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MEMORANDUM

ATTENTION Senate **DATE** November 9, 2015
FROM Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP **PAGES** 1/1
RE: External Review of the Faculty of Education (SCUP 15-35)

A handwritten signature in blue ink, appearing to be 'Jon Driver', written over the horizontal line separating the header from the main text.

At its October 21, 2015 meeting, SCUP reviewed and approved the Action Plan for the Faculty of Education that resulted from its External Review.

Motion:

That Senate approve the Action Plan for the Faculty of Education that resulted from its External Review.

c: K. Magnusson



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MEMORANDUM

ATTENTION SCUP
FROM Jon Driver, Vice President, Academic and Provost
RE: External Review of the Faculty of Education

DATE October 13, 2015
PAGES 1/1

Attached are the External Review Report and the Action Plan for the Faculty of Education. The Educational Goals Assessment Plan is in development.

Excerpt from the External Review Report:

“The Faculty of Education has a long history of research and scholarly productivity and has an international reputation in some areas and emerging reputation in others. The Faculty has grown in terms of its full-time tenure complement members who are responsible for the Faculty’s research profile, and the University is moving in a direction that has created and should continue to generate opportunities for the FoE to move its educational and methodological expertise into greater prominence.”

Following the site visit, the Report of the External Review Team* for the Faculty of Education was submitted in April 2015. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, I held a meeting with the Dean, Faculty of Education to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Dean and I have endorsed the Action Plan.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Faculty of Education that resulted from its external review.

*External Review Team:

- Alice Pitt, York University (Chair of Review Team)
- Ronald Marx, University of Arizona
- William Borgen, University of British Columbia
- Sean Markey (Internal), Simon Fraser University

Attachments:

1. External Review Report (April 2015)
2. Faculty of Education Action Plan

cc Kris Magnusson, Dean, Faculty of Education



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Memo

To: Dr. Glynn Nicholls, Director, Academic Planning and Budgeting, Simon Fraser University.

From: Alice Pitt, Vice-Provost Academic, York University.

Copies: Bal Basi, Coordinator, University Curriculum & Institutional Liaison, Simon Fraser University.
Ronald Marx, Dean, College of Education, University of Arizona.
William Borgen, Department Head, Faculty of Education, University of British Columbia.
Sean Markey, Associate Dean, Faculty of Environment, Simon Fraser University.

Date: April 21, 2015

Subject: **Final Report from the Review Committee for the Faculty of Education at Simon Fraser University.**

Please see attached for the Final Report from the Review Committee for the Faculty of Education at Simon Fraser University.

On behalf of the Review Committee, I would like to thank your office, Simon Fraser's Senior Administration and the Faculty of Education for your collective efforts in the preparation of relevant documentation for our review and the very high level of engagement on the part of everyone involved during our site visit.

A special note of gratitude goes to Bal Basi for her support throughout the process. It has been a pleasure to work with her.

We trust that our report meets your expectations and wish you well on the next phase of your quality assurance process and, indeed, on your next 50 years of building Simon Fraser University to even greater prominence.

We enjoyed being a part of the process. Should you have further inquiries, I am happy to receive them,

Alice.



Report submitted by External Review Committee of the Faculty of Education, Simon Fraser University

The Review Committee site visit took place from March 4 to 6, 2015. We met with Senior Administrators at the beginning and end of the visit. An individual meeting was held with the Associate VP Research. At the Burnaby and Surrey campuses, we visited facilities and met with academic administrators, faculty, staff and students in a variety of groupings representing all aspects of the academic programs and staff groups. We were warmly received, and all we met were well prepared to represent the strengths of the Faculty as well as challenges and their concerns. A Faculty reception on March 4 was well-attended and was a lovely way to meet people informally. We were impressed by the high level of participation in the meetings and the Faculty's effort to ensure that ample opportunities for each segment of the Faculty to engage with the review process.

Prior to the site visit, we were provided with a fulsome self-study that described the process for engaging faculty and staff in its preparation and included discussion of academic programs, research, administration, the Faculty's Community Engagement initiatives and reports on APSA, CUPE and faculty surveys. A Graduate student survey report conducted by the graduate student association was included in the Appendix, along with relevant supplemental reports, a description of the Faculty governance structure, faculty *curriculum vitae*, and the Faculty's Five Year Plan 2013-2018. Additional resources included the Institutional Accountability Plan and Report 2014/15, the SFU Strategic Research Plan, the SFU Five Year Academic Plan and a Strategic Vision document.

We commend the Faculty of Education and Simon Fraser University for their dedication to and investment in a strong review process that demonstrates a high regard for collegial participation and consultation. The Faculty of Education was one of the founding Faculties of a University that has built its reputation on providing high quality education to the citizens of British Columbia and beyond and producing new knowledge for the public good. The Faculty's contributions to that reputation are well-documented, and it is poised to continue to play a key role in the University's next 50 years of educational and research innovation and leadership. The review committee thanks the Faculty and the University for the opportunity to contribute to these efforts.

Terms of Reference

"The Review Committee will assess the Unit and comment on its strengths and weaknesses, on opportunities for change and/or improvement, and on quality and effectiveness. The Review Committee should make essential, formal prioritized recommendations that address major concerns, with reference to the resources available to the Unit and the objectives described in its five-year plan."

1. The quality of the unit's programs

1.1a UNDERGRADUATE AND PROFESSIONAL PROGRAMS

The Faculty of Education has a unique approach to the management of its undergraduate program offerings that can be rather opaque to someone not familiar with this management structure. Its primary undergraduate program is a Bachelor of General Studies degree that serves a fairly large number of students intending to study education. The BGS degree is supported by a range of minors for students to tailor their undergraduate program of studies to their interests. Graduates of the program who wish to become certified teachers can enter the Professional Development Program for teacher certification. Additionally, students can pursue a second undergraduate degree program to earn a B.Ed. degree along with teacher certification in British Columbia.

Students can also take the BGS degree with the intention of moving into careers other than as teachers. The faculty has not yet articulated the value of the degree for these alternatives, but is planning to move in that direction. Many undergraduate education units across North America are making similar plans in response to the new normal in higher education, so in our estimation the Faculty's exploration of this new alternative is very promising.

The Faculty of Education manages its undergraduate program through the Office of the Director of Undergraduate Programs. The teacher certification program is administered through the Office of the Director of Professional Programs (PDP). In the history and culture of the Faculty of Education, the boundaries between these two administrative areas are clear. The Faculty of Education has had this particular management structure for half a century, but as the Faculty has grown, matured and responded to the changing landscape of K-12 and higher education in British Columbia and beyond, it appears to the Review Committee that a reconsideration of this management structure is in order.

The Faculty of Education also houses the Foundations of Academic Literacy Program, which is an academic skills initiative to help students across campus to be successful in writing-intensive courses. This is an appropriate role for a Faculty of Education in a complex and extensive university such as SFU and the Review Committee commends the Faculty on embracing this opportunity to serve the SFU community.

The structure of the Faculty's teacher education program has remained intact since it began. The Faculty offers a three-semester sequence. The first semester is 401/402, containing a blend of practice-oriented fieldwork and on-campus seminars about teaching. For students admitted in the fall, the next semester in the sequence is 405, which is the student teaching semester. This is followed by 404 in the summer, which includes teaching methods courses. For students admitted in the spring, the 404 and 405 semesters are reversed, with students taking teaching

methods courses before student teaching. The 401/402, 404, and 405 sequence aligns more closely with the approach taken in the majority of teacher education programs in North America, and the 402/402, 405, 404 sequence is more anomalous.

The Review Committee heard from several faculty members and academic administrators that the Faculty is considering a review of the PDP structure and sequence. There has been considerable public attention paid to teacher education in recent years, and, with the changing demographics of students in schools and related changes, the Faculty has had to squeeze additional content into the components of the program. The Faculty feels now that the program is overly full, and needs to be reviewed. One thought is to add a semester to make PDP a four semester rather than three semester program. Moreover, when the PDP design was created, the SFU teacher education program had far more clinical practice than almost every other program in North America. This is no longer the case, as clinical-based programs have become far more frequent.

Historically, PDP has had a very innovative staffing model. The Faculty seconds high quality teachers from local schools who work with faculty to deliver the program. They call these teachers Faculty Associates. This model ensures that experts who understand how schools operate and how to design and deliver instruction in the rough-and-tumble of real schools with real students teach in the program. Conceptually, this design blends the strong background that tenure stream faculty members have in research and theory with the skills and wisdom of practice that Faculty Associates possess. Moreover, when the Faculty Associates return to their jobs as K-12 teachers, the model develops a cadre of SFU-oriented teachers who, over the years, have created a community of practice that extends and supports the Faculty's connection to their K-12 partners. This is a brilliant staffing design that has lasted for decades and is a singular contribution to teacher education practice across Canada and, indeed, throughout North America.

The PDP staffing design, to be optimally effective, requires a balance of Faculty Associates and tenure stream faculty. We were told, however, that over the years, fewer tenure stream faculty members engage in the 401/402 and 405 semesters, thus attenuating the potential power of the program design. With students learning almost entirely from Faculty Associates, they will likely benefit from the wisdom of practice, but are less likely to be able to integrate fully what they learn about educational research and theory. This can diminish the professional understandings that program graduates bring to their teaching practice.

Recommendations

1. Continue planning the BGS degree for students who do not plan on careers as schoolteachers. This will likely require additional market analysis and discussions with potential employers of program graduates to ensure curricular integrity and utility.

2. Review the current program management and governance model (separate administrative units for undergraduate and professional programs, with different faculty advisory committees for each). Consider new models that reflect the growth of the programs and the changes in the context for undergraduate education that have emerged in the half-century since the structures were created.
3. Continue the FAL program and support it in a manner that ensures its value for the university community.
4. Review the teacher education curriculum in PDP and the current three-semester design. Consider alternatives that might lengthen the program but also have more utility for program completers as they become professional educators. The review should include attention to clinical practice and how it is integrated into coursework.
5. Review the contributions that tenure-stream faculty play in PDP and rebalance teaching loads so that both the wisdom of practice and research and theory play important roles in the teacher education program design.

1.1.b Graduate Programs

In reviewing the graduate programs in the Faculty of Education we were informed by material in the self-study document, in the SFU Faculty of Education document titled "The Organization and Delivery of Graduate Programs in the Faculty of Education" Report Three, Draft Two, November 20, 2014, interactions with faculty members, graduate students and staff members, and the Faculty of Education website.

The Faculty of Education offers a wide variety of on- and off-campus graduate programs. According to the self-study document the Faculty currently offers seven PhD programs and 11 MA/MEd/MSc Programs. With the exception of three programs, on-campus programs are offered on the Burnaby campus. The Faculty also offers community-based EdD and MEd programs. The self-study document lists 12 thematic community-based M.Ed. programs that have been offered in the past few years and two EdD programs. In addition, the Faculty offers a Graduate Diploma program that focuses on the professional development needs of teachers and provides a route to graduate education for those whose academic records are not strong enough to apply directly to a graduate program. 4000 practicing teachers have completed their diplomas since the year 2000. The diploma can also ladder into a M.Ed. degree in Educational Practice. Finally, the Faculty has offered a Graduate Certificate Program, which is currently not admitting students. Taken together, these programs have resulted in the Faculty developing a strong reputation for scholarship and for tailoring graduate programs to meet professional and community needs.

During the site visit we met with faculty and staff members associated with both on-campus and community-based programs. We also met with some master's and PhD

students. Over the course of these discussions, it became clear that faculty members saw themselves as operating with different levels of resources and receiving differential levels of recognition depending on the programs with which they were involved.

Faculty members involved in offering on-campus PhD and masters programs in Burnaby appear to represent a more traditional perspective on their work. Many are able to work with doctoral and master's students on programmatic research that furthers their own research agenda. In some cases they were part of collaborative research and inquiry centres that have a long history of making an impact on research, theory and practice. In terms of challenges, this group saw the need to look for synergies across programs to achieve greater efficiencies and more coherent course offerings, and in some cases saw lack of funding support as impeding their work. This sentiment was echoed by faculty members in administrative positions within and outside the Faculty. Faculty members associated with centres expressed some concern about the diversity of financial support across centres and the financial viability of some of them over time. Considering the place of centres in the future of the Faculty will be important as they can influence the culture of scholarship and be a source of research experience and financial support for graduate students.

Faculty members primarily associated with programs offered at the Surrey campus described a different experience. They were strongly committed to preserving the quality of the EdD and master's programs they offered and expressed concern that the tasks that they had been undertaking outstripped the resources available to them. For example, four faculty members are currently engaging in the supervision of 48 EdD research projects. They indicated that admissions to the EdD program have been suspended until 2018 to provide time to address this backlog. Personnel associated with the Counselling Psychology master's program appear to be struggling with the fact that they have 1.5 positions unfilled, making administrative and teaching tasks onerous for faculty members in that program.

Faculty members in both campuses acknowledged an imbalance in graduate supervision loads across faculty members and graduate programs.

All of the groups with whom we spoke seemed to recognize a need to streamline program content across specializations and perhaps to reduce the number of specializations offered. It was also suggested by some faculty members and administrators that there is a need to clearly delineate differences between the PhD and EdD programs and between thesis and non-thesis master's programs. It also was suggested that it would be useful to see whether a more general change from five to three credit courses could enhance program content and delivery options. Many also recognized that the cohort community based programs are the most efficient in terms of design and delivery.

Graduate Students

The Faculty of Education has about 25% of all graduate students at the university. The vast majority of students are part time, working while they are taking their degrees. We were told that there are about 70 students enrolled in the MA and MSc programs. There is a perception by some faculty and students that there is a lack of availability of coursework for students in research focused programs, perhaps because of the number enrolled M.Ed. students. Courses for students completing full-time programs are most often in the evening. Some concern was expressed that not enough research focused students are being attracted to graduate programs in the Faculty and that there may be insufficient funding to support full-time study. The timing of engagement in research by students was seen as being delayed, which may reduce their research productivity and make them less competitive in scholarship competitions. It was generally noted that graduate students are completing their programs within acceptable timeframes and this was consistent with information provided in the self-study document.

The graduate students with whom we met commented on a number of issues that they believed should be addressed. They raised the issue of funding and added a concern about student engagement. Further, they believed that the report from the graduate student survey in the self-study document was not representative of the experience of many students in the Faculty.

Regarding student engagement, they commented that events and activities available for full time on-campus students are not available for part-time students. They also expressed concern that many MEd students do not see themselves as real graduate students.

Regarding funding, they suggested that graduate students need more opportunities for teaching assistantships or sessional instructor positions. Their concern involved the need for more positions and also the manner in which current positions are advertised. From their perspective, it sometimes seems as if certain students are selected for positions, and many others don't know about them.

Students also expressed some concern about courses being taught by graduate students. The issues they raised focused particularly on the quality of what was offered and the effect on their progress in their programs.

They further commented that they needed to maintain continuous enrollment, but there are few or no graduate courses available for doctoral students in the summer. Some students indicated that when they began their program they needed to enroll in a placeholder directed studies course, since no other courses were available.

Finally, they indicated that students are not represented on hiring committees.

Summary and Recommendations

The strength of the graduate programs in the Faculty of Education appears to be in the innovative programs of research of a number of faculty members that have led to program specializations on the Burnaby campus and the high level of community engagement that has been created through a range of part-time certificate, diploma and master's programs. The challenge at this point appears to be consolidating program offerings to bring them more in line with current resource levels, while maintaining sufficient numbers of students in part-time premium fee programs to maintain revenue streams.

1. The flexibility in course offerings has been a strength that the same time has resulted in a large number of individualized programs, which can be very costly to implement. We recommend that, as already noted in the document titled "The Organization and Delivery of Graduate Programs in the Faculty of Education," action be taken to look for synergies across MA, MSc and M.Ed. programs that could result in a common core courses across programs. This would lead to greater efficiencies and also better connect students across the programs.
2. The efficiencies and cost savings resulting from a greater consolidation and integration of course offerings across programs should result in greater funding being available to support graduate students. We recommend that processes be developed to consider ways to deploy this funding and equitable way among full and part-time students.
3. It seems apparent that faculty members and students involved in full-time study on the Burnaby campus are having a different experience from faculty members and students involved in part-time programs on the Surrey campus. In considering revisions to program content and delivery, we recommend that committees are composed of faculty members and students from both settings. This has the potential of increasing communication and enhancing understanding of perspectives across the sites.
4. As part of the review of graduate programs we recommend that consideration be given to greater credit flexibility in course offerings.
5. Given what appears to be unsustainable workloads on the part of some faculty involved in offering part-time programs, we recommend that the number and variety of cohorts being admitted be reviewed to align them with available faculty resources.
6. It appears that doctoral students would benefit from greater levels of communication regarding their programs as well as opportunities for funding through on-campus employment and scholarships. We recommend that a committee involving doctoral supervisors and students be created to discuss programmatic challenges being experienced by students.

7. The centres in the Faculty of Education have created a strong legacy of research and community impact. We recommend that the centres be reviewed for possible cross-centre collaborations and perhaps a greater connection with larger numbers of research focused graduate students.

2. The Quality of Faculty Research

The Faculty of Education takes pride in its profile of research and scholarship, and its achievements are impressive. The self-study report includes a Research Report as well as the Faculty of Education's Five Year Plan 2013-2015, an up-to-date HiBAR Report, a Grant Track System Report (Five Year Historical Research Funding) printed in October, 2014. Research and scholarship was discussed in several of our meetings with faculty members, the Dean, and university administrators. Focused discussions with the Associate Dean, Graduate Studies and Research, the Vice President of Research, and directors of many of the Faculty's research centres and institutes also provided insight into the Faculty's strengths as well as challenges. We also consulted the Faculty of Education's website and Simon Fraser University's website and the University's Strategic Research Plan 2010-2015.

Like many Faculties of Education that are non-departmentalized, research activities and interests are diverse, representing a broad array of disciplinary traditions and methodologies, influenced by more contemporary and interdisciplinary investments, and focused on educational issues and developments broadly-conceived. Various documents reported on the FoE's high level of research productivity, which is borne out by the presence of 3 (2 Tier 1 and 1 Tier 2) Canada Research Scholars, a strong record of externally-funded projects (dominated by SSHRC programs), high levels of scholarly activity recorded in faculty members' *curriculum vitae*, a good number of research distinction awards, and the presence of 11 research institutes or centres (10 recognized by the university) as well as several research groups oriented towards emerging areas of focus. Within this mix are several internationally-recognized research programs. While the HiBAR tool is a recent metric for evaluating aggregate productivity that does not enjoy broad appeal in the social sciences or professional programs, the Faculty of Education's performance is strong.

The Self-study section on research provided convincing evidence of awards, publications and conference activity/full-time faculty member, creative activities, grant activity, and a variety of supports and recognitions for graduate students that compare well to university metrics. The report notes that, while not all scholarship relies upon external funding, the total grant value as well as amounts/faculty member are increasing year over year. Indeed, the 2012 FoE Review Update reports that initiatives to improve the quality of research have already had an impact: "[I]n 2012 the FoE exceeded both the national average and the SFU average acceptance rate for SSHRC applications (60% funded) and also exceeded average size of

awards.” In the same year, the Faculty Tenure and Promotions Committee “reported the highest average scholarly production rate in several years in the 2012 merit assessment of faculty performance.”

The Vice-President Research supports research in a variety of ways, including provision for internal small and travel grants and start-up funds for new faculty members. This Office also contributes to the support of an 80%-time Grants Facilitator who assists faculty members in identifying funding opportunities, developing grant applications, and post-award tasks. The Faculty of Education has included oversight for research in the portfolio of an Associate Dean. The Faculty dedicates 12 offices to funded projects in the Education Building, which houses the Engrammetron Lab and the EdPsych Lab. At the moment, the Centre for Research on Early Childhood Health and Education is housed in the Diamond Alumni Centre. According to the Research Report in the Self-Study, “these spaces provide working environments for approximately 60 graduate student research assistants and, in some cases, facilities for participants in empirical studies” (55).

The Faculty’s Five –Year Plan 2013-2018 identified five goals for research and scholarship that set the stage for more strategic approaches to developing and supporting the research culture, and the faculty has begun work on a strategic research plan. As expectations, on the part of both the university and individual faculty members, increase in a context of fiscal constraints, the development, endorsement and implementation of a strategic plan is vital to the FoE community. The Faculty of Education’s historical productivity benefitted from the creativity of a smaller faculty, which embraced innovation with very good results concentrated in some key areas. The long-standing and robust responsiveness to and collaboration with external partners, primarily but not exclusively with school boards and the teaching profession, have become integral to the Faculty’s identity and position it well to advance the university’s research mission as well as its more recent commitment to community engagement. At the same time, however, a larger faculty, with an even greater diversity of expertise and interests, spread over 3 locations, serving complex graduate and undergraduate programs, and responding to an ever increasing number of educational issues, cannot be expected to flourish today and tomorrow on the basis of past approaches. It is to the Faculty’s credit that it understands this dilemma and is committed to working through it.

Faculty members expressed an unequivocal commitment to research, scholarship and creative activities aimed at creating and disseminating new knowledge in their research and teaching activities. The faculty members we met seemed to have good understanding of each other’s interests, and collaboration is lively in areas where the Faculty has historical presence as well as some more recent areas of focus. There were concerns about the level and allocation of resources, the strain of competing demands with teaching and supervisory responsibilities, the apparent lack of awareness at the level of the university of the Faculty’s productivity and achievements, issues relating to expectations for tenure and promotion, and support for graduate student involvement in research culture and activities. We will discuss

each concern briefly, noting that the concerns raised in our meetings resonate with challenges identified in planning documents.

Level and Allocation of Resources: As noted above, the Faculty makes very good provision for research space for funded projects. The Dean has also been able to provide resources from carry forward funds to seed initiatives and provide funding for various projects. The Vice President Research also provides small but much appreciated research grants and travel funds. There seems to be a lack of clarity on how to make initiatives sustainable and how to access the type of funding necessary to advance core activities. There is an understanding that space is finite, particularly at the Surrey and Vancouver locations, and that funding is constrained; what is less clear is how decisions are made, what is possible going forward, and how new developments can take flight along side of existing projects. We note that the Institutes, Centres and Research Groups identified in the self-study report identify 34 members, some with more than one affiliation.

Competing Demands: We have discussed above the strain that graduate teaching and supervisory responsibilities place on many faculty members. These pressures, along with the time allocated to the development of and recruitment for the plethora of professionally-oriented graduate education programs, draw from attention available for research, particularly in terms of solidifying a research program and securing funding.

Visibility of Faculty of Education Research: We heard several times over that the university appears neither aware of nor to value the research and scholarly activities generated by the FoE, and it became equally clear to us that very little cross faculty collaboration involves FoE scholars and researchers. We do not believe this is unique to Simon Fraser; many if not most Faculties of Education, for a variety of historical reasons, find themselves on the periphery of their institutional homes. The more intimate (and distant) Surrey campus seems to provide conditions for fruitful exchange, and the university's commitment to 'engagement' under the auspices of engaging students, research and communities should generate or be responsive to new opportunities for the university community on terms that highlight the FoE's strengths.

The self-study reports that the "FoE is taking an increasingly prominent role in the academic life of the University" (3)" and identifies the Foundations of Academic Disciplines (FAL) course as one recent development; the Institute for the Study of Teaching and Learning in the Disciplines should also put the FoE in a position of leadership that involves research. We took special note of the very promising development of the recently-established Centre of English Language Learning, Teaching and Research (CELLTR) that resulted from a competitive bid, secured a tenure stream position, and could be a game-changer in higher education. These are all very positive developments that suggest that the University is becoming increasingly aware of the FoE's expertise and is committed to seeing that this expertise involves inquiry and knowledge creation and not merely an extension of

educational practice to university-level study. The University's research plan identifies themes and perspectives that point to many opportunities for cross-Faculty collaboration, and the theme "Pedagogy" represents the Faculty of Education's philosophical commitment to the integration of teaching and research.

Tenure and Promotion: We heard from several faculty members that the tenure and promotion criteria did not adequately recognize aspects of the kind of research, creative and scholarly work that FoE members are committed to, particularly community-based collaborative projects. A contrary view was also expressed, but even here there was some ambiguity: we were told that the criteria are adequate, but they may not always be appropriately applied. A review of the Faculty Tenure and Promotion Committee (FTPC) Criteria document, recently revised (as reported in the FoE External Review Update from the 2008 review) included in the Appendices of the self-study report, suggests that these disparate views might be warranted. While there is evidence that the Faculty recognizes the pluralistic and diverse approaches to scholarly contribution, it is also clear that traditional forms of research dissemination, in the form of peer-reviewed articles and book chapters in highly regarded journal and academic presses do constitute the strongest evidence of scholarly and research achievement. We heard from several members that it seems too risky to undertake community-based research given the time it takes to build the requisite trust, define research questions collaboratively, and publish results. As the University embraces "engaged research" and as both the University and the FoE commit to improving access for Aboriginal students and healthy relationships with Aboriginal communities, there will be a need at both levels for deepened understanding of and appreciation for the methodologies, impact indices and dissemination of community-based research and scholarship.

In practice, as noted in the self-study report, no-one has been denied tenure. From a cursory review of CV's, we wonder if promotion from Associate to Professor is deemed out of reach for a proportion of faculty members and how this perception fuels concerns of the smaller group of Assistant Professors that they are encouraged to undertake non-traditional forms of research and scholarly activities but remain uncertain as their value.

Funding of Graduate Students: As noted in the section that addresses Graduate Education, faculty members and graduate students alike have concerns about the amount of funding, the number of awards available for graduate students in research-based programs, and recruitment mechanisms. From the vantage of faculty research quality and productivity, and regardless of whether or not individual research programs and projects depend upon research associates' contributions, the research culture of the Faculty would only be enhanced by strengthening the connections between faculty research interests and graduate student interests, particularly but not exclusively, at the doctoral level. Faculty members are committed to graduate programs that develop research skills and knowledge and to student-led inquiry. As noted, however, the teaching responsibilities of a single cohort devolve into supervisory commitments to a dozen or more projects. There

seems to be strong commitment to this approach even as it strains capacity. This is one place where discussions about the organization and requirements of graduate programs need to overlap with discussions about advancing and sustaining the research reputation of the FoE as a whole. It may be the case that graduate students on both professional and research trajectories would benefit more from seeing the development of and participating in projects led by one or more expert researchers that hold potential for greater impact on practice, policy and knowledge than is currently understood.

Summary and Recommendations

The Faculty of Education has a long history of research and scholarly productivity and has an international reputation in some areas and emerging reputation in others. The Faculty has grown in terms of its full-time tenure stream complement members who are responsible for the Faculty's research profile, and the University is moving in a direction that has created and should continue to generate opportunities for the FoE to move its educational and methodological expertise into greater prominence. At the same time, there is a need for the FoE to communicate its strengths and aspirations and to create internal consensus on future directions.

1. A strong strategic research plan is under development, and terms of reference have been developed (see FoE External Review Update, May 2012). This plan is needed to develop current strengths, identify emerging strengths, and project areas for future investment. The plan also needs to make transparent the relationship between allocation of resources and expectations and identify complement priorities.
2. The development of a research hub, "a Centre of the Centres," as suggested in the Five Year Plan, should be explored seriously as a way to provide a more centralized and nimble system for operations, grant application and post-award support, event management, funneling opportunities and interest from funders and the external community, and perhaps serving as a hub for graduate and undergraduate student research opportunities. The service should also address ways to support and communicate research activities, including those that do not rely on external funding.
3. The various initiatives that connect the FoE with the teaching mandate of the University and that hold potential for advancing the FoE's pedagogy +research mission should be supported and further developed.
4. The Faculty should supplement its tenure and promotion criteria with guidelines for the documentation and assessment of community-based research, outreach initiatives with a research component, and other forms of research and scholarship that are difficult to evaluate using traditional methods. It might be useful if this endeavor were taken up at the level of the University. In addition, the Faculty's recently developed mentorship program

should be evaluated in terms of the level of support required by faculty members seeking tenure and promotion.

5. In combination with reviews of the graduate program offerings, the Faculty should seek ways to augment graduate, and where appropriate undergraduate, funding opportunities tied to faculty research projects. In particular, every opportunity for attaching graduate student funding to faculty research projects should be explored.

3. Administration of the Unit

Faculty and Staff

The self-study lists 58 tenure/tenure line members and 28 non-tenure-line faculty members on limited term contracts. The ratio between these two categories seems appropriate given the staffing model the FoE uses to deliver its academic programs. It was noted that, after a period of growth in the late 1990's and early 2000's, that the size of the faculty complement should be considered stable and that attention can now be turned to the development of a strategic complement plan. The complement size seems appropriate for the overall number of students served, and careful planning of the programs will improve the overall effectiveness of the distribution of teaching and supervision across program areas.

The academic administration consists of the dean and three associate deans (academic, administration, and graduate studies and research) as well as three program directors linked to graduate programs and field programs, undergraduate programs, professional programs. An assistant director serves the Surrey campus, and other academic administrative roles are affiliated with research centres and institutes, French Programs and the University Teaching Fellowship program. The program areas seem well-served by talented and engaged individuals. Associate deans and academic program directors have clear mandates and play an active role in the FoE operations, planning and governance activities. One effect of the staffing model, perhaps exacerbated by a relatively small pool of available tenured faculty members, is that individuals taking on academic leadership roles for 3-year terms may need more support to ensure that they are able to maintain a sufficient level of engagement with their research programs.

In addition to a Director of Administration (Acting), 37 CUPE and 25 APSA staff support the administrative and program areas, including the Office of International Education and the Office of Indigenous Education. Academic program areas are well-supported, and we did not hear any concerns about the type or level of support.

CUPE and APSA staff have well-articulated titles that seem well-matched to their responsibilities. The organizational structure does seem to be very horizontal, but it is unclear how or indeed if a more vertical structure would provide efficiencies or

other benefits, such as minimization of risk to the FoE when an individual departs or takes a leave of absence or in-house opportunities for advancement.

CUPE and APSA staff seem very interested in their professional development and are keen to take up opportunities provided by the University. We heard that there is unevenness in the perception that managers support such activities, and a concern shared by several staff members has to do with restrictions around opportunities to participate in professional development activities as a way to explore and prepare for advancement to roles that involve management of staff.

Staff and faculty serve the Burnaby and Surrey campuses.

Resources and Facilities

It will come as no surprise that the state of the Education Building is of paramount concern to faculty and staff alike. On the one hand, the significant renovations completed and those planned or in progress are welcomed and supported, to put it mildly. Areas that have been renovated enjoy brighter interiors, a pleasing aesthetic, upgraded educational technology, and furnishings that support modern learning and work environments. On the other hand, the disruption and uncertainties about timelines are taking a toll on everyone. While the review committee very much enjoyed a leisurely stroll through the woods to Discovery One on a fine day, we appreciate the time and effort it takes to maintain daily operations under these conditions. We were impressed by the quality of the facilities that have been provided to the FoE during this period. In particular, the design of the work stations to allow standing and sitting and the common rooms for meeting and refreshments were well-used and clearly appreciated. It is inevitable that working relationships and efficiency come under strain with temporary locations, but it is evident that the FoE is doing its best to minimize the disruption. Staff have welcomed the opportunity to contribute their ideas to the design of the interior and, indeed, to consider how the disruption itself has forced them to rethink their own assumptions about the organization of space. The FoE should ensure that their contributions are solicited formally and brought into decision-making as it unfolds and continue its efforts to show care and concern. Staff and faculty would appreciate having secure places to 'hang their hats' when they move about, and this observation includes those moving between Surrey and the Burnaby campuses.

The renovated Education Central is a model for 21st century learning and promises to be a great resource for students across the programs. The development of a space for Indigenous students, faculty and staff is important to the FoE's vision of enhancing Indigenous Education. Indeed, the FoE is clearly a leader within the University concerning the creation and integration of Indigenous programming.

The Surrey campus is well-run, and there are good working relations among the staff groups and between staff and faculty. The video-conference capacity is greatly appreciated, but improvements would increase the quality of its use to connect the

Surrey and Burnaby campus activities. The space allocated to the Faculty of Education is limited and stretched to capacity. The Five-Year Plan (2013-2018) notes that the FoE assumes that it will have a significant role in the growth planned by the University for that campus. The FoE has also acquired space in the Vancouver campus of SFU, and some faculty as well as a community research projects are housed there.

4. Working Environment/Relationship

The FoE contributes effectively to the University's teaching and research mandate, and we have noted elsewhere the recent developments in terms of service teaching and research that enhance the relevance and visibility of the Faculty in the broader University community. As noted above, the University's decision to undertake major renovation and repair to the Education Building has contributed to the sense that the FoE matters to the University.

The FoE's long-standing responsiveness to the educational community has been addressed in other sections. Its Five-Year plan continues this tradition and identifies areas for strengthening relationships in responsible ways. Here we want to note the commitment to serving British Columbia's francophone population as well as its efforts to address the International community.

The FoE has a large alumni base, and has identified strong relationships with the educational community and graduate alumni as positioning the FoE strategically to play a leadership role in public debates about education. The unique staffing model that involves practicing teachers in the undergraduate and graduate professional programs also creates a slightly different kind of, but very valuable 'alumni' base. The review committee did not meet alumni, nor was the relationship between the FoE and alumni specifically addressed. The recent addition of an Advancement Officer and the presence of a Co-ordinator for Community and Alumni Relations suggests that the FoE is committed to maintaining strong relations with alumni.

5. Future Plans

The FoE has a well-developed Five-Year Plan (2013-2018) that provides a strong representation of its identity and identifies strengths, challenges and opportunities. The Plan is coherent and comprehensive, and, while it does not set targets, the strategic directions create a balanced perspective for the future of the Faculty as a whole that is cognizant of the educational landscape, its own capacity and the need to make judicious decisions as a community, and its responsibility to align with the strategic directions of the University.

It was clear to the review committee that the Faculty is deeply involved in planning, and we see our recommendations as resonating with its aspirations and its own understanding, developed since the previous review, of the impact of changes it has

undertaken, and the need for changes to ensure that its role as a leading Faculty of Education is sustained and enhanced.

6. Issues of specific interest to the University and the Unit

Many of the items identified in this section have been topics of discussion throughout the report. We would like to take this opportunity to comment on the FoE's governance structure to further address the question of how the Faculty can better capitalize on its diversity of approaches and agendas.

The self-study included a Governance Document that was revised in October 2014. It is a comprehensive document that includes statements of principles; the mandate and membership of various committees reporting to the Faculty Council; procedures for voting; search committee procedures; appointment procedures for program directors, associate deans, continuing teaching faculty, other faculty appointments, teaching assistants and tutor markers, and sessional instructors; workload procedures; duties of program directors and associate deans, operations; administrative regulations; centres and institutes; and related faculty and university policies.

We list these sections because we heard from several faculty that there was a lack of clarity around how decisions are made, what it means to ratify a faculty appointment recommendation, and how resources for research are allocated. Given the comprehensiveness of this document and how recently it was developed, it is difficult to understand these comments. Certainly, the 3-campus context creates challenges for communication and for engagement as do the high level of involvement of faculty in ongoing development and delivery of academic programs and labour-intensive community initiatives.

As we consider our notes from our various meetings and our reading of the documents, we conclude that this is a Faculty that values participation and collective responsibility for decision-making on academic matters. It is, however, a complex place living through some difficult times in terms of facilities, the introduction of new budgeting procedures, changes in the external landscape, and a more competitive post-secondary context.

We do not have recommendations to offer. However, we make two observations.

The first concerns the executive committee. It is responsible for setting the Faculty Council agenda, and its members include the dean, the associate deans and the program directors. One can imagine the level of reporting and program-specific action items such a committee can generate to fill up Faculty Council agendas. The FoE has instituted annual faculty retreats, but broad faculty participation in Faculty Council might be enhanced if there were a commitment to include a 'committee of the whole' discussion item on every agenda, led by faculty members and students.

A related issue is the make-up of program area committees. These require several elected faculty members (4) for each committee. What this suggests is that service to the FoE is highly driven by program affiliations. On the one hand, this structure may inhibit development of a Faculty-wide perspective on program development, enrolment planning, and student experience. On the other hand, the high level of service to these committees may render nigh impossible any meaningful role for Faculty Council to play in terms of decisions. It is fine if Faculty Council is understood as an oversight body that receives and endorses decisions, but perhaps this structure does not help create a strong sense of a collective in a non-departmentalized unit.

We were asked to address degree requirements in terms of the breadth, depth and intensity. The University has recently embarked on a process that requires units to develop learning outcomes and educational goals for its academic programs. The terms of reference include the assessment of educational goals that have been articulated in the external review self-study reports. The self-study report states that “These outcomes/goals listed are a work in progress.” To refer back to the terms of reference, feedback from the external review will form the basis on which “a process for assessment” to be articulated in the Action Plan. Institutionally, the move towards articulating program goals and learning outcomes is also a work in progress. Clearly, there is an iterative process at play here as the University moves towards quality assessment oriented by articulation of programs’ goals and assessment of student learning as evidence that goals have been met.

The FoE has articulated goals for the professional development program, undergraduate programs and post-baccalaureate diplomas, and graduate programs. It has further developed the goals as expected learning outcomes for various and specific programs. This is a daunting task for any unit with the array of programs designed to meet the needs of students at different points of entry. We cannot comment on the specific efforts to articulate program level goals and their translation to expected outcomes. We do, however, offer two observations that are in keeping with the recommendations provided in sections referring to the graduate and undergraduate programs.

Our first observation draws attention to the opportunity provided by the requirement to develop program goals and attendant learning outcomes. The next project might be for the three program areas (undergraduate, professional development and graduate) to develop a framework for education programs. As an example, the ten goals articulated for the professional development program might be articulated backwards to the undergraduate programs with a clear sense of what it means to begin. This framework can then work forwards to specify articulation towards research and professional programs. Working in this way would clarify the distinctions between levels of study and allow for specification within programs.

Our second observation flows from the first and takes as its example the statement provided on the knowledge and abilities in six areas that have been used as a

framework for various specializations. Here we note that the language of specificity continues to articulate expectations and could be further refined as learning outcomes that can be evaluated within the program. To take one example, the Mathematics Education PhD program identifies as a goal “Act with responsibility and initiative in both scholarly and professional capacity” with the outcome articulated as the “ability to pursue a variety of career pathways...” It is difficult to see how this ability can be demonstrated as an outcome of the program.

We offer these observations as a way for the FoE to create its own framework that differentiates levels of study in combination with its commitment to providing access for students who are at various points in their careers. We see potential for such a framework to support the changes we have recommended with the added advantage of clarifying and justifying the requirements for laddered or bridging requirements for movement between programs.

However, we also want to note that the University’s commitment to the Northwest Commission on Colleges and Universities (NWCCU) suggests that a review of its standards for undergraduate, graduate and professional development programs might provide a touchstone for the FoE to consider as it creates its framework. The BC College of Teachers and the Association of Canadian Deans of Education Accords are also relevant resources for the FoE to consider as it refines its framework in relation to the University’s requirements.

Respectfully submitted by

Dr. Alice Pitt, York University (Chair of the Review Committee)
Dr. William Borgen, University of British Columbia
Dr. Ronald Marx, University of Arizona,
Dr. Sean Markey, Simon Fraser University

April 20, 2015

Faculty of Education

TOWARDS FACULTY EXTERNAL REVIEW – ACTION PLAN

The report of the external review team was both positive and encouraging, and we have already taken significant steps to address some of the broader recommendations. The report and recommendations were discussed at the June Faculty Retreat, and priorities established for response. I would also like to point out that we have initiated several other actions that were not in the External Review Report, but that arose through the process of consultations for the preparation of the Faculty Self-Study document. Where particularly relevant, we have included examples of these actions in this Action Plan.

Two principles will form the foundation for all of our commitments in the Action Plan. First, we seek inclusivity in our responses. Rather than identify the scope and range of actions needed within each item of the attached plan, we intend to apply the inclusivity principle to acknowledge that our faculty is diverse in program types (e.g., graduate programs could be Ph.D., EdD, MA, MEd, MEdEP, etc.), in program locations (e.g., the same graduate program may be delivered at the Burnaby Campus, the Surrey Campus, the Vancouver Campus, or in a variety of external locations around the province), in scholarly expertise, in staffing (e.g., a differentiated staffing model in which we employ Faculty Associates whose professional expertise augments faculty expertise), and even in the students we serve and the community partnerships we form. Our actions must seek voice from and reflect the perspectives of our diverse community. Second, we seek transparency in the invitation to contribute to these actions, and in the communication of progress towards these actions.

I would also like to comment on the preparation and evaluation of learning goals for the Faculty. We have, in my estimation, the most diverse suite of programs within the university. Each program has different emphases and intentions, and the specific focus of the delivery of a program may vary depending on the needs of the specific cohort. Thus, unlike a department or small faculty, it is very difficult to articulate a core set of learning goals for the Faculty. We have completed the process of describing learning goals for undergraduate and graduate programs by general area; and we are currently devising the mechanisms by which we will assess, aggregate and report on those goals. We anticipate continuing our work in this matter over the next 2 years. I would also like to note that such goals are something of a moving target; a hallmark of dynamic education is that both the process and targets of learning may and should change in response to changing learning needs. For this reason, the measurement of learning goals at the aggregate level is often reduced to the most general of statements (“capacity for reflective practice”, “critical thinking”, “creative learning design”, etc.) that may or may not add anything of value to the exercise.

Kris Magnusson, Dean

NON-DEPARTMENTAL FACULTY EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Dean		
Faculty under review EDUCATION 	Date of Review Site visit March 4-6, 2015 	Faculty Dean Prof. Kris. Magnusson
Notes <ol style="list-style-type: none"> 1. It is not expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded. 2. Attach the required plan to assess the success of the Educational Goals as an addendum (Senate 2013). 3. Should any additional response be warranted, it should be attached as a separate document. 		
1. PROGRAMMING		
1.1 Action/s (description what is going to be done):		
1.1.1 Undergraduate: <ul style="list-style-type: none"> • We will continue the FAL program and support it in a manner that ensures its value for the university community. This includes examining the fiscal viability of recommendations from the impact assessment report that has been concluded recently and following up on feasible recommendations. (U3)* • We will undertake a market analysis with potential employers of students in the BGS degree program to ensure curricular utility. This will assist with the planning for academic pathways of the BGS degree students who do not plan on careers as schoolteachers. (U1) • We will review the current program management and governance model for undergraduate and professional programs. (U2) We will consider and implement changes arising from this review. As a first step, we will begin holding joint meetings of the Undergraduate Program Committee and Professional Development Program Committee. • We will continue to review the teacher education curriculum in PDP and the current three-semester design, considering the addition of a 4th semester. (U4) This work is currently in progress. We will consider and implement changes arising from this review. • We will review contributions of tenure-line faculty in PDP, striving to enhance the balance between theory and practical knowledge provided by faculty and Faculty Associates. (U5) We will consider and implement changes arising from this review. 		

* The letter-number pairs (e.g., U3, G2) in parentheses refer to particular recommendations from the external reviewers. The complete list of recommendations is attached to this document.

1.1.2 Graduate:

- We will review the course offerings in Graduate Programs and strive for greater efficiency in course and program delivery. Administrative efficiency, flexibility, workloads, and academic integrity of programs will be considered. (G1, G2 & G4)
- We will increase clarity about the mission of our programs and distinctions among them. (G5) We will also refine the program and cohort planning process that includes financial, staffing and supervisory conditions for offering approvals.
- We will strike a committee to examine student experiences in graduate programs and provide recommendations; this committee will include student members. (G1, G3, G6 & G7). It will follow the recommendation of the report conducted on March 2016, "Graduate Student Experience Survey Results" and extend this report.
- We will examine the possibility of cross-centres collaboration to enhance connections among research-focused graduate students. (G7)

1.2 Resource implications ((if any):

n/a

1.3 Expected completion date/s:

Undergraduate – expected completion is Summer 2017

Graduate – expected completion is Summer 2018

2. RESEARCH

2.1 Action/s (what is going to be done):

- We will conclude the development of a Faculty strategic research plan, in accord with University Research Plan and Education priorities. (This plan is currently under development.) (R1)
- We will strive for a more effective system in support of research activities, including grant applications, graduate funding, and communication of research results. (R2, R3, R5)
- Tenure and promotion criteria will be reviewed and updated to provide greater clarity and to acknowledge a wide variety of Faculty scholarly contributions. (R4 & G5)
- A mentorship program to support new Faculty members in their introduction to SFU will be developed. (R4)
- We are engaging in discussions with an architectural firm to explore how we might create a physical "Research Hub" as part of the interior renovations to the Education Building
- With the return of our Advancement Officer, we intend to place increased priority on securing outside donations in support of graduate student research, and targeted research chairs within the Faculty.

2.2 Resource implications (if any):

n/a

Expected completion date/s:

Spring 2018

3. ADMINISTRATION

3.1 Action/s (what is going to be done):

The external review team has not included any specific recommendations. However, following the self study,

- We will examine alternative administrative or governance structures for the Faculty of Education, striving for further effectiveness and cost efficiency. In particular, we will institute a formal review/report on the feasibility of merging the operations of Graduate and Field Programs, and analyze the resource/procedural implication of such a move.

3.2 Resource implications(if any):

n/a

3.3 Expected completion date/s:

Ongoing

4. WORKING ENVIRONMENT

4.1 Action/s (what is going to be done):

The external review team has not included any specific recommendations. However, following the self study,

- We will attend to staff issues identified in the survey of CUPE and APSA members. We will clarify expectations of job responsibilities and reporting structure. Initial plans include:
 - documentation of critical processes/functions, and cross-training in those processes;
 - implementation of the Performance Development Program
 - provision of targeted PD funds for support staff; and
 - regular (2/year) joint APSA/CUPE meetings

4.2 Resource implications (if any):

n/a

4.3 Expected completion date/s:

Ongoing

5. (OTHER) (Add as many sections as needed)

5.1 Action/s:

Unusual difficulties related to the Education building re-construction and maintenance have been identified in the external review report. We will continue to mitigate the impact on the Faculty operations of disturbances resulting from ongoing construction and uncertainty.

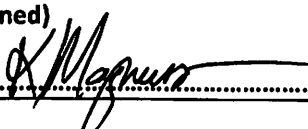
5.2 Resource implications (if any):

\$35,200,012.00

5.3 Expected completion date/s:

???

The above action plan has been considered by the Faculty under review and has been discussed and agreed with the Vice-President, Academic.

Dean (signed) Name 	Date 09/30/15
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Section 2 - VPA's comments and endorsement of the Faculty Action Plan:

Overall, the external review provides a positive assessment of the Faculty of Education and I commend all those who contributed to the self-study and whose ongoing work makes the Faculty a vibrant community of learners, practitioners and researchers.

I will not comment in detail on the Action Plan - it responds to the primary recommendations very well, and the Dean has written a useful preface that provides a broader context for the plan. In highlighting the following items I am not being critical of the Faculty, but rather drawing attention to issues that have additional impact outside the Faculty and/or might be models for other academic units.

FAL (Foundations of Academic Literacy) is managed by Education on behalf of the University. I commend the Faculty for initiating an assessment of the program, and for taking steps to modify the program in relation to the changing needs of SFU students.

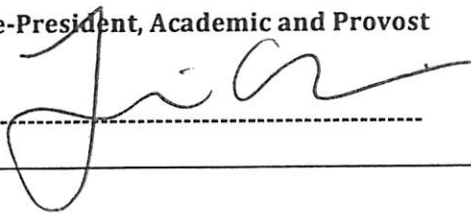
SFU's PDP program is well known in the province, and has been highly rated for many years. In view of the changing nature of education and changing K-12 curriculum in BC, a review of the program is timely, and will enhance SFU's reputation in teacher education.

Analysis of opportunities to increase efficiency in the various graduate programs is welcome. Graduate programs have proliferated across SFU, and we should examine ways to streamline administration and identify curriculum that could be common to more than one program.

Faculty members in Education engage in a wide variety of research, resulting in many different kinds of scholarly contributions. I strongly support a review of tenure and promotion criteria to better reflect the diversity of activity in the Faculty.

The Education building on the Burnaby campus is currently undergoing a multi-year renovation and reconstruction. This has been a difficult time for all members of the Faculty (staff, students and instructors); however, I am encouraged by the fact that the Faculty takes the opportunity to re-design space to better meet the research and learning requirements.

Vice-President, Academic and Provost



Date

1st October 2015

List of recommendations from the External Review

Undergraduate and Professional programs

U1	1. Continue planning the BGS degree for students who do not plan on careers as schoolteachers. This will likely require additional market analysis and discussions with potential employers of program graduates to ensure curricular integrity and utility.
U2	2. Review the current program management and governance model (separate administrative units for undergraduate and professional programs, with different faculty advisory committees for each). Consider new models that reflect the growth of the programs and the changes in the context for undergraduate education that have emerged in the half-century since the structures were created.
U3	3. Continue the FAL program and support it in a manner that ensures its value for the university community.
U4	4. Review the teacher education curriculum in PDP and the current three-semester design. Consider alternatives that might lengthen the program but also have more utility for program completers as they become professional educators. The review should include attention to clinical practice and how it is integrated into coursework.
U5	5. Review the contributions that tenure-stream faculty play in PDP and rebalance teaching loads so that both the wisdom of practice and research and theory play important roles in the teacher education program design.

Graduate programs

G1	1. The flexibility in course offerings has been a strength that the same time has resulted in a large number of individualized programs, which can be very costly to implement. We recommend that, as already noted in the document titled "The Organization and Delivery of Graduate Programs in the Faculty of Education," action be taken to look for synergies across MA, MSc and M.Ed. programs that could result in a common core courses across programs. This would lead to greater efficiencies and also better connect students across the programs.
G2	2. The efficiencies and cost savings resulting from a greater consolidation and integration of course offerings across programs should result in greater funding being available to support graduate students. We recommend that processes be developed to consider ways to deploy this funding and equitable way among full and part-time students.
G3	3. It seems apparent that faculty members and students involved in full-time study on the Burnaby campus are having a different experience from faculty members and students involved in part-time programs on the Surrey campus. In considering revisions to program content and delivery, we recommend that committees are composed of faculty members and students from both settings. This has the potential of increasing communication and enhancing understanding of perspectives across the sites.

G4	4. As part of the review of graduate programs we recommend that consideration be given to greater credit flexibility in course offerings.
G5	5. Given what appears to be unsustainable workloads on the part of some faculty involved in offering part-time programs, we recommend that the number and variety of cohorts being admitted be reviewed to align them with available faculty resources.
G6	6. It appears that doctoral students would benefit from greater levels of communication regarding their programs as well as opportunities for funding through on-campus employment and scholarships. We recommend that a committee involving doctoral supervisors and students be created to discuss programmatic challenges being experienced by students.
G7	7. The centres in the Faculty of Education have created a strong legacy of research and community impact. We recommend that the centres be reviewed for possible cross-centre collaborations and perhaps a greater connection with larger numbers of research focused graduate students.

Research

R1	1. A strong strategic research plan is under development, and terms of reference have been developed (see FoE External Review Update, May 2012). This plan is needed to develop current strengths, identify emerging strengths, and project areas for future investment. The plan also needs to make transparent the relationship between allocation of resources and expectations and identify complement priorities.
R2	2. The development of a research hub, "a Centre of the Centres," as suggested in the Five Year Plan, should be explored seriously as a way to provide a more centralized and nimble system for operations, grant application and post-award support, event management, funneling opportunities and interest from funders and the external community, and perhaps serving as a hub for graduate and undergraduate student research opportunities. The service should also address ways to support and communicate research activities, including those that do not rely on external funding.
R3	3. The various initiatives that connect the FoE with the teaching mandate of the University and that hold potential for advancing the FoE's pedagogy +research mission should be supported and further developed.
R4	4. The Faculty should supplement its tenure and promotion criteria with guidelines for a the documentation and assessment of community-based research, outreach initiatives with a research component, and other forms of research and scholarship that are difficult to evaluate using traditional methods. It might be useful if this endeavor were taken up at the level of the University. In addition, the Faculty's recently developed mentorship program should be evaluated in terms of level of support required by faculty members seeking tenure and promotion
R5	5. In combination with reviews of the graduate program offerings, the Faculty should seek ways to augment graduate, and where appropriate undergraduate, funding opportunities tied to faculty research projects. In particular, every opportunity for attaching graduate student funding to faculty research projects should be explored