



UNIVERSITY
OF ALBERTA

Faculty of Education Strategic Plan, 2019-2024

Education for the Public Good

FINAL REPORT



Final Report on *Education for the Public Good* Strategic Plan, 2019-2024 Faculty of Education

Overview

This report presents an overview of the progress made in achieving the goals and objectives outlined in the Faculty of Education's 2019-2024 Strategic Plan: [*Education for the Public Good*](#). Since its launch in 2019, the strategic plan has served as a guiding framework for our Faculty's efforts. The purpose of this final report is to highlight key actions and accomplishments realized over the five-year period of our strategic plan.

Our vision, as articulated in *Education for the Public Good*, was ***to be a flourishing, diverse, and sustainable Faculty of Education that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service***. To achieve this vision, the strategic plan outlined five goals and 34 associated objectives.

The [Strategic Planning Steering Committee \(2025-2030\)](#) engaged with the Dean's Advisory Committee (DAC) to collaboratively identify and document actions associated with the goals and objectives of the 2019-2024 Strategic Plan. The findings from this report will help inform the development of the priorities for the Faculty of Education's new strategic plan for 2025-2030.

While this report does not capture the full scope of activities undertaken during the implementation of *Education for the Public Good*, it provides valuable insights into collaborative efforts within the Faculty of Education to advance our collective priorities.

Key Achievements for Strategic Priorities, 2019-2024

Each of the bulleted points below attempts to highlight the efforts with respect to each objective. In some instances, the work continues. Where possible, links to relevant documents and reports are included.

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.*

Objective 1: Renewal of 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.

Key Achievements:

- Aboriginal Teacher Education Program (ATEP) efforts and success in creating flexible pathways to degree completion and partnering with other Faculties to ensure that non-education courses taken by ATEP students align with ATEP principles of teaching and learning.
- Between 2019-2024, ATEP had its largest intake of students with 90 being admitted in 2021 alone. Over the past four years, the program has consistently maintained a student population ranging from 220 to 245.
- In the 2024-2025 academic year, ATEP placed the largest ever number of students in Field Experience.
- ATEP has successfully advocated for and implemented Prior Learning Accreditation Recognition (PLAR) of up to 30 credits for applicants who have school-based experiences. *This idea emerges uniquely from the Aboriginal Teacher Education Program (ATEP), where it was planted, nurtured, and grown. It reflects the program's commitment to uplifting the ATEP Guiding Values and Indigenous ways of knowing, doing and being.*
- ATEP has successfully advocated for and created an Open Studies pathway for students who do not meet the program's entrance requirements. This pathway enables students to enrol as Open Studies students, taking up to 4 courses per term until they either reach the 30 credit open studies limit or fulfill the entrance requirements.
- Internal Program Review and Report completed
- Twelve working groups struck
- Addition of EDFX 200, 'Orientation to School Cultures and Contexts' (a course that includes 12 one hour on-campus seminars and 10 half-day school visits).
- Review and refresh of EDU 211, 'Aboriginal Education and Context for Professional and Personal Engagement'
- QA Review of the UG program

- Admissions Pilot project - Casper
- Renewal of EDU 210, 'Introduction to Educational Technology'
- Integration of EDPY 302 ('Learning and Development in Childhood') and 304 ('Adolescent Development and Learning') to offer a more comprehensive development course for K-12.
- Renewal of Bridging Program for Internationally Educated Teachers (IET)

Objective 2: Review of graduate programs with attention to coherence, interdisciplinarity, and diverse epistemologies, pedagogies, and theoretical frameworks. Strategy to implement recommendations following review.

Key Achievements:

- Early review undertaken by Dr. Elaine Simmt, with a [report](#) prepared and presented to Education Faculty Council (EFC)
- [QA review](#) of graduate programs
- Working group of Graduate Academic Affairs Council (GAAC) exploring the creation and implementation of a common research class across programs
- Exemption for Master of Library and Information Studies (MLIS) from internal review owing to comprehensiveness of American Library Association (ALA) Committee on Accreditation (COA) process, including Self Study 2013-2020, and outcome of accreditation process (8 years accreditation, max.= 7 + 1 for COVID = 8 years)

Objective 3: Explore ways to foster students' sense of belonging and community.

Key Achievements:

- Establishment of the [Student Advisory Committee for Advancing Racial Justice](#), with two student co-chairs
- Creation of a faculty-wide graduate student research event
- ATEP's creation of dedicated ceremonial space, teaching space, and student gathering spaces
- ATEP has expanded onto the 6th floor to have a dedicated classroom with adjacent offices for ATEP's research branch
- Creation of a common graduate student gathering area / workspace (repurposing of RIIS)
- Associate Dean of Graduate Studies, regular meeting with graduate student leaders in the Faculty
- Graduate student involvement on committees and working groups
- Stronger relationships between faculty leadership and the Education Student Association (ESA), including joint participation in annual events and initiatives; regular ESA report at Faculty Council
- Informal graduate student writing groups through the Centre for Research for Teacher Education and Development (CRTED)
- Student participation in Faculty book studies
- Creation of student solidarity space on 6th floor, ED South
- Creation of Muslim student prayer space, 6th floor, ED South

- Inclusive washroom initiative
- New student orientations offered online for graduate students
- MLIS New Student Orientation offered through eClass
- MLIS students participate in The Alberta Library's annual Student Symposium
- Faculty of Education Undergraduate Student Research Awards - Fall and Winter Calls
- Associate Dean Graduate Studies coordinates and/or hosts events for graduate students on topics of research, funding applications, etc., as well as hosts orientation and social events

Objective 4: Consider international, national and local approaches and contexts of anti-oppressive and social justice education in our programs.

Key Achievements:

- Anti-oppressive education working group for undergraduate program renewal
- Anti-oppressive education course piloted, and materials prepared to Undergraduate Academic Affairs Council (UAAC) for the inclusion of a required course.
- Working group was established to develop a policy for internationalization of education in the Faculty, in alignment with the Association of Canadian Deans of Education (ACDE) Accord— this work is ongoing
- LISSA hosts Forum for Information Professionals, a student-led, one day, annual, online conference. Themes include “All inclusive library style: Access & acceptance” (2024), “LIS and the climate crisis” (2023), “Making a difference in the digital age” (2022), and “Knowledge as resistance: Kooky academic theories in practice” (2021)

Objective 5: Strengthen the presence of First Nations, Métis, and Inuit foundational knowledge in our programs.

Key Achievements:

- Renewal of EDU 211 and creation of [open access pedagogical guide](#) for compulsory Indigenous education
- The Aboriginal Teacher Education Program (ATEP) has partnered with the Rupertsland Institute to develop and offer two undergraduate courses: one focused on Métis foundational knowledge and the other on pedagogical approaches to teaching Michif.
- Graduate Certificate in Educational Studies (GCES) streams - Indigenous Education and Indigenous Language Sustainability
- Ongoing partnership with Canadian Indigenous Languages and Literacy Development Institute (CILLDI) which includes offering undergraduate courses in Indigenous language teaching
- Graduate student Summer Institute in Teaching Foundational Indigenous Knowledge
- Expansion of ATEP
- 1 Master of Education in Educational Studies (MES) cohort in partnership with Kee Tas Kee Now Tribal Council Education Authority (KTCEA)
- ATEP development and delivery of 2 MES cohorts

- [Curriculum mapping](#) in Undergraduate program for Teacher Quality Standards (TQS) #5
- Accredited graduate programs - development of a course in Counselling Psychology & School and Clinical Child Psychology (SCCP); Indigenous content integration across MLIS
- Working with Elders to support the inclusion of foundational knowledge in a variety of classes across several program areas.
- Welcoming of Elder Cal Cardinal as the Elder in Residence with ATEP and the contributions of Elder Cal to the revisioning and renewal of EDU 211
- Four Indigenous scholars hired (SCCP, Counselling, Indigenous Peoples Education [IPE], and ATEP) who are contributing to this work in their respective areas
- Library and Information Studies (LIS) 540, 'Indigenous Library & Information Studies in a Canadian Context' offered in MLIS (with permanent course number)

Objective 6: Support mentoring and professional development opportunities for students and faculty to enhance teaching and learning within and across departments.

Key Achievements:

- ATEP ceremonies, gatherings and learning opportunities, many of which are extended across the Faculty
- CRTED series focused on anti-oppressive pedagogies; equity, diversity, and inclusion (EDI) in teaching and learning; Indigenizing pedagogies
- CRTED weekly gatherings for graduate students, postdoctoral fellows, and faculty: *Research Issues in Teacher Education*
- Dr. Mary Young Memorial Travel Fund for graduate students (CRTED)
- Faculty of Education book studies in 2022 and 2023
- Exploration of a common research class across programs (ongoing)
- Creation of Faculty of Education undergraduate research awards
- Continued support for the Roger S. Smith undergraduate research award
- Roots to STEM Career Day, Centre for Mathematics, Science and Technology Education (CMASTE) collaboration with Alexander First Nation
- CMASTE panel discussion on EDI in mathematics, science, and technology education and speaker series on combating misinformation in science and mathematics classrooms
- CMASTE Graduate Student Travel Grants
- Equity Institute professional learning (2022-2023)
- Formation and accreditation of the Edmonton Cross-Specialty Psychology Residency Consortium (ECRPC)
- SLIS director meets regularly with and coaches LISSA leadership on matters of mutual interest
- ATEP now oversees all Field Experiences for the students within the program. ATEP works closely to nurture relationships within schools, divisions, educational tribal authorities and educational stakeholders to support student-teacher mentorship and early in-service care

Objective 7: Drawing on existing technology expertise in the Faculty, enhance teaching, learning, digital literacy, and digital citizenship.

Key Achievements:

- ALA Accreditation of online learning stream of MLIS for the first time in 2020 (8 years)
- Faculty-wide pivot to online learning during global pandemic
- Artificial Intelligence (AI) and Society online symposium organized by students in the EDPS 501 class
- Renewal of EDU 210 - Introduction to Educational Technology, which is now delivered solely online
- Technologies in Education instructional coaches support online learning

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.*

Objective 1: Develop and engage effective strategies for communicating research impact and mobilizing knowledge within and beyond the Faculty.**Key Achievements:**

- Working with the Faculty communications partner, profiles of researchers on the Faculty webpage, SLIS homepage, in the bi-weekly newsletter, and in the alumni magazine.
- Strategic use of Faculty social media to amplify research impact, including graduate student research presentations at Canadian Society for the Study of Education (CSSE) and American Educational Research Association (AERA)
- Annual research impact updates at alumni events
- *Taste of Research* fall event for alumni in which faculty researchers share their work and its impact
- Advancement strategies that highlight and communicate the key areas of mental health and wellbeing, Indigenous Initiatives, and gender and sexual diversity with respect to Faculty programs and research and associated impacts (Advancement breakfasts, meeting with individual donors, other related opportunities)
- Celebrating Socially Transformative Research and Teaching Event - 2024
- Faculty of Education Undergraduate Student Research Awards Event - annual
- Research Brown Bag Luncheons (primarily during pandemic) e.g., deaf education (Dr. Joanne Weber)
- The work of ATEP to engage in research that highlights the impact of the program for students.
- ATEP [featured](#) in a Canadian Geographic and Rideau Hall Foundation project profiling Indigenous Teacher Education programs
- Converted Centre web sites to Google Sites to allow them to more easily share content and facilitate knowledge mobilization

Objective 2: Build on existing structural supports for faculty to seek out and secure internal and external sources of research funding and support.

Key Achievements:

- Communication of opportunities through *Inside Education* and the edfaculty listserv led by the Associate Dean, Research (ADR)
- Led by the ADR, creation of the Alberta Teachers' Association (ATA)/Kule Institute for Advanced Study (KIAS)/Faculty of Education annual research award
- Edmonton Public School Board (EPSB) research connection gathering organized by the Office of the ADR
- Social Sciences and Humanities Research Council (SSHRC) mentorship initiatives
- Established a Tier 1 Canada Research Chair (CRC) in Indigenous Wisdom Traditions in Teacher Education (held by Dr. Dwayne Donald)
- Established a Tier 2 CRC in Deaf Education (held by Dr. Joanne Weber).
- Renewal of Tier 1 CRC in Educational Measurement (held by Dr. Mark Gierl).
- Successful established Rainbow Entrepreneurship Hub (co-held by Dr. Glynnis Leib and Dr. Michael Lounsbury)
- Grants/Awards development feedback - ADR or brokered via ADR
- Connect faculty members with grant writing supports via College of Social Science and Humanities (CSSH) and Research Partner Network
- Broker research partnerships between faculty members for grants access
- Updates to Faculty research webpages (and more underway for 2025)
- ADR mentors faculty members on common internal and external funding opportunities
- Establishment of Faculty of Education Undergraduate Research Award

Objective 3: Create opportunities for faculty, staff and students to understand and enact Indigenous approaches to research.

Key Achievements:

- Hosted Dr. Shawn Wilson who spoke about research as ceremony.
- Hosted Dr. Shauneen Pete who spoke about Indigenizing the academy, including in and through research
- Revision of Faculty Evaluation Committee (FEC) terms of reference to include an Indigenous Faculty member
- Professional learning at FEC about Indigenous approaches to research and community engagement
- Various CRTED events focused on Indigenous research and teachings including presentations by Cree Scholar Lewis Cardinal and Métis Scholars Tanya Ball and Tammy Flamand (co-sponsored by SLIS)
- ATEP significant presence at Celebrating Socially Transformative Research and Teaching 2024
- ATEP Research Lunch and Learns

- CMASTE *Land-based Learning* Workshop in partnership with Miquelon Lake Research Station and Augustana University

Objective 4: Identify and assess funding for graduate student research and teaching assistantships in each department.

Key Achievements:

- Allocation of operational dollars for Graduate Teaching Assistants (GTAs) and Graduate Teaching Assistantship - Principal Instructors (GTA-PIs)
- Allocation of funding for Graduate Research Assistants (GRAs) when matching grant funding required

Objective 5: Explore the possibilities of guaranteed minimum doctoral student funding across all departments.

Key Achievements:

- Faculty pilot of Minimum Guaranteed Funding (MGF) for PhD students in each of Educational Policy Studies, Elementary, Secondary, and Educational Psychology.
- Implementation of MGF for doctoral students (in process)

Objective 6: Investigate undergraduate student research opportunities by connecting with University of Alberta initiatives, ATA, and other key stakeholders.

Key Achievements:

- Establishment of Faculty of Education undergraduate research awards
- Continuation of Roger S. Smith undergraduate research awards

Objective 7: Leverage our Faculty Research Centres and Institutes to foster research collaborations on critical issues related to education, library and information studies, and psychology.

Key Achievements:

- Administrative restructure and renewal of fYrefly Institute for Gender and Sexual Diversity.
 - Partnered with University of Saskatchewan on Social Innovation Lab - Camp fYrefly Outcomes
 - Partnered with Ribbon Rouge Foundation on Journey Mapping Across Canada - Black LGBTQ+ Justice, Sexual, & Mental Health
 - Partnered with MacEwan University on Outcomes Evaluation - Community, Health, Empowerment & Wellness (CHEW) Project
- Establishment of the Rainbow Entrepreneurship Knowledge Hub (in process).
- Renewal of CRTED

- CRTED funding initiative, *the Myer Horowitz Endowment Fund*, to support research in teacher education
- Seminar series, *The Arts in Educational Research*, fostered interdisciplinary dialogue
- Invitation of SLIS director to join CRTED as Affiliated Faculty Member for the first time (2023)
- J.P. Das Centre on Developmental and Learning Disabilities
 - International research partnerships including adjunct professor appointments in China and Cyprus
 - J.P. Das Conference “From Research to Practice,” in collaboration with Edmonton Public Schools to translate research into actionable strategies for teachers
- Working to integrate Reading Clinic for Reading Assessments in Educational Clinical Services (Ongoing)
- Centre for Research in Applied Measurement and Evaluation (CRAME)
 - Hosted the *CanAm Online Symposia*, providing a platform for international collaboration on measurement and research methods in education
 - Collaborated with Queen’s University to host the *Summit on Equity and Inclusion in Assessment*
 - Collaboration with the Faculty of Engineering and RCMP on survey design for research on drones and public safety
 - Partnered with the Vice Provost, Learning Initiatives and the International Institute for Qualitative Methodology to provide ongoing evaluation of the SPOT survey
- Renewal of Western Canadian Centre for Deaf Studies (WCCDS) with the CRC in Deaf Education serving as Director
 - Research collaborations include the validation of the *Fatigue in Educational Contexts Survey for Deaf Students*, led by Principal Investigator Dr. Natalia Rohatyn-Martin of MacEwan, findings have been presented at several high-profile international conferences.
- Centre for Mathematics, Science and Technology Education (CMASTE)
 - Partnered with Campus Saint Jean to adapt SPARK-ENG program
 - Partnered with Miquelon Lake Research Station and Augustana University on *Land-based Learning* initiative
 - International collaborations including *Academics Without Borders* in Kenya, hosting Dr. Swai from the University of Dodoma Tanzania, consultancy services to the Mauritius Institute of Education
 - Partnership with the Faculty of Engineering to deliver *Enhancing STEM Teaching in Higher Education through Research and Practice*, a professional learning program for new faculty members
 - A professional learning series for teachers, *Mathematics Academics*, with Edmonton Catholic Schools, Maskwacis Education Schools Commission, and Kitaskinaw Education Authority

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.*

Objective 1: Create clear Faculty-wide administrative processes and educational opportunities to support Indigenous initiatives and collaborations.

Key Achievements:

- ATEP advocacy for autonomy and self-determination rather than Departmental oversight is realized
- TQS #5 Ministry of Education funded project led by Indigenous scholars
- ATEP creation of kiskinwahamakew positions and kiskinohtahiwew position
- Two ATEP / IPE Faculty hires in 2023
- Purchase of Kevin Pee-Ace painting, "From Residential Schools to Reconciliation" which now hangs in the lobby of Education South and is used as a teaching tool in various undergraduate classes
- Review and renewal of EDU 211 coordination and instructional support
- Dean's Advisory Committee retreat to kihcihkaw askî sacred land site (April 23, 2024)

Objective 2: Increase support for and coordination of Indigenous initiatives across the Faculty through the creation of a leadership position.

Key Achievements:

- Creation of Associate Dean, Indigenous Teacher Education. Dr. Evelyn Steinhauer was appointed to the role on May 1, 2023

Objective 3: Provide support for ethically connecting and collaborating with Indigenous peoples and communities, including knowledge keepers, elders, artists and storytellers.

Key Achievements:

- Honorarium and related financial support provided by the Dean's Office
- Financial support provided for CMASTE Land-based Learning opportunity in 2023 & 2024
- Partnership with *Think Indigenous* in 2019 & 2020
- First Nations Cares financial & space support
- CRTED/School of Library and Information Studies (SLIS) co-sponsored Metis Storytelling Event (2024)

Objective 4: Through a continual process of curriculum mapping, ensure the required courses in the undergraduate program make explicit with TQS #5.

Key Achievements:

- This initiative was led by the Associate Dean Teacher Education beginning in 2019. The work is ongoing and iterative, aligning with commitments and requirements in Braiding Past Present and Future

Objective 5: Explore ways to support students in translating into educational practice / praxis the foundational knowledge offered in EDU 211.

Key Achievements:

- Creation of the Indigenous and Relational Curriculum and Pedagogies Program Area in Elementary Education
- Creation of the open access pedagogical guide for compulsory Aboriginal Education under the leadership of Dr. Rebecca Sockbeson.
- Review and renewal of EDU 211 content and experiential learning opportunities

Objective 6: Initiate a review of Faculty spaces to determine the extent to which they better reflect Indigenous ways of knowing and being. Following the review, create a strategy to implement space recommendations.

Key Achievements:

- Functional space plan for Education Clinical Services that includes the creation of an Indigenous healing space. Actively fundraising for associated renovations
- ATEP leads revitalization of spaces to support program expansion and to reflect Indigenous ways of knowing and being (dedicated classroom space, student gathering space, ceremonial space)
- Copy of Official Residential School Apology from the Government of Canada hung in all administrative offices

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 centers civility, respect, support and mentorship.

Key Achievements:

- Appointment of Special Advisor, EDI
- Created the new [Commitment to EDIDI](#) section on the Faculty of Education website
- Creation of Student Advisory Committee for Advancing Racial Justice (SACARJ)
- Black History Month events and initiatives

- Truth and Reconciliation / Orange Shirt day initiatives
- Faculty and Staff Engagement Survey 2019 (and action plan) and 2023
- Creation of Graduate Certificate in Educational Studies focused on Supporting Student Wellbeing
- The Dean's Office has started hosting Coffee Chats with the Dean that support the Campus Food Bank
- Support staff centralized under the Dean's Office have begun a friendly monthly competition that focuses on arts and craft skills. These challenges are meant to promote activities that are fun, relaxing, and conducive to mindfulness.
- Front-facing student services staff are trained to support the whole student (Mental Health First Aid, Community Helpers, Assist, ESS Workshops on the student supports and services available for students...) to be able to help students navigate resources and to provide referrals to appropriate services based on student need
- SLIS Teaching & Learning online portal supports new ATS instructors in the MLIS
- Vice-deans and SLIS director are encouraged to mentor and support colleagues post-restructuring
- Dean reminds Faculty Council members of shared values at start of each meeting as a way of encouraging respectful engagement

Objective 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.

Key Achievements:

- ATEP creates the position of kiskinwahamakew, providing holistic supports for students in the programme
- Education Student Services (ESS) communications and initiatives
- Dean of Students on-site psychologist pilot project with ESS
- Education Clinical Services mental health supports for students
- MLIS New Student Orientation has sections "GSA and Student Health & Wellness," "Student Groups & Memberships," "EDI at UAlberta and in LIS," and "Indigenous Student Resources"

Objective 3: Maximize and sustain support for student, faculty, and staff health and wellbeing.

Key Achievements:

- This was challenging in light of the pandemic, budget crisis, faculty and university restructuring. More work needs to be done to achieve this objective

Objective 4: Provide opportunities (both formal and informal) for faculty, staff, and students to come together for academic and social purposes.

Key Achievements:

- Undergraduate celebration of excellence

- Faculty Research celebrations
- Roger Smith and Faculty of Education Undergraduate Research Awards showcase
- Initiated annual Fall Faculty gathering for academic and non-academic staff in 2019
- Initiated annual holiday gathering in 2019 at the end of the Fall semester
- Graduate student research conference (2024)
- Centre and Institute symposiums, talks, and brown bag lunches
- Faculty book studies (White Benevolence; No Study Without Struggle: Confronting Settler Colonialism in Higher Education)
- Dean's Office visiting scholar events (Dr. Shauneen Pete, Dr. Leigh Patel, Dr. Awad Ibrahim, Dr. Jerome Cranston)
- Annual retirement celebrations
- Establishment of monthly space for conversation and collaboration called Faculty Discussion and Consultation (FDC)
- Created the Faculty of Education Support Staff Social Committee, which hosts 6-10 social events annually for support staff across the Faculty

Objective 5: Establish clear Faculty-wide processes for conflict resolution and access external resources for conflict resolution when needed.

Key Achievements:

- External Resources have been made available to assist with individual and program related conflicts
- With the new structure in place, there is an opportunity to further clarify informal and formal processes for conflict resolution within the Faculty, especially with respect to the role of the HR partner. The processes for students have been refined and communicated through ESS and in the Instructors' Manual

Objective 6: Prioritize accessibility, safety, and building security, and establish a clear communication plan when accessibility and safety concerns arise.

Key Achievements:

- This work was undertaken collaboratively under the Faculty Services Lead, Laura Boisvert. Regular communication about safety and security matters is shared with faculty, staff and students, and in the event of specific concerns, an established communication pathway is in place
- With respect to accessibility, since 2019, the Faculty has been successful in increasing the number of accessible washroom facilities across both towers, and elevator upgrades in the South Tower are complete, with work ongoing in the North Tower
- A faculty member serves on University-Wide Culture of Care Focus Group (2024 - present)
- Have started hosting an annual Support Staff Safety Day Discussions to conduct a self-assessment and discuss where we stand as a Faculty within the University's targets for physical, cultural, and psychological safety

Objective 7: Expand our efforts to recruit and retain diverse faculty, staff and students.**Key Achievements:**

- Four targeted faculty hires were successfully completed in Counselling and SCCP
- One faculty hire in Black Studies in Education was successful as part of the U of A Black Excellence Cohort initiative, proposed and led by the Deans of Arts and Education.
- A Black scholar in mathematics education was hired
- The appointment of Dr. Joanne Weber, Tier 2 Canada Research Chair in Deaf Education
- The creation of a new Tier 1 CRC in Indigenous Wisdom Traditions in Teacher Education, with Dr. Dwayne Donald appointed
- Two new Indigenous scholars were hired in ATEP / IPE
- A Métis faculty member was hired as SLIS Director in 2024 and is the only Indigenous head of an accredited LIS program in Canada and likely the US, based on available Association for Library and Information Science Education (ALISE) data
- Multiple ALA Spectrum and Association of Research Libraries (ARL) Kaleidoscope winners at SLIS: three recipients for the ALA Spectrum Scholarship (1 in 2023, 2 in 2024) and six recipients for the ARL Kaleidoscope Scholarship (1 in 2024, 2 in 2023, 2 in 2022, and 1 in 2020)
- Diversity amongst support staff across all administrative areas has increased. ATEP has been a leader in this respect, with the notable accomplishment of creating and hiring into the positions of kiskinwahamakew
- Ongoing: a diversity initiative in admissions to the Undergraduate teacher education program, modelled on the University of Manitoba
- Creation of the Student Advisory Committee for Advancing Racial Justice has been essential in hearing from equity denied students and creating support strategies so they can flourish in their programs
- Appointment of a Senior Advisor to the Dean, EDID Initiatives (2022)
- Revision to FEC terms of reference to ensure at least one Indigenous member of the committee serves each year
- Agreement between ATEP and the Office of the Registrar to waive the \$500 deposit required upon acceptance of an offer of admission

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.*

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.**

Key Achievements:

- FEC standards and criteria for evaluation were revised and endorsed by EFC in November 2019, following extensive consultation with Faculty members
- A Faculty restructuring process was undertaken in 2020-2021 and saw the elimination of Departments following approval by EFC in November 2021. Four working groups (leadership roles, administration, governance, HUBS) and a restructuring Steering Committee were established in December 2021, and a Faculty restructuring launch event held shortly thereafter. Efforts to refine and improve processes within the new structure are ongoing.
- As part of implementing the new structure, all academic leadership roles, governance, and administrative structures & positions were reviewed and revised where necessary
- All standing committees of EFC completed a review and revision to their terms of reference
- Centralization of HR & Finance in 2019
- Centralization of graduate and undergraduate student services into Education Student Services
- Further Administrative restructuring has resulted in the creation of staff teams supporting the work of the Faculty in strategic and focused ways, which is particularly notable given the overall reduction in support staff positions in the last six years
- Minimum guaranteed PhD funding pilot project implemented in 2020. Now moving to MGF for all PhD students in years 1-4 per University policy
- Timetable and schedule optimization initiative began in 2019 and continues today. It has resulted in higher fill rates in courses across programs, fewer course cancellations, and greater predictability for students
- Following the recommendation of the admissions working group, EFC approved a three-year admissions pilot program using the Casper test. We are in the last year of the project that has included data collection and analysis so that informed decisions about the use of this additional admissions criteria can be made before the end of June 2025
- Completed an audit of all faculty secondary Campus Computing IDs (CCIDs) (along with associated email inboxes, calendars, Google Drives, etc...) to ensure appropriate ownership and faculty compliance with Information Services and Technology (IST) guidelines and University of Alberta Policies and Procedures Online (UAPPOL) policy
- Created an internal faculty Course Catalogue that documents as much synthesized and historic knowledge about courses and programs as possible. This catalogue is meant to protect against loss of institutional, departmental, and program-based knowledge
- Moved centralized staff under the Dean's Office who weren't on the 8th floor to the 5th floor of Education South. Opened a central administrative office hub and supply area where faculty and staff can come when they need support (Ed South 551)
- Established the Undergraduate Network (UN) and Graduate Network (GN)

Objective 2: Provide clear and transparent information about the financial resource allocation across the Faculty.**Key Achievements:**

- Annual Budget Town Halls and regular budget information shared at EFC.
- Collective strategizing opportunities and presentations at Faculty Discussion and Consultation (FDC).
- MLIS funding and related data reported annually to ALA and available to members in aggregate.

Objective 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.

Key Achievements:

- Establishment of the Professional Learning Unit (PLU) under the leadership of Dr. Scott Key. Within five years, the Unit is generating considerable revenue for the Faculty, and has expanded the delivery of online graduate programs, including certificates (GCES; GCSL) and the MES.
- In addition, the Faculty of Education has greatly benefited from the arrival of the English Language School (ELS) which is also a revenue generating unit that provides important services and support to future and current U of A students.
- MLIS is revenue positive and currently receives record-breaking numbers of applications from highly qualified students in both streams (acceptance rates available on SLIS website in Student Achievement Data).

Objective 4: Develop clear and consistent internal communication strategies.

Key Achievements:

- Communications working group established in 2019-2020. The group submitted a report with recommendations to the Dean's Advisory Council (DAC) and Faculty Council, and several of the recommendations have been implemented, including the bi-weekly publication of the Faculty Newsletter, Inside Education. In addition, efforts are well underway to update and improve the Faculty website as a tool for both internal and external communication.
- Completed an audit of faculty Listservs, creating, condensing, and decommissioning lists as appropriate for our de-departmentalized structure.
- Established a network of approximately 125 Google Groups to facilitate communication among faculty, staff, and students. Implementation of these groups is ongoing as needs arise.
- Established a monthly administrative bulletin for administrative staff centralized under the Dean's Office.
- Several areas have established regular email digests (e.g., Teaching and Learning Digest, Grad Digest, Undergraduate Student Newsletter) meant to reduce the volume of emails sent out on listservs.

- Re-developed several key web-based documents to be faculty-wide documents that reflect the faculty's de-departmentalized structure, such as the Graduate Student Handbook and the Instructor handbook.
- Re-developed the Student Services section of the faculty website.
- Faculty of Education Administration site established and conversations about an intranet held.

Objective 5: Develop a comprehensive external communication plan that showcases excellence in teaching, learning, research and service within and beyond the institution.

Key Achievements:

- Working with the Faculty Communications Partner and the Alumni Relations officer for the Faculty of Education, this plan was developed and implemented, resulting in greater exposure for the work of the Faculty across the University and in the broader community (i.e., Number of stories featuring FofE in Folio; at Greater Edmonton Teachers' Convention Association [GETC]; other alumni and donor events).
- Re-developed the graduate program pages on the Faculty of Education web site to ensure that each program area has consistent information and the same look and feel. Work on the undergraduate program and ELS pages is still in progress.
- Re-developed the main Faculty of Education website, including a new landing page and area to highlight Indigenous teaching, learning, and scholarship. Work on other parts of the site is ongoing.
- Integrated the English Language School's website into the main Faculty of Education website.

Objective 6: Renew Faculty spaces and technology to reflect 21st century teaching and learning, research and scholarship, community, and culture.

Key Achievements:

- Work ongoing. Successes to date include but are not limited to a full renovation of the 9th floor classroom in the South tower; renovations to the Career and Technology Studies (CTS) labs; classroom technology upgrades; purchase of music instruments; repurposing and upgrades to the RISE space; creation of a Muslim prayer space; renovation/updates to dedicated ATEP spaces, including a new 6th floor classroom; Educational Clinical Services functional space plan and associated fundraising campaign.
- Online learning stream of MLIS offered entirely online and included in 2020 accreditation; elective courses in on-campus learning stream of MLIS offered mostly online since 2022.
- Completed a full audit of faculty classroom and meeting spaces, documenting room characteristics, equipment, technology, seats, etc... as well as ensuring that we have up-to-date photos and booking calendars for each space.
- Faculty and staff are working on a set of guiding principles for our classrooms and meeting rooms under our de-departmentalized model. This work is ongoing.

- Several classrooms have been refreshed (e.g., Education South 218, 423, 413, 948). As part of that process, some have also been reconfigured to accommodate larger classes. The work in those spaces included abatement, new flooring, paint, diffusers, ceiling tiles, window coverings, new convertible furniture, podium and updated technology.

Appendix 1: Acronyms

- ACDE: Association of Canadian Deans of Education
- ADR: Associate Dean, Research
- AERA: American Educational Research Association
- ALA: American Library Association
- ALISE: Association for Library and Information Science Education
- ARL: Association of Research Libraries
- ATEP: Aboriginal Teacher Education Program
- CCID: Campus Computing ID
- CILLDI: Canadian Indigenous Languages and Literacy Development Institute
- CMASTE: Centre for Mathematics, Science and Technology Education
- COA: Committee on Accreditation
- CRAME: Centre for Research in Applied Measurement and Evaluation
- CRC: Canada Research Chair
- CRTED: Centre for Research for Teacher Education and Development
- CSSE: Canadian Society for the Study of Education
- CSSH: College of Social Science and Humanities
- CTS: Career and Technology Studies
- DAC: Dean's Advisory Council
- ECRPC: Edmonton Cross-Specialty Psychology Residency Consortium
- EFC: Education Faculty Council
- ELS: English Language School
- EPSB: Edmonton Public School Board
- ESA: Education Student Association
- ESS: Education Student Services
- FDC: Faculty Discussion and Consultation
- FEC: Faculty Evaluation Committee
- GAAC: Graduate Academic Affairs Council
- GCES: Graduate Certificate in Educational Studies
- GCSL: Graduate Certificate in School Leadership
- GETC: Greater Edmonton Teachers' Convention Association
- GN: Graduate Network
- GRA: Graduate Research Assistant
- GTA: Graduate Teaching Assistant
- GTA-PI: Graduate Teaching Assistantship - Principal Instructor
- IET: Internationally Educated Teachers
- IPE: Indigenous Peoples Education
- IST: Information Services and Technology
- KTCEA: Kee Tas Kee Now Tribal Council Education Authority
- LIS: Library and Information Studies
- LISSA: Library & Information Studies Students' Association
- MES: Master of Education in Educational Studies
- MGF: Minimum Guaranteed Funding

- MLIS: Master of Library and Information Studies
- PLAR: Prior Learning Accreditation Recognition
- PLU: Professional Learning Unit
- SCCP: School and Clinical Child Psychology
- SLIS: School of Library and Information Studies
- SSHRC: Social Sciences and Humanities Research Council
- TQS: Teacher Quality Standards
- UAAC: Undergraduate Academic Affairs Council
- UAPPOL: University of Alberta Policies and Procedures Online
- UN: Undergraduate Network (UN)
- WCCDS: Western Canadian Centre for Deaf Studies