

Progress Review on
Education for the Public Good:
Perspectives and Insights



Introduction

Purpose

This report provides insights into perceived progress toward the objectives in the Faculty of Education's 2019–2024 strategic plan, [*Education for the Public Good*](#). Conducted under the guidance of the [Strategic Planning 2025–2030 Steering Committee](#), this review reflects Faculty members' perspectives on the achievement of each objective and the perceived progress toward the Strategic Plan's goals.

Context

Global and local political shifts—particularly those impacting equity, academic freedom, and access to education—have created significant ripple effects across the University of Alberta, and the Faculty has not been immune to these impacts. Amidst this evolving context, the Faculty of Education has continued to distinguish itself as a leader in institutional equity advocacy.

During the 2024-25 academic year, the Faculty of Education embarked on a planning process to develop a new strategic plan for 2025-2030. This represents a critical opportunity to reflect on the previous Strategic Plan, the Faculty's evolving priorities, and define the actions needed to achieve its goals over the next five years.

To guide the development of the Faculty's 2025–2030 Strategic Plan, a Strategic Planning Steering Committee (SPSC) was established in October 2024. The SPSC conducted a survey to determine the progress made on the goals and objectives within *Education for the Public Good*.

Education for the Public Good

The Faculty of Education's 2019–2024 strategic plan, *Education for the Public Good*, served as a framework for our work, reinforcing our commitment to societal improvement through transformative teaching, research, and service.

The vision outlined in *Education for the Public Good*, positions the Faculty as a *flourishing, diverse, and sustainable Faculty that excels, innovates, and transforms society through high quality, meaningful teaching, research, and service*.

Structured around five key priorities, the strategic plan defined core areas of focus that have guided the Faculty's efforts throughout its duration. The five strategic priorities are:

- **Transformative Teaching, Learning & Leading**
- **Knowledge Creation, Mobilization & Engagement**
- **Leadership in Indigenous Initiatives**

- **Respectful Relations, Health & Well-being**
- **Faculty Structures, Processes & Resources**

These priorities encompass [34 strategic objectives](#), which were collaboratively pursued across the Faculty.

Challenges

Throughout the implementation of *Education for the Public Good*, various Faculty, institutional, and societal challenges impacted progress. The ongoing response to the COVID-19 pandemic, adjustments to remote work and learning, and Faculty restructuring amid budget cuts, among other things, diverted attention from strategic objectives. Additionally, the absence of a designated leadership position for implementation, coupled with the lack of a formal reporting mechanism and clear success indicators within the strategic plan, further hindered progress. Although a website was initially created to track progress, it was not maintained due to these challenges, regrettably drawing time and attention elsewhere.

Opportunities

Evaluating perceived progress is essential for assessing the Faculty's current standing, identifying strengths, addressing challenges, and ensuring our new strategic plan remains aligned with the Faculty's needs. The assessment also serves to enhance transparency and accountability, demonstrating a commitment to continuous improvement and responsiveness to changing contexts, as well as efforts to integrate key elements of the institutional strategic plans, including *Braiding Past, Present and Futures: University of Alberta Indigenous Strategic Plan*, *SEAP: Student Experience Action Plan*, *Changing the Story: An Integrated Action Plan for Transforming Our Vibrant and Interconnected University Community* to name a few.

Organization of the Report

Part 1: Data Gathering & Respondents – Describes the data collection process and provides an overview of respondent demographics.

Part 2: Findings – Insights shared from the Faculty's members' perceptions of progress toward the objectives in *Education for the Public Good*. Part 2 is divided into five sections, each corresponding to the strategic priorities of the former plan. Each section includes:

- **Graphs**, illustrating respondents' perspectives on each objective.
- **Progress Notes**, highlighting key findings from the data.
- **Selected Quotes from Open-Ended Questions**, representing perspectives and experiences shared by respondents.

Part 3: Reflections on the Findings – Provides an overall summary of the findings and considerations for future planning.

Part 1: Data Gathering & Respondents

Online Survey

An online survey was conducted over a seven week period to gather input from the Faculty community (staff, students, instructors, and professors) on their perceptions of progress under *Education for the Public Good*. Questions were aimed to enable Faculty members to express their views on the Faculty's advancement toward the strategic objectives.

Respondents were asked to assess progress on each strategic objective using a four-point scale: '*Little Progress*,' '*In Progress*,' '*Progressing with Impact*,' and '*Fully Complete*.' Those who lacked sufficient information or experience to evaluate a particular objective had the option to select '*Unable to Evaluate*.' Additionally, respondents were encouraged to provide specific examples or evidence to support their selections in an open-ended comment section under each objective.

Data Gathering Process & Analysis

The survey was distributed to Faculty members via email listservs, newsletters, webpages, social media, and personal communication between December 11, 2024, and January 31, 2025.

Descriptive analysis was employed to summarize the findings, using n for each point on the four-point scale to identify trends and patterns. Quotes from open-ended responses were selected to illustrate multiple perceptions of progress.

Respondent Demographics

A total of 112 respondents completed the survey. This included: students ($n=54$), staff ($n=33$), and professors ($n=20$), anonymously sharing their perspectives on the 34 objectives within the strategic plan.

**At the time of this survey, our Faculty included approximately 105 professors, 245 academic teaching staff, 116 staff (NASA) and 4000 students.*

Role in the Faculty

Table 1 provides an overview of the various positions held by survey respondents within the Faculty.

Table 1: Positions Held by Respondents

Position	Percent (n)
Domestic Undergraduate Student	33.9% (38)
Non-Academic Staff Association (NASA) Support Staff Member	12.5% (14)
Academic Teaching Staff (ATS) Member	11.6% (13)
Domestic Graduate Student	11.6% (13)
Full Professor	10.7% (12)
Associate Professor	5.4% (6)
Full-Time Academic Staff Member (APO, TRAS, TLAPS, FSO)	3.6% (4)
Prefer not to specify	3.6% (4)
International Graduate Student	2.7% (3)
Assistant Professor	1.8% (2)
Full-time Academic Staff Member (APO, TRAS, TLAPS, Career or Term 12 ATS)	1.8% (2)
Another Position Not Listed	0.9% (1)

Faculty Program/ Area/ Unit

Table 2 provides a detailed overview of the distribution of the total number of respondents across various programs, areas, and units within the Faculty.

Table 2: Program/ Area/ Unit of Respondents

Program/ Area/ Unit	Percent (n)
Secondary Education (EDSE)	30.4% (34)
Elementary Education (EDEL)	20.5% (23)
Prefer Not To Specify	8.0% (9)
English Language School (ELS)	7.1% (8)
Office of the Dean	5.4% (6)
Aboriginal Teacher Education Program (ATEP)	4.5% (5)
Adults, Community & Higher Education (ACHE)	3.6% (4)
Psychological Studies in Education (PSE)	3.6% (4)
Counselling Psychology (CP)	2.7% (3)
Education Student Services (ESS)	2.7% (3)
School of Library and Information Studies (SLIS)	2.7% (3)
Another Program/Area/Unit Not Listed	2.7% (3)
Measurement, Evaluation & Data Science (MEDS)	1.8% (2)
Social Justice and International Studies in Education (SJI)	1.8% (2)
School & Clinical Child Psychology (SCCP)	0.9% (1)
Education Technology (EDIT)	0.9% (1)
Studies in Educational Leadership (SEL)	0.9% (1)

Although additional demographic data was collected, 12.5% to 46.7% of the respondents selected 'prefer not to disclose,' which led to the decision to analyze the data in broader terms. This approach better supports the purpose of the survey by focusing on overall trends; however, has limitations. Collecting and analyzing disaggregated data is crucial for achieving equity, as it provides a more nuanced understanding of the Faculty's diverse populations. It helps uncover disparities that aggregated data may obscure and supports the development of targeted, meaningful interventions for equity-deserving groups. When collected and used responsibly, disaggregated data enables evidence-based decision-making and advances equity and accountability across the Faculty.

Part 2: Key Findings

As stated previously, this section of the report is organized according to each of the strategic goals and corresponding objectives from *Education for the Public Good*. Within each strategy, a graph illustrates the perceived progress of each objective, using a four-point scale: '*Little Progress*,' '*In Progress*,' '*Progressing with Impact*,' and '*Fully Complete*.' The graph displays the percentage distribution (%) for each rating, highlighting key trends and patterns. Respondents who felt they lacked sufficient information or experience to assess an objective were given the option to select '*Unable to Evaluate*.' Notably, a large proportion of respondents (ranging from 4.5% to 58.9% across objectives) were unable to evaluate progress.

Following the presentation of the survey data, the '*Progress Notes*' highlights notable findings. For clarity and interpretability, categories have been combined into, (a) '*Fully Complete*' and '*Progressing with Impact*' and (b) '*Little Progress*' and '*In Progress*.'

'Progress Notes' includes:

- The top two objectives perceived as '*Fully Complete*' or '*Progressing with Impact*.'
- The top two objectives perceived as '*Little Progress*' or '*In Progress*.'
- The top two objectives with the highest proportion of respondents selecting '*Unable to Evaluate*.'

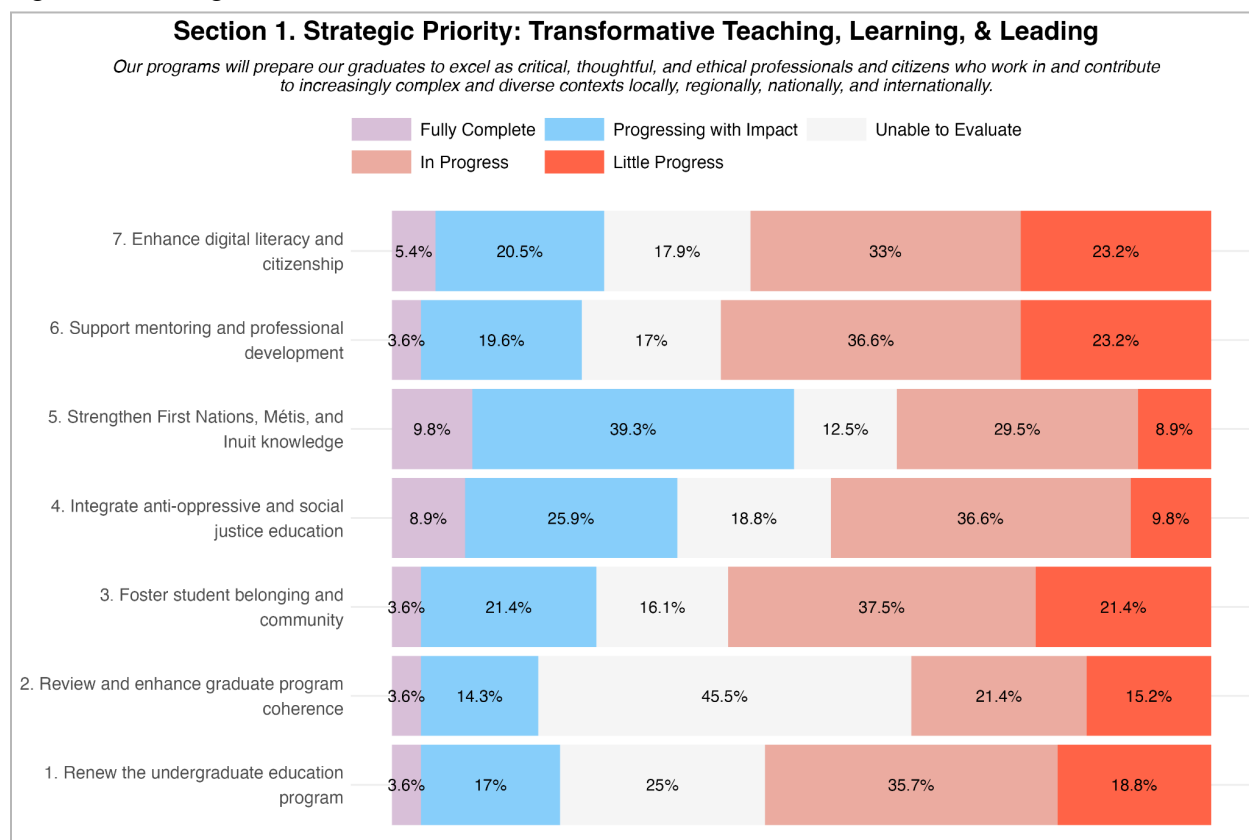
Additionally, selected quotes from open-ended responses provide context and further explain the graphed results, offering deeper insights into the survey data and clarifying observed trends.

Please consider:

- Another way to interpret the data is by combining '*In Progress*' and '*Progressing with Impact*,' which would provide a different perspective and highlight some notable results.
- Of particular interest are the objectives with a mixed distribution of respondents, where some viewed the objective to be '*Fully Complete*' or '*Progressing with Impact*,' while others considered the objective to have made '*Little Progress*' or still '*In Progress*.'

Section 1: Transformative Teaching, Learning, & Leading

Figure 1. Strategic Goal 1



Progress Notes:

Several initiatives within **Transformative Teaching, Learning, & Leading** are still in progress, with respondents perceiving slower advancement in these areas. However, efforts related to *Indigenous Knowledge Initiatives* and the integration of *anti-oppressive and social justice education* were perceived to have shown notable progress.

- Approximately half of the respondents (49.1%) felt that efforts to **strengthen First Nations, Métis, and Inuit knowledge** as either ‘progressing with impact’ or ‘fully complete.’
- 34.8% of respondents viewed the **integration of anti-oppressive and social justice education** as ‘progressing with impact’ or ‘fully complete.’ Of note, 46.4% of respondents perceived this objective as ‘little progress’ or ‘in progress.’
- 59.8% of respondents perceived efforts to **support mentoring and professional development to enhance teaching and learning** as either making ‘little progress’ or still ‘in progress.’
- 58.9% of respondents indicated **fostering student belonging and community** remained ‘in progress’ or showed ‘little progress.’

- For the objective of **reviewing and enhancing graduate program coherence**, 45.5% of respondents were 'unable to evaluate' progress. Similarly, 25% of respondents were 'unable to evaluate' progress on the **renewal of the undergraduate education program to respond to the needs of the education sector**.

Selected Quotes

"The Faculty as a whole lacks a cohesive undergraduate or graduate program wherein students can relate each course to the larger whole, understanding their academic journey wholistically instead of through piecemeal components that are taught by professors of varying commitment to student success."

"Curriculum Mapping is missing so we can't evaluate progress. Few changes to the B.Ed. program. Stalled and no leadership on the file."

"Given that we have a committee convened to work on the UG program there is a lot of work to be done yet on #1. Although the TQS is specific and addressed, we need to ensure we meet the needs of school divisions and that our new teachers are READY to start teaching (it's still a professional so there will be PL ongoing). The grad goals are progressing, albeit slowly, but progress is being made. #3 is also coming - slowly - but I feel that sense of community is coming back. This should be a KEY aspect of the new plan. Without a quality student experience, we do not exist. As for #4 - social justice aspects should exist inside our current courses as applicable to content. Specific anti-oppressive courses do not have a place in our program nor is there room for them (if we do things right!). #5 - out of any Faculty across campus, we are doing this. No need for further priority here."

"In general, my responses to each of these objectives stem from a perception that strategies have been applied in a surface way and not an integrated or nested way. For example, the only attempt at making students feel belonging that I can see is the excellence awards that have come into being in the last few years. This initiative impacts students who already get positive feedback from their instructors. Otherwise, since the pandemic and restructuring, students and ATS instructors roam the halls of closed office doors, seeking help through email, or not at all. The one certain point of contact and relationship is the instructor/student face to face interactions. This single point is not robust enough to carry the "system" of interactions into belonging. Instead, the faculty might consider the hierarchic structure of the Faculty, how that leads to an elitist mindset and not belonging. More systemic measures might be: onsite presence for leadership in which the focus is connecting with people, relationship building, idea gathering, and classroom visiting. As with the economy, the riches at the top do not trickle down. Something is wrong with the structure."

"I think that the UofA has turned to focus heavily on inclusiveness and is overall progressing with impact or is fully complete in its objectives. In every class I have participated in so far as an after degree student (Tech 210, EdPSY 302, Aboriginal Studies 211, Contexts in Ed 300, Math EDEL 316 and completing Assessment 303, Social Studies 335, EDFX 325 and LA 305) I feel that the discussion of inclusiveness and being aware of various groups of people and their perspectives is discussed at an exhaustive length and taken into consideration from all angles). I say this as a multiracial woman (I could check almost all the boxes you listed under ethnicity but decided that would probably confuse you!). In 211 there needs to be more effort to bring in First Nations and

other Indigenous educators to teach this course.”

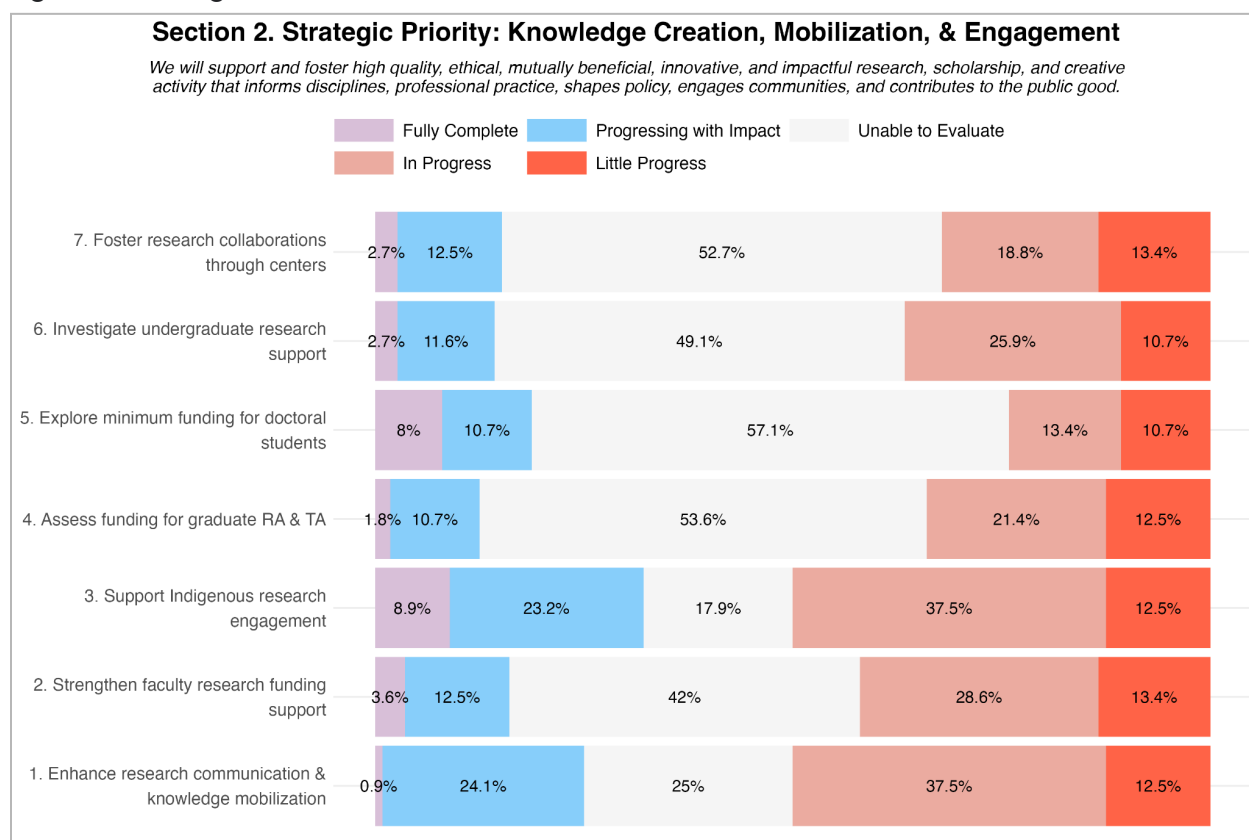
“The teacher education program needs more pragmatism course selections. There is no specific or required course on behavior or classroom management. The education technology class showed me how to complete children's coding games but did not show me how to use Gradebook or PowerTeacher software. EDU 210 did not teach me how to use a smartboard or document projector. There is a failing in the teacher education program that solely focuses on academic curriculum study and does not do a good enough job reflecting the actual realities of a modern classroom. The inclusive education portions of the program are excellent and well-intentioned. However, there needs to be a serious reflection of the lack of modern discourse on teaching in a secondary school and how teacher education should look. We are aiming to teach children in secondary schools, we should not act as though we are doing graduate studies on curriculum pedagogy.”

“FNMI knowledge in particular needs to be more foregrounded in both undergraduate and graduate programming to enable students to achieve robust success after their programs conclude, as it is increasingly an expectation of the labor market that professionals are able to fluently and respectfully engage with Indigenous knowledge. The same applies for all equity-centered knowledge. The palpable racism, often thinly disguised as meritocracy, continues to be rampant in the faculty, leaving students vulnerable and at minimum enduring an uneven experience.”

“Regarding the undergraduate program, I believe that most preservice and current teachers feel there is a disconnect between what they see as the “needs of the educational sector,” and what the faculty believe those needs are. This results, in my opinion, with course content that is not practical, and therefore fails to meet those educational needs. In my experience, when students present this disposition to our professors, we are told that believing our university courses lack practicality is simply incorrect, despite our field experience and current teachers agreeing with our sentiment. This outcome has only further fueled the disconnect felt by the students.”

Section 2: Knowledge Creation, Mobilization & Engagement

Figure 2. Strategic Goal 2



Progress Notes:

Regarding the strategic goal of **Knowledge Creation, Mobilization, & Engagement**, the two objectives most frequently perceived as either 'fully complete' or 'progressing with impact' were the same as those perceived as 'little progress' or 'in progress.' Notably, a large number of respondents (17.9% to 57.1%) indicated they were 'unable to evaluate' the objectives, suggesting a lack of sufficient information or experience to assess these areas effectively.

- 32.1% of respondents reported that **support for Indigenous research engagement** was either 'progressing with impact' or 'fully complete.' Interestingly, half of respondents (50.0%) indicated that the objective was experiencing 'little progress' to 'in progress.'
- 25% of respondents indicated that progress on **enhancing research communities and knowledge mobilization within and beyond the faculty** was either 'fully complete' or 'progressing with impact,' while 50.0% of the respondents reported that it was in the stages of 'little progress' to 'in progress.'
- A high number of respondents (57.1%) indicated that they were 'unable to evaluate' the progress achieved on **exploring minimum funding for doctoral students**.
- 53.6% of respondents were 'unable to evaluate' progress on **assessing funding for graduate student research and teaching assistantships**.

Selected Quotes

"Obviously the minimal doctoral funding is a big issue for us and needs to be part of the new plan - it's a huge factor and needs work. Collaboration, dissemination etc. are progressing well. We need further Faculty support to help us to go out and get the big grants that we need to be successful. How that works with limited/ 0 dollars is a key question - from the research end that absolutely needs to be a factor in the new plan. We are already leaders in Indigenous approaches to research - now we need grants/ funding and publications to help us achieve."

"Research mobilization appears to me to be the responsibility of the individual faculty member. I wonder if our communications strategy has initiatives planned - it seems that one has to get in touch with the communications unit to get anything out there. As a professional discipline I think that outreach should be a stronger priority, but it's episodic at the moment. The public is not going to read our faculty newsletter."

"It is challenging to answer some of these due to the fact that the current strategic plan does not include any indicators of what "progress" could look like. In some cases, some of these objectives have progressed due to individual actions of faculty members, but not necessarily due to actions, supports, or coordination provided by the Faculty. Going forward it would be useful to have a yearly progress report on the Strategic Plan objectives in order to better communicate to members of the Faculty how actions are being taken to meet the objectives."

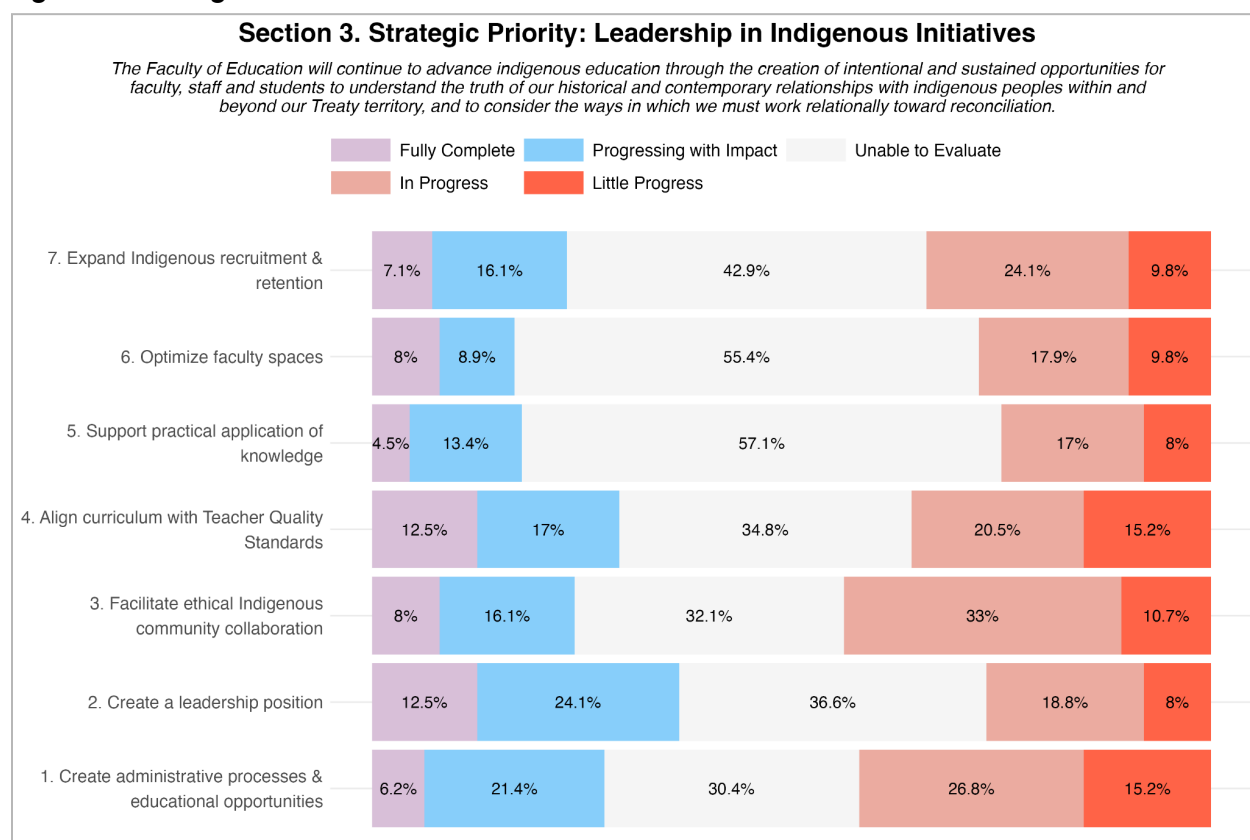
"It is clear that the faculty places value in promoting Indigenous knowledge."

"I cannot recall any specific opportunities for faculty, staff, and students to understand and enact Indigenous approaches to research."

"A lot more circulation of research impact within faculty emails and newsletters. Clear and targeted supports through workshops and RSO and individuals connecting about research funding opportunities. I think the centralization is still coming clear to some folks but I do see a lot of support in this area. I have enjoyed the presentations of indigenous peoples research through faculty events but I do not know that specific opportunities to enact these approaches is in place. Again due to budget and changes university wide this has had to occur. It would be interesting to know specifically what we've done aside from aligning to what we've been told centrally but I do believe that equity has been a clear focus across program areas for our graduate students and funding / opportunities. - guaranteed funding - check. - I am really not sure about this area of undergraduate research. Other than the Roger Smith or faculty specific funding using undergraduate research assistants - I definitely see more presence and advancement of the centres doing research collaboration and dissemination but I am not sure to what extent the focus is on these areas."

Section 3: Leadership in Indigenous Initiatives

Figure 3. Strategic Goal 3



Progress Notes:

Efforts towards **Leadership in Indigenous Initiatives** were perceived with mixed perceptions of progress made. Additionally, a considerable number of respondents indicated they were unable to evaluate the progress of several initiatives, highlighting potential gaps in information or experience needed to assess these areas effectively.

- 36.6% of respondents reported 'fully complete' or 'progressing with impact' on the **creation of a leadership position to increase the support for and coordination of Indigenous initiatives across the Faculty.**
- 29.5% of respondents indicated **aligning the undergraduate program with Teacher Quality Standard 5: Applying Foundational Knowledge about First Nations, Métis, and Inuit** was perceived as 'fully complete' or 'progressing with impact.'
- 43.7% of respondents indicated 'little progress' to 'in progress' regarding the **facilitation of ethical indigenous community collaboration.**
- 42.0% of respondents perceived the objective of **creating administrative processes and educational opportunities to support Indigenous initiatives and collaborations** as ranging from 'little progress' to 'in progress.'

- A high proportion of respondents indicated that they were 'unable to evaluate' the progress achieved on **supporting practical application of knowledge offered in EDU 211** (57.1%) and **optimizing faculty space to better reflect Indigenous way of knowing and being** (55.4%).

Selected Quotes

"I have met and been exposed to more Indigenous professors in my last 2 years at the U of A than I know existed in my undergraduate degree 20 years ago. I have had my own student teachers who are FNMI coming from the U of A in the last couple of years and that did not happen before either. I think that as the U of A continues to push to have representation, the more it will continue to have a beautiful trickle down effect."

"This is a very important category. In my conversations with Indigenous scholars and leaders, I have learned that university procedures and policies have to be imagined and created with a great deal of thought, care, humility and respect. Proper consultation and learning are key. In the absence of this, good intentions can sometimes reproduce colonial systems for strategically positioning Indigenous scholars and leaders. This can have a harmful effect. Thus, in many ways we may be in progress but still have much to learn."

"This Faculty has led Indigenous initiatives, ways of knowing, approaches, etc. for at least the last 5 years. This needs to stop being a priority and become 'just the way we do business'. It's already embedded in the LQS and TQS, we have great people doing great work - let's keep doing it but it does not need to be part of a new plan. We've accomplished a lot, it's part of how we do things in the Faculty, let's continue to support but we are in a 'stay the course' phase here."

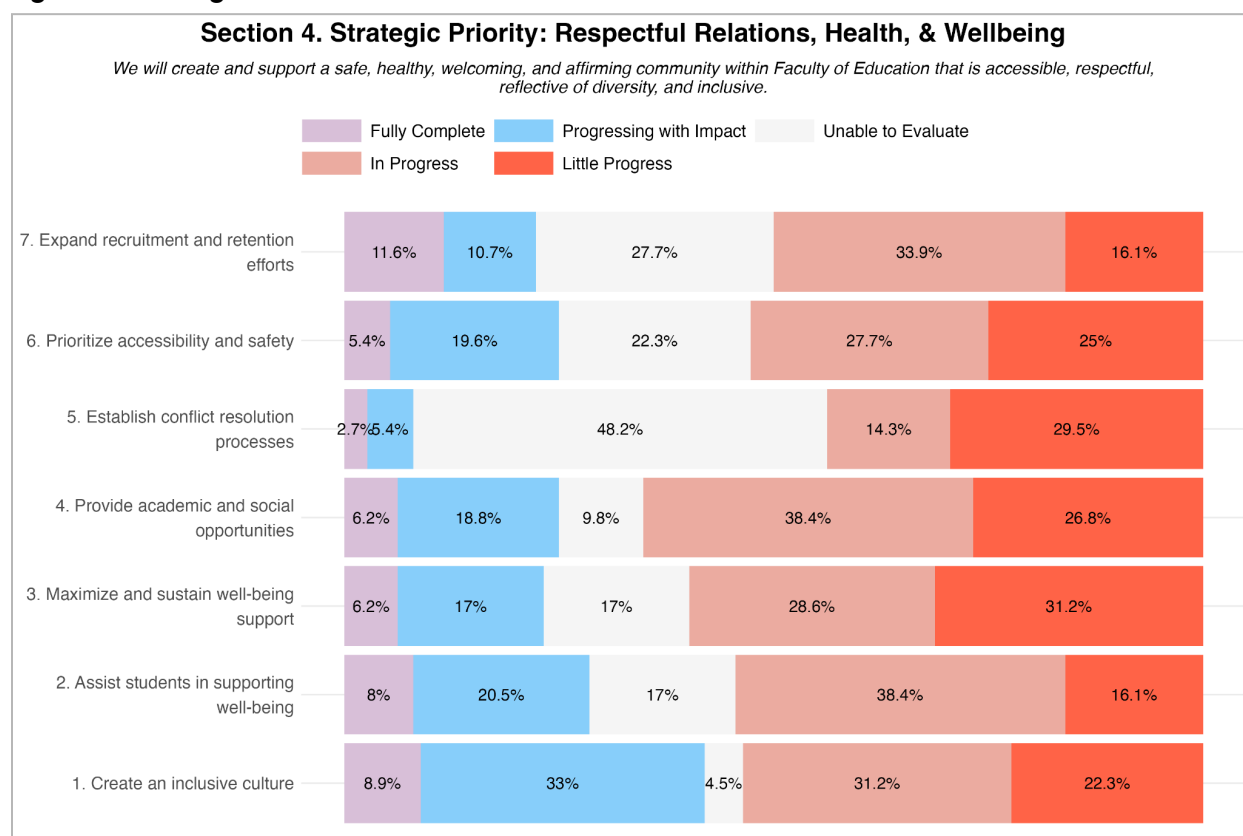
"Without a review of what is happening in courses (syllabi, pedagogies, etc), it is not possible to comment on the progress happening on the ground. Everyone (or many) says they are Indigenousizing their courses, etc, but given the flexibility of the use of terms like indigenization, decolonization, and/or reconciliation, it's difficult to know. ATEP seems to be doing a tremendous job, but within the current structure of the mainstream BEd, I don't believe there is as much progress."

"I have written unable to evaluate for many of these items mostly because I think that this work has happened informally. I don't recall discussions at EFC about some of these items."

"I feel like Indigenous perspectives and knowledge can be integrated into more courses and spaces, and there could be more opportunities to be involved with elders and Indigenous peoples outside of class."

Section 4: Respectful Relations, Health & Well-Being

Figure 4. Strategic Goal 4



Progress Notes:

The findings related to the strategic goal of **Respectful Relations, Health, & Wellbeing** show that most objectives were still considered in the early stages of development. However, several objectives reflected mixed perception, with some respondents noting progress, while others perceived limited advancement.

- 41.9% of respondents believed that **creating an inclusive culture** was either ‘fully complete’ or ‘in progress’, however, 53.5% of respondents indicated that progress on the objective was limited or still ongoing. Notably, only 4.5% of respondents were ‘unable to evaluate’ this objective.
- For the objective of **assisting students in supporting student well-being**, 28.5% of respondents considered it to be ‘fully complete’ or ‘progressing with impact,’ whereas 54.5% of respondents reported that progress was either limited or still in progress.
- 65.2% of respondents felt that **providing academic and social opportunities for faculty, staff, and students** was either making ‘little progress’ or was ‘in progress.’
- 59.8% of respondents indicated that **maximizing and sustaining support for student, faculty, and staff wellbeing** was either making ‘little progress’ or was perceived as ‘in progress.’

- Almost half of respondents (48.2%) indicated they were 'unable to evaluate' **conflict resolution processes**.
- 22.3% respondents felt they did not have enough information to assess progress on the objective of **prioritizing accessibility and safety**.

Selected Quotes

"I know that students' mental health is a global concern, but I sometimes wonder if we are not contributing to it. I've heard from an undergraduate that they had NO exams - are we just trying to ensure students never feel pressure or discomfort? Stress is not a negative thing if you know how to deal with it. Wouldn't it be wonderful if we offered students a chance to develop the skills to function in the context of change, uncertainty, and difficulty?"

"We do not have a welcoming environment for Black and Brown faculty members, as well as Black, Brown, and Indigenous students in some office and classroom contexts. I cannot comment further, but we have a long way to go if we want to attract and retain such faculty and students. For faculty, their time (and mental health) as junior faculty need to be protected. Their colleagues need to prioritize their wellbeing. A large portion of our Faculty members need a deeper understanding of the whiteness and systemically racist nature of our institution overall. It needs to be talked about more openly, as the problem is embedded in everyday behaviors and forms of neglect/invisibility related to specific needs. It seems folks don't want to acknowledge that a "one size fits all" approach to faculty mentoring and consideration of needs doesn't work. Wellbeing issues are not solely the Faculty of Ed's fault. We cannot cultivate robust and holistic approaches with massive budget cuts. Thus we should not sugar coat the situation of student and staff/faculty wellbeing. Our University level strategic plans are merely words if they are not backed up by personnel and resources. Conflict resolution needs a lot of work."

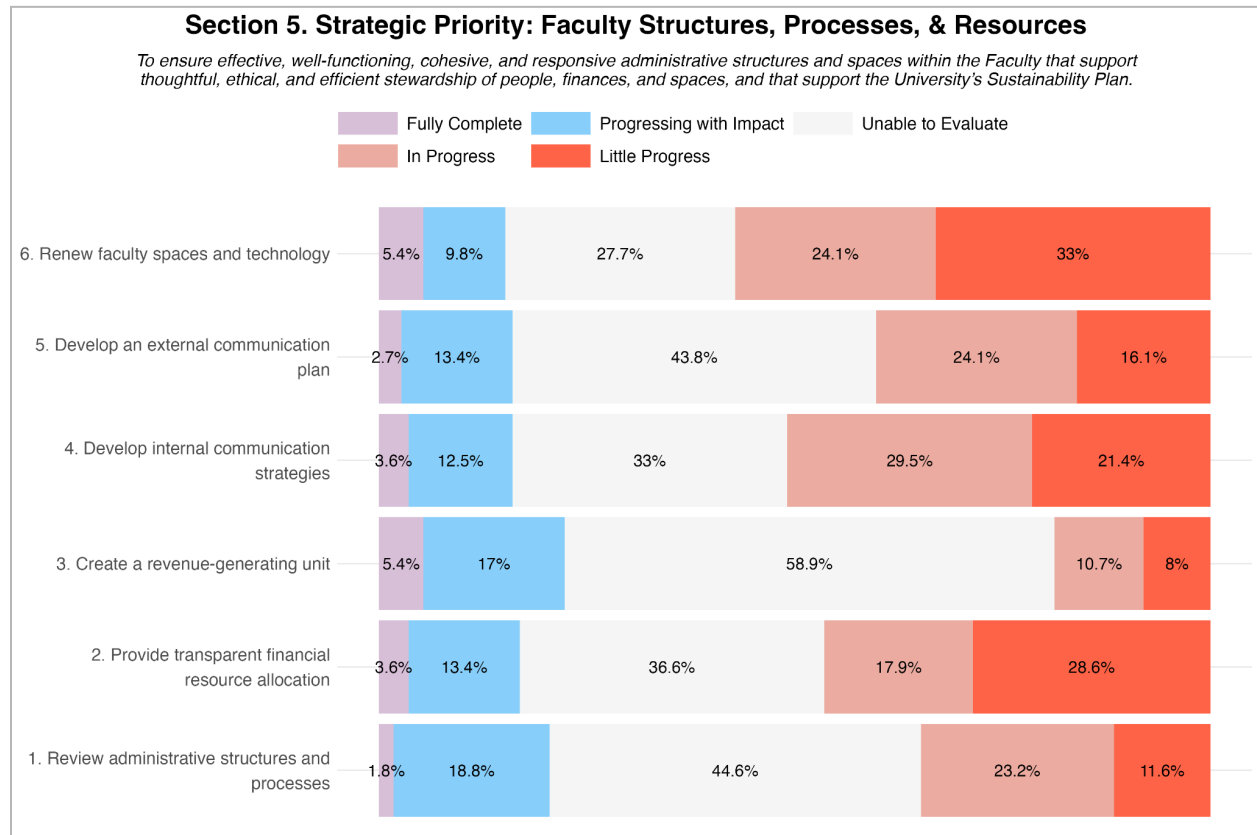
"With the restructure of the Faculty, this too, is a critical objective. I believe faculty and staff are still working out how they will maintain some relationships in our non-departmental structure. I see this as work and responsibility of both leadership and of faculty and staff. I do believe that our Faculty has a largely very civil work standard and realized expectation - particularly when compared to other Faculties and some of the narratives I hear. I do wonder about safety in the building given that we have a significant amount of space, limited on campus workers, at any given time. I wonder how we could enhance physical safety in our buildings before something unfortunate might happen."

"This is another very interesting and complex section. I think good progress is being made. The challenge is that people have their own understanding of respectful relations, health and wellbeing. These personal understandings are not necessarily without variation. So, as a university (and faculty) we have methods to attend to those who are struggling with work or social relations but these methods may not be viewed by some as useful or even appropriate - whereas others may consider them highly effective. I think in diverse communities of experience, expectations and thought, some level of tension is perhaps unavoidable and necessary perhaps."

"For the most part, we have an inclusive and welcoming culture here. However, I'm not sure HOW we are doing #2 & 3 explicitly. We need a clear plan for these two so that our entire Faculty is supported to be healthy and well at the U and beyond. I'm not aware of our clear, faculty wide conflict resolution mechanisms - do we have any? I do believe that we are accessible, safe and secure with good communications plans. We have a very diverse faculty at all levels - so recruitment and retention is not really an issue."

Section 5: Faculty Structures, Processes & Resources

Figure 5. Strategic Goal 5



Progress Notes:

Compared to other strategic priorities, there was limited reported progress on the objectives within **Faculty Structures, Processes & Resources**. A notable proportion of respondents indicated they were 'unable to evaluate' several objectives.

- 22.4% of respondents reported the **creation of a revenue generating unit** was 'fully complete' or 'in progress.'
- 20.6% of respondents considered the objective of **reviewing administrative structures and processes** as either 'fully complete' or 'in progress.'
- Over half of the respondents (57.1%) indicated that progress on **renewing faculty spaces and technology** was limited or still ongoing.
- 50.9% of respondents reported that progress on **developing internal communication strategies** has made 'little progress' or remains 'in progress.'
- 58.9% of respondents were 'unable to evaluate' progress on the **creation of a revenue-generating unit**.
- 44.6% respondents were 'unable to evaluate' progress on **reviewing administrative structures and processes**.

Selected Quotes

"Now that we have dissolved departments, this Objective: "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" is critically needed. A review is needed to determine how the new "structure" is working and what is not working and actions need to be taken to fix what is not working."

"Given our still relatively new Faculty structure, we have made great strides through restructuring. Although the work continues (and should in the new plan), we have made significant progress. It's not perfect, but we're moving forward. The PLU is doing great work and further embedding excellence in a variety of ways. Continuing to grow that work is important and should be a focus in our budget strapped environment. Our external communication can be better and needs to be a priority for funding, positive exposure and efficacy. Pushing the University to help with renewing our research, teaching and learning spaces needs to be a KEY priority moving forward. We need the mechanisms (like ladder or stacked certificates and degrees) and people to meet the new budget realities and most importantly, the needs of the field. Being flexible and adaptable are KEY!"

"I believe the tech in the Education building is not as up-to-date as can be in most spaces. As students will be working in technological environments, it's important that they have more exposure to this."

"I would love to know how much money the faculty saved by laying off people and restructuring. Budget was the driver for the restructuring decision because a 51% vote in favor is not a mandate. I do not feel I have any sense of how money is spent or saved - presenting the broad overview of what are deficit is does not answer those questions for me. The Professional Learning Unit is the most effective unit in this faculty in my opinion. I've noted an increasing number of initiatives through grad certificates, EA education programs, etc. The unit is responsive to today's grad students (they want flexibility and accessibility, no desire to move to Edmonton or drive to campus). PLU has their finger on the pulse of the field, and this is a great example of our success. It's a model to follow in terms of being connected to the field and innovative."

"I think a great deal of progress has been made here. The dean has made significant efforts to be very transparent with revenues, costs and the tension between the two. Many meetings have been held where faculty and students and staff are encouraged to attend and ask questions. Communication is still a struggle because there is so much that is constantly being communicated that people understandably tune out to save themselves. Key messages may get lost once in a while. Information overload is real for many of us."

Part 4: Reflections on the Findings

This final section offers some considerations in three categories: areas of progress, areas for consideration, and areas of uncertainty— all based on findings from our online survey, which assessed the Faculty’s perceptions of the strategic objectives in *Education for the Public Good*. As well, suggestions are offered that can begin to guide the development of our 2025–2030 strategic plan.

Areas of Progress

Noted in the report are objectives that reflect both meaningful progress and fully achieved results, signaling a promising trajectory. Overall, the Faculty made the most substantial strides in Indigenous initiatives and education—three of the top five objectives achieving the most progress (fully complete or progressing with impact) were related to Indigenous priorities. *Strengthening the presence of First Nations, Métis, and Inuit foundational knowledge* (Strategic Goal 1) in our programs had the highest number of respondents indicating this objective was progressing with impact or fully complete (49.1%). Similarly, a notable proportion of respondents reported that the *creation of a leadership position to support and coordinate Indigenous initiatives* (Strategic Goal 3; 36.6%) and the efforts to enhance *Indigenous research engagement* (Strategic Goal 2; n = 32.1%) were progressing with impact or fully complete.

Within the **Respectful Relations, Health & Well-Being** strategic priority (Strategic Goal 4), *creating an inclusive and welcoming culture* for faculty, staff, and students—one that emphasizes civility, respect, support, and mentorship—was seen by a high number of respondents as either progressing with impact or fully complete (41.9%). Within the **Transformative Teaching, Learning, & Leading** strategic priority (Strategic Goal 1), *the integration of anti-oppressive and social justice education in our programs* was viewed by a high proportion of respondents as either progressing with impact or fully complete (34.8%).

However, each of the objectives mentioned above also showed a relatively high number of respondents indicating ‘little progress’ or ‘in progress.’ These mixed perceptions suggest varied experiences within the Faculty community. These are important differences of perceptions to keep in mind as we move forward with the development of the new strategic plan. As well, the [Education for the Public Good Final Report](#) on Faculty accomplishments might provide a further depth of information to inform our way forward. It is also worth noting that the previous strategic plan did not include formal assessments throughout its duration, nor did it establish a formal reporting mechanism or clearly defined success indicators. This limited the ability to systematically track and evaluate progress over time.

The above objectives are deserving of further consideration and reflection when planning the next steps in the new plan.

Areas for Consideration

Overall, many objectives remain in progress or are perceived as having limited advancement. The **Respectful Relations, Health & Wellbeing** priority showed the most limited progress, with six out of seven objectives receiving 50% or more respondents indicating they were still in progress or making little progress. The strategic goal for this priority was to “*create a safe, healthy, welcoming, and affirming community within the Faculty of Education that is accessible, respectful, diverse, and inclusive.*” However, the Faculty community felt that progress in this area was minimal. For example, respondents perceived that opportunities—both formal and informal—for faculty, staff, and students to *connect for academic and social purposes* had seen little advancement (65.2%). Additionally, limited progress was noted in *maximizing and sustaining support for the health and well-being of students, faculty, and staff* (59.8%).

Examples of actions to strengthen progress in this area: place a stronger emphasis on fostering an inclusive and supportive Faculty community. This aligns with institutional commitments outlined in *Forward Together: The University of Alberta People Strategy* and *Changing the Story: An Integrated Action Plan for Transforming our Vibrant and Interconnected University Community*, which emphasize creating a culture of equity, well-being, and belonging. This could involve developing structured, intentional well-being initiatives, expanding opportunities for meaningful connections, and implementing targeted strategies to enhance accessibility and inclusivity across the Faculty. Furthermore, targeted efforts may be needed to support Faculty members in developing the knowledge, skills, and understanding required to promote health and well-being.

The **Transformative Teaching, Learning, & Leading** strategic priority showed limited perceived progress on several of its objectives, particularly: *renewing the undergraduate education program, fostering student belonging and community, supporting mentoring and professional development, and enhancing digital literacy and citizenship*. This priority aimed to *prepare graduates to excel as critical, thoughtful, and ethical professionals and citizens, capable of contributing to diverse and complex contexts at local, regional, national, and international levels*. However, many respondents (36.6% to 59.8%) reported little progress or indicated that objectives for this strategic priority were still in development.

Examples of actions to strengthen progress, future efforts could focus on curriculum mapping to ensure our programs meet the evolving needs of the professions and sectors served by the Faculty—extending beyond teacher education to reflect the full range of program areas and career pathways represented within the Faculty. Several respondents highlighted in the open-ended responses that the program does not fully prepare students for their careers, suggesting the inclusion of more practical courses, such as educational technology and classroom management. An Undergraduate Review Committee has been established and is currently working on curriculum mapping, as well as addressing issues of belonging and community. Additionally, expanding mentorship and professional development opportunities should be considered, along

with leveraging faculty expertise in technology to integrate digital literacy and enhance teaching, learning, and digital citizenship across the curriculum.

The **Knowledge Creation, Mobilization & Engagement** strategic priority showed limited perceived progress on two of its seven objectives: *enhancing research communication* and *knowledge mobilization* (50.0%), and *supporting Indigenous research engagement* (50.0%).

Examples of actions to strengthen progress in this area: the Faculty may consider more effective strategies to communicate research impact and mobilize knowledge both within and beyond the Faculty. Consideration and publicization of a variety of dissemination forms (e.g., webinars, podcasts, professional learning opportunities, etc.) may broaden reach and expand impact. Engage in a scan of what kinds of dedicated supports are provided for Indigenous research initiatives to identify gaps. Strengthening these areas will help ensure that research is more effectively shared, applied, and integrated into broader academic and community contexts.

The **Faculty Structures, Processes & Resources** strategic priority showed limited progress in *renewing faculty spaces and technology to support modern teaching, learning, research, scholarship, community, and culture* (57.1%).

Examples of actions to strengthen progress in this area: while upgrading classrooms and improving technology infrastructure may be challenging due to current budget constraints, we may consider creating collaborative spaces that encourage group work to foster innovation and community engagement. We may also consider repurposing existing spaces to accommodate modern teaching, learning, and research activities. Collaboration with Facilities and Operations may be considered to help identify critical and urgent areas for space renewal and upgrades.

Areas of Uncertainty

Particularly notable in these survey findings is that, in many objectives, a significant number of respondents reported being *unable to evaluate* progress. While this may be due to insufficient information, communication, or experience (e.g., students' knowledge of Faculty structures), it remains concerning. Of the 34 objectives within *Education for the Public Good*, approximately half of respondents were unable to evaluate 10 objectives. This was particularly evident within the **Knowledge Creation, Mobilization, & Engagement** priority, where four objectives had approximately 50% of respondents unable to assess progress.

As *Education for the Public Good* guided our work from 2019-2024, some objectives may now be outdated or no longer relevant. For example, the objective to “*explore minimum funding for doctoral students*” may no longer apply, as the Faculty of Graduate and Postdoctoral Studies has since established minimum guaranteed funding policies for doctoral students. However, rather than recognizing this as ‘fully complete’, a notable number of respondents reported being unable to evaluate it, suggesting a gap in awareness—perhaps as our exact response as a Faculty is not yet complete.

Similarly, some objectives that have been successfully achieved were still assessed as *unable to evaluate*, suggesting that members of the Faculty community may be unaware of key initiatives. For instance, under the **Leadership in Indigenous Initiatives** priority, the objective to “*increase support for and coordination of Indigenous initiatives across the Faculty through the creation of a leadership position*” should have been recognized as ‘fully complete.’ On May 1, 2023, Dr. Evelyn Steinhauer was appointed as Associate Dean, Indigenous Teacher Education, fulfilling this objective. Yet, 36.6% of the respondents reported they were unable to evaluate this objective.

Likewise, under the **Faculty Structures, Processes, & Resources** priority, the objective to “*create a revenue-generating unit in the Faculty that responds to requests from professional stakeholder units and provides centralized administrative support for Faculty certificate programs*” was marked as ‘unable to evaluate’ by 58.9% of respondents. However, this objective was successfully addressed with the establishment of the Professional Learning Unit (PLU) in 2019 under the leadership of Dr. Scott Key. This unit was created to generate revenue and expand the delivery of online graduate programs and certificates.

The fact that many respondents were unaware of these developments underscores the Faculty of Education’s diverse audiences, each of whom the strategic plan aims to serve. Respondents often had to consider multiple perspectives when answering certain questions, which may emphasize the need for a more tailored strategic planning approach. Moving forward, we may consider differentiated strategies to effectively align with the needs and priorities of each audience.

Furthermore, the lack of awareness highlights the need for improved internal communication, particularly among students and staff. This aligns with findings related to the objective to “*develop internal communication strategies*” (Strategic Priority 5), where 33% of respondents indicated that progress had been minimal or was still ongoing.

Given the high number of respondents unable to assess multiple objectives, further analysis was conducted to determine whether students, staff, instructors or professors were most affected. The findings revealed that students and staff were primarily lacking sufficient information or experience needed to evaluate these objectives (see Appendix A). Moving forward, strengthening internal communication, through targeted communication approaches, and raising awareness of Faculty initiatives will be essential to ensuring that progress is both recognized and understood across all groups. It is also important to note that students and staff may not be directly involved in some objectives due to their roles within the Faculty, which may make it difficult for them to assess progress on certain objectives.

Furthermore, the uncertainty in evaluating objectives may also stem from the absence of clear progress indicators. *Education for the Public Good* did not provide progress indicators or assess progress throughout the five years of the plan. Moving forward, the new strategic plan may consider incorporating defined progress metrics, regular evaluations, and ongoing reporting to systematically track progress and enable data-driven decision-making throughout the plan’s implementation.

Appendix A: 'Unable to Evaluate' Respondent Position in the Faculty

Q	Total	Students		Non-Academic Staff		Academic Staff		Teaching Staff		Faculty		Other	
		F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
Q1.1	28	12	42.86	9	32.14	1	3.57	2	7.14	4	14.29	0	0
Q1.2	51	27	52.94	11	21.57	1	1.96	9	17.65	2	3.92	1	1.96
Q1.3	18	6	33.33	7	38.89	2	11.11	1	5.56	2	11.11	0	0
Q1.4	21	5	23.81	7	33.33	3	14.29	2	9.52	3	14.29	1	4.76
Q1.5	14	5	35.71	7	50.00	0	0	1	7.14	1	7.14	0	0
Q1.6	19	4	21.05	8	42.11	4	21.05	3	15.79	0	0	0	0
Q1.7	20	6	30.00	7	35.00	1	5.00	2	10.00	4	20.00	0	0
Q2.1	28	12	42.86	7	25.00	2	7.14	6	21.43	0	0	1	3.57
Q2.2	47	25	53.19	10	21.28	2	4.26	9	19.15	0	0	1	2.13
Q2.3	20	4	20.00	6	30.00	1	5.00	5	25.00	4	20.00	0	0
Q2.4	60	36	60.00	9	15.00	2	3.33	12	20.00	0	0	1	1.67
Q2.5	64	41	64.06	7	10.94	3	4.69	11	17.19	1	1.56	1	1.56
Q2.6	55	26	47.27	10	18.18	4	7.27	9	16.36	5	9.09	1	1.82
Q2.7	59	30	50.85	9	15.25	3	5.08	12	20.34	4	6.78	1	1.69
Q3.1	34	18	52.94	6	17.65	2	5.88	4	11.76	3	8.82	1	2.94
Q3.2	41	28	68.29	6	14.63	1	2.44	4	9.76	1	2.44	1	2.44
Q3.3	36	20	55.56	5	13.89	0	0	3	8.33	7	19.44	1	2.78
Q3.4	39	17	43.59	10	25.64	1	2.56	3	7.69	7	17.95	1	2.56
Q3.5	64	29	45.31	10	15.63	2	3.13	8	12.50	14	21.88	1	1.56
Q3.6	62	30	48.39	9	14.52	2	3.23	7	11.29	13	20.97	1	1.61
Q3.7	48	26	54.17	7	14.58	2	4.17	7	14.58	5	10.42	1	2.08
Q4.1	5	3	60.00	1	20.00	0	0	1	20.00	0	0	0	0
Q4.2	19	6	31.58	8	42.11	1	5.26	3	15.79	1	5.26	0	0
Q4.3	19	7	36.84	4	21.05	3	15.79	3	15.79	2	10.53	0	0
Q4.4	11	6	54.55	3	27.27	0	0	2	18.18	0	0	0	0
Q4.5	54	29	53.70	7	12.96	2	3.70	7	12.96	8	14.81	1	1.85
Q4.6	25	15	60.00	4	16.00	0	0	2	8.00	3	12.00	1	4.00
Q4.7	31	17	54.84	7	22.58	1	3.23	2	6.45	3	9.68	1	3.23
Q5.1	50	31	62.00	7	14.00	2	4.00	8	16.00	1	2.00	1	2.00
Q5.2	41	29	70.73	3	7.32	1	2.44	6	14.63	1	2.44	1	2.44
Q5.3	66	40	60.61	9	13.64	2	3.03	12	18.18	2	3.03	1	1.52
Q5.4	37	30	81.08	2	5.41	0	0	3	8.11	1	2.70	1	2.70
Q5.5	49	27	55.10	7	14.29	3	6.12	7	14.29	4	8.16	1	2.04
Q5.6	31	19	61.29	6	19.35	1	3.23	2	6.45	2	6.45	1	3.23

Note. F = Frequency, P = Percentage