

## Faculty of Education Strategic Plan 2026-2031

*Advancing excellence, equity, innovation, and local to global community impact  
by educating for the transformation of learning, leadership, and research.*



Photograph © 2020 M-L Vanderlee

**Painting on Canvas titled: "Honouring our stories." Year: 2018**

**About the picture on the cover page:**

Painting on Canvas titled: "Honouring our stories." Year: 2018, displays the innovative project artifact, documenting the live collaborative contributions to a "stage- scene" during a public performance, with high community impact.

**Creators:** The painting was created by collective efforts of the Decolonizing Canada Through Art and Artistry team members, including Faculty of Education professors, staff members, graduate students, local artists, and community members: Kari-Lynn Winters, Spy Dénommmé-Welch, Catherine Longboat, Snežana Ratković, Shannon Kitchings, Monica Taylor, Brianna Spratt, Shihui Yang, Neelofar Ahmed, Sajitha, Vinod, Bharti Rana, Siqi Tian, Shelly Scott-England, Aji Varghese, Heryka Miranda, Vicki Sault, Aimal Ahmed, and Shaheer Ahmed.

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**Use of Artificial Intelligence**

The development of selected visuals, tables, and summary elements in this strategic plan was supported using Microsoft Copilot. This assistance was limited to the organization, visual representation, and refinement of selected content that is noted throughout the document. All source materials, prompts, content review, interpretation, and final editorial feedback was provided by the Faculty of Education Leadership Committee.

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### Our Commitment

**The Faculty of Education is committed to preparing educators, researchers, leaders, and community partners who advance learning, equity, reconciliation, innovation, and social transformation locally, nationally, and globally.**

## 1. MESSAGE FROM THE DEAN

The Faculty of Education entered 2026 at a pivotal moment for education, research, and community engagement. Across Ontario and beyond, educators are responding to rapidly changing social, technological, demographic, and economic conditions. These changes require bold leadership, inclusive practices, innovative and EDI informed scholarship, and meaningful collaboration with schools, communities, Indigenous partners, professional organizations, and policy leaders, among others.

The ***Faculty of Education Strategic Plan 2026–2031*** provides a focused forward-looking roadmap for advancing our mission. It reflects our shared commitment to student success, transformational pedagogy and scholarship, equity and inclusion, reconciliation and decolonization, Black flourishing, meaningful research, and local, national, and global community partnerships.

This plan is both aspirational and practical. It establishes clear priorities, measurable indicators, and a framework that will allow us to monitor progress and demonstrate impact. Through this plan, the Faculty of Education will continue to strengthen its role as a leader in the field of educational studies, sustaining our commitments to lifelong learning, graduate education, professional learning, educational research, and community-engaged practice.

Together, we will continue to be an exceptional Faculty that is intentionally innovative, inclusive, responsive, and deeply connected to the needs of learners, educators, and the communities both near and far, that we serve.



**Figure 1. ML Vanderlee at the Global Network of Deans of Education International Symposium.** Photograph by Katy Ellsworth, 2024.



## 2. EXECUTIVE SUMMARY

The ***Faculty of Education Strategic Plan 2026–2031*** sets a bold and focused direction for advancing education that is transformative, inclusive, research-informed, and socially responsive.

Grounded in Brock University’s institutional priorities and informed by provincial, national, and global education trends, this plan positions the Faculty to help educators, researchers, leaders, and communities thrive in a rapidly changing world.

Over the next five years, the Faculty will focus on six strategic priorities:

| Strategic Priority                                            | Core Focus                                                                                                                                                                                   |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Student Success and Transformative Learning                | Supporting student engagement, achievement, and well being; transforming academic programs, pedagogy, digital learning, and experiential education.                                          |
| 2. Reconciliation, Decolonization, and Indigenous Leadership  | Strengthening Indigenous leadership through support for research, instruction, service, and professional development, while expanding related expertise across students, staff, and faculty. |
| 3. Equity, Diversity, Inclusion, Accessibility, and Belonging | Embedding inclusive, accessible, anti-racist, and decolonizing practices across the Faculty.                                                                                                 |
| 4. Scholarship, Research, and Knowledge Mobilization          | Strengthening research capacity, external funding, knowledge mobilization, interdisciplinary and global collaboration.                                                                       |
| 5. Community, Professional, and Global Partnerships           | Expanding partnerships with schools, school boards, Indigenous communities, agencies, and professional networks.                                                                             |
| 6. A Sustainable and Thriving Faculty                         | Improving governance, communication, resource planning, data-informed decision-making, and operational effectiveness.                                                                        |

### Outcome:

By 2031, the Faculty of Education will be recognized for its leadership in transformative education. This recognition will be grounded in inclusive excellence, Indigenous engagement, research impact, meaningful partnerships, sustainable growth, and a thriving community of students, staff, and faculty.

### 3. THE CONTEXT OF EDUCATION

The Faculty of Education at Brock University has a recognized legacy of preparing educators, scholars, and leaders who contribute meaningfully across the lifespan and in diverse contexts. The Faculty is an award-winning community of scholars and teachers whose work advances the educational, social, cultural, and economic vitality of Niagara, Ontario, Canada, and beyond.

The Faculty of Education contributes to Brock University's broader mission through:

- High-quality undergraduate, graduate, and professional degree programs.
- Experiential and field-based learning.
- Educational research and scholarship.
- Professional development and lifelong learning.
- Community-engaged partnerships.
- Support for equity, accessibility, reconciliation, Black Flourishing, and inclusive education.
- Contributions to regional, provincial, national, and global leadership, educational and workforce development.

Rapid technological, social, environmental, and demographic change is reshaping education, requiring the Faculty of Education to respond with agility, purpose, and accountability.

The 2026 - 2031 strategic planning cycle occurs in a context shaped by:

- Changing student demographics.
- Increased demand for inclusive, accessible, and flexible education.
- Teacher shortages in specific sectors, including Indigenous languages, French-language education, and broad-based technological education.
- Directives from the Ontario Human Rights Commission to address Anti-Black Racism and discrimination in education. Closely related to this, the Scarborough Charter which addresses Black racism and the importance of advancing Black inclusion across postsecondary education.
- Accords developed by the Association of Canadian Dean's of Education.
- Commitments by the Ontario Association of Deans of Education.
- Workforce pressures including global sustainability goals and the calls to action adopted by all United Nations Members.
- Commitments to Truth and Reconciliation and the urgent need to advance reconciliation and decolonization.
- The rapid growth of artificial intelligence and other technologies in education.
- Growing attention to mental health and wellness needs among students, staff, and educators.
- Global priorities related to equity, sustainability, quality education, and lifelong learning.
- Open Education Initiatives.
- Climate change.
- Global conflict and education.
- Calls for stronger EDI research impact and knowledge mobilization by the Tri Council.
- The need for sustainable models of academic, financial, and organizational planning.

## 4. VISION, MISSION, AND VALUES

### Vision

To be an internationally recognized leader that transforms learning, advances educational scholarship and innovation, champions Truth and Reconciliation, Black Flourishing, equity, diversity, and inclusion, creating meaningful local, provincial, national, and global impact.



**Figure 2. FOE Vision.** AI-assisted visual developed using Microsoft Copilot, with content, prompts, and final direction provided by Mary-Louise Vanderlee, August 2026.

### Mission

We prepare educational professionals, leaders, and scholars who inspire learning and critical problem solving across the lifespan, lead with integrity, embrace diverse ways of knowing, and contribute to equitable and sustainable futures.

### Values

Core principles, standards, and beliefs:

- Putting Students First.
- Reconciliation, Decolonization, and Indigenous Ways of Knowing.
- Black Flourishing and anti-Black Racism.
- Equity, Diversity, Inclusion, Accessibility, and Belonging.
- Curiosity, Creativity, Courage, & Collaboration.
- Research Excellence and Knowledge Mobilization.
- Community and Partnership Engagement.
- Sustainability and Responsible Stewardship.

## 5. STRATEGIC PRIORITIES 2026–2031

### Priority 1: Student Success and Transformative Learning

**Goal:** Create transformative and flexible learning experiences that prepare graduates to lead change.

#### Strategic Objectives

- Continuously improve curricula to address emerging foci and pedagogies (e.g., generative AI, digital literacies, sustainability, and land-based learning).
- Maintain experiential, community-engaged, online, hybrid, and interdisciplinary learning.
- Support student wellbeing, belonging, academic success, and professional readiness.
- Develop innovative pathways, credentials, and partnerships that increase access and learner mobility.
- Bolster graduate student support (e.g., tri-council funding & support for external applications).

#### Success Indicators

- Sustained student satisfaction and engagement during uncertain times.
- Increased resources for consistent experiential and land-based learning opportunities.
- Evidence of continuous program improvement.
- Faculty-level retention, completion, and employment outcomes aligned with educational sector needs.

### Priority 2: Reconciliation, Decolonization, and Indigenous Leadership

**Goal:** Advance meaningful reconciliation through Indigenous leadership, partnerships, scholarship, curriculum, and student success.

#### Strategic Objectives

- Build faculty and staff capacity in Indigenous histories, knowledges, pedagogies, and contemporary realities.
- Embed and activate authentic Indigenous perspectives and approaches across programs.
- Increase Indigenous student recruitment, graduation, and career readiness.
- Strengthen Indigenous faculty recruitment, mentorship and support for scholarship and leadership.
- Expand Indigenous language, land-based, and community-engaged learning.
- Advocate for reconciliation and decolonization as sustained institutional priorities.

#### Success Indicators

- Growth in Indigenous student enrolment & outcomes (e.g., graduation and career mentorship).
- Increased Indigenous faculty and staff representation.
- Stronger partnerships with Brock Indigenous Education Council and Two Row Council.
- Increase and align financial resources to effectively support Indigenous-led pedagogical and scholarly initiatives (e.g. hire an Indigenous FOE Curriculum Specialist, Indigenous learning outcomes reflected in course outlines).



### **Priority 3: Equity, Diversity, Inclusion, Accessibility, and Belonging**

**Goal:** Foster a Faculty culture that honours diversity and ensures students, staff, and faculty increasingly experience belonging, opportunity, and success.

#### **Strategic Objectives**

- Implement equity-centred recruitment, hiring, retention, and promotion practices.
- Expand offerings of professional learning in anti-racism, anti-oppression, accessibility, disability justice, and inclusive teaching.
- Review and renew curricula through an equity-informed lens.
- Increase recruitment, retention, and success of equity-deserving students.
- Champion for accessibility across physical and digital learning environments.

#### **Success Indicators**

- Increased representation of equity-deserving groups among faculty, staff, and students.
- Completion of EDI professional learning initiatives.
- EDI learning outcomes reflected in course outlines.
- Improved outcomes for equity-deserving students, staff and faculty (e.g., positive results on climate and belonging measures).

### **Priority 4: Scholarship, Research, and Knowledge Mobilization**

**Goal:** Strengthen the Faculty's national and international reputation for meaningful, inclusive, and innovative educational research.

#### **Strategic Objectives**

- Build scholarly learning communities and mentoring networks.
- Increase research funding, scholarly output, creative activity, and student engagement.
- Enhance visibility and public impact of faculty and student research.
- Strengthen links between teaching, learning, and research.
- Expand student participation in research.

#### **Success Indicators**

- Maintain external grant funding levels.
- Sustained publications, creative outputs, and knowledge mobilization.
- Increased opportunities for student involvement as participants and collaborators in research.
- Evidence of engagement in interdisciplinary and community-engaged research.

## **Priority 5: Community Engagement, Professional and Global Partnerships**

**Goal:** Strengthen partnerships that enrich learning, research, and social impact.

### **Strategic Objectives**

- Develop a coordinated Faculty partnership strategy.
- Deepen collaborations with school boards, colleges, community organizations, and professional associations.
- Explore internationalization, exchange, and global engagement opportunities.
- Sustain community-engaged research and experiential learning.
- Host annual forums to celebrate and connect educators, researchers, students, alumni, and partners.

### **Success Indicators**

- Increased number and diversity of partnerships.
- Evidence of follow up with new potential international collaborations.
- Increased participation in partner events and conferences.
- Increased visibility and knowledge mobilization involving faculty, staff, and students.

## **Priority 6: A Sustainable and Thriving Faculty of Education**

**Goal:** Ensure the long-term sustainability of the Faculty of Education.

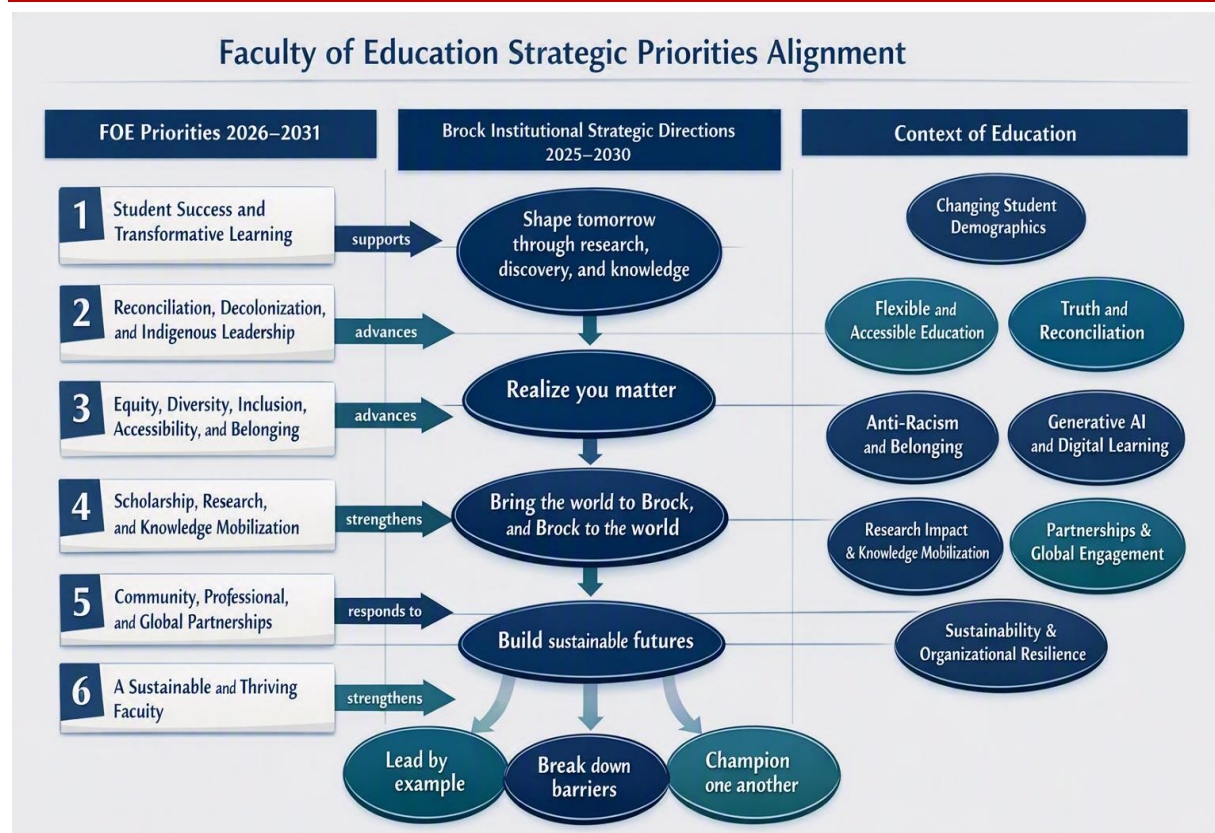
### **Strategic Objectives**

- Develop a sustainable faculty and staff complement renewal plan.
- Develop a long-term staff and faculty engagement, wellbeing, and community-building plan.
- Support early-career faculty and staff through mentoring and professional development.
- Invest in teaching excellence, research infrastructure, and administrative capacity.
- Maintain high-quality learning environments and sustainable instructor-student ratios.
- Explore alternative revenue streams beyond traditional academic program routes.

### **Success Indicators**

- Alignment of faculty and staff complement and program needs (e.g., faculty and staff recruitment).
- Opportunities for faculty and staff community engagement and professional development.
- Sustainable financial performance and outcomes through feasibility assessments of identified alternative revenue streams.
- Student/instructor/staff satisfaction with teaching, learning, and support spaces/environment.

## 6. ALIGNMENT WITH INSTITUTIONAL AND BROADER EDUCATION PRIORITIES



**Figure 3. Alignment of Faculty of Education Strategic Priorities with Institutional Strategic Directions and the Context of Education.** AI-assisted graphic developed using Microsoft Copilot, with content, prompts, and final direction provided by Mary-Louise Vanderlee, August 2026.

**Note:** Brock’s four institutional strategic directions supported by the relevant guiding principles where they strengthen the alignment. The education-context column identifies the external pressures, sector priorities, and emerging issues that make each priority timely and necessary.

### Summary of Alignment

- FOE priorities are strongly aligned with Brock’s institutional directions by linking student success, research impact, inclusive community, global engagement, and sustainability.
- Student Success and Transformative Learning connects most directly to learner wellbeing, flexible pathways, experiential learning, digital innovation, and workforce readiness.
- Reconciliation and EDI priorities strengthen Brock’s commitments to barrier removal, inclusive belonging, Indigenous engagement, reciprocal relationships, and institutional responsibility.
- Research, partnerships, and sustainability priorities extend Brock’s emphasis on knowledge mobilization, community impact, global connection, resource stewardship, and resilient planning.
- Overall, the alignment demonstrates that the Faculty of Education’s plan is both institutionally grounded and responsive to the evolving educational landscape.

## Potential Indicators And Sources To Monitor Success

The chart below will serve as a planning bridge between Faculty-level strategic priorities and University-wide KPI infrastructure by identifying where FOE outcomes may be tracked through existing institutional indicators, surveys, administrative systems, Power BI reports, and unit-level records.

| FOE Priority                                                         | Relevant UAP Indicator Areas                                                                                                 | Data Sources for UAP we can consider using for the FOE KPI Dashboard                                                                                                                                                         |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Student Success and Transformative Learning</b>                | Academic Revitalization; Strategic Enrolment; Future-Ready Learners; Dynamic and Inclusive Culture.                          | Power BI Admissions; Power BI grade distribution; PFIS ministry submissions; MCURES Grad File; NSSE reports; OUGS; CUSC; CGPSS; GSE; IQAP; Destiny One; SLS; FGSPA; CCEE.                                                    |
| <b>2. Reconciliation, Decolonization, and Indigenous Leadership</b>  | Dynamic and Inclusive Culture; Future-Ready Learners; Community Impact and Global Reach; Academic Revitalization.            | Equity Census; FNMISC; IPAP-PFIS files; PFIS ministry submissions; course outlines/IQAP; Brock Indigenous Education Council and Two Row Council records; Community Relations.                                                |
| <b>3. Equity, Diversity, Inclusion, Accessibility, and Belonging</b> | Dynamic and Inclusive Culture; Strategic Enrolment; Future-Ready Learners; Reputational Strength.                            | Equity Census; Human Rights and Equity Office; OPC; IPAP; NSSE; USES; OUGS; CUSC; CGPSS; GSE; Internal Brock surveys; SWAC/CCWS; IQAP course-review data.                                                                    |
| <b>4. Scholarship, Research, and Knowledge Mobilization</b>          | Research Scholarship and Creative Activity; Reputational Strength; Community Impact and Global Reach; Future-Ready Learners. | ORS; Library; FGSPA; Brock LINC; Brock International; MarComm; COFO Table 2 and Table 11; external funding application records; publication and open-access records.                                                         |
| <b>5. Community, Professional, and Global Partnerships</b>           | Community Impact and Global Reach; University Advancement; Reputational Strength; Future-Ready Learners; Sustainability.     | Community Relations; Brock International; Raiser's Edge; IPAP; PCS; ExperienceBU; The Brock News; MarComm; partnership/MOU records; alumni engagement data.                                                                  |
| <b>6. A Sustainable and Thriving Faculty</b>                         | Financial Health; Sustainability; Dynamic and Inclusive Culture; Academic Revitalization; Strategic Enrolment.               | Annual audited financial statements; Board-approved Budget Report; OPC; Internal Brock surveys; IPAP; PFIS-USER; Power BI enrolment/admissions reports; Ancillary Services surveys; facilities and sustainability reporting. |

**Note:** Glossary for acronyms found in [University Action Plan](#).

AI-assisted table developed using Microsoft Copilot, using Faculty of Education strategic planning content, Brock University Action Plan indicator areas, with prompts and final direction by Mary-Louise Vanderlee, August 2026.



## 7. FACULTY OF EDUCATION ACTION PLAN

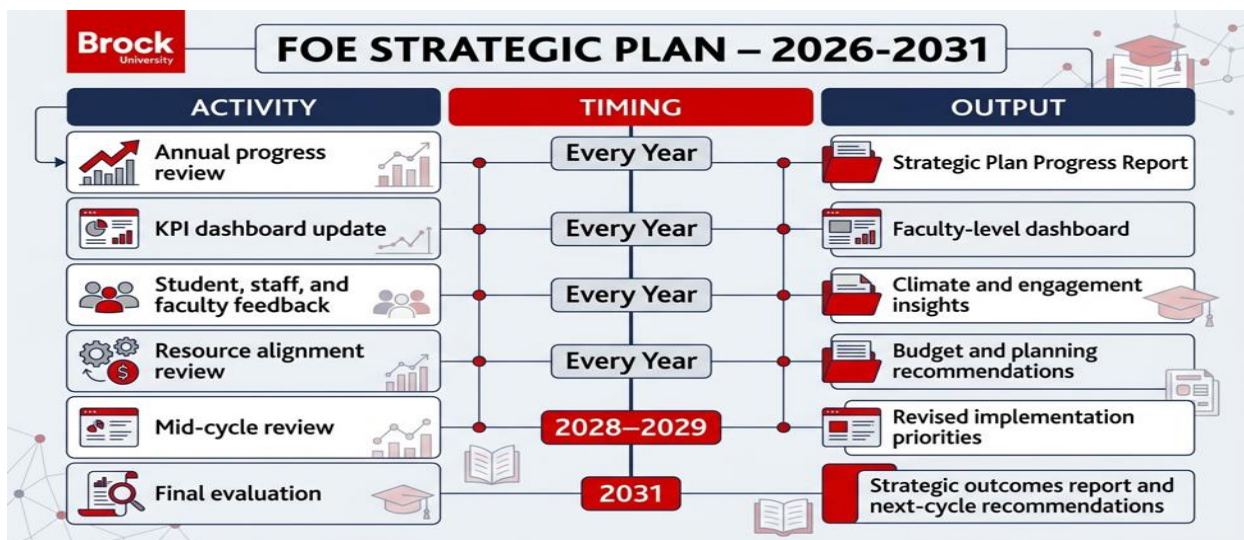
### Implementation Timeline and Yearly Focus | 2026–2031

| <br><b>2026–27</b><br><b>MOBILIZE</b> | <br><b>2027–28</b><br><b>BUILD</b> | <br><b>2028–29</b><br><b>REVIEW &amp; REFINE</b> | <br><b>2029–30</b><br><b>SCALE</b> | <br><b>2030–31</b><br><b>EVALUATE &amp; RENEW</b> |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Confirm priorities, establish leads, finalize metrics, and communicate the plan.                                       | Launch priority initiatives, renew curricula, expand partnerships, and strengthen data systems.                     | Complete a mid-cycle review, assess progress, and adjust priorities and resources.                                                | Scale successful initiatives and strengthen impact measurement and sustainability.                                    | Complete final evaluation, report outcomes, and begin the next strategic planning cycle.                                             |

**Note:** A phased implementation model will guide annual action, evidence-informed review, and accountable renewal from 2026 to 2031.

### Monitoring & Reporting

The Faculty of Education will establish a Strategic Plan Steering Committee (SPSC) that will include the Dean, Associate Deans, Department Chair, and Faculty Services Manager, along with two student representatives (i.e., one graduate, one undergraduate) and two BUFA members. The Terms of Reference will be to develop an action plan to monitor progress, create annual reports, and support movement toward the achievement of priorities.



Note: This AI-supported image was developed using Microsoft Copilot to visually represent selected Faculty of Education strategic planning content. Source materials, prompts, review, interpretation, and final editorial direction were provided by Mary-Louise Vanderlee, August 2026.

## Sample Measures

The indicators and sample measures were identified collectively during Faculty of Education and Department of Educational Studies' retreats.

| Strategic Area                           | Key Indicators                                                   | Sample Measures                                                                                               | Report Cycle |
|------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------|
| Student Success                          | Faculty-level retention, completion, satisfaction, employment    | Retention rate, graduation rate, student survey results, employment outcomes                                  | Annual       |
| Transformative Learning                  | Curriculum renewal, experiential learning, flexible delivery     | Number of revised courses, experiential components                                                            | Annual       |
| EDI, Accessibility, and Belonging        | EDI representation, climate, accessibility                       | Workforce/student diversity, accessibility improvements, belonging survey, course outlines                    | Annual       |
| Reconciliation and Indigenous Leadership | Indigenous content, student success, partnerships                | Course outlines, Indigenous enrolment/completion, employment, community partnerships, Faculty complement      | Annual       |
| Research and Scholarship                 | Research impact, knowledge mobilization                          | Funding, variety of knowledge mobilization to academic and professional and community audiences, media impact | Annual       |
| Partnerships and Global Engagement       | Local, professional, and international partnerships              | Partnership agreements, exchanges, community projects, partner events                                         | Annual       |
| Faculty Sustainability                   | Financial sustainability, faculty and staff health and wellbeing | Financial performance, faculty/staff and leadership engagement rates, retention, workload indicators          | Annual       |

## Accountability Principles

The Faculty of Education will:

- Use evidence and data to inform decisions.
- Embed student, staff, faculty, and partner voices.
- Report progress regularly.
- Align resources with strategic priorities.
- Adjust actions based on outcomes and emerging needs.
- Celebrate progress and address gaps with transparency.

## 8. STRATEGIC OUTCOMES 2031

By 2031, the Faculty of Education will be a recognized leader in:

- Transformational education across the lifespan.
- Inclusive excellence and belonging.
- Reconciliation, decolonization, and Indigenous engagement.
- Impactful research and knowledge mobilization.
- Meaningful community, professional, and global partnerships.
- Sustainable academic, organizational, and financial growth.

In essence, the Faculty of Education's 2026–2031 Strategic Plan provides a focused, ambitious, and accountable roadmap for transformation. Through shared leadership, evidence-informed action, and deep commitment to equity, reconciliation, innovation, and impact, the Faculty will educate for, and experience, a more inclusive, sustainable, and hopeful future.

| <b>Anticipated Strategic Outcomes in 2031</b><br>A recognized Faculty of Education leader in transformation, inclusion, reconciliation, research impact, partnerships, and sustainability.                                                     |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>Transformational Education</b><br>Learning across the lifespan that prepares educators, researchers, and leaders to advance change.                    | <br><b>Inclusive Excellence &amp; Belonging</b><br>A Faculty culture where students, staff, faculty, and partners experience access, dignity, and success.                | <br><b>Reconciliation &amp; Indigenous Engagement</b><br>Sustained action advancing decolonization, Indigenous leadership, land-based learning, and reciprocal relationships. |
| <br><b>Research &amp; Knowledge Mobilization</b><br>Scholarship that is visible, collaborative, inclusive, and mobilized for educational and social impact. | <br><b>Community, Professional &amp; Global Partnerships</b><br>Meaningful partnerships that extend learning, research, professional practice, and public contribution. | <br><b>Sustainable Growth</b><br>Academic, organizational, and financial sustainability guided by evidence, stewardship, and shared accountability.                         |

Together, we will bring this plan to life—by leading with courage, learning with humility, acting with purpose, and continue our path to being the Faculty of Education where every learner, educator, researcher, and partner can contribute to a more just, inclusive, and sustainable future.

### Call to action:

Let us move forward together—turning shared priorities into measurable action, meaningful partnerships, and lasting educational impact.