



Educating Exceptional Educators

Faculty of Education Strategic Plan, 2019-2024

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Introduction

For 55 years, the Faculty of Education (FOE) has provided exceptional education and built pedagogical capacity for Ontario's educational professionals. We have a strong reputation for research and scholarship, academically innovative programs, and impact on our communities. Our graduates are outstanding classroom teachers, principals, directors of education, professors, learning strategists, corporate trainers, and adult educators. Our alumni teach in and lead organizations across Canada and around the world.

Educating Exceptional Educators, our Strategic Plan for 2019 to 2024, maps objectives that set the stage for the FOE's evolution over the next five years.

Educating Exceptional Educators is the driving force behind our Strategic Plan. It builds on our experience, leverages our strengths in teaching and research, and challenges us to become more engaged with our Aboriginal and community partners.

Educating Exceptional Educators supports the University's Strategic Plan and the Faculty's mission to meet the challenges of education and society by shaping the next generations of educators. We do this through world-class education, leading-edge, globally-recognized research, and knowledge dissemination.

Educating Exceptional Educators is organized around five priorities that guide our decision-making and resources:

- 1) Putting Students First
- 2) Striving for Diversity, Inclusion, Reconciliation and Decolonization
- 3) Promoting Scholarship and Research
- 4) Building Community and International Partnerships
- 5) Sustaining the Faculty

Moreover, *Educating Exceptional Educators* has identified nine objectives, embedded within these priorities, that will lead the Faculty to a sustainable future. The Faculty will:

- 1) develop a multi-year (5) financial plan that is transparent, aligned with the University's budget model, and guides the Faculty's pathway to sustainability. The multi-year financial plan will incorporate a process for faculty renewal, including the growth of the tenure-stream faculty complement in areas of need and/or opportunity.
- 2) evaluate the feasibility of new undergraduate and graduate program pathways, including a Bachelor of Educational Studies, expanded M.Ed. pathways, and a professional doctorate in education (Ed.D.)
- 3) assess the feasibility of expanded online and blended learning options for students across all of our programs, particularly at the masters and doctoral levels.
- 4) develop an integrated plan for internationalization for educational programs, exchange and co-curricular activities, and research and scholarship.
- 5) develop a plan to expand local community partnerships to provide experiential teaching and learning opportunities and research and scholarship opportunities
- 6) develop a strategy to enhance scholarly output, increase research funding and increase graduate student support.

- 7) develop an action plan to attract and retain Aboriginal scholars (students and faculty) within the Faculty.
- 8) develop an action plan to attract and retain a more diverse student and faculty complement by reviewing and implementing, as appropriate, the recommendations of the Diversity Action Committee.
- 9) assess the feasibility of developing an Academy for Life Long Learning to deliver expanded opportunities for professional educators, continuing education, workshops and customized programs

Each priority and objective reflect the values of the Faculty as articulated in our 2012 Strategic Plan.

Educating Exceptional Educators is an action plan. It identifies achievable objectives and sets the stage for the FOE's evolution. When implemented, these actions will re-shape the Faculty, ensuring our programs are relevant to our students and communities, and partners.

Strategic plans are not static. Our plan will evolve as we learn from the implementation process and as the political, fiscal and academic landscapes change. We will measure our progress and report to our students, alumni, partners, staff and faculty on what we have accomplished.

Our researchers have an impact on the daily lives of children, youth and adults. Our faculty conduct research that meets international standards of peer review to support life-long learning and to inform provincial, national and international teaching and learning priorities.

Engaging in research and community initiatives that expand our knowledge of how individuals learn, how teaching practices and learning outcomes compare internationally, and how to effectively employ technologies to support learning across the life span ensures that the Faculty of Education remains relevant to our students and to those they will educate.

The FOE is conscious of our responsibilities to Aboriginal communities and recent immigrants and refugees who make Canada their home. We are committed to social justice and equity; the mental health and wellness of our students, faculty and staff; diversity amongst faculty, staff and students; and co-creating Aboriginal-led programming for Aboriginal and settler communities. These commitments ensure that our programs are relevant, responsive, and respectful of all students and community partners.

Priority 1: Putting Students First

We need to be ready for change, we need to embrace change, we need to lead change.

For example, students who entered our concurrent education program in September 2019 will graduate in 2025. Many will have careers that extend beyond 2060. These students challenge our approaches to teaching and expect a learning environment that reflects "Future Ready" knowledge and competencies - individualization, collaboration, data-informed, technology-infused but not technology-determined. These students demand more from us as educators and will transform our practices in ways that we only can imagine.

As a leader in pedagogical innovation, the Faculty will:

- evaluate the feasibility of new undergraduate and graduate program pathways, including a Bachelor of Educational Studies, expanded M.Ed. pathways, and a professional doctorate in education (Ed.D.)
- assess the feasibility of expanded online and blended learning options for students across all of our programs, particularly at the masters and doctorate levels

Putting Students First anticipates a University commitment to a presence in the Hamilton region for teacher education and graduate programs.

Priority 2: Striving for Diversity, Inclusion/Reconciliation & Decolonization

The Faculty of Education is deeply committed to social justice and diversity.

We are dedicated to recruiting faculty members who represent the Canadian community. As positions are approved, the Faculty will actively seek qualified candidates from designated groups as a way of contributing to our diversity while meeting program and student needs. The FOE will dedicate one in four of new appointments over the next decade to Indigenous scholars. These steps will position the FOE as an exemplar for diversity appointments.

Program committees will be encouraged to ensure that our curriculum engages our students in difficult conversations on inclusion and diversity and that instructors are aware of best practices to support all students and to be aware of unconscious biases.

The Faculty is committed to reviewing the admissions requirements of all programs in an effort to reduce or fully eliminate barriers for applicants from diverse backgrounds.

To strengthen our commitment to diversity, inclusion/reconciliation and decolonization, the Faculty will:

- develop an action plan to attract and retain Aboriginal scholars (students and faculty) within the Faculty
- develop an action plan to attract and retain a more diverse student and faculty complement by reviewing and implementing, as appropriate, the recommendations of the Diversity Action Committee

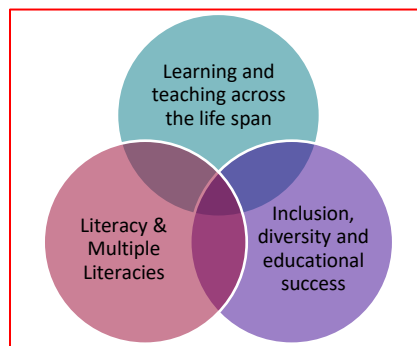
Priority 3: Promoting a Culture of Scholarship and Research

The Faculty of Education has a solid standing for research and scholarship.

Faculty members have outstanding scholarly reputations. Compared with Faculties of Education across Canada, the FOE is ranked 20th on research reputation and 15th on publications and is ranked 6th (tied) on research reputation and 5th on publications in Ontario.

The Faculty's research capacity is in three broad areas that we anticipate will be important to the future of scholarship in education for the next twenty years:

- Learning and teaching across the lifespan
- Literacy and Multiple Literacies
- Inclusion and diversity and educational success



FOE faculty are committed to developing a culture in which scholarship and research are essential components, including in our classrooms and our community partnerships. A research-oriented culture is one that ensures teaching across our programs is research informed and research integrated.

A research-oriented culture is one where students from concurrent and consecutive education, Indigenous, adult education and graduate programs have opportunities to engage in research with faculty members and of their own design as part of courses, internships and practicum, co-curricular and experiential education initiatives, and work experiences.

However, the FOE has limited engagement with companies that are innovators in learning and teaching. Working through collaborations such as i-HUB, FOE researchers and students engage with companies to support innovation. To improve opportunities to attract, retain and support research students, developing stronger linkages with innovative companies is important.

To further promote a culture of scholarship and research the Faculty will:

- develop a strategy to enhance scholarly output, increase research funding and increase graduate student support.

Priority 4: Building Community and International Partnerships

The FOE has a broad range of partnerships. Each creates an opportunity for research, service learning and experiential education. Each creates an opportunity for *impact* through knowledge uptake, whether new curriculum or community programs, policy development, or improving the quality of life of individuals across the lifespan or communities.

Our partnerships with schools and school boards include the placement of our students for practicums, tutoring, classroom volunteers, entrepreneurship, and related activities.

These partnerships are reciprocal relationships and evolve over time and benefit our students, faculty members and partners.

The FOE will focus its local community engagement and partnerships in two key geographical areas: Niagara and Hamilton/Halton. Other opportunities, including international placements, will be supported and promoted.

In order to support and expand its local community and international partnerships the Faculty will:

- develop a plan to expand local community partnerships to provide experiential teaching and learning and research and scholarship opportunities
- develop an integrated plan for internationalization for educational programs, exchange and co-curricular activities, and research and scholarship.

Priority 5: Sustaining the Faculty

The sustainability of the Faculty of Education is an ongoing challenge.

The Faculty's initial teacher education program (ITEP) is important to the sustainability of the university as it contributes between 5% and 45% of the student applications to the Faculties of Applied Health Sciences, Social Sciences, Mathematics & Science, and Humanities.

Sustaining the Faculty demands an open and transparent financial plan that renews and reinforces what we already do well and allows for new academic program development.

An important consideration to the academic and financial sustainability of the Faculty is an assessment of our approaches to pedagogy, including class caps, program targets and delivery. The Faculty will emphasize its commitment to small class sizes in all our programs, a commitment that may be challenged across the university where student-to-faculty ratios are higher, an approach that is rewarded more favourably financially. As part of this commitment, the Faculty will support student success and program quality assurance in programs with significantly increased enrolments.

To ensure the Faculty of Education is sustainable the Faculty will:

- develop a multi-year (5) financial plan that is transparent, aligned with the University's budget model, and guides the Faculty's pathway to sustainability. The multi-year financial plan will incorporate a process for faculty renewal, including the growth of the tenure-stream faculty complement in areas of need and/or opportunity.
- assess the feasibility of developing an Academy for Life Long Learning to deliver expanded opportunities for professional educators, continuing education, workshops and customized programs

One purpose of the Academy for Life Long Learning is to generate revenue for the FOE. This revenue will then be invested throughout the Faculty to support academic programming which will help sustain the FOE.

Operationalizing the Strategic Plan

The entire Faculty of Education is responsible for achieving the goals and objectives of this plan. The Dean and the Faculty of Education Leadership Committee (FOELC) will guide the implementation of this Strategic Plan. The Dean will report annually to the Faculty on implementation and the outcomes and impacts of the Strategic Plan. At the mid-term point, the Planning and Priorities Committee will assess progress and recommend modifications to the plan.