDENT
AFFAIRS
CAMPUS
LIFE
SPORTS
AND
RECREATION
ALUMNI
RELATIONS
AND
DONATIONS
INTEGRATION
INNOVATION
LEADERSHIP
PROFESSORIAL
GOVERNANCE
STUDENT
AFFAIRS
CAMPUS
LIFE
SPORTS
AND
RECREATION
ALUMNI
RELATIONS
AND
DONATIONS

2019-2024

FACULTY OF EDUCATION
STRATEGIC PLAN

EDUCATION
FOR THE
PUBLIC GOOD

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DEAN'S MESSAGE

The Faculty of Education at the University of Alberta is pleased to share our strategic plan "Education for the Public Good." The goals and objectives in the plan will shape and guide our work over the next five years. It focuses on our commitment to improving society through transformative teaching, research and service in five priority areas that were identified through a rigorous and extensive process of consultation.

Our students, faculty, staff, and educational and professional partners are critical to the success of our plan and our future and we look forward to implementation as we collectively animate and advance our commitment to the public good.





“ One of the leading research-intensive education faculties in Canada, the Faculty of Education consistently ranks in the top three nationally and in the top 100 internationally, aiming to be one of the best in the world. ”

CURRENT CONTEXT

One of the leading research-intensive faculties of education in Canada, the Faculty of Education at the University of Alberta consistently ranks in the top three nationally and in the top 100 internationally, aiming to be one of the best in the world. As such, the Faculty of Education is a flagship for the University of Alberta. Our strengths in teaching, research, professional contributions, community engagements, and service are diverse and numerous. Faculty members publish in top-ranked peer-reviewed journals, hold tri-council funding, and receive many other external grants that support research and scholarship.

As an applied Faculty, knowledge mobilization is a longstanding and key aspect of our contribution to the public good. Our academic staff are sought after for their expertise. Their research and scholarship demonstrably impact educational, psychological, and library and information policy and practice. Our scholars are deeply engaged with community and actively share their work across an array of traditional and creative engagement formats.

Our research not only impacts the academic community nationally and internationally, but it also

impacts the lives of children, youth, and their families every day in real ways. We have strong relationships with the educational sector including school divisions, the Alberta School Boards Association, the College of Alberta School Superintendents, the Alberta Teachers' Association, the College of Alberta Psychologists, and the Ministry of Education.

Our undergraduate students complete the teacher education program positioned for successful careers as educators and are hired to work in classrooms and other education contexts throughout and beyond the province. Our School of Library and Information Studies offers the only fully online master's program in LIS in Canada and has been so successful that approximately two-thirds of SLIS graduate students are online students.

The Faculty is also home to several accredited graduate programs including Library and Information Studies, Teaching English as a Second Language (TESL), Counselling Psychology, and School and Clinical Child Psychology. Our Faculty continues to enjoy significant numbers of applications to our undergraduate and graduate programs beyond our capacity to accommodate with our existing resources.

OUR PROCESS

The Faculty of Education last engaged in a strategic planning process in 2006, producing the “Faculty of Education Academic Plan”. Since that time, the Faculty and the University have undergone many changes, including the adoption of “For the Public Good” as an institutional plan in 2016. In fall 2017, an ad hoc Strategic Planning Facilitation Team, chaired by the Dean, was established with student, staff, and faculty representation, with a key goal to engage our community and stakeholders.

Each of the five departments were invited to select a representative to the committee (through an election process if more than one individual expressed interest in serving), as was the Indigenous Education Council, the Diversity, Equity and Respect committee, APOs, support staff, the Education Students’ Association, and graduate students within the Faculty.



STRATEGIC PLAN FACILITATION TEAM

Jennifer Tupper

Dean and Chair

Evelyn Steinhauer

Educational Policy Studies, Academic

Bill Hanson

Educational Psychology, Academic

Lynne Wiltse

Elementary Education, Academic

Diane Conrad

Secondary Education, Academic

Liz Grieve

Academic Professional Officer

Vanessa Grabia

Academic Professional Officer

Jennifer Eigard

Support Staff

Rebecca Sockbeson

Indigenous Education Council

Candy Khan

Diversity, Equity and Respect Committee, HRS and Equity, Diversity and Inclusion Advisor

Chantal Labonte

Graduate Student

Keenan Stevens

Education Students’ Association, Elementary

Wilson Dolan

Education Students’ Association, Secondary



The Facilitation Team had an initial meeting in November 2017 to determine timelines and processes, and met again in January, February, May (two half-day retreats), and June 2018 to review feedback and create a draft plan to share back with our community. The work of the team was also guided by the Association of Canadian Deans of Education (ACDE) Accord on Indigenous Education, the Truth and Reconciliation Commission of Canada's 94 Calls to Action, and the University of Alberta strategic plan "For the Public Good."

Nine face-to-face open consultations were held between January and April, including one specifically for support staff and one specifically for undergraduate students. More than 100 individuals were involved in strategic planning conversations across departments and units. As well, several departments spent additional time discussing the four guiding questions formally and informally throughout the process:

- » *What is our key mission as a Faculty of Education? What are our core values? Who do we serve?*
- » *What are our current strengths as a Faculty of Education? What are our current challenges? How can we build on our strengths and address our challenges?*
- » *What three things do you really want the Faculty to accomplish in the next five years?*
- » *What are some of the key trends that will shape the future of education over the next five to ten years? What are some of the opportunities these trends provide? Key risks these trends bring?*

Responses to the four questions were also collected electronically. In total, from January to May, 2018 individuals engaged in the consultation process by providing feedback and responses to questions. Notes from the face-to-face consultations were collated, discussed, and themed by members of the Facilitation Team. Key external stakeholders were also invited to participate and, at the end of the consultation period, more than 70 pages of feedback was compiled.

Members of the Facilitation Team carefully considered the feedback, using it to draft the mission, vision, and values statements, and the strategic goals and objectives articulated in the plan. Regular updates on the strategic planning process were provided at Faculty Council meetings and members of the community were invited to ask questions or seek out additional information on an ongoing basis from any member of the Facilitation Team. A draft plan was brought to Education Faculty Council on October 2 for discussion and further feedback. *It is important to note that within the plan, there is no hierarchy of goals or objectives.* Electronic feedback was also invited and the Facilitation Team carefully considered all comments.

All aspects of strategic planning were informed by the institutional plan "For the Public Good" and its five pillars:

BUILD

a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

EXPERIENCE

diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

EXCEL

as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

ENGAGE

communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

SUSTAIN

our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.





 UNIVERSITY OF ALBERTA
Education South
11210 - 87 Ave
Education, Faculty of



OUR VISION

To be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service.



CORE VALUES

In the Faculty of Education, we value:

- » Students, faculty, staff, and our partners in education, psychology, and library and information studies, within and beyond the university.
- » Varied and diverse programs and learning opportunities in undergraduate and graduate education in the service of supporting lifelong learning.
- » Health and well-being through mutual respect; empathy and compassion embodied in ethical behaviour; and positive relationships and a sense of belonging.
- » Diversity, inclusivity, equity, transparency, and fairness.¹
- » Opportunities for establishing and renewing relations between Indigenous peoples, settlers, and newcomers in the spirit of truth and reconciliation.
- » Innovation, collaboration, curiosity and creativity in teaching, learning, research, scholarship, service, and leadership.
- » Sustainable and responsible stewardship of people, finances, and environment.
- » Academic freedom, multiple perspectives, and public engagement locally, nationally, and internationally.



¹ For descriptions of these terms, please see www.ualberta.ca/faculty-and-staff/equity-diversity-inclusion and www.chairs-chaire.gc.ca/program-programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx

MISSION STATEMENT

Located on Treaty 6 territory, the Faculty of Education at the University of Alberta respects and honours the diverse histories, languages, cultures, and experiences of First Nations, Métis, Inuit, and First Peoples of Canada. We serve the public good through the discovery and mobilization of knowledge, engagement with local, national, and international communities, and the education of classroom teachers and other professionals to work in complex, diverse, and changing contexts. We are committed to inspiring and transforming communities of practice through teaching, research, service, and leadership.

At heart, we are a supportive, welcoming academic community of highly engaged, socially conscious, diverse scholars, students, and staff. Our work impacts K-12 students, their families, communities,

and partners in education and other professions. We advance the careers of future researchers, teachers, professionals, and policy-makers as active and contributing citizens. For us, education is, in essence, education for life's sake and working towards more just and equitable societies.

To be sure, the Faculty focuses on the greater public good and making the world a better, more livable, and more sustainable place, with high-quality, anti-oppressive, anti-racist teaching, research, and scholarship at the forefront. The world is complex and we embrace complexity and diverse ways of knowing and being. We aim for transformation, and we carefully and rigorously study a variety of important issues and topics.



“To be sure, the Faculty focuses on the greater public good and making the world a better, more livable, and more sustainable place, with high-quality, anti-oppressive, anti-racist teaching, research, and scholarship at the forefront.”



STRATEGIC PRIORITIES 2019-2024

TRANSFORMATIVE TEACHING, LEARNING & LEADING

GOAL:

Our programs will prepare our graduates to excel as critical, thoughtful, and ethical professionals and citizens who work in and contribute to increasingly complex and diverse contexts locally, regionally, nationally, and internationally.

Objectives:

1. Renewal of the undergraduate bachelor of education program that responds to the needs of the educational sector, that is informed by current research in education, that is coherent and flexible, and that intentionally integrates and makes explicit the Alberta Teacher Quality Standards.
2. Review of graduate programs with attention to coherence, interdisciplinarity, and diverse epistemologies, pedagogies and theoretical frameworks. Following this review, create a strategy to address any recommendations that emerge through the process.
3. Explore ways to foster students' sense of belonging and community.
4. Consider international, national, and local approaches and contexts of anti-oppressive and social justice education in our programs.
5. Strengthen the presence of First Nations, Métis, and Inuit foundational knowledge in our programs.
6. Support mentoring and professional development opportunities for students and faculty to enhance teaching and learning within and across departments.
7. Drawing on existing technology expertise in the Faculty, enhance teaching, learning, digital literacy, and digital citizenship.



KNOWLEDGE CREATION, MOBILIZATION & ENGAGEMENT

GOAL:

We will support and foster high quality, ethical, mutually beneficial, innovative, and impactful research, scholarship, and creative activity that informs disciplines, professional practice, shapes policy, engages communities, and contributes to the public good.

Objectives:

1. Develop and engage effective strategies for communicating research impact and mobilizing knowledge, including disseminating knowledge within and beyond the Faculty.
2. Build on existing structural supports for faculty to seek out and secure internal and external sources of research funding and awards.
3. Create opportunities for faculty, staff, and students to understand and enact Indigenous approaches to research.
4. Identify and assess funding for graduate student research and teaching assistantships in each department.
5. Explore the possibilities of guaranteed minimum doctoral student funding support across all departments.
6. Investigate undergraduate student research opportunities by connecting with University of Alberta initiatives, Alberta Teachers' Association, and other key stakeholders.
7. Leverage our Faculty Research Centres and Institute to foster research collaborations on critical issues related to education, library and information studies, and psychology.



LEADERSHIP IN INDIGENOUS INITIATIVES

GOAL:

The Faculty of Education will continue to advance Indigenous education through the creation of intentional and sustained opportunities for faculty, staff and students to understand the truth of our historical and contemporary relationships with Indigenous peoples within and beyond our Treaty territory, and to consider the ways in which we must work relationally toward reconciliation.

Objectives:

1. Create clear Faculty-wide administrative processes and educational opportunities to support Indigenous initiatives and collaborations.
2. Increase support for and coordination of Indigenous initiatives across the Faculty through the creation of a leadership position.
3. Provide support for ethically connecting and collaborating with Indigenous peoples and communities, including knowledge keepers, elders, artists, and storytellers.
4. Through a continual process of curriculum mapping, ensure that required education courses in the undergraduate program make explicit their alignment with Teacher Quality Standard 5: Applying Foundational knowledge about First Nations, Métis, and Inuit.
5. Explore ways to support students in translating into educational practice/praxis the foundational knowledge offered in EDU 211.
6. Initiate a review of Faculty spaces to determine the extent to which they might better reflect Indigenous ways of knowing and being. Following this review, create a strategy to implement space recommendations.
7. Expand our efforts to recruit and retain Indigenous faculty, staff, and students in undergraduate and graduate programs.



RESPECTFUL RELATIONS, HEALTH & WELL-BEING

GOAL:

We will create and support a safe, healthy, welcoming, and affirming community within the Faculty of Education that is accessible, respectful, reflective of diversity, and inclusive.

Objectives:

1. Create an inclusive and welcoming culture for faculty, staff, and students that centres civility, respect, support, and mentorship.
2. Assist students in developing the knowledge, skills, and understanding they need to support health and well-being in various contexts for self and others.
3. Maximize and sustain support for student, faculty, and staff health and wellbeing.
4. Provide opportunities (both formal and informal) for faculty, staff, and students to come together for academic and social purposes.
5. Establish clear Faculty-wide processes for conflict resolution and access external resources for conflict resolution when needed.
6. Prioritize accessibility, safety, and building security, and establish a clear communication plan when accessibility and safety concerns arise.
7. Expand our efforts to recruit and retain diverse faculty, staff, and students (*see institutional Commitment to Equity in Employment www.ualberta.ca/faculty-and-staff/equity-diversity-inclusion*)



FACULTY STRUCTURES, PROCESSES & RESOURCES

GOAL:

To ensure effective, well-functioning, cohesive, and responsive administrative structures and spaces within the Faculty that support thoughtful, ethical, and efficient stewardship of people, finances, and spaces, and that support the University's Sustainability Plan.

www.ualberta.ca/sustainability/about/approach/sustainability-plan

Objectives:

1. Initiate a review of current administrative structures, supports, and processes, including but not limited to departmental organization, graduate student funding, enrollment management practices, service delivery, and undergraduate admissions procedures.
2. Provide clear and transparent information about the financial resource allocation across the Faculty.
3. Create a revenue-generating unit in the Faculty that responds to requests from professional stakeholder units and that provides centralized administrative support of Faculty certificate programs.
4. Develop clear and consistent internal communication strategies.
5. Develop a comprehensive external communication plan that showcases excellence in teaching, learning, research, and service within and beyond the institution.
6. Renew Faculty spaces and technology to reflect 21st-century teaching and learning, research and scholarship, community, and culture.



MOVING FORWARD

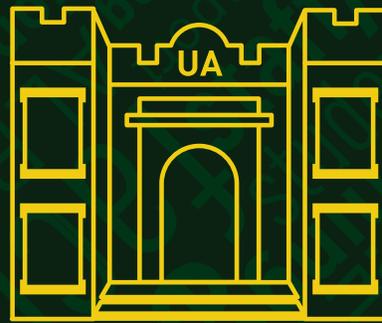
The Strategic Plan provides a road map for the Faculty of Education over the next five years as we innovate and excel in our teaching, research, service, and administration

With our goals and objectives identified, we will enter into the next phase of the process focused on creating an operational plan for implementing our strategic priorities. The creation of the operational plan will be done collaboratively with faculty, staff, students, and stakeholders (where required), working across departments and units. Members of the Faculty leadership team are committed to the plan and will play a key role in its implementation. The operational plan will necessarily include specific actions and timelines for achieving our objectives, and regular updates on our progress in translating our goals and objectives into concrete accomplishments will be provided.



RANKED IN THE
TOP 100
FACULTIES OF
EDUCATION
IN THE WORLD

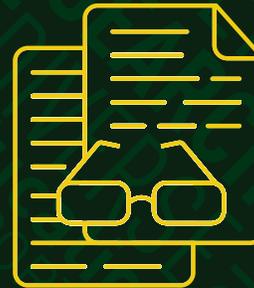
*QS World University Rankings (#41)
and Times Higher Ed Rankings (#60)*



RANKED IN THE
TOP 3
FACULTIES OF
EDUCATION
IN CANADA



Largest Undergraduate
Teacher Education
program in Canada
with approximately
2,800 teacher
education students



Two Tier-1
**Canada
Research
Chairs**

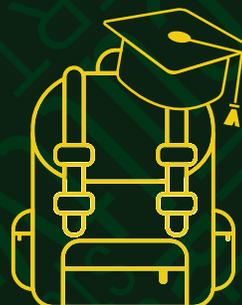
Home to the Institute for
Sexual Minority Studies
and Services, Camp fYrefly,
and fYrefly in Schools



Home to the Aboriginal
Teacher Education Program
with community-based
and on-campus cohorts



More than **20**
graduate programs



66,000+ living
Education alumni

Education
Indigenous
Research
Diverse
Faculty
Support
Community
Knowledge
Learning
Teaching
Students
Staff
Planning
Innovation
Collaboration
Partnership
Leadership
Quality
Excellence
Inclusivity
Equity
Accessibility
Sustainability
Resilience
Adaptability
Flexibility
Transparency
Accountability
Integrity
Trust
Respect
Empowerment
Empathy
Compassion
Courage
Humility
Gratitude
Patience
Perseverance
Determination
Focus
Discipline
Self-awareness
Mindfulness
Emotional intelligence
Cultural intelligence
Global citizenship
Digital literacy
Critical thinking
Problem-solving
Communication
Teamwork
Leadership
Innovation
Entrepreneurship
Social responsibility
Environmental stewardship
Ethical leadership
Diversity and inclusion
Work-life balance
Mental health and well-being
Professional development
Continuous learning
Growth mindset
Resilience
Adaptability
Flexibility
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