



# ALL TOGETHER

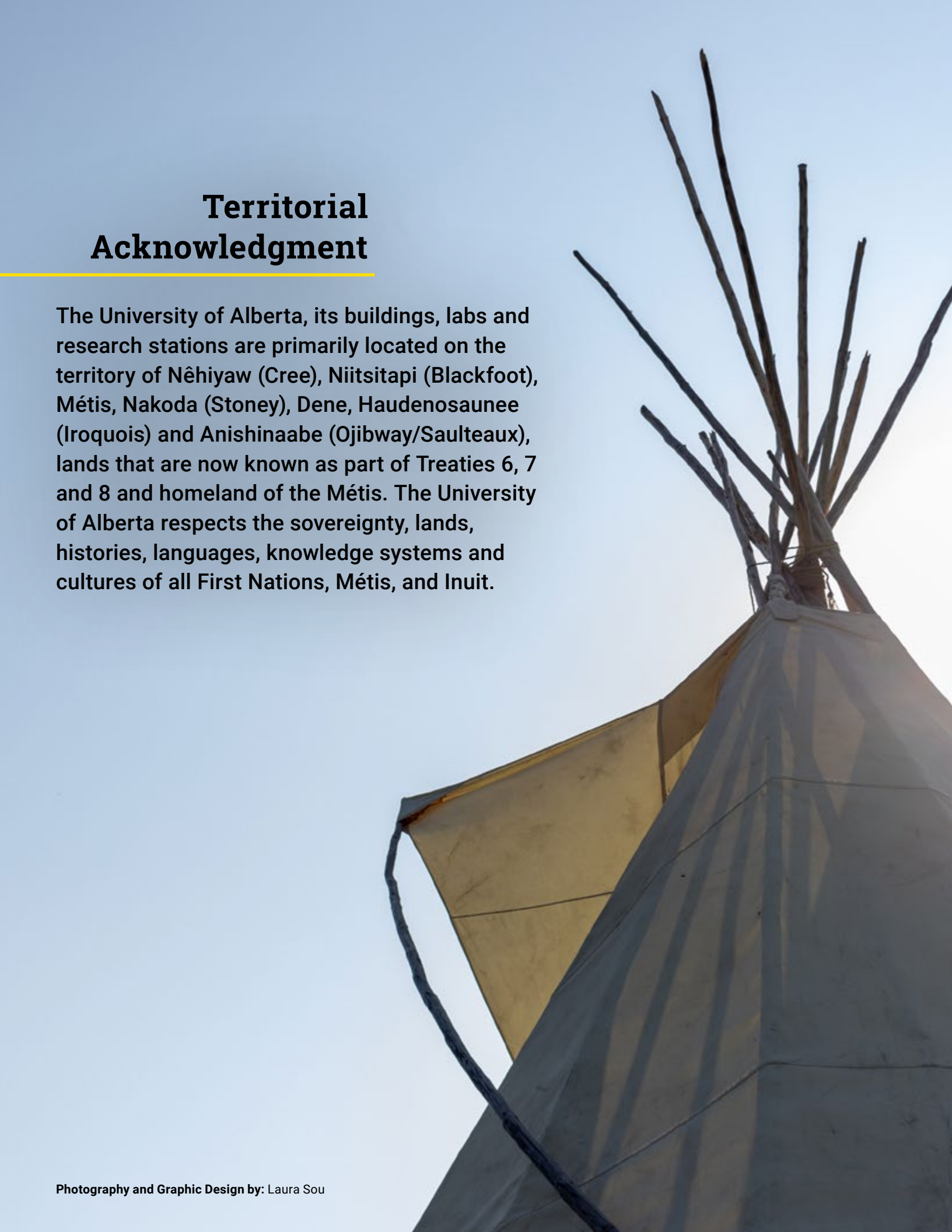
2026-2031

FACULTY OF EDUCATION  
ADAPTIVE & INTEGRATED  
STRATEGIC PLAN

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UNIVERSITY  
OF ALBERTA



# Territorial Acknowledgment

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of Nêhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis, and Inuit.

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## Strategic Planning Steering Committee Members

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*In accordance with the University of Alberta's Framework for the Responsible Use of AI, this strategic plan was drafted with supplementary assistance from the institutionally-approved AI platform, Gemini. The tool was utilized strictly for structural organization, summarization, and stylistic clarity. The Strategic Planning Committee maintained full "human-in-the-loop" oversight throughout the process—ensuring no confidential data was shared, and validating all content for accuracy, authenticity, and alignment with our strategic vision.*

## Message from the Dean

*All Together* emerges at a time that asks much of education. Across our schools, communities, and institutions, we are navigating uncertainty, constraint, and profound change. In such moments, the purpose of education becomes both clearer and more urgent.

Our Faculty has much to stand on. We are recognized for the quality and impact of our work, and for how our research, teaching, service and partnerships shape educational thought and practice. We prepare a significant proportion of Alberta's teachers and education leaders, support the development of professional psychologists, and educate library and information professionals who steward knowledge, strengthen equitable access to information, and sustain the public institutions that underpin learning and democratic life. Together, these efforts contribute to scholarship and practice that matters locally, nationally, and globally.

This plan is both a reflection of that strength and a commitment to the path ahead. Grounded in our responsibilities on Treaty 6 Territory and within the Métis Homeland, it calls us to act with care, humility, and accountability in our relationships with First Nations, Métis, and Inuit peoples, and to advance Indigenous educational sovereignty in our work.

At its heart, *All Together* affirms that the commitments we carry forward are relational and collective. Guided by māmahwohkamâtowin, we are called to work together in ways that are cooperative, respectful, and rooted in shared responsibility. As an adaptive plan, it also recognizes that while our values and commitments remain steady, our actions must evolve in response to a changing world.

I am grateful to the many members of our community — students, staff, faculty, and partners — who have shaped this plan. The work ahead is complex, but it is shared. In it, we move forward with purpose, hope, and responsibility.

**Jennifer Tupper**  
*Dean, Faculty of Education*

# Faculty Impact

**71,000**

Education alumni across the globe.

Ranked among the **top 100** education faculties in the world (#82) by the 2026 Times Higher Education World University Rankings by Subject.

Among the **top 3** faculties of education in Canada for five consecutive years and counting.

*Maclean's University Rankings by Subject 2020-2025*

The U of A English Language School provides language and writing support to faculties across campus.

More than **30** graduate programs and **25+** graduate certificates for working professionals.

The Aboriginal Teacher Education Program has graduated close to **450** students since 2001, each with a blend of academic excellence and cultural teachings rooted in their own ways of knowing, being and doing.

**Three** Canada Research Chairs – Educational Measurement; Deaf Education; and Transforming Teacher Education with Indigenous Wisdom Traditions.

More than **250** undergraduate research awards recipients since 2006, funding paid research internships with Education faculty.

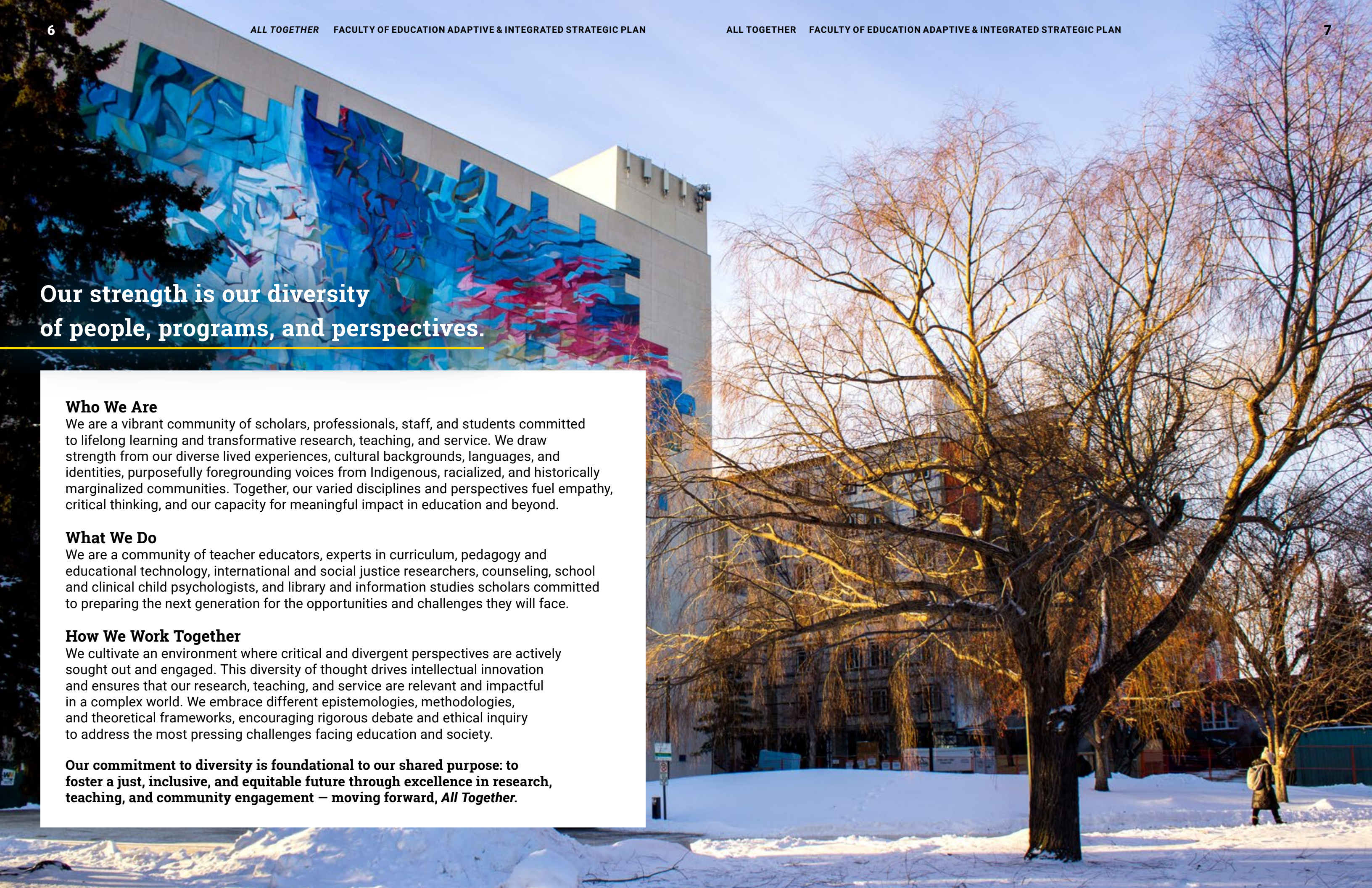
Accredited programs in teacher education, library and information studies, counselling psychology, school and clinical child psychology, and English as a second language.

Fyrefly Institute for Gender and Sexual Diversity has been empowering 2S/LGBTQ+ youth for more than two decades through research, service, and advocacy.

**2,800+** BEd students enrolled and close to **1,000** BEd graduates each year.

**\$3.2 million** in Research Office-administered financial support was awarded in 2025/26.

Education alumni make up close to **one third** of new teachers entering Alberta's public system each year.



## Our strength is our diversity of people, programs, and perspectives.

### Who We Are

We are a vibrant community of scholars, professionals, staff, and students committed to lifelong learning and transformative research, teaching, and service. We draw strength from our diverse lived experiences, cultural backgrounds, languages, and identities, purposefully foregrounding voices from Indigenous, racialized, and historically marginalized communities. Together, our varied disciplines and perspectives fuel empathy, critical thinking, and our capacity for meaningful impact in education and beyond.

### What We Do

We are a community of teacher educators, experts in curriculum, pedagogy and educational technology, international and social justice researchers, counseling, school and clinical child psychologists, and library and information studies scholars committed to preparing the next generation for the opportunities and challenges they will face.

### How We Work Together

We cultivate an environment where critical and divergent perspectives are actively sought out and engaged. This diversity of thought drives intellectual innovation and ensures that our research, teaching, and service are relevant and impactful in a complex world. We embrace different epistemologies, methodologies, and theoretical frameworks, encouraging rigorous debate and ethical inquiry to address the most pressing challenges facing education and society.

**Our commitment to diversity is foundational to our shared purpose: to foster a just, inclusive, and equitable future through excellence in research, teaching, and community engagement – moving forward, *All Together*.**

## Adaptive Planning

### Translating Our Strategic Priorities into Action

To ensure our Faculty remains responsive and innovative, our strategic plan, *All Together*, operates under an Adaptive Planning approach. Our strategic priorities and their associated focus areas are meant to serve as a dynamic guide for academic programs, administrative units, and Centres/Institutes. Bridging traditional strategic foresight with agile principles, adaptive planning treats our core strategic framework—our values, commitments, and strategic priorities—as our ‘North Star.’ While these foundational elements remain unchanged, we maintain flexibility in the specific activities we take to achieve them. This approach acknowledges that uncertainty is the norm, transforming our capacity to adapt into a distinct advantage.

Our strategic plan is a living document. Through regular assessment and dialogue, our activities will be reviewed, refined, or re-prioritized to ensure our plan remains intentional and relevant. Time-sensitive adaptability allows us to respond to changes as they emerge, empowering us to confidently seize new opportunities and address challenges as they arise.

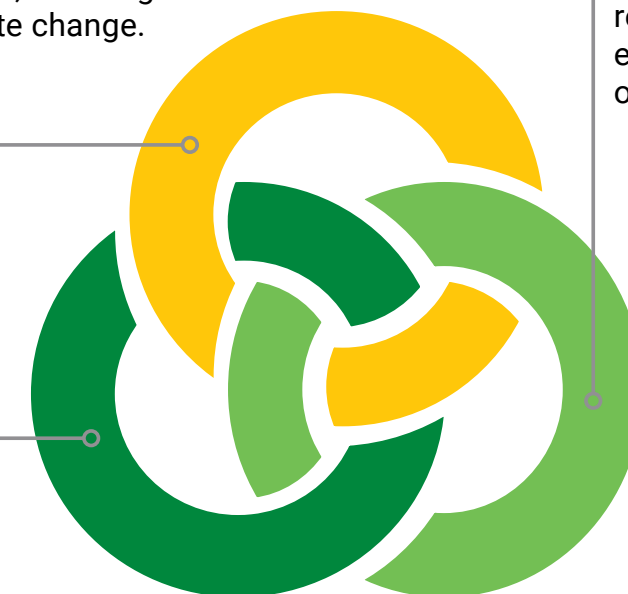
The name *All Together* was chosen as our adaptive approach requires us to work alongside one another, in good relation. We will engage in a collaborative planning cycle where our community co-creates the specific, measurable activities that bring these priorities to life. This ongoing commitment ensures our strategies are shaped by the people doing the work, resulting in deeper shared ownership, stronger innovation, and a plan that truly reflects our Faculty.

### Values, Commitments, Strategic Priorities

Remain constant. Anchor our focus areas and activities, ensuring we stay aligned despite change.

### Focus Areas

May be refined or reframed. Direct our efforts to achieve our priorities.



### Activities

Collaboratively developed with the Faculty community. Continuously analyzed and updated.

## Our Values

Our values guide us as a Faculty of Education and reflect how we live, learn, and work together. They underpin our teaching, research, service, and relationships within our community and with our partners. Grounded in our place on Treaty 6 territory and within the Métis Homeland, the “We...” statements that follow define how we work and guide our priorities, focus areas, and activities.

### Community

We are a collaborative and engaged community of students, staff, faculty, and alumni. We value connection across roles, disciplines, and programs, and we work alongside professional and community partners to strengthen our collective efforts. Together, we enhance teaching and learning, inform policy and practice, and elevate the quality and impact of our research.

### mâmahwohkamâtowin

Scan to Hear Pronunciation



We are guided by *mâmahwohkamâtowin*, the *nêhiyawêwin* (Cree) concept of working cooperatively and respectfully with one another. We value relationships grounded in care and compassion by sharing responsibility, honouring commitments, recognizing contributions fairly, and resolving tensions restoratively.

### Integrity

We are courageous and principled in all that we do. We uphold academic freedom, freedom of expression, and intellectual pluralism in the pursuit of truths and the sharing of knowledge. We engage ethically within and across differences, encouraging spaces that honour consent, dissent, and respectful, evidence-informed dialogue to examine, refine, and constructively challenge ideas.

### Intellectual Curiosity

We are curious, critical, and innovative thinkers committed to advancing knowledge through teaching, research, and service. We explore and apply diverse forms of scholarly inquiry to deepen understanding, challenge assumptions, and inspire change. Guided by integrity and respect for multiple ways of thinking, knowing, doing, and relating, we strive to make a transformational impact across scholarly and professional contexts.

### Wholistic Wellbeing

We are advocates for the wholistic wellbeing of students, staff, and faculty. We honour the whole person and recognize the interconnectedness of mind, body, heart, and spirit. We aim to create learning and working environments that are health-promoting and supportive of balance, care, and connection.



## Our Commitments

Our commitments are the intentional decisions we make in alignment with our values. Commitments direct our strategic priorities and focus how priorities are set, resources are allocated, and decisions are made across our seven strategic priorities. All initiatives, actions, and measures of success within this plan must align with and be accountable to these commitments, particularly when navigating complexity, competing priorities, or change.

### Educational Excellence

We will support and advance outstanding programs and continually strengthen teaching, research, and professional growth. Guided by relational ethics, critical reflexivity, and innovation, we will uphold high standards and create learning and research experiences that prepare students to thrive in evolving contexts.

### Research and Scholarly Impact

We will generate and mobilize research, scholarship, and creative inquiry that advance knowledge and shape educational thought and practice. Guided by rigorous, socially responsive and ethically grounded approaches, we honour diverse ways of knowing and contribute to impact across local, national, and global contexts.

### Mutual Flourishing

We will create conditions for everyone in our Faculty to belong and thrive, expanding access, strengthening community, and removing systemic barriers to participation, recognition, and opportunity affecting historically underrepresented groups and individuals, so that all members of our community can participate fully and equitably.

### Right Relations

We will honour our responsibilities on Treaty 6 territory and within the Métis Homeland through reciprocal relationships with Indigenous Peoples and Nations. We will approach Treaties as living agreements and reconciliation as ongoing work by listening with humility, following protocols, co-creating with Indigenous partners, upholding Indigenous leadership and ensuring appropriate recognition, and practising accountability.

### Responsiveness

We will respond to emerging societal priorities with evidence-informed action. We will adapt thoughtfully, build our collective capacity to navigate complexity and change, and align with University priorities while anchored in our responsibilities to students, communities, and one another.



## Our Strategic Priorities

The Faculty of Education Strategic Plan, *All Together*, is guided by seven interconnected Strategic Priorities. Each Strategic Priority includes a set of focus areas that articulate our priorities, guide decision-making, and support ongoing reflection, accountability, and impact over the next five years. These priorities are not hierarchical; rather, they hold equal importance in guiding our collective work.

Advancing the Strategic Priorities is a shared responsibility. Every member of the Faculty community — students, staff, faculty, alumni, donors, and leaders — contributes to their implementation and impact.

Together, the Strategic Priorities advance transformative education, innovative research, and meaningful engagement with people, communities, and partners, while strengthening the systems, relationships, and resources that enable our work.





FOCUS  
AREAS

STRATEGIC PRIORITY:  
**People and Culture**

Cultivate a supportive culture where students, staff, and faculty are inspired to learn, grow, and lead; building our collective capacity in teaching, research, and service.

**Collective Wellbeing**

Strengthen, align, and implement practices, supports, and policies that enhance mental, emotional, physical, and relational wellbeing.

**Inclusive and Equitable Environments**

Advance policies, practices, and capacity-building designed to remove systemic barriers, ensure equity, and support a diverse Faculty community.

**Culture of Connection and Care**

Develop and sustain structures, initiatives, and equitable pathways that strengthen belonging and connection among students, staff, faculty, and alumni.

**Mentorship Pathways**

Cultivate formal and informal mentorship networks where students, staff, faculty, alumni, Elders, Knowledge Keepers, and community partners learn with and from one another to nurture strengths, support professional growth, and uplift our collective community.

**Collective Impact and Recognition**

Communicate, share, and reflect on the Faculty's collective impact through reporting, scholarly dissemination, and storytelling.

**Desired Outcome**

An engaged community that works collaboratively to attract, inspire, support and retain students, scholars, and professionals who advance excellence in teaching, research, and, service.



STRATEGIC PRIORITY:

Teaching and Learning

Advance programs and teaching practices that prepare students to lead, innovate, and sustain impactful careers that make a meaningful difference in the lives of children, families, and communities.

FOCUS AREAS

Teaching Excellence

Support instructors to deliver high-quality teaching grounded in research-informed pedagogical practices, new technologies, and innovative pedagogical approaches.

Responsive Programs

Deliver programs that adapt to the evolving and diverse needs of broad professional contexts.

Competencies for Complex Educational Settings

Ensure programs cultivate the knowledge, skills, and professional competencies required for students to thrive, adapt, and lead in diverse and challenging contexts.

Resiliency and Retention

Design programs that cultivate resilience, adaptability, and perseverance, addressing career attrition and supporting graduates to remain engaged and thrive in their profession.

Student Research Engagement

Create opportunities for research participation within undergraduate and graduate programs, immersing students in a culture of inquiry, advanced scholarship, and professional academic development.

Graduate Program Pathways

Enhance and expand graduate programs that prepare emerging and current leaders to advance excellence in their respective fields.

Desired Outcome

Graduates who are skilled, competent, innovative, and flourishing professionals, ready to lead, contribute meaningfully, and sustain long-term careers.



FOCUS  
AREAS

STRATEGIC PRIORITY:  
**Research and Mobilization**

Drive research excellence and knowledge mobilization for impact across scholarship, policy, and practice, within local, national, and international communities.

**Global Research and Innovation**

Enhance our global research profile by collaborating with local, national, and international research networks to co-create high-impact, multidisciplinary research that addresses complex global challenges.

**Grant Success and Capacity**

Strengthen research productivity and impact by increasing the number, quality, and reach of internal and external grant applications.

**Inclusive and Equitable Research**

Strengthen systems, structures, and supports that bolster scholars and advance research participation and leadership among underrepresented and equity-deserving scholars and communities.

**Indigenous-Led Research**

Establish and strengthen structures, supports, and partnerships that uphold Indigenous students, faculty, and communities in leading research and advancing their priorities.

**Research Impact and Knowledge Mobilization**

Translate and share research, innovation, and creative works that inform practices, contribute to research discourse, influence policy, and enrich public understanding.

**Desired Outcome**

Renowned research that advances knowledge, addresses critical educational and societal challenges, and generates meaningful impact on learners, policy, and practice at local, national, and global levels.



STRATEGIC PRIORITY:

## Indigenous Educational Sovereignty and Relational Accountability

Advance Indigenous-led education by upholding Treaty responsibilities, strengthening right relations, and embedding Indigenous languages, knowledges, and pedagogies across the Faculty in ways that protect, sustain, and grow Indigenous educational sovereignty.

FOCUS AREAS

**Student Access, Persistence, and Success**

Broaden access to programs and strengthen pathways that support Indigenous students to enter, persist, and thrive in educational programs.

**Equitable Access**

Advance equitable educational pathways by developing financial and administrative structures that actively resource and support Indigenous student success.

**Indigenous-Led Programs, Structures, and Partnerships**

Strengthen and sustain Indigenous-led programs, governance structures, partnerships, and decision-making processes that support Indigenous educational sovereignty.

**Curriculum Governance and Relational Accountability**

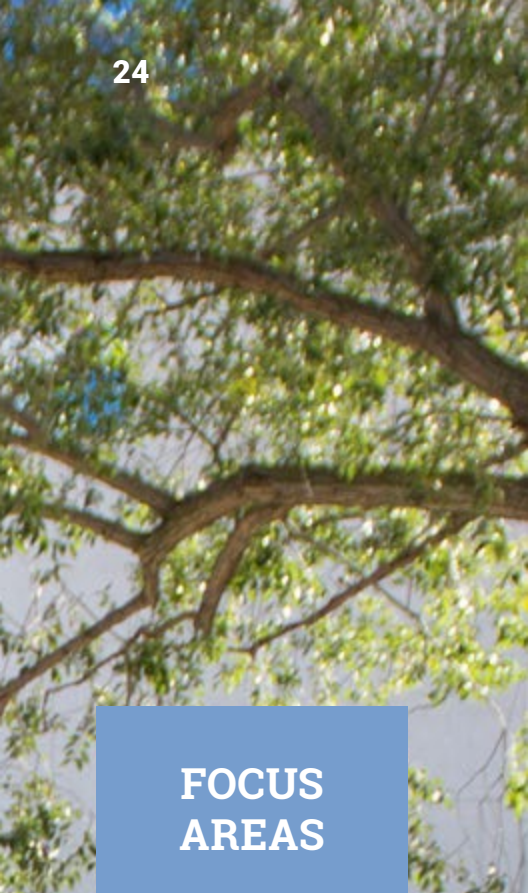
Ensure Indigenous-related teaching and learning is accurate, accountable, and grounded in Indigenous knowledges, languages, and protocols.

**Indigenous Leadership and Cultural Labour**

Recognize, value, and sustain Indigenous intellectual, cultural, and relational labour across teaching, research, leadership, and service.

**Desired Outcome**

A Faculty recognized for upholding Indigenous educational sovereignty through strong, reciprocal relationships, Indigenous-led structures, and sustained commitments that honour Treaties, support Indigenous leadership, and enrich teaching, learning, and research with Indigenous languages, knowledges, and pedagogies.



FOCUS  
AREAS

STRATEGIC PRIORITY:  
**Student Success and Experience**

Foster enriching and supportive student experiences that nurture belonging, connection, and agency, enabling students to thrive personally and academically, develop meaningful relationships, and contribute to a vibrant community of learning.

**Diverse and Immersive Learning**

Support the creation of experiential learning opportunities that bring together classroom, campus, and community, connecting students with Indigenous, local, and global contexts.

**Student-Centred Academic Support**

Provide comprehensive and culturally relevant academic support from admission to graduation to help ensure students can navigate their programs effectively for academic success.

**Proactive and Responsive Student Support**

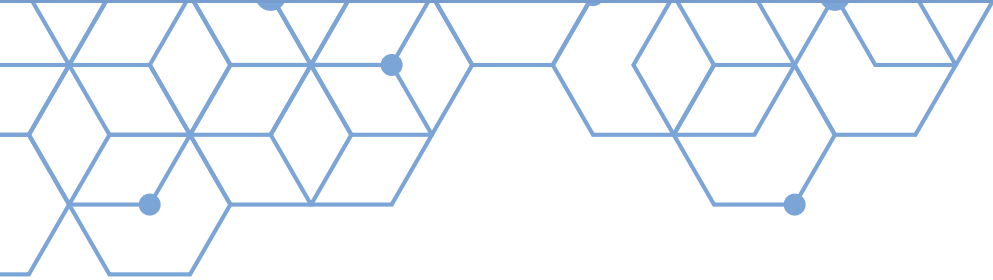
Provide timely, holistic, coordinated, and equitable supports that strengthen students' confidence, resilience, and agency, enabling them to flourish academically, personally, and in their overall wellbeing.

**Innovative Learning Pathways**

Design and deliver flexible and innovative learning pathways that enhance accessibility, engagement, and responsiveness to student needs.

**Desired Outcome**

Students who experience a strong sense of belonging, connection, and support throughout their programs and within the Faculty, engaging in meaningful, high-quality learning opportunities that develop their professional knowledge, skills, confidence, and wellbeing.



STRATEGIC PRIORITY:

**Leadership**

Cultivate and demonstrate leadership at local, provincial, national, and international levels by advancing graduate programs, fostering professional growth, and uplifting the next generation of leaders.

**FOCUS AREAS**

**Capacity Building and Mentorship**

Develop intentional mentorship and capacity-building pathways that equip students, staff, faculty, and alumni to grow their leadership potential and navigate new roles of influence within their academic, professional, and community contexts.

**Policy Innovation and Government Engagement**

Build partnerships with governments and Indigenous Nations to serve as a trusted voice, contributing evidence-based expertise to public discourse and system-level policy development.

**Indigenous Educational Pathways**

Collaborate with Indigenous communities and Elders to foster Indigenous leadership pathways across broad educational systems.

**Human Rights Advocacy**

Advance human rights by equipping future educators, researchers, and professionals with the knowledge and tools to actively advocate for safety, dignity, equality, and freedom of thought within their own practices and communities.

**Global and Intercultural Leadership**

Expand international and intercultural leadership opportunities by supporting community-led governance, collaborative research, fostering cross-cultural dialogue, and preparing graduates to lead in diverse global contexts.

**Desired Outcome**

A Faculty recognized for developing, supporting, and elevating leaders—across schools, communities, government, and professional networks—who drive innovation, influence policy, and practice at local, national, and global levels.



FOCUS  
AREAS

STRATEGIC PRIORITY:  
**Sustainable and Responsible  
Stewardship**

Support the long-term vitality of the Faculty by managing our financial, human, and physical resources responsibly, transparently, and in ways that uplift our people, programs, and future growth.

**Financial Sustainability**

Diversify revenue streams, strengthen external funding and philanthropic support, and allocate resources strategically to ensure long-term financial health and adaptability.

**Exceptional Staff  
and Faculty**

Attract, support, and retain outstanding staff and faculty whose expertise in teaching, research, service and leadership strengthen the Faculty community and advance our priorities.

**Operational Excellence**

Streamline administrative processes, enhance service quality, and improve organizational effectiveness to better support students, staff, faculty, and partners.

**Strategic Growth and  
Student Enrollment**

Proactively grow and diversify student enrolment across programs to strengthen sustainability, enrich learning communities, and support long-term program vitality.

**Accountability and Reporting**

Implement tracking, measurement, and transparent reporting systems to evaluate progress, guide evidence-based decision-making, and continuously adapt strategic implementation.

**Desired Outcome**

A resilient, future-focused Faculty that stewards its resources responsibly while sustaining excellence in teaching, research, and service.



## Strategic Priorities

### People and Culture

### Focus Areas

- Collective Wellbeing
- Inclusive and Equitable Environments
- Culture of Connection and Care
- Mentorship Pathways
- Collective Impact and Recognition

### Teaching and Learning

- Teaching Excellence
- Responsive Programs
- Competencies for Complex Educational Settings
- Resiliency and Retention
- Student Research Engagement
- Graduate Program Pathways

### Research and Mobilization

- Global Research and Innovation
- Grant Success and Capacity
- Inclusive and Equitable Research
- Indigenous-Led Research
- Research Impact and Knowledge Mobilization

### Indigenous Educational Sovereignty and Relational Accountability

- Student Access, Persistence, and Success
- Equitable Access
- Indigenous-led Programs, Structures, and Partnerships
- Curriculum Governance and Relational Accountability
- Indigenous Leadership and Cultural Labour

### Student Success and Experience

- Diverse and Immersive Learning
- Student-Centred Academic Support
- Proactive and Responsive Student Support
- Innovative Learning Pathways

### Leadership

- Capacity Building and Mentorship
- Policy Innovation and Government Engagement
- Indigenous Educational Pathways
- Human Rights Advocacy
- Global and Intercultural Leadership

### Sustainable and Responsible Stewardship

- Financial Sustainability
- Exceptional Staff and Faculty
- Operational Excellence
- Strategic Growth and Student Enrollment
- Accountability and Reporting

## Desired Outcome

An engaged community that works collaboratively to attract, inspire, support and retain students, scholars, and professionals who advance excellence in teaching, research, and service.

Graduates who are skilled, competent, innovative, and flourishing professionals, ready to lead, contribute meaningfully, and sustain long-term careers.

Renowned research that advances knowledge, addresses critical educational and societal challenges, and generates meaningful impact on learners, policy, and practice at local, national, and global levels.

A Faculty recognized for upholding Indigenous educational sovereignty through strong, reciprocal relationships; Indigenous-led structures; and sustained commitments that honour Treaties, support Indigenous leadership, and enrich teaching, learning, and research with Indigenous languages, knowledges, and pedagogies.

Students who experience a strong sense of belonging, connection, and support throughout their programs and within the Faculty, engaging in meaningful, high-quality learning opportunities that develop their professional knowledge, skills, confidence, and wellbeing.

A Faculty recognized for developing, supporting, and elevating leaders—across schools, communities, government, and professional networks—who drive innovation, influence policy, and practice at local, national, and global levels.

A resilient, future-focused Faculty that stewards its resources responsibly while sustaining excellence in teaching, research, and service.

## Weaving Our Integrated Strategic Paths

The Faculty of Education's strategic plan, *All Together*, does not exist in isolation; it is a purposeful extension of the University of Alberta's broader institutional ambitions. As a multifaceted, leading hub for teacher education, curriculum and pedagogy, school and clinical child psychology, library and information studies, and English language learning, we recognize that our diverse scholarly and professional contributions are inextricably linked to the collective success of the University community. Our strength lies in this diversity of disciplines, programs, and perspectives, all of which fuel the critical thinking and inclusive leadership necessary to address complex educational and societal challenges.

During the development of this plan, the Strategic Planning Steering Committee sought to weave these internal Faculty aspirations into the broader fabric of campus-wide initiatives and plans. By synthesizing contributions from across our student, staff, faculty, and professional partner communities, the committee worked to ensure our seven strategic priorities act as vital threads that strengthen the University's overarching mission. This process was critical in refining our focus areas — such as People and Culture and Sustainable and Responsible Stewardship — to mirror institutional goals and ensure our trajectory remains harmonized with the broader University.

Central to this integration is our commitment to Responsiveness. We have formally and publicly pledged to align with University priorities while remaining anchored in our unique responsibilities to our students and the communities we serve. This alignment is visible across several key areas.

- **Indigenous Educational Sovereignty.** Our focus on Right Relations and Indigenous Educational Sovereignty directly supports the University's institutional commitments to reconciliation and the honoring of Treaty 6 territory and the Métis Homeland.
- **Research Impact.** By driving research excellence and Global Research and Innovation, we contribute to the University's standing as a premier research-intensive institution, translating academic inquiry into meaningful impact on learners, policy, and practice.
- **Operational Excellence.** Our priority of Sustainable and Responsible Stewardship mirrors the University's focus on financial sustainability and performance optimization, ensuring we steward resources in ways that uplift our people, programs, and future growth.

### The Fabric of Our Future: What is an Integrated Strategic Plan?

In the context of the Faculty of Education, an *Integrated Strategic Plan (ISP)* is not a static document, but a living process of alignment. If our goals are the vital threads, the ISP is the loom that brings them together into a functional, resilient whole.

Unlike traditional planning, which often treats program areas and units as separate silos, this integrated approach helps ensure that our local aspirations are purposefully interlaced with the University's broader mission.

*This integration is defined by three core movements.*

- **Collective Leadership.** We move away from isolation toward purposeful extension, ensuring that Indigenous perspectives and Faculty priorities are woven into the very structure of the University's trajectory.
- **Synchronized Resources.** By acting as a decision lens, the plan ensures that our resources — financial, physical, and human — are allocated to support the collective strength of the fabric rather than individual strands in a vacuum.
- **Relational Accountability.** Rooted in the spirit of *mâmahwohkamâtowin* (working together), the ISP allows us to measure success not just by individual milestones, but by how well we honour our reciprocal responsibilities to our students, the community, the lands of Treaty 6, and the Métis homeland.

Ultimately, *All Together* functions as a decision-making lens that clarifies our path forward. By harmonizing our efforts across all levels of the institution, the Faculty of Education moves with greater agility and influence. We aren't just planning for the future; we are actively constructing it through purposeful, collective action.

# Leading With Purpose.



**UNIVERSITY  
OF ALBERTA**

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College of Social Sciences + Humanities

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