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MEMORANDUM

ATTENTION Senate **DATE** July 25, 2012
FROM Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP **PAGES** 1/1
RE: External Review Update for the Faculty of Education (SCUP 12-24)

At its July 11, 2012 meeting SCUP reviewed the External Review Update Report for the Faculty of Education. The report is attached for the information of Senate.

encl.

c: B. Krane



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MEMORANDUM

ATTENTION	Jon Driver, Chair, SCUP	DATE	June 28, 2012
FROM	Bill Krane, Associate Vice-President, Academic and Associate Provost	PAGES	1/1
cc	K. Magnusson		
RE:	External Review Update for the Faculty of Education		

The External Review of the Faculty of Education was undertaken in March 2008. According to the procedures established by SCUP, the Faculty is required to submit an update describing its progress in implementing Senate's recommendations, which were derived from the External Review report, in the fourth year following the start of the External Review process. Please find attached this update, together with a copy of the recommendations approved by Senate for action.

Based on this midterm report, my assessment is that the Faculty has made substantial progress toward implementing Senate's recommendations, within the constraints imposed by its budget.



MEMORANDUM

ATTENTION: Glynn Nicholls **DATE:** May 15, 2012
FROM: **PAGES:** 1/6
RE: External Review Update,
Faculty of Education

The Faculty of Education is pleased to provide this brief progress report on actions taken by the Faculty in response to the recommendations of the 2008 external Review of the Faculty. For brevity sake, we have reported on actions taken under each of the six headings, with the core recommendation indicated in italics. Furthermore, the categories are not mutually exclusive; for example, a number of “Programmes Recommendations” (section 5) are described under Section 1 (strategic planning).

1. Faculty Strategy, and strategic planning processes.

An agreed upon set of priorities or goals against which all individual and collective work can be planned, carried out and evaluated.

- In August of 2009, we completely **redrafted our 3-Year Academic Plan**. The Academic Plan reflected the recommendations from the external review, as well as a process of faculty consultation, feedback and revisions. We are now in the 3rd year of plan implementation; programming and budget decisions have been made in relation to the plan. Copies of the Academic Plan as well as a 2011 report documenting progress towards that plan are available on request.
- Instituted **Executive planning retreats**. In early September of each year, an Executive (Program Directors, Associate Deans, Dean) retreat is held. Priorities for action for the coming year in relation to the 3-Year Plan are identified, and then update reports are provided at the biweekly Executive meetings throughout the year.

A structure of organizational units that best suits the achievements of these priorities, more closely aligns with the operation of the Faculty, and supports its various undergraduate, graduate and professional programmes.

- Developed and implemented a new administrative structure incorporating Field Programs and Graduate Programs into the portfolio of a new Associate Dean Graduate Studies and Research in Education. In turn, this new administrative unit:
 - Produced a report to the Dean providing 13 recommendations for priorities and actions in graduate studies.
 - Developed a framework for a program review of the various graduate programs, which uses common metrics to compare and contrast program delivery attributes and efficiencies.

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- Developed and applied a framework/guidelines for use by the Graduate Programs Committee in considering proposals for new programs. The framework is used to evaluate proposed new programs using the criteria of documented need/demand, fidelity to the faculty's strategic directions/priorities, current instructional capacity to deliver the program, and sustainability
- Established an annual schedule for collection and analysis of information needed for enrollment management.
- Implemented two-year financial support packages offered to top PhD applicants as a means of improving recruitment outcomes.
- Restructured the non-departmentalized units to increase the articulation between Field Programs and Graduate Studies as well as Teacher Education Programs and Undergraduate Programs.
- Created the Office of Indigenous Education within the faculty.
- Revised the mandate and operations of the Office of International Education, and instituted a Faculty of Education Internationalization Committee.

A review of decision making structures and processes to ensure clarity of authority and a high degree of transparency.

- Developed, ratified, and published a Faculty Governance structure in service of transparency and explicit articulation of decision-making pathways;
- Instituted formal procedures for Executive Meetings, with clear indication of discussion/action items, and publicizing agendas/minutes.

2. Communication

Continue to seek ways of increasing communication between faculty and staff members at the three campuses including the use of technology, a web portal and the consideration of the introduction of an annual retreat.

[NOTE: We do not have, nor have we ever had, staff or faculty permanently based at the Vancouver Campus. Therefore, reference will be made to work done to better link the Burnaby and Surrey campus activities.]

- Completely rebuilt the Faculty of Education website on the CQ5 CMS platform. The platform switch also enabled a complete redesign and clean up of the multiple site components.
- Instituted an annual Faculty retreat in 2011; the second such retreat is scheduled for June, 2012
- Developed video-conference capacity for inter-campus meeting attendance (please refer to Section 6 for details)

3. Research

*Develop a faculty research strategy that:
Defines how research excellence is assessed.*

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Connects the research interests and agendas through informal and formal means as well as individual and group efforts.

Provides mechanisms for intellectual exchange among all areas of the Faculty.

Aligns the research centres with the University's and the Faculty's priorities to ensure the best use is made of all resources.

Enriches the understanding of all aspects of teacher education

- The TPC examined and refined conceptions of scholarly performance within the Faculty of Education
- An agenda of academically sound program research has been initiated, including:
 - A comprehensive review of the impact of FAL (Foundations of Academic Literacy);
 - A review of the impact of the Field Programs model of graduate education;
 - The integration of First Nations pedagogy and issues related to the historical and current context of First Nations, Inuit and Metis learners throughout Professional Programs;
 - The development of a research based module on Imaginative Education within Professional Programs;
 - A task force on Teacher Education for the 21st Century, which will complete its work in the Fall of 2013, and already has a paper and 3 conference presentations as scholarly products.
- Two new research centres were established:
 - Centre for Research on International Education (CRIE); and
 - Institute for Environmental Learning
- A new Tier II CRC in Mathematics Education was established.
- A new research micro website (researchineducation.ca) is in the pilot stage, to profile the high calibre of faculty research.
- Established a fund to attract and promote visiting scholars to the SFU.
- Creative deployment of resources to support innovative faculty research. For example, we have faculty sharing in high tech research labs; we supported a small project to test server load capacity for a potential major collaborative research project; we invested in site licenses for visual analytics software; etc.
- Several faculty support initiatives were instituted, including:
 - Writing retreats, to help with preparation and/or polishing of papers for submission;
 - Supplementary research grants, to assist pre-tenure faculty members establish their research agendas.

Two indicators of the impact of these activities were apparent this year. First, in 2012 the Faculty of Education exceeded both the national average and the SFU average acceptance rate for SSHRC applications (60% funded) and also exceeded average size of awards. Second, the Chair of the FTPC reported the highest average scholarly production rate in several years in the 2012 merit assessment of faculty performance.

4. Faculty Renewal

Develop a succession plan for hiring faculty based on clearly defined priorities

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In our previous 3-year plan, we had identified 4 priority areas for tenure track hiring: Multicultural counselling; developmental disabilities; adult education and literacy; and science education. We have hired to two of those 4 priorities, and currently have offers out to individuals to fill the remaining 2 priority areas (both have provided verbal acceptance).

We are now in the process of developing the 5-year Faculty plan, which will include our next set of strategic hiring priorities.

5. Programmes

The first part of our programmatic strategy was to pay significant attention to Field and Graduate Programs, and to the streamlining and coordination of administrative processes. During this time, the EdD was "delinked" from its focus on developing Educational Leadership to a more inclusive cross-disciplinary focus. We will next be turning our attention to the number of course and programme offerings in our graduate programmes, with a view to reducing the breadth of offerings in each.

The second part of our programmatic strategy was to shift attention to Professional Programs. A major 'curriculum mapping' project was instigated in Professional Programs in May of 2011, resulting in a more determinative set of program goals, an explicit set of instructional and supervisory expectations in the form of course outlines for EDUC 401, 402, 403, 405 and 406, and a set of module syllabi which provide details of work done in accord with the program goals and the course outlines. To that extent, "all individual and collective work of an instructional and supervisory nature can be planned, carried out and evaluated." Furthermore, the curriculum mapping work promises a data base from which program evaluative information can be gained. We are presently looking at software systems used elsewhere that enable storage and retrieval of such information. We remain in need of a broader evaluative system that tracks program graduates, their employment success, typical career trajectories, and program satisfactions. Also, in light of the much-touted teacher surplus, it is important to note continuing and consistently high levels of program application and the reasons why applicants choose SFU programs over those of the other teacher education institutions.

The "organizational structure" of Professional Programs was not melded with Undergraduate Programs, as was suggested in the Faculty Review. Instead, increased attention has been paid to the overlapping, organizational work done between the offices of these program units. The Directors of both units work closely together on matters of program delivery, namely the Professional Development Program (PDP), the Professional Qualification Program (PQP) and the Professional Linking Program (PLP), and on the provision of EDUC 404 coursework that comprises a semester of study in each of these programs. The relatively separate interest in undergraduate programming for students in the direct entry BGS and in academic studies preparatory to professional education warrants a division of undergraduate and professional programming and organizational structures that currently best address the respective academic interests of these students.

Undergraduate Programs has engaged in a process of consolidation and articulation of programs, particularly minors and their requirements, to better reflect student and professional needs. New minors include Elementary Education and Secondary Teaching minors, and an innovative pilot program for an integrated 404 semester (as part of the Professional Program/Bed) to advance

teaching and curriculum quality. Other innovations include more flexible access to specialized instruction for both pre-service and in-service educators, and the development of a new urban arts diploma program.

6. Administration

Review the teaching and service loads carried by junior faculty

- An introductory meeting was held between the Dean and every faculty member, to provide a better understanding of the nature of the faculty member's core areas of research, and to discuss the balancing of work loads.
- During the first 4 months of the appointment of the new Dean, luncheon meetings were held with all pre-tenure faculty members, to identify issues and explore potential strategies to resolve concerns. Several of these strategies were implemented
- Consideration has been given during tenure/promotion review as well as biannual merit review to the difficult loads (mostly for program delivery and graduate supervision) carried by many of the junior faculty members.
- In a small number of cases, applications for a delay of tenure for one year were made and supported.
- To date, all tenure and promotion applications have been successful.

Review the adequacy of support services including technical support at Surrey and Burnaby and consider extending the videoconference facilities between these two campuses

- The use of video facilities between the two campuses has been steadily growing. At least one Executive member attends bi-weekly Executive meetings and bi-weekly Dean/Associate Deans meeting via videoconference. Monthly APSA meetings are run via videoconference for those in Surrey to connect with Burnaby. Graduate Studies in Education and faculty members regularly hold videoconference meetings. There is also an increase in the number of thesis defenses that are either done via videoconferencing, or have an additional videoconference feed for those who are unable to attend in person.
- Two full (three-hour) faculty meetings (50+ participants) have been conducted simultaneously on the two campuses (the first hosted at Burnaby Campus and the second hosted at Surrey Campus). Detailed reviews of these meetings have resulted in both technical and procedural recommendations/improvements.

Review the performance of all staff members according to an agreed timetable

- APSA Managers go through a bi-annual evaluation of their goals, performance, and duties via the Employee Development & Performance Management Plan. The first evaluation is to set goals for the year, and the second is to review achievements and experiences throughout the year.
- Managers meet annually with staff in a similar manner

Address concerns raised by staff regarding their working environment during by:

- increasing the level of support for, and communication with the Surrey-based staff

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- Instituted monthly meetings with all Surrey Faculty, Staff, Faculty Associates, and Coordinators invited. Minutes are taken and posted on the website.

- reviewing and reclassifying jobs where appropriate

- Review and reclassification of positions is only done if a position and/or duties have changed significantly from the previous job description. Each time new or different duties are added to a position, a brief review of the job description is done to ensure the duties fall within the boundaries of that description.

- providing adequate IT equipment and services

- A comprehensive upgrade of technology/tools has been completed. We are also exploring a common data base integration project for all programs.

A critical element NOT addressed by the external review, but which occupied considerable attention in the past 3 years, has been our focus on financial sustainability and institutional strength. These foci have produced the following:

- We have initiated a clear focus on Strategic Enrollment Management throughout our program areas and in particular within the Graduate programs.
- We have modified our budget recording and reporting mechanisms to allow us to engage in longer-term planning, and have instituted a “Carry-forward” budget process to show how funds will be used to support the FoE strategic initiatives. We have also instituted a transparent budget presentation process.
- Established and applied specific criteria for the consideration and approval of new program areas, as well as tightened the review and approval process for curriculum change.
- We continue to press for long-deferred and critical upgrades to our facility, and seek ways to work around serious deficiencies that our decaying infrastructure presents in reaching research and programmatic objectives. For example, a long-standing contract we have with a Pacific Rim country to provide short-term non-credit teaching experiences to practicing teachers in that country is being cancelled; they find the program extremely valuable but are embarrassed by the state of the facilities (teaching spaces within the Faculty of Education) in which they are housed. We are also unable to demonstrate, let alone model, teaching conditions in schools because our facility is so outdated.
- We have embarked on an aggressive technology modernization initiative, which has included rebranding the Centre for Educational Technology as Education Central, the installation of supportive teaching technologies in the classrooms, the development of a faculty computer support fund, and the planned extensive renovations to room 8620 to create 2 modern learning spaces surrounded by collaborative and social work areas.
- The hiring of an Advancement Officer for the Faculty of Education, with priorities for graduate funding support, and special projects related to technology implementation.



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MEMORANDUM

ATTENTION	Kris Magnusson, Dean, Faculty of Education	DATE	April 30, 2012
FROM	Glynn Nicholls, Director, Academic Planning and Budgeting	PAGES	1/2
RE:	External Review Update for the Faculty of Education		

In 2004 the Senate Committee on University Priorities endorsed procedures for reviewing a department's progress in implementing the recommendations approved by Senate as a consequence of the previous external review (which takes place normally once every seven years). The last review of your Faculty occurred in March 2008. This is to advise you that the External Review Update for the Faculty of Education is due at this time.

On November 3, 2008 Senate approved the following recommendations:

1. Faculty Strategy:

- Undertake a strategic planning process leading to:
 - An agreed set of priorities or goals against which all individual and collective work can be planned, carried out and evaluated.
 - A structure of organizational units that best suits the achievement of these priorities, more closely aligns with the operations of the Faculty, and supports its various undergraduate, graduate and professional programmes.
 - A review of decision making structures and processes to ensure clarity of authority and a high degree of transparency.

2. Communication:

- Continue to seek ways of increasing communication between faculty and staff members at the three campuses including the use of technology, a web portal and the consideration of the introduction of an annual retreat.

3. Research:

- Develop a Faculty Research Strategy that:
 - Defines how research excellence is assessed.
 - Connects the research interests and agendas through informal and formal means as well as individual and group efforts.
 - Provides mechanisms for intellectual exchange among all areas of the Faculty.

- Aligns the research centres with the University's and the Faculty's priorities to ensure the best use is made of all resources.
- Enriches the understanding of all aspects of teacher education.

4. Faculty Renewal

- Develop a succession plan for hiring faculty based on clearly defined priorities.
- Intensify efforts at mentoring junior and pre-tenure faculty.

5. Programmes

- Create a system for conducting regular, comprehensive internal evaluations for all programmes.
- Review of the balance of the faculty capacity against student enrollment in each of the programmes
- Develop guidelines for the establishment of new graduate programmes including the possibility of consolidation with existing programmes.

6. Administration

- Review the teaching and service loads carried by junior faculty.
- Review the adequacy of support services including technical support at Surrey and Burnaby and consider extending the video conference facilities between these two campuses.
- Review the performance of all staff members according to an agreed timetable.
- Address the concerns raised by staff regarding their working environment during by:
 - Increasing the level of support for, and communication with the Surrey based staff
 - Reviewing and reclassifying jobs where appropriate
 - Providing adequate IT equipment and services.

Please provide a **one to two page** progress report by Friday, May 25, 2012 on the actions that your Department has taken in response to the recommendations approved by Senate on November 3, 2008.

Please contact me at 26702, [gnicholl@sfu.ca](mailto:g nicholl@sfu.ca) or Bal Basi at 27676, bbasi@sfu.ca if you have any questions or concerns regarding the external review update process.

Thank you.

