

FACULTY OF EDUCATION

STRATEGIC PLAN 2011-2016



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



WHO WE ARE

Contents

- 1 Who We Are
- 2 Priorities and Goals
- 4 Research Excellence
- 6 Teaching and Learning
- 8 Community Engagement
- 10 Aboriginal Engagement
- 12 Development & Alumni Engagement
- 14 International Engagement
- 16 Outstanding Work Environment
- 18 Sustainability
- 20 Education at Ponderosa Commons

The Faculty of Education is a diverse community of scholars, educators, staff, and students committed to improving teaching and learning through innovative and inquiry-driven programs, research, reflection, and critique in partnership with its communities.

Faculty of Education Mission Statement

PRIORITIES AND GOALS

Conduct innovative research that informs the work of scholars, practitioners, and policymakers in ways that advance personal, social, cultural, political development, not only in Canada, but worldwide.

Research Excellence

Ensure rich learning experiences through our teaching, research, and community outreach activities and across undergraduate, graduate, and ongoing professional learning.

Teaching and Learning

Make vital, ethical, and sustained contributions to social and economic well-being by engaging communities in research, learning, and debate about community issues of concern.

Community Engagement

Engage in innovative scholarship and professional practice to make significant policy, educational, and research contributions to improve Indigenous education at all levels.

Aboriginal Engagement

Foster lifelong relationships among students, alumni, emeriti, and the Faculty of Education community in ways that enable us to generate resources and work collectively to achieve our strategic goals and mission.

Development & Alumni Engagement



Promote understanding of teaching and learning in diverse cultures and their role in sustaining socially-just societies.

International Engagement

Attract, retain, and support outstanding faculty, staff, and students.

Outstanding Work Environment

Promote environmental, social, and economic sustainability, for the Faculty of Education itself, and to make a significant contribution to the well-being of communities locally and globally for future generations.

Sustainability

Play an active role in the design of one of five new live-work-learn communities at UBC, launching a new Faculty of Education space in which we continuously showcase innovations in research, teaching, and learning.

Education at Ponderosa Commons

Research Excellence

Conduct innovative research that informs the work of scholars, practitioners, and policymakers in ways that advance personal, social, cultural, political development, not only in Canada, but worldwide.



Martin Dee

Actions and Projects

Expand and enhance the impact, visibility, and capacity of Faculty research expertise to achieve leadership as Canada's leading Faculty for Education research.

- Establish the position of Research Coordinator for development of systems that increase Faculty-wide access to our research infrastructure and to mobilize resources that support faculty leadership activities.
- Expand recruitment of highly competitive doctoral students and post-doctoral fellows and provide enhanced support and mentorship for their scholarly and professional development.
- Expand the capacity of grant facilitation services to support emerging areas of Faculty priority (e.g., CIHR funding; partnership grants) and develop systems to assess the effectiveness of current research development and grant facilitation support.
- Increase nominations of faculty and graduate students for research awards and fellowships, while also expanding linkages with UBC Public Affairs to ensure faculty and students are recognized/celebrated for their excellence in research.

Support faculty and student research and knowledge mobilization that targets critical questions with direct impact on educational achievement and societal well-being.

- Develop initiatives, programs, and structures that highlight the convergence of Faculty commitments and *Place and Promise: The UBC Plan*, including showcasing research within "The Year of..." initiative and UBC's "Celebrate Research" week.
- Prioritize research support for new/junior faculty to enhance development of their research programs and success in obtaining external funding.
- Work with Faculty Centres and Institutes to promote research collaboration on critical issues with direct application for practitioners in education and affiliated fields, and to establish a critical mass of research expertise in support of graduate programs.
- Expand research methods preparation for graduate students through a Faculty-wide assessment of the current curriculum and expanded course offerings.
- Support the impact of donor-supported positions and activities through development of comprehensive guidelines that promote alignment and engagement with the Faculty's strategic priorities.

Teaching and Learning

Ensure rich learning experiences through our teaching, research, and community outreach activities and across undergraduate, graduate, and ongoing professional learning.

Actions and Projects

Attract and retain academically outstanding and intellectually curious undergraduate, post-baccalaureate and graduate students who are committed to engagement across society.

- Develop and implement a recruitment process that attracts outstanding students committed to education and who represent diverse populations from across society.
- Enhance the global character of our Faculty by strengthening our international recruitment.

Deliver enriching and relevant programs that prepare students for educational practices within teaching professions and the community-at-large, and for educational leadership locally, nationally, and internationally.

- Ensure a broad range of courses is offered across all programs along with enhanced opportunities for learning in professional and community-based settings.

- Develop and implement resources for students to improve research and writing skills and abilities across all programs.
- Ensure our resources are used to the best effect to create full learning experiences for students.
- Enhance opportunities available for students to engage in international and/or interdisciplinary studies.
- Expand opportunities for visiting international students and post-doctoral students to learn in our Faculty.

Ensure that program development initiatives are responsive to societal and community needs and attentive to issues of social justice.

- Implement the new BEd program to ensure that research and inquiry run throughout the program.

- Implement the new BEd program to ensure the enhanced practicum offers community service learning to our students outside K-12 settings whenever possible, including international, rural, community-based, and other educational settings.
- Design and create new after BEd degree programs that assist practicing educators with ongoing professional development opportunities.
- Enhance the graduate student experience by updating graduate courses and programs to ensure engagement with contemporary issues and ideas, including the internationalization of the overall curriculum.

Ensure that all graduate students have access to learning experiences well matched to the program in which they are enrolled and pertinent to their needs for career development.

- Develop and implement learning pathways across our various programs that create predictable course/experience sequences for students while also allowing room for individualization and flexibility.

- Identify clusters of research strength with a critical mass of research expertise and associated faculty, and structure graduate programs around areas of strength to encourage students to engage with individuals with research expertise.
- Review graduate programs in the context of evolving disciplinary and interdisciplinary knowledge and emerging career paths and assess their success in supporting students' academic and professional career aspirations, as well as in meeting the needs of academic and professional communities.

Celebrate student excellence in a variety of ways throughout their programs, upon graduation and as alumni.

- Recognize student learning with enhanced opportunities to showcase excellence on our website, through awards and through Faculty celebrations.
- Enhance efforts to recognize the excellent work of alumni by showcasing their work on our website and with the newly created Alumni Teaching Award.

Work with instructors to encourage new teaching strategies, engagement with new technologies, and connections with communities beyond UBC.

- Enhance educational technology workshops for instructors, providing the latest innovative tools and strategies for learning across the lifespan.



Community Engagement

Make vital, ethical, and sustained contributions to social and economic well-being by engaging communities in research, learning, and debate about community issues of concern.

Actions and Projects

Record and celebrate the Faculty's community engagement activities and communicate the value of this work, especially in terms of scholarship, to the broader public.

- Prepare an annual summary of community engagement activities across academic units.
- Prepare an annual summary of Faculty research that can directly inform practice for educators and affiliated professional disciplines.
- Make visible and support faculty members' community engagement activities by posting them to the Faculty website.
- Work with UBC Public Affairs to highlight the value of community engagement activities in terms of addressing educational and social inequities and challenges of significance.

Develop a process to generate and mobilize the resources necessary to pursue forms of community engagement regarded as a high priority within the Faculty or by community members.

- Develop the capacity to locate and acquire resources needed to pursue and sustain high priority engagement projects as identified within the Faculty, or by the community-at-large.
- Develop knowledge of a wide variety of funding sources and the processes required to successfully access those resources.
- Develop systems for channeling resource investments in high priority community engagement activities.

Celebrate Learning Science Fair 2011.

- Create a body with broad representation from the Faculty and community stakeholders to help set priorities for community engagement, broadly defined.

- Study the feasibility and desirability of establishing a "Centre for Community Engagement" either within the Faculty or the University that would serve the needs of the Faculty.



Aboriginal Engagement

Engage in innovative scholarship and professional practice to make significant policy, educational, and research contributions to improve Indigenous education at all levels.

Actions and Projects

Increase excellent undergraduate, graduate, and lifelong educational opportunities for Aboriginal people using diverse delivery methods.

- Establish a PhD concentration in Indigenous Education and a Master's in Education program in Indigenous Knowledges and Indigenous Pedagogies.
- Expand programmatic options through the Native Indian Teacher Education Program (NITEP) to include early childhood education and Indigenous language revitalization.
- Increase the number of Aboriginal schools and schools with high Aboriginal enrolment in which BEd students have access to for practicum or enhanced practicum sites.
- Expand and resource the Supporting Aboriginal Graduate Enhancement (SAGE) peer support and mentoring program.

- Develop educational and research partnerships with selected early learning and K-12 schools with high Aboriginal enrolments to provide curriculum/pedagogy innovations, mentoring of teachers, and holistic support for Aboriginal students.

Increase meaningful opportunities for all Faculty of Education students to learn about Aboriginal perspectives and issues.

- Implement and research the impact of the core Aboriginal Education course that all teacher education candidates will take, starting in September 2012.
- Increase the inclusion of Indigenous Knowledge (IK) in undergraduate and graduate courses and provide professional development to faculty members and teaching assistants wishing to include IK in their courses.

- Involve Aboriginal knowledge holders and draw upon land-based, culturally responsive learning approaches in cooperation with Aboriginal communities and organizations.

Strengthen Indigenous faculty retention and promotion strategies.

- Establish tenure track/promotion mentoring and peer support programs for Aboriginal faculty.
- Work with other UBC Faculties and Units and professional associations to address issues related to promotion and tenure.

Increase effective engagement with Aboriginal communities in mutually supportive and productive educational and research relationships.

- Maximize the use of the Faculty's Indigenous Education Institute of Canada (IEIC) to share and to increase mobilization efforts of Indigenous Education and research projects and initiatives.

- Increase service learning opportunities and partnerships with Aboriginal communities, organizations, schools, and post-secondary institutes.

- Strengthen and expand research grounded in significant Indigenous community collaboration.

- Extend and support Indigenous language revitalization efforts.

Develop a comprehensive and coordinated communication strategy about Aboriginal admissions, financial aid, programs/initiatives, and contacts.

- Develop a web portal to serve as a communication resource to potential students and for external communities and organizations.
- Expand communications about Indigenous undergraduate and graduate education programs, projects, and research using various media and approaches.



First Nations House of Learning.



Jennifer Anaquod, NITEP student.

Development & Alumni Engagement

Foster lifelong relationships among students, alumni, emeriti, and the Faculty of Education community in ways that enable us to generate resources and work collectively to achieve our strategic goals and mission.

Actions and Projects

Develop programs that foster lifelong relationships among students, alumni, emeriti, and the Faculty.

- Create peer-to-peer networks in selected regions locally, nationally, and internationally.
- Enhance opportunities for alumni involvement and meaningful engagement in the life and work of the Faculty.

Inspire interest, involvement, and investment in the UBC Faculty of Education's goals and strategic vision.

- Develop communication media and materials that illustrate how we are working to achieve strategic priorities within the UBC Faculty of Education and with associated communities.
- Offer events, communications, and services that enrich the lives of alumni and emeriti and advance the Faculty's mission.
- Double our capacity to raise funds that amplify the Faculty's potential to achieve key strategic priorities.



School of Kinesiology alumni celebration.

International Engagement

Promote understanding of teaching and learning in diverse cultures and their role in sustaining socially-just societies.

Actions and Projects

Ensure undergraduate and graduate curricula and research reflect the global diversity of learners, learning, and educational concerns.

- Undertake a review of curricula to determine the degree to which students are exposed to global scholarship and to address multiple worldviews and ways of knowing.
- Identify courses with an explicit focus on global/international and comparative perspectives and promote these to students on a Faculty “international” website.

Celebrate noteworthy international engagements.

- Develop an annual Faculty report on international engagements and make this information widely accessible.

- Establish a process to incorporate faculty members’ international engagements into our Annual Summary of Activities and make these widely known.
- Develop a mechanism that identifies and makes visible students’ international engagements, including their research, teaching, and service activities.
- Communicate our “international stories” to internal and external publics.

Identify priority regions/countries where we wish to expand our engagement, the specific problems or issues we wish to address, and the principles that will guide our work.

- Form an “International Engagement Working Group” charged with identifying priority areas, activities, and goals and advising the Dean about the best ways to support the Faculty’s international work.

Engage with global scholars, educators, and communities to inform and advance intercultural understanding.

- Identify sources of significant funding for international projects and enhance our capacity to offer assistance to projects in high priority areas.
- Develop a protocol for receiving and responding to requests for different types of visiting scholars and delegations.
- Enhance support for international research collaborations including hosting conferences and symposia.
- Increase student participation in international practica and service learning projects.

Recruit more international students to enrich our programs.

- Enhance support for international students who study with us to ensure they have a high quality educational experience in a new cultural context.

- Integrate international students into our teacher education program and increase our international student admissions scholarships.
- Explore the potential of offering internationally-focused BEd cohorts specifically designed for an audience of international students.
- Recruit more international students into diploma, certificate, and graduate programs and integrate international students and their worldviews into a wider range of undergraduate and graduate programs.
- Improve our “international” website so that it is a one-stop source for information about our international activities.

Enhance educational opportunities throughout the world.

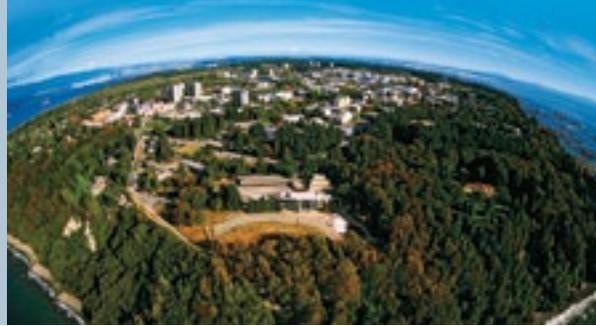
- Begin offering a teacher education diploma program in Dadaab Refugee Camp in northeastern Kenya.
- Initiate at least one international project annually that promotes social inclusion and equity through education.

Chinese University of Hong Kong: (L-R) Winty Cheung, UBC Asia Pacific Regional Office; Grace Wong, UBC Provost’s Office; Beth Haverkamp, UBC Faculty of Education; Blye Frank, Dean, UBC Faculty of Education; Leung Seung Ming (Alvin), Dean, Faculty of Education CUHK; Tom Sork, UBC Faculty of Education; Chun Ka Wai (Cecilia), Faculty of Education, CUHK.



Outstanding Work Environment

Attract, retain, and support outstanding faculty, staff, and students.



Actions and Projects

Renew and nurture our faculty and staff in ways that ensure equity, promote diversity, and build capacity to achieve our strategic vision.

- Invest in renewal of the faculty to ensure the vibrancy of our research, teaching, and service activities into the future.
- Invest in on-going faculty positions to create continuity and community.
- Establish principles and processes that ensure equity and promote diversity in the hiring and retention of outstanding faculty and staff.
- Ensure staff and faculty are provided with professional development opportunities that enable them to fulfill their professional goals within the Faculty's vision, values, and commitments.
- Nurture mentoring and peer support for early career faculty.

Cultivate a workplace environment that fosters community building and respect.

- Create a web presence that documents the ways in the Faculty is bringing to life UBC's **Respectful Environment Statement** with the Faculty community.
- Expand strategies to support the capacity of individuals and academic units to address challenges that may arise, and to achieve respectful resolution of disputes.
- Support initiatives that establish a vibrant community inclusive of our entire Faculty community, alumni, emeriti, and stakeholders in the broader community.
- Build communities of practice across borders that enable staff and faculty to share ideas and coordinate efforts in ways that build capacity and community.



Sustainability

Promote environmental, social, and economic sustainability, for the Faculty of Education itself, and to make a significant contribution to the well-being of communities locally and globally for future generations.

Actions and Projects

Provide leadership in research and programs that advance understanding and awareness about social and environmental sustainability.

- Invest in creating a multi-dimensional strategic plan for enriching and mobilizing our expertise related to environmental awareness and education.
- Showcase our achievements and collaborations in fostering environmental and social sustainability (such as our engagements in the Intergenerational Landed Learning on the Farm Project, and with the Orchard Garden).

- Develop and pilot test programmatic initiatives that demonstrate leadership in education for sustainability.
- Assess the contributions of our research, teaching, and other activities in promoting social inclusion and cohesion.

Ensure economic sustainability for the Faculty by deploying resources as effectively as possible to achieve our greatest priorities.

- Ensure that reviews of current and proposed activities include a robust financial analysis and plan for ensuring current and ongoing financial sustainability.
- Assess, refine, and realign how we are investing staff time and financial resources to create robust infrastructures to meet our research, teaching, and service commitments.
- Develop, field-test, and mobilize financial modeling tools that inform program planning at the graduate and undergraduate levels.
- Deploy resources in alignment with the processes and practices that ensure a solid financial foundation.



Intergenerational Landed Learning on the Farm project.

Education at Ponderosa Commons

Play an active role in the design of one of five new live-work-learn communities at UBC, launching a new Faculty of Education space in which we continuously showcase innovations in research, teaching, and learning.

Actions and Projects

Create an animated, cutting-edge, space that supports our goals to shape the future of education.

- Create a global hub for research, teaching, and learning.
- Inspire new and innovative ways to engage academically.
- Invest in state-of-the-art technologies to enable innovation.
- Connect scholars globally through technology-enabled research and networking spaces.
- Enable connecting learners locally, nationally, and internationally.
- Engage our Faculty community, alumni, emeriti, and the broader community in finding ways to bring this vision to life, through the design process and in generating resources to support the project.



Left: Preliminary sketch of stairway, looking at atrium and passageway — Ponderosa Commons Phase 2.

Right (Top): Ponderosa Commons Phase 2 North – NE view.

Right (Bottom): Ponderosa Commons Phase 2 North – SW view.

Photo credits: Kuwabara Payne McKenna Blumberg Architects, Hughes Condon Marler Architects



The savings at right are achieved when PC recycled fibre is used in place of virgin fibre. This project uses 669 lbs of paper which has a postconsumer recycled percentage of 10%.

-  1 tree preserved for the future
-  2 lbs water-borne waste not created
-  273 gal wastewater flow saved
-  30 lbs solid waste not generated
-  59 lbs net greenhouse gases prevented
-  454,920 BTUs energy not consumed



FACULTY OF EDUCATION

The University of British Columbia
Vancouver Campus
2125 Main Mall
Vancouver, BC V6T 1Z4
Canada

604 822 4145
info.educ@ubc.ca

educ.ubc.ca



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA