

# BROCK UNIVERSITY 2014

## KNOWLEDGE, ENGAGEMENT, TRANSFORMATION

### FACULTY OF EDUCATION ACADEMIC STRATEGIC PLAN 2008-2014

#### A. Mission and Vision

Mission is an answer to the question: “Why does an organization exist?”

**The Faculty of Education advances learning through education, scholarship and service. Through initial teacher education, continuing professional development and undergraduate and graduate programs we support our students in realizing their potential as creative, critical and ethical life-long learners. Through our scholarship we improve education and the human condition by contributing to academic and professional discourse, influencing policy and affecting educational practice. Through our service we further social justice and contribute to our profession, university, and local, provincial, national and international communities.**

Our approach to formulating a mission statement takes the three functions that are essential to a comprehensive university—education, scholarship and service—and identifies the ends to be achieved by our Faculty through each function. Having taken this step, the question that an academic plan must answer is what outcomes need to be achieved such that the intended ends for each function will be accomplished. We answer this question by identifying the Impact Objectives for each domain function (see Section C below). Strategy comes under consideration as means to achieve the Impact Objectives (see Section D below).

Vision is an answer to the question “What do we want to create?” The provisional answer to this question is “a Learning Faculty.”

**At the Faculty of Education we put learning at the centre of everything we do. We are a community of critical and reflective inquirers with a passion for learning and for helping others to learn. We champion learning that is relevant, respects differences, advances social justice and expands global and community awareness. We seek impact through learning-centred teaching, scholarship and service to improve education and to build a civil society.**

This working vision of a Learning Faculty provides a proximal focus through which the recently adopted distal focus of the University—building a civil society—can be served by the Faculty of Education.

The proximal focus of a Learning Faculty involves three shifts of emphasis. In the mission domain of education the shift is from an emphasis on teaching to an

emphasis on learning-centred teaching. In the domain of scholarship the shift is from an emphasis on scholarly activities and products to the impact of scholarship—what others learn from our efforts. As regards service, the shift is from an emphasis on participation to affirming and satisfying specific values through participation.

In order to achieve these three shifts of emphasis we present in section C the Impact Objectives that we have adopted for the Faculty of Education. We explain how the pursuit of these objectives supports the achievement of the University's Strategic Directions.

We then present Educational, Scholarship and Administrative Initiatives designed to move us toward achievement of our Impact Objectives, thus moving us forward as a Learning Faculty. First, though, we provide an assessment of the relevant academic environment for our efforts.

## **B. Academic Assessment of Current Academic Environment**

### **1. Programs Offered**

#### **Undergraduate:**

- Undergraduate Studies in Education courses
- Certificate in Aboriginal Language (Mohawk)
- BEd Primary / Junior (Four Year), focus on Aboriginal Teacher Education
- BEd in Aboriginal Adult Education
- Certificate in Aboriginal Adult Education
- BEd in Adult Education
- Certificate in Adult Education

#### **Pre-service:**

- Consecutive Programs:
  - Primary / Junior BEd
  - Junior / Intermediate BEd
  - Intermediate / Senior BEd
  - Intermediate / Senior Technological Studies BEd
  - Certificate in Intermediate / Senior Technological Studies
- Concurrent Program:
  - BA Child & Youth Studies (Pass)/BEd (Primary / Junior) [program is being phased out, final admission Year 2, 2008]
  - BA Child & Youth Studies (Honours)/BEd (Primary / Junior) [admission begins with Year 1, 2008]
  - BPhEd (Honours)/BEd (Primary / Junior) [program is being phased out, final admission Year 2, 2008]
  - BSc Integrated Studies (Pass)/BEd (Junior / Intermediate) [program has been closed for new admissions]

- BSc Integrated Studies (Honours)/BEd (Junior / Intermediate)
- BA Integrated Studies (Honours)/BEd (Junior / Intermediate)
- BPhEd (Honours)/BEd (Junior / Intermediate) [admission begins with Year 1, 2008]
- BSc (Honours)/BEd (Intermediate / Senior)
- BA (Honours)/BEd (Intermediate / Senior)
- BPhEd (Honours)/BEd (Intermediate / Senior)
- Native Teacher Education Program (Primary / Junior)
  - Primary / Junior Certificate
  - Native as a Second Language Certificate (NSL)

**Continuing Teacher Education:**

- Additional Qualification courses
- Principal's Qualification Program

**Certificate**

- Professional Master's Preparation Certificate Program

**Graduate:**

- Master of Education Program
- Master of Education (International Student Program)
- Joint PhD in Educational Studies Program (offered jointly by Brock University, Lakehead University and the University of Windsor, with the University of Western Ontario phasing out its involvement)

**2. Established Strengths**

Through a self-reflective, iterative process we have identified ten characteristics that make our Faculty distinctive. We are...

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|---------------------------|----------------------|
| • <b>Learning focused</b> | • <b>Inclusive</b>   |
| • <b>Collegial</b>        | • <b>Authentic</b>   |
| • <b>Scholarly</b>        | • <b>Responsible</b> |
| • <b>Caring</b>           | • <b>Relevant</b>    |
| • <b>Inquiring</b>        | • <b>Confident</b>   |

These characteristics are reflected directly or indirectly in the discussion below, and across our Academic Strategic Plan.

Our Faculty's program decisions are made on pedagogic grounds. Faculty members plan new initiatives in a cross-departmental environment as well as teach and conduct research across departmental lines. Cross-departmental and faculty-wide decisions are addressed through our Faculty Board, which includes all full time faculty members and staff members who oversee resource management. Administrative decision making is conducted in a collegial manner and the relationships between units within the Faculty of Education are congenial and

collegial. This collaborative work culture is extended beyond the Faculty of Education to other university units through the implementation and ongoing oversight of concurrent education programs.

In addition to commitment to its programs, academic freedom, research and scholarship, informed teaching, and collegial processes, the Faculty of Education has built a distinct culture that is committed to its people and builds on their strengths. Faculty and staff work together collaboratively and cooperatively, value social connections and participate eagerly in festivities, celebrations, and informal interactions. Mentoring of new faculty is conducted in a thoughtful and thorough manner, through formal programming and informal efforts.

The Faculty works collaboratively with outside organizations. The Adult Education Program engages in program collaborations with community colleges, government agencies, private sector businesses and industries, and non-profit organizations. The Aboriginal Adult Education Program works Ontario Native band councils to offer its programs at appropriate sites for its students, e.g., Six Nations, Wadesk Aboriginal Education Centre in Fort Erie, Georgian College, and Sault College. The Pre-service Program collaborates with school boards to create internship centres and community teaching opportunities for its beginning teachers. The Centre for Continuing Teacher Education engages in outreach to school board personnel across Southern Ontario and works with professional teacher associations to sponsor speaker series. These collaborations work to enrich the student experience, act as a resource of continuing learning for faculty members, and enhance Brock's reputation across the province of Ontario.

The Graduate, Adult Education and Aboriginal Adult Education, Continuing Teacher Education, and the Pre-service consecutive programs attract many mature students, whose varied life experiences bring a serious, mature and questioning approach to their studies, research and teaching. The competitive entrance requirements to our professional programs attract outstanding candidates with excellent academic skills and rich experiences working with children and adolescents, prior to entry into our programs.

The Faculty offers a variety of education degree and certificate programs tailored for secondary school graduates, new university graduates, Aboriginal, international and mature students, allowing students to build on their strengths and experiences, and leading to career opportunities in the public and private sector. We also recognize students' credits for advanced standing and approve letters of permission from other universities for our Adult Education programs. Our Aboriginal language immersion, teacher education and adult education programs are unique and culturally sensitive. Instructors in these programs are Aboriginal with a strong knowledge of their Native culture and are respected in their communities.

The Faculty is committed to ensuring personal contact with students in all modes of course delivery and learning and providing accessible and flexible program options. The Pre-service programs are built on the supportive and strong group-dynamic model of cohort groups and provide an internship model of practical experience in schools. Graduate, Adult Education and Additional Qualification courses are offered at locations and via delivery systems convenient to a broad range of students. In addition to Brock's two campuses, courses are offered face-to-face at a variety of

sites throughout Ontario and via online distance education. Through blended forms of delivery, some courses include both face-to-face and fully online components. Value-added features such as conferences, workshops and social events, go beyond basic program requirements to enrich student learning.

The Faculty has developed a variety of international and cohort-based programs in its Graduate, Adult Education and Additional Qualification programs. In the Master of Education International Student Program, the curriculum is well developed and effective and the instructors have experience with teaching international students. We have a strong academic and logistical support system in place for the international students. The current success of Additional Qualification ESL courses held in China provides practicing teachers rewarding and unique experiences teaching in a foreign country. In September 2007 we admitted a cohort of international students from China to an eight month Pre-Masters Preparation Program, a joint initiative with the Faculty of Business. The Faculty also offers a cohort-based PhD program jointly with Lakehead University and the University of Windsor, with summer courses offered on a rotating basis at the three university campuses.

Teaching and learning are taken seriously in our Faculty. Our full time faculty members are excellent teachers, who model effective educational, assessment, and classroom management activity. Their scholarship enriches their teaching and enhances the educational experience and learning opportunities of our students. Our part-time instructors in the Pre-service and Additional Qualification programs are field-based professionals who have served as teachers, consultants, and administrators in school boards. Our facilitators in our Adult Education and Aboriginal Adult Education programs draw upon their wealth of experiences in various adult education contexts and their academic expertise in working with our adult education students. Full-time faculty members are respected academics who enrich our professional programs through their past experiences as highly qualified teachers and principals in elementary and secondary schools and connections to the field in their teaching and research.

Scholarship enhances our programs. The Faculty maintains a very strong reputation for, and commitment to, its academic research-based Master of Education program. Doctoral students serve as role models for Master students, as instructors for undergraduate students, as supports for academic discourse, and as co-learners and researchers with faculty members. We enjoy a collaborative culture that provides graduate students with opportunities to work with teaching and research mentors across the Faculty, bringing faculty members together on teaching (e.g., team teaching) and research projects. This builds capacity and increases the scope of teaching/research expertise available to all students.

### **3. Opportunities**

Program Improvement Opportunities:

- Explore the development of additional graduate offerings based on teaching practice and pedagogy with a focus on differentiated instruction and universal design.

- Explore the possibility of gathering information from alumni employed in schools, and from their principals, as to what knowledge and skills are needed to succeed as teachers in order to enhance further our Pre-service programs.
- Explore expanding the field placements in Years 3 and 4 of all Concurrent Education programs.
- Initiate annual meetings for year 3 and/or year 4 Concurrent Education students.
- Explore developing Concurrent Education programs that focus on market demand.
- Seek funding to support the four-year BEd offered in the Northern Nishnawbe Education Council territories.
- Support the development of an Interfaculty School of Indigenous Studies.
- Revise Aboriginal Adult Education video-based courses to increase the skill levels of graduates and investigate the possibility of having these courses taught by faculty instructors rather than facilitators.
- Investigate the development of a stand-alone PhD program for full-time students, while retaining the Joint PhD program for part-time students.
- Gain recognition of the Master of Education program as a research-based academic program. This recognition would be the first step in securing funding for full-time MEd students.
- Continue the Centre for Continuing Teacher Education's online course development initiative to remain competitive and expand our market. This increased market capacity could expand our Additional Qualifications offerings at the Senior Basic level to include senior biology, physics and chemistry and expand offerings of non-credit courses in Ontario and beyond.
- Based on the success of the ESL China program, develop more face-to-face Additional Qualifications courses to be offered abroad.
- In the Centre for Adult Education and Community Outreach, expand workshop and contract projects, and market the program locally, provincially, nationally and internationally.
- Enhance programs offered by the Centre for Adult Education and Community Outreach by exploring and integrating emerging technologies.
- Remove the present restriction on Adult Education courses that prevents them from being taken as undergraduate elective courses by students in other disciplines and thereby increase enrolment.
- Develop a graduate studies stream in Adult Education.
- Share the adult literacy expertise developed in Centre for Adult Education and Community Outreach with other university units experiencing similar challenges.

#### Opportunities to Improve Faculty Members' Working Environment:

- Expand the mentorship program for new faculty.
- Expand research and scholarship support.
- Improve communication between Pre-service instructors concerning course content.
- Make effective use of information technology to improve inter-faculty and instructor/student communication in the Pre-service Department.

- Develop a vehicle to promote more cross-discipline and within-discipline academic discourse for faculty members across all Faculty of Education units.
- Promote awareness in the University community of our Faculty's funded and unfunded research in education.
- Establish a research agenda in the Centre for Adult Education and Community Outreach through the appointment of full-time faculty members to the Centre.
- Bring faculty members together in contiguous space on the St. Catharines campus, with specialized classrooms, meeting rooms, research facilities, graduate student space (the Welch Hall Renovation Project and the Faculty of Education Extension Project).
- Upgrade facilities at the Hamilton campus to provide natural light and privacy in faculty offices, and to provide specialized classrooms and research facilities.

Opportunities to Improve the Faculty's Organizational Structure and Governance:

- Clarify the reporting structure of all programs leading to teacher certification.
- Improve workload management through the development of workload standards and annual departmental workload plans consistent with the 2008-2011 Brock-BUFA Collective Agreement.

### **C. Academic Impact Objectives of the Unit**

Our Academic Impact Objectives<sup>1</sup>, as well as our Mission statement, reflect the results of efforts in the Faculty of Education (FOE) to reflect systematically upon and formulate the impact we wish to achieve in each domain of our tripartite mission within a comprehensive university: education, scholarship and service. The FOE Impact Objectives are designed to guide the work of both faculty and students. These Objectives are aligned with Brock's Strategic Directions. We first state our Objectives, discuss how they were determined, and then address how they support the University's Strategic Directions.

#### **Faculty of Education Academic Impact Objectives 2007-2014**

1. *Educational...*as educators we and our graduates will be
  - critical and reflective thinkers and problem-solvers
  - independent and collaborative inquirers
  - knowledgeable and effective communicators
  - caring and ethical practitioners who are informed, able and flexible

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<sup>1</sup> The statement of Educational Impact Objectives defines the intended characteristics of FOE graduates. Through a web-based survey in the spring of 2006 these characteristics were shared with school administrators in the Brock/Golden Horseshoe Educational Consortium. Based on faculty discussion of the survey results, the Educational Impact Objectives were refined by our Planning & Priorities Committee, then approved by our Faculty Board in the winter of 2007.

- passionate life-long learners who
    - respect differences
    - advocate social justice, and
    - extend community and global awareness.
2. *Scholarly...*our scholarship as faculty and students will
- provoke discussion by peers, practitioners, and policy makers
  - result in utilization of our practices, materials and theories, and
  - contribute to the improvement of education and the human condition.
3. *Service...*our institutional and professional service as faculty and students will
- support learning
  - enhance community
  - contribute to knowledge and identity formation
  - ensure ethical governance, and
  - advance social justice.

## **Process**

After background readings had been distributed, an all-day Faculty Forum was held on October 19, 2005. Employing a small-group facilitation method, over forty faculty and staff worked through exercises intended to elicit and discuss the impact we should achieve as a Faculty within the domains of our mission. The concern with impact is a concern with identifying achievable and valued outcomes which serve the ends for each domain function.

*1. Education.* In this domain we considered what should be the identifying characteristics of graduates from our FOE, across all programs, and what should be the characteristics we demonstrate and model for our students. These characteristics are the learning outcomes that should be the focus and accomplishment of faculty who design, deliver and determine the formal, overall experience of our students. They also should be the characteristics we, as faculty, display and model for our students and each other. The following were among the criteria that were followed in developing our Educational Impact Objectives:

- While statements of characteristics should be general, they need to be clear and specific enough to allow colleagues to judge whether students have acquired these characteristics, and whether faculty are modeling these characteristics.
- Statements should focus on characteristics that will develop and endure but that can be assessed in some form, to some degree, now.
- The characteristics must provide direction for curricula development and educational activity.

2. *Scholarship*. We broke new ground in our discussion of scholarship<sup>2</sup>. Rather than focusing on the qualities of scholarship, e.g., excellence, rigour, originality, we addressed the question for the sake of which the qualities of scholarship have their value: consequences, the question of impact. We asked what impact our scholarship should have across domains of application (theory, policy, practice) and/or types of scholarship (Boyer's "discovery" and "integration," and what is now called the "scholarship of engagement"). While our Impact Objectives in this domain apply primarily to faculty, they also represent the impact to which scholarship should be oriented.

3. *Service*. For this domain we took seriously the notion that our institutional and professional service should be effective. Mere participation is not adequate as a measure of service. Service is judged to be effective based on its impact. At the Forum we reflected on what we value and what impact we want to achieve. The impact that we value as faculty is the impact we wish our students to have in their service activities now, as in their professional lives.

### **Support of Brock University's Strategic Directions**

The University's academic plan is expressed in *Brock 2014: Knowledge, Engagement, Transformation*. The first Strategic Direction is represented by the imperative:

Develop an institutional culture rooted in pervasive research and creative activity

The Faculty of Education's Vision, as introduced above, directly supports this first Direction. We are committed to putting learning at the centre of all we do. We understand ourselves, whether faculty, student or staff, as learners. Our Program, Scholarship and Administrative Initiatives (see Section D, below) collectively, and individually, support a focused enhancement of a scholarly environment. We call it a "focused enhancement" because our Initiatives are all oriented to supporting our Faculty Impact Objectives. In this regard, as a professional faculty, we intend our teaching, scholarship and service to be of value both to the academy and to the field of education, broadly conceived. The resulting scholarly environment, thus, is one which is oriented and aligned to the impact we wish to achieve. Achievement of Educational, Scholarly and Service Impact Objectives require that we collaborate, reflect, discuss and act. The ten characteristics which make us distinctive as a Faculty (see Section B.2., above) are the characteristics of the scholarly environment which our Program, Scholarship, and Administrative Initiatives seek to nurture and reinforce.

Brock's second Strategic Direction:

Preserve and enhance the quality of undergraduate programs, emphasizing the education of students for leadership, social responsibility and innovation

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<sup>2</sup> We use "scholarship" as an umbrella term to encompass the learning and dissemination we do as scholars, including research and creative activity. Scholarship in this sense is creative work that is theoretical, conceptual, normative, empirical or performative, which is made public and is accountable to communal standards.

Teachers have to be leaders: they take responsibility for realizing a vision (*qua* educational outcomes) in circumstances requiring communication and courage. Our expanded set of Concurrent Education programs are essentially interdisciplinary, requiring students to have a substantive focus or major while participating in a teacher preparation program. Students in both our Concurrent and Consecutive Education programs receive full exposure to the field of education, which itself is necessarily interdisciplinary. Through what used to be called the “Counseling-Group” model of program delivery, and what is now called the Cohort model of program delivery for teacher preparation, we ensure that, in addition to interaction with course instructors, our students have direct weekly contact with a combination of educational professionals and tenure-stream faculty, focused on their experience as learners and teachers-in-preparation. Our Faculty motto is “Live Life Learning,” and our program design and delivery ensures student engagement with knowledge and experiences intended to transform them, and ourselves, into the educators we wish to be, as reflected in our Educational Impact Objectives.

The third Strategic Direction for Brock:

Expand graduate and professional programs reflecting the University’s research strengths and capacity for innovation, particularly in response to areas of emerging need

The expectation for expansion of graduate programs fits well with the plans of the current Provincial government, and expansion is necessary if the University’s vision of being a “top-tier comprehensive university” is to be achieved. The Faculty of Education historically has been the largest provider of graduate education in the University. While other Faculties will be developing and expanding their graduate programs, the Faculty of Education will focus on ensuring that we provide opportunities to all of our faculty for teaching and advising graduate students. By increasing our capacity to serve the current numbers of students in our graduate programs, we will enhance the quality of the student experience and further improve/decrease our average time-to-completion. We do have one area where expansion is of interest. While we have been participating successfully in a Joint PhD with two other universities (Lakehead and Windsor), we will be exploring the development of a stand-alone PhD program. Consistent with our concern with impact, we aim to determine and define the niche that a stand-alone PhD program would serve.

The fourth Strategic Direction is an extension of the first two Directions:

Encourage interdisciplinary and cross-disciplinary approaches to research and teaching

The approaches and perspectives utilized and considered in our Masters and Doctoral programs encompass the range of disciplines in the Humanities and Social Sciences. Our faculty, across both departments, have specializations in these disciplines, which they bring to bear in relation to topics and issues in the field of education, widely conceived, from early childhood, through K-12 to adult education in mainstream and aboriginal settings in Ontario and internationally, to health care

settings, higher education in community colleges and universities, workplace training, and the public sphere of civil service, communication, political action, and the arts.

The fifth Direction concerns engagement with communities:

Engage with the community to enhance the economic, social, cultural and intellectual lives of the citizens of Niagara and beyond.

It is axiomatic that the success of Niagara-Hamilton as a region, as judged by any indicators, depends on the quality of the education which its children and adults receive. The Faculty of Education is the unit at Brock University which has the mandate and connections to work with the school districts in the Golden Horseshoe from Niagara to Peel regions. While our teacher preparation programs place our students in these school districts, the districts themselves benefit from their partnerships with our Faculty. The benefits occur at the district level, through the work of the Brock-Golden Horseshoe Educational Consortium, which supports a practice-oriented journal, *Teaching & Learning* (which recently went online). At the personnel level, teachers and administrators have benefited from the offerings of our Centre for Continuing Teacher Education. This Centre provides an extensive set of Additional Qualifications and Principal's Qualification Program courses designed to meet the professional development needs of teachers and administrators. Through courses offered in both face-to-face and distance-education modalities, this Centre connects the Faculty with educational professionals across the province. This province-wide outreach is also a hallmark of the degree and certificate offerings of our Centre for Adult Education and Community Outreach, and the Tecumseh Centre for Aboriginal Research and Education. Both Centres offer programs in distance-education modes.

As a professional faculty, our scholarship and service are inextricably oriented to the social, cultural, economic and political needs of the Golden-Horseshoe, the Province, Canada, and beyond. Indeed, as a professional faculty, the scholarship of application, or what is now called the scholarship of engagement, is our hallmark. Our faculty and students engage in what Ernest Boyer called the scholarships of discovery and integration<sup>3</sup>, but our mandate is to generate and use knowledge to engage the field of education. Our Scholarly Impact and Service Impact Objectives speak directly to this commitment to engagement and transformation.

There is what can be called a sixth strategic direction which, while not explicitly stated in *Brock 2014*, expresses the increasingly international orientation of the University:

*Create a vibrant educational gateway to Canada and expand our international engagement through our commitment to diversity, globalization and equity, and the creation of mutually beneficial partnerships.*

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<sup>3</sup> See E.L. Boyer (1990), *Scholarship reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching. For a more recent statement see J.M. Braxton, W. Luckey and P. Helland (2002), *Institutionalizing a broader view of scholarship through Boyer's four domains*, ASHE-ERIC Higher Education Report: Volume 29, Number 2. San Francisco: Jossey-Bass. See also K. O'Meara and R.E. Rice (2005), *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco: Jossey-Bass.

The Faculty of Education has a history of international engagement dating from a successful CIDA-supported BEd program offered to Tanzanian teachers and administrators in the mid-seventies. In recent years we have maintained our focus on Africa, establishing a partnership with North West University in South Africa which involves collaborative scholarship and graduate student exchanges. Faculty are working with a Township school in South Africa in the development of early childhood curricula. Undergraduate students have had a course-based experience in Cuba. For the fifth year we have a cohort of international students, primarily from China, involved in a highly successful MEd program, called the International Student Program. Experience with the profiles and needs of these students has led us to launch a joint venture with the Faculty of Business; the Professional Masters Preparation Certificate Program is an eight-month program which upgrades the English language skills of international students while introducing them to the format and expectations of Canadian graduate education within the context of Western culture and society. A second PMPCP cohort began in fall, 2008, with double the enrollment of the first cohort in the Education stream.

The conclusion to be drawn from this review of Brock's six Strategic Directions is that the Faculty of Education's efforts are fully aligned to the University's Strategic Directions. Our Impact Objectives and distinctive characteristics as a professional faculty put us on record as committed to furthering the identity of Brock as a university committed to Knowledge, Engagement and Transformation.

#### **D. Strategies**

Our Academic Plan consists of academic initiatives that directly support our Educational and Scholarship Impact Objectives, and administrative initiatives that enhance the capacity of the Faculty to meet its Objectives, serve its Mission and achieve its Vision of a Learning Faculty.

#### **Educational Initiatives**

The **Program Development and Revision Initiative** consists of three parallel sets of efforts, each of which will run during the 2007-2014 academic years.

##### **1. Pre-service Teacher Education**

- a. **Making a Difference, Phase One:** In the late summer of 2006 the Committee on Outcomes and Principles, Phase One (COOP I) was formed. Membership consisted of faculty members in the Pre-service Department, including the Department Chair at the time, Dr. Sheila Bennett, along with a representative of the Graduate and Undergraduate Department, supported by a former Pre-service Department Chair, Dr. Lynette Fast, who acted as the COOP I Facilitator. COOP I met its two-fold charge. By the end of the Fall Term, 2006, it had consulted with a variety of stakeholders, as well as reviewed the current literature on teacher education and identified potential learning outcomes appropriate to the Consecutive and Concurrent professional teacher education programs offered through

the Faculty of Education. The Committee also identified the design principles that should guide the development and revision of our professional teacher education programs.

- b. **Making a Difference, Phase Two:** Based on the report from COOP I a consultation and vetting process (COOP II) allowed the department to conduct an analysis of how teacher education programs delivered by the Faculty of Education at Brock might be enhanced/adjusted to better reflect the desired learning outcomes from COOP I. The resulting recommendations address ways to ensure program curricula support the learning outcomes adopted for each program. In particular, the COOP II report provides a path for implementing curricula aligned with the learning outcomes of the Ontario College of Teachers *Foundations of Professional Practice* (2006). Eight principles are articulated in COOP II which, if effectively implemented, will ensure that our Pre-service program in all of its aspects will be informed by, and be consistent with, the leading theory and research in teacher preparation.
- c. **Making a Difference, Phase Three:** Upon completion of COOP II, the Program Committee of the Pre-service Department received the mandate to begin the implementation process. This full revision of our programs is scheduled to be carried forward through to 2011. Phase Three builds upon Phase Two in providing the essential framework for the University Academic Review of the Pre-service Department and the re-accreditation of our professional teacher education programs in 2009-2010 by the Ontario College of Teachers. If these two external reviews are well designed and rigorous in support of learning, they will provide appropriate measures of the success of all three phases of the Program Development and Revision Initiative for Teacher Preparation.

## 2. **Graduate and Undergraduate Education**

- a. **MEd program:** In May, 2006 the Department of Graduate and Undergraduate Studies in Education held a retreat where faculty considered factors and issues affecting MEd program delivery, development and success. As a result of that retreat, the Department commenced a program analysis and development effort which has redesigned the Master program, moving from three areas of study (Curriculum; Teaching & Learning; Organizational & Administrative Studies) to a model involving four streams (Social and Cultural Contexts of Education; Teaching, Learning & Development; Administration and Leadership in Education; Educational Inquiry). The Ontario Council of Graduate Studies has approved the program revisions.
  - i. The Department has reviewed courses in the original streams. Timetables, course descriptions, and the focus for courses have been reviewed to produce efficiencies in the short term, and to prepare for the transferring and revising of courses for the four new streams.

- ii. The primary measure of the success of this program development and revision effort will be the outcome of the OCGS review of the MEd program in 2010-2011.
  - iii. Within the context of our Academic Plan, the Department Chair and the Dean will continue exploring all available policy, procedural and financial opportunities for having full-time MEd students receive University fellowship and/or bursary funding to support their involvement in our research-focused Master of Education program.
  - iv. The Department of Graduate and Undergraduate Studies in Education has worked with our Communications Officer to design a marketing plan to better reach potential students. In addition, the Department is developing a course-only version of its MEd program. As well, a cohort-based MEd has been launched in response to the expressed interest of a Golden Horseshoe school district. Through these initiatives, and a capacity-enhancement administrative initiative supported through the Dean's Office (see below), we expect that our graduate enrollments will increase. Intense competition for Masters students makes it difficult to project the size of the increase at this juncture. In the fall, 2008, the number of full-time MEd enrollments doubled from the fall of the previous year.
- b. **Undergraduate Education:** Each year instructors meet with the Concurrent Education Implementation Committee to review the philosophy and structure of the Concurrent teacher education programs. The intent is to identify gaps, overlaps, and potential discrepancies across the courses and to discuss existing pedagogic issues, concerns, and successes. Instructors are encouraged to conduct joint program and course planning and to collaborate on problem solving and direction setting for their courses and for the program in general. A second level of analysis will be to review the courses in terms of overall compatibility of the Concurrent Education Programs with the instructional objectives listed in the Faculty of Education Academic Plan and to identify potential areas of further growth and development.
- c. **PhD program:** The Graduate/Undergraduate Department will continue its involvement in the Joint PhD program with the Faculties of Education at Lakehead University and the University of Windsor. This unique program allows students to do doctoral work on a part-time basis, drawing upon the expertise of faculty in three universities<sup>4</sup>.
- i. A steering committee has been struck to conduct a feasibility study into a stand-alone PhD program within the Faculty of

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<sup>4</sup> The University of Western Ontario has phased out its involvement. We have had expressions of interest from Faculties of Education at two other Ontario universities, but are not planning at this time to increase the number of Faculties involved. The expression of interest is gratifying, as it provides external validation of the value of the program.

Education. The feasibility study and any resulting proposals will need to address the niche for an FOE PhD program, the costs of program development and delivery, and the capacity of the department and Faculty to offer both a Joint PhD and a stand-alone PhD. The topic of a stand-alone PhD is expected to be a focus of discussion and development over the course of this Academic Plan. If a program proposal is developed, it will need to be considered by the Senate's Graduate Studies Committee, then the full Senate. As well, the program would have to pass an OCGS-approval review. These reviews will provide the measures of success of the stand-alone PhD initiative.

- ii. If we continue to participate in the Joint PhD and mount a stand-alone PhD, we will need to have an additional faculty line, likely in 2009—2010. By that year the University should have in place an incentive-based budgeting system which links resource allocation to revenue generation. Projected revenue from the stand-alone PhD should ensure the allocation of a faculty line to support the program<sup>5</sup>.
- d. **Delivery Review:** To this point, most courses within the Department portfolio are offered in face-to-face learning environments. With the ongoing development of instructional technology, it will be beneficial for the Department to investigate the feasibility of moving at least some courses to a technology-based learning platform.
- i. Graduate courses are offered in three geographic locations: St. Catharines, Hamilton, and Oakville, with rotating electives being offered at least once in each location in a two-year interregnum and with occasional electives being offered at least once in a two-year interregnum. The feasibility and effectiveness of this scheduling strategy will be monitored on an ongoing basis and modified as warranted.
  - ii. Undergraduate courses are offered only at the St. Catharines campus. As Generic Concurrent Education Programs continue to develop, it will be beneficial to investigate whether undergraduate courses should be offered at the Hamilton campus.
  - iii. Because the existing delivery structure works effectively, a delivery review is expected not to be launched until the mid-point of this Academic Plan. However, if the University moves more quickly to develop an initiative and provide resources to enhance technology-based learning, the Department would need to consider an earlier delivery review. The review also may become a higher priority as a result of Faculty of

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<sup>5</sup> The FOE contributes \$20K a year to run the Joint PhD. Perhaps it is an understatement to say that it is unusual for a Faculty to pay to participate in a program which yields revenue (tuition and BIU dollars) in which it does not share, and which creates additional workload demands for faculty. Options for cost-sharing or revenue-sharing with the university need to be developed.

Education research into the delivery preferences of current and potential client groups for Masters education.

**3. Centre-based Education**

- a. The Centre for Adult Education and Community Outreach (CAECO), under the direction of Director Dr. Sharon Abbey, is implementing selected recommendations from the successful 2005-2006 CAECO Review. CAECO is revising program goals, redeveloping and launching the five Adult Education core courses, optimizing the application of distributed-learning technology, adding fourth-year courses, providing facilitator professional development opportunities, initiating a speaker series and a newsletter in Adult Education, exploring the development of an Adult Education stream within our current MEd, exploring opportunities to offer women in developing countries Adult Education certificate and degree programs on-line, all the while ensuring the coherence and direction of the Adult Education program in support of our Educational Impact Objectives.
- b. The Centre for Continuing Teacher Education will pursue five initiatives under the direction of Dr. Tony DiPetta.
  - i. Through professional development support, ensure that all instructors are knowledgeable about current educational issues, curriculum and instructional strategies.
  - ii. In order to hold and expand market share across Ontario, develop and update high quality Additional Qualifications (AQ) courses for on-line, on-site, or mixed mode delivery formats.
  - iii. In order to gain access to international markets, expand the successful ESL program offered in China for Ontario teachers to sites in Europe and South America.
  - iv. To expand and extend the impact of the Centre, develop on-line and face-to-face non-credit professional development courses to meet teacher and administrator needs, but not tied to the AQ course schedule.
  - v. Through quality assurance monitoring, ensure that course outlines for all Centre offerings support achievement of FOE Educational Impact Objectives while meeting the current and emerging needs of partner groups and co-operating schools.
- c. The Tecumseh Centre for Aboriginal Research and Education is a university-wide centre, but all of its education programs currently are offered through the Faculty of Education.
  - i. The primary education initiative of the Tecumseh Centre over during years 2007—2012 of this Academic Plan is the delivery of an aboriginal BEd program that provides educators with a four-year degree over a five-year period within a dual-cultures framework supportive of aboriginal values and needs. The Centre and faculty across a number of Faculties have developed the BEd degree program with the Northern Nishnawbe Education Council in Sioux Lookout. This program

- will be used as a model for delivery of this newly accredited BEd to other aboriginal communities.
- ii. The Tecumseh Centre is preparing to launch a capital fund-raising project aimed at financing the design and building of a new home for the Centre.
  - iii. The Centre leadership is developing a vision and plan which will allow aboriginal education and research to become more integrated into the university. Through establishment of an interfaculty School of Indigenous Studies the programs and initiatives related to aboriginal issues, history and culture located in each Faculty could be coordinated and enhanced. Such a development would contribute an aboriginal dimension to each of Brock's Strategic Directions.
  - iv. The success of the four-year BEd when continuing accreditation is sought, and the possibility of establishing a School of Indigenous Studies, will require the appointment of faculty who have expertise, experience and credibility in aboriginal education. Two such faculty lines, at least, will be needed in the Faculty of Education, allocated from the central administration. The first appointment should be made or in process by the time of the application for continuing accreditation of the four-year BEd in 2009–2010. It will depend on department program needs as to which department each of the two appointments will be made.

### **Scholarly Initiatives**

The Faculty has three sets of enhancement initiatives in support of scholarship that have been launched or are in development: community, capacity and productivity enhancement.

1. **Community Enhancement:**
  - a. There are four programs aimed at supporting the collaborative scholarship and collegial spirit in the Faculty. The Scholarly Learning Community (SLC) *Initiation* program supports any group of at least three full-time FOE faculty interested in exploring the development of a scholarly learning community devoted to a particular topic. The Scholarly Learning Community *Project* program supports a group of at least three full-time faculty who have identified a topic for inquiry and have developed an action plan in service to FOE Scholarly Impact Objectives.
  - b. Recipients of Scholarly Learning Community *Projects* are eligible for Scholarly Learning Community *Enhancement Grants*. Proposals for such grants identify particular activities or materials that require additional support, e.g., conference attendance, research site visits, hardware, software, etc.
  - c. Recipients of Scholarly Learning Community *Projects* will be eligible to apply to have a *Distinguished Virtual Fellow* join their SLC. The

Fellow is brought to campus, or meets with the SLC off-campus, e.g., at a conference, then participates with the SLC through videoconferencing, teleconferencing, VOIP, email etc. for a period of one or two years. The Fellow receives a stipend and carries the title of Brock Faculty of Education Distinguished Virtual Fellow.

## 2. **Capacity Enhancement:**

- a. The FOE Office of Research has provided, and will continue to provide, timely updates to faculty on funding and professional development opportunities. The FOE Office of Research also sponsors workshops and keep faculty informed about Brock University Office of Research Services workshops.
- b. A second set of initiatives involves sharing of views, experience and work in progress of faculty and graduate students through research colloquia and seminar series, and the annual Graduate Research Conference run by the Department of Graduate and Undergraduate Studies in Education.
- c. The FOE Office of Research sponsors “writing circles” and “writing retreats” that support the development of writing skills and manuscript production by faculty within FOE.
- d. The renovation of Welch Hall rooms WH9A-F and WH5 will result in the creation of a Research Centre consisting of offices for research staff, interview and meeting rooms, research assistant work space, and active and archival data storage.
- e. In winter, 2007 a Faculty Forum focused on the nature of scholarship in the FOE. Our Planning & Priorities Committee synthesized the results from the Forum to address the question of how we can demonstrate the quality and impact of our scholarship. The assessment of the quality and impact of scholarship will be along three continua represented by our three Scholarly Impact Objectives.
  - i. Recognition: from the low end of acknowledgement of scholarly production to the high end of international recognition. Recognition should lead to...
  - ii. Utilization: from the low end of citations to the high end of significant use of FOE scholarly work by scholars, practitioners, curriculum and program developers, policy makers, etc. Utilization should lead to...
  - iii. Improvement: from the low end of changes in practices, e.g., in classrooms, to the high end of building civil societies and improving the human condition world wide.
  - iv. The three Scholarship Impact Objectives will allow faculty, especially new faculty, to understand and orient to the levels of impact that their scholarly efforts can achieve.

## 3. **Productivity Enhancement:**

- a. Under the leadership of the former dean, Dr. Michael Manley-Casimir, the SSHRC Working Group was established. The Working Group has continued to function and has been renamed the Grant Writing Group. The Grant Writing Group has been institutionalized as a collegial effort through which interested faculty review successful grant applications, provide feedback to each other, and receive support from FOE and Brock offices of research in the development of SSHRC and other grant proposals. Dr. Michelle McGinn now leads the Grant Writing Group.
- b. The FOE Office of Research is developing profiles of persons who can help faculty members develop grant proposals. Faculty will be able to consult with the Acting FOE Research Officer, Ms. Snezana Ratkovic, to locate and employ the services of experienced grant developer advisors. The grant development advisors will work with faculty to help them learn how to turn research ideas into research proposals. Grant development advisors will be paid a stipend.
- c. The FOE Office of Research is developing profiles of persons who may serve as publishing advisors to work with faculty to develop capacity to turn presentations into manuscripts for publication. They also will be available to aid faculty in improving their skills at revising and rewriting manuscripts for publication.
- d. The FOE Office of Research is developing an initiative that will support faculty members seeking substantive feedback on grant proposals and manuscripts for publication.

### **Service Initiatives**

In 2009-2010 faculty will begin specifying outcomes from service based on the Service Impact Objectives values stated in this plan. This initiative will seek to differentiate outcomes for the different categories of service in which our faculty engage: Internal-to-the-University (program, department, Faculty, University) and External-to-the-University (discipline, profession, community, society, global). Having identified value-based outcomes, we can move to developing indicators for assessing our service contributions. The indicators, perhaps in the form of rubrics, will help members of our community, especially new faculty members and graduate students, understand the different levels of contribution that can be made in satisfying our Service Impact Objectives.

### **Administrative Initiatives**

We have three sets of linked administrative initiatives whose cumulative effects will advance the Objectives, Mission and Vision of the Faculty of Education.

#### **1. Capacity Enhancement**

- a. The Faculty is designing and will be implementing a market research initiative, possibly resulting in the modification of our MEd offerings. The initiative will identify current and potential student groups. Data will be collected from these groups on their preferences for MEd programming, e.g., content, focus, mode/time/place of delivery, etc. Data will be analyzed to determine the character of potential-student demand, and the nature of programs/foci which they would most prefer. We are also collecting information about competitor MEd programs in Ontario and “off shore.” We then will be able to make judgments about whether we need to devise/revise programs to better meet (apparent) market demand. Subsequently, we may need to propose changes which will require approval at various stages, within the Faculty, at the Faculty of Graduate Studies, through Senate, and possibly at OCGS.
- b. The Faculty has funded a Field Experience Coordinator position. The Coordinator is responsible for developing placement opportunities and coordinating placements for students in our Consecutive and Concurrent professional teacher education programs.\*<sup>6</sup>
- c. The Faculty is seeking University funding to cover the costs of a Pre-service Administrative Coordinator and an Office Assistant in the Graduate/Undergraduate Department who are currently paid from Carry Forward dollars.\*
- d. The Staff Professional Development Initiative allocates funds to each staff member on an FTE basis to support professional development. Additional funding can be requested from the Dean’s Office. A binder of materials and staff assessments from previous professional development offerings is kept for review by staff seeking growth opportunities.
- e. The FOE has a faculty member (Dr. Tony DiPetta) who serves as our Instructional Technology Leader and works with our Computer and Media Advisory Committee (CAMAC) to mount programs and workshops, and to make recommendations for computer and media purchases for the Faculty. When available, Carry Forward dollars are used to fund purchases.
  - i. Our Computer Services group reports to the IT leader. The FOE has financed hardware and software purchases for the labs which FOE Computer Services runs at the St. Catharines campus; upgrades and expansion will be needed.\* (Our Computer Services group manages the computer lab at our Hamilton Campus, but there the computers in the lab are supplied by the central ITS group.)
- f. The FOE Instructional Resource Centre has locations at both Brock campuses. Upgrades for media equipment and other resources (such

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<sup>6</sup> Initiatives marked with an asterisk will require financial support from sources external to the FOE.

as teaching resources, multimedia resources, licensed ministry software that is used for teaching and providing resources to practicing as well as new teacher candidates) will be required for each remaining year of our Academic Strategic Plan.\*

- i. In addition to resources, there is a need for one additional person at each campus. These positions will support new media and digital resources which are becoming more prevalent and powerful in supporting student learning.\*
- ii. With the increased electronic and mobile resources, a more robust security system will need to be installed at both IRC locations.\* This a funding priority for the FOE within the Brock Capital Campaign.
- iii. In the pre-service program, there is a technology stream. Students in this stream are organized into distinct counseling/cohort groups at the Hamilton campus. In order to serve these students, an initiative is being developed by our IT leader (Tony Di Petta) to create a Digital Editing Suite at the Hamilton campus. If this initiative is to be implemented, space, equipment, personnel (as listed in point i above), and security (listed in point ii above) need to be provided at the Hamilton campus IRC.\*

g. Technology Support:

- i. We will need to update hardware and software in the computer labs used by FOE students on the St. Catharines campus (2008-2009) and at the Hamilton campus (2010-2011). Once during the duration of this Academic Strategic Plan we shall have to replace monitors in the student labs. Electronic display boards, e.g., SMART Boards, are needed for student labs and portable display boards will be sought for use at our Hamilton and St. Catharines sites. Our technology plan includes the addition of four Active Directory/Exchange servers in 2008-2009, and the replacement of all servers (Dewey server in 2008-2009, four Windows/AD/Exchange servers in 2009-2010, and Locke server in 2010-2011).
- ii. In addition to technology, we require two additional personnel to support technology, one at each of our teaching sites. These positions are needed if we are to support Pre-service students, their full-time and part-time instructors, and administrative staff.\*
  1. With the increasing infusion of technology into our programs, scholarship and service we expect that the quantity and sophistication of workshops, mentoring and support for faculty and staff will need to increase. These additional personnel will be responsible, in part, for these enhanced support efforts. We also expect to have greater expenses for technology.\*

2. **Communication and External Relations Initiatives**

- a. The FOE has established a half-time Communications Officer position. The primary responsibility of the Communications Officer is the development and implementation of a communications plan to represent and promote a coherent and consistent Faculty of Education identity to our constituencies and stakeholders.
- b. The communications plan developed for the Faculty requires financial support for a family of print-based and electronic materials designed to reflect our identity as we reach out to multiple stakeholders and FOE constituencies.
- c. With the hiring of a Vice President for Advancement we look forward to adding a Development Officer who will directly support fund-raising efforts in the Faculty.\*
- d. As support for our communication and development efforts we will be seeking an Administrative Assistant.\* The Development Officer will require a budget to support travel and expenses relating to the work of finding “joyous givers.”\*

### 3. **Revenue Generation**

- a. In fall, 2007 the Faculty, in collaboration with the Faculty of Business, established a Professional Masters Preparation Certificate Program (PMPCP). Through a curriculum consisting of English language upgrade courses, workshops, and a full-year course on Western Society and Culture this 8-month, cohort program prepares international students to succeed in masters programs in education and business.
- b. Depending on the availability of one-time-only funds, the Dean’s Office will invest in faculty-led initiatives to develop for-profit programs. It is expected that such programs will be required in order to expand, supplement and/or replace current entrepreneurial funding streams in the Faculty.

## **E. Conclusion**

Through these educational, scholarship, service, and administrative initiatives the Faculty of Education will graduate students with characteristics valued by faculty and by our stakeholders. We will have an impact through scholarship that will improve education and improve the human condition.

By meeting our Objectives we will be supporting the University’s five Strategic Directions. In so doing, we will be serving the Mission of our Faculty as well as the Mission of Brock University. Brock will move forward as a comprehensive university, and we will move forward as a Faculty that puts learning at the centre of all we do—a Learning Faculty.

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