

**SIMON FRASER UNIVERSITY**  
**Senate Committee on University Priorities**

**Memorandum**

<b>TO:</b> Senate	<b>FROM:</b> John Waterhouse Chair, SCUP Vice President, Academic
<b>RE:</b> Faculty of Education External Review	<b>DATE:</b> November 13, 2002

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The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report prepared on the Faculty of Education in June, 2001 together with the response from Dean R. Barrow and additional comments from the current Acting Dean of Education, I. Andrews.

**Motion:**

That Senate concurs with the recommendations from the Senate Committee on University Priorities concerning advice to the Faculty of Education on priority items resulting from the external review as outlined in S.02-83

The report of the External Review Committee for the Faculty of Education was initially written in April 2001 with a final version being submitted in June, 2001 following the review site visit March 22 – 23, 2001. The response of the Dean was received on November 30, 2001. Given the length of time that has elapsed since the commencement of the review and the receipt of the various responses, a number of issues raised by the external review team have already been dealt with or solutions are in progress. In view of this, SCUP requested and received a report from the current Acting Dean which provided an update of how the Faculty is attending to the various points raised by the External Review Committee.

SCUP recommends to Senate that the Faculty of Education and the Dean be advised to continue to pursue the following as priority items:

1. Faculty Environment and Governance

The External Review Committee (ERC) provided a number of valuable and thoughtful recommendations in relation to the areas of communication, leadership, work environment and governance within the Faculty. Since the time of the external review site visit, the Faculty has undertaken a number of positive initiatives to address concerns arising in these areas. The Faculty is urged to continue this work.

2. Teacher Education

It is not apparent in the external review report that the Faculty of Education's strategy for meeting the increasingly diversified demand for Teacher Education within the

Province was examined. Certainly, many of the recommendations, if carried out, would strengthen the Faculty and its programs. However, no specific recommendations were aimed at the review or development of a strategy to cope with the changing and fluctuating demands in the area of teacher education. SCUP recommends that the Faculty develop a flexible strategy that is responsive to the needs of teacher education as well as taking into account developments occurring in other programs across the Province.

### 3. Curriculum

The Faculty of Education's Undergraduate Program Committee is encouraged to remain attentive to the monitoring of program quality. It is recommended that the Faculty give consideration to the articulation of broad curriculum goals across program areas through its curriculum committees at both the undergraduate and graduate levels.

### 4. Technology and Technology Education

With respect to the recommendations concerning the use of technology and technology education, there appears to be a number of initiatives already underway within the Faculty. Further development and expansion in these areas will be necessary for the Faculty to remain current in this field. Additional funding and training should be targeted to these initiatives.

encl.

c: I. Andrews, Acting Dean, Faculty of Education

# SCUP 02-106

## Faculty of Education External Review Committee Report SCUP: RECOMMENDATIONS

As requested, here are the Faculty of Education's comments regarding SCUP's recommendations of the External Review Committee's Report and an update of how the Faculty is attending to the various points raised by the External Review Committee in June 2001. The subsequent recommendations prepared by SCUP for Senate regarding the External Review Committee's Report are all addressed in this update document.

### Overview

During the past few months the Faculty has established program priorities for 2002-2003 that represent the recommendations of each Program Area as discussed and consolidated by each Program Area through their Program Committee and Program staff. The recommendations of the External Review Committee Report have contributed to the development of these recommendations for 2002-2003. Overarching themes related to these Program Area recommendations include:

- collaboration among Program Areas
- enhancement of a stronger intellectual and social community among faculty and students
- enhancement of the Faculty's involvement and profile in University-wide initiatives
- exploration of initiatives among all Program Areas provincially and internationally

### 1. Communication

Over the past year and a half the Faculty has initiated a regular colloquium series to assist in the promotion of academic dialogue among Faculty, graduate students, staff, and other members of the community of the Faculty of Education. A web-based Faculty/staff newsletter has been established for preparation each semester, and at present the Faculty is examining how we can institute a more comprehensive newsletter on a more regular basis. Furthermore, there are plans to coordinate this newsletter with the Graduate Programs newsletter as well establish a part-time staff position in the Faculty who will work with all program areas to more regularly promote and profile achievements and special events.

Another important initiative within Professional Programs is the strengthening of the differentiated staffing of the Faculty Associates interacting with Faculty members. Faculty and Faculty Associates are more interactively involved in the design and implementation of the PDP modules and the Faculty research interests are in the forefront of PDP module work. In addition, Faculty team-teaching and mentoring models have been successfully piloted this year as teaching assignment options in Professional Programs. Faculty and Faculty Associates also regularized the EDUC 402 symposia as

an ongoing feature of the PDP curriculum. A link between Professional Programs and Graduate Programs has been established through the RA work of two doctoral students.

In Graduate Programs two orientations, a graduate student-faculty retreat, summer speakers program for off-campus students, and several smaller events to explore common interests have been delivered successfully. Meanwhile support for faculty and student research activities continues. Furthermore an implementation of new research-based course evaluation instruments is underway and a handbook of policies and procedures for staff, Faculty and students is under development.

Recently faculty, staff and representative teachers working in the school system met to celebrate the program accomplishments of Field programs. This Faculty "communication" event recognized the twenty year history of the Faculty's involvement of program delivery of inservice certificates and diploma programs for teachers at the district level throughout the Province.

## **2. Teacher Education**

Consolidating existing programs and developing new professional programs have been high priorities during the past year. The consolidation of District partnerships with the financial support for mentoring programs have been established for the majority of the PDP modules. The NewTEC program in the north west region of the Province has been expanded by the provision of places for First Nations student teachers. There has been a fourth intake of students to the ITEM module in Mexico and a second intake to the module in Trinidad. The program revision that allows for this PDP variation has now been approved by the British Columbia College of Teachers. Consolidation has also occurred by the closing of the NewCALTEC program this December. This closure is offset by moving French Programs to base budget funding. Program delivery in the north eastern region of the Province (Dawson Creek, Fort St. John and Fort Nelson) continues to flourish.

New Professional Programs are evidenced by the delivery of the Professional Qualification Program (PQP). The PQP will complete its first year this December with recurring funding for an intake in the Spring of 2003. The framework for the First Nations' Developmental Standard Term Certificate also has been developed and will be implemented in the Spring of 2003. Finally, the University College of the Fraser Valley partnership program has been developed, funding secured, and university approval granted for an implementation in the Fall of 2003.

Ultimately the flexible strategy of establishing teacher education modules to meet the changing needs of teacher supply and demand in the Province is recognized as important by the various stakeholders in public education.

## **3. Graduate Diploma Program**

Field Programs has completed twenty years of program delivery and recently the faculty, staff and representative teachers working in the school system met to celebrate these accomplishments. In particular, during the past two years various credit, non credit, and special projects (provincially and internationally have been delivered. For example, Field Programs has successfully introduced the Graduate Diploma Program. More than 20 cohorts were active this past summer enrolling over 700 teachers.

The role of mentors in Field Programs is now well defined and we have added a new level of instructor/supervisor in the form of the "adjunct inservice associate." The latter has allowed an appreciable expansion of our TLITE graduate diploma program. Field Programs has developed a new instructional model and created a web-supported programs. Field Programs continues to work at the grassroots level, for example, in supporting the fledgling "later literacy network." The non credit in-service program with Greenland continues and Field Programs is seeking a contract for Jamaica. Finally the undergraduate FTE "problem" has been resolved to ensure the enrolment of students within the Faculty of Education complements the University's undergraduate enrolment target.

#### **4. Curriculum**

Concerning the item on curriculum, Undergraduate Programs has been addressing the issue of program quality in an ongoing way. Recently, the Undergraduate Programs Committee (UPC) has begun an examination of current course offerings in light of the recommendations of the University Undergraduate Curriculum Review Committee as adopted by Senate in October 2002. It is the intent of UPC that Education courses be well represented in the Writing Intensive, Quantitative, and Breadth selections. Grading practices in Undergraduate Programs also are currently under review, particularly as pertains to Designs for Learning courses. In a series of meetings, active discussion is underway among faculty members who teach these courses. The evaluation of teaching in Undergraduate Programs also is being examined with methods in addition to student reports being researched and considered.

In addition, closer circulation between the Faculty's Undergraduate Programs and Professional Programs in the delivery of the Professional Development Program has been underway this past year. The forthcoming review of the Faculty's teacher education program in 2003 by the BC College of Teachers will be an important aspect of this program articulation with Professional Programs.

In Graduate Programs the Faculty is currently reviewing and making plans for the development of several new programs to meet the needs of students, both on campus and in the interior off campus locations.

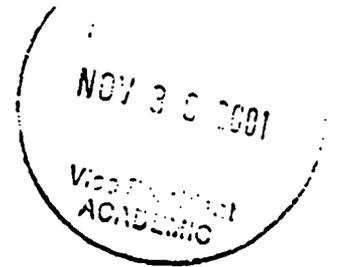
#### **5. Technology and Technology Education**

As mentioned in the SCUP Recommendations the Faculty has several initiatives underway. However the establishment of the SFU Surrey Campus now offers a

marvelous opportunity for the Faculty of Education to work with Applied Science and the Faculty of Arts to participate in the Information Systems and Information Technology agenda for the new Campus. All program areas: Undergraduate , Professional, Graduate, and Field , and the International Teacher Education initiatives in the Faculty of Education have a potential to become more involved in technology education as it applies to each of the specific program goals of each program area. The education technology group of the Faculty and faculty from the SFU Surrey campus are working together to initiate a proposal for a Masters and/or Doctoral Program on Innovation in Education and Technology.

Ian Andrews, Acting Dean

October 31, 2002

**SIMON FRASER UNIVERSITY  
DEAN OF EDUCATION****Memorandum****To:** John Waterhouse**From:** Robin Barrow**Subject:** Response to Faculty Review**Date:** 2001-11-28

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I have now received the response of the Faculty of Education to its recent review. I apologize for the delay but, as you will see from the introduction it was caused by the extensive consideration given to the matter. In my view, the response is comprehensive and sensible: due acknowledgement is given to helpful suggestions and criticisms in the review and appropriate commitment to action, while the generally positive tone of the review is quietly welcomed.

It is my own belief that the various departments (defined by program areas in this faculty) are extremely competently managed and continue to show considerable flare and initiative in their various activities.

A handwritten signature in cursive script, appearing to read "R Barrow".

RB:nr  
c: Executive Committee

**Response to Report of the External Review Committee  
Faculty of Education  
November 2001**

**Prepared by  
Tom O'Shea, Director, Field Programs  
Stephen Smith, Director, Professional Development Programs  
Janny Thompson, Director, Undergraduate Programs  
Kelleen Toohey, Director, Graduate Programs**

The Faculty of Education has responded in a variety of ways to the report of the External Review Committee: the Executive Committee discussed the report and how to organize means for the community to respond to it at its July and September meetings; each program area has invited all members of the Faculty to their September Program Committee meetings to discuss program specific aspects of the report; a Faculty Retreat was held for all tenure track faculty on October 1; staff met on October 17; and individuals have forwarded individual responses to the Program Directors. A draft of this document was circulated for discussion at the November Faculty meeting and revised in light of that discussion into its final form for presentation to the Dean. As the four program directors in the Faculty, we have been attentive to all of these sources of information in forming this response. Responses to each of the Review Committee's 17 recommendations are provided below.

In general terms, we are appreciative of the positive tone of the report and, as may be seen from the responses to specific recommendations below, believe that much of what the Review Committee recommended was related to initiatives, practices, and discussions already underway at the time of their visit. Thus, many of the recommendations have served to "keep us on track" with a renewed sense of focus and commitment.

**#1 Enhancing the faculty's sense of community**

It was interesting that the first recommendation of the report concerned community primarily with respect to staff, one of the groups within the faculty that expressed strong satisfaction with the sense of community they had been able to build amongst themselves. Staff have met and provided a written response to the report (Appendix A). Some of the suggestions arising out of the faculty retreat, which will require discussion with staff, included organizing an annual staff appreciation day and encouragement for staff to attend colloquia presented by faculty members. The notion of having a senior staff member assigned responsibility for staff affairs is also being explored with regard to its desirability and feasibility for all parties. Graduate Programs produces a regular newsletter that includes the kinds of items referred to in part iii of the Review Committee's first recommendation. Two staff members from the CET, Shelley Porter and Carson Au, published the first Faculty newsletter, based on contributions from members of the faculty community, at the end of November.

For other facets of enhancing the faculty's sense of community, including developing mechanisms for intellectual exchange, see the response to recommendation #6.

#2 The Review Committee concurs with the suggestion made to it on several occasions that consideration ought to be given to extending the term for faculty serving on program committees to three years.

This recommendation received no support during discussions of the review committee's report. A number of reasons were suggested for not lengthening the term, most of them practical, and no one saw longer terms as desirable. It was also pointed out, during discussions, that lengthening the term without increasing the membership of such committees would have the effect of less turnover, and, therefore fewer faculty involved in decision-making on such committees over any given time period. (Increasing the membership of such committees is not feasible given the size of the faculty and the number of faculty and university committees to be filled.)

#3 The Review Committee believes that a non-departmentalized structure is quite viable in a Faculty of this size, provided that changes are made in the present governance structure to allow all tenure-line faculty the opportunity for meaningful participation.

#4 We recommend the Faculty give serious consideration to revising its decision-making structure so that the general faculty meeting becomes the main legislative vehicle.

#5 The Review Committee suggests that it would be of value for the Faculty to develop a published constitution or set of by-laws or "handbook" for whatever form of governance is settled upon. The document should contain, inter alia, a clear statement of the values that underlie the Mission Statement of the Faculty, and should also address the balance that is regarded as the norm for apportionment of faculty effort between teaching, research, and service (including service to the teaching profession of the province and the nation).

Recommendations 3 through 5 all refer to governance. In discussions of the Review Committee's report, there was no support for major changes to the existing governance structure. The nondepartmentalized structure of the faculty, despite the difficulties it may create, is viewed generally by faculty as providing opportunities to pursue scholarly interests freely as they change and develop over the course of a career. The freedom created by this structure facilitates interdisciplinary scholarship and is seen by many as a strength of SFU's Faculty of Education relative to larger, departmentalized faculties elsewhere.

Although there was no support for a major overhaul of the governance structure, there was considerable enthusiasm for discussing and implementing smaller scale changes to the practice of governance within the current structure, many of which would be aimed at increasing opportunities for "meaningful participation." Some of the suggestions under discussion and consideration include

- making the Faculty budget widely available to tenure track faculty (the budget has been presented each year at a Faculty Meeting but some faculty members are either unaware of this practice or wish to be given more detail)
- routinely making the minutes of the Executive Committee and Program Committee meetings available to tenure track faculty

Such information could be made available in electronic form, on a password protected server, so that faculty could access them as desired and become better informed and therefore better able to participate meaningfully at meetings.

- ensuring that no classes are scheduled to take place at the same time as Faculty Meetings

The suggestion that the Faculty devote energy to developing a written constitution/set of by-laws/or handbook received little support in discussions of the report. Much of the governance of the Faculty is already described in written form—i.e., the mandate, composition, and procedures for election of Program Committees, the Appointments Committee, the Faculty Tenure Committee, and Program Directors. Although there is enthusiasm for improving how we operate within our current governance structure, there is little support for becoming any more legalistic or procedural and, indeed, some saw the task of developing a written document of the sort described by the Review Committee as a “black hole” task, likely to consume an inordinate amount of time on the part of a few faculty members and unlikely to achieve the desired pay off. Thus, in terms of governance, the priority is seen to be continued discussion of and implementation of changes to how we use current structures. One faculty retreat has already been held at which such issues and ideas were discussed. The faculty is committed to immediate implementation of the “bulleted” suggestions above and to continuing discussion of other changes.

#### #6 That efforts continue to develop appropriate mechanisms for intellectual exchange

The Faculty is aware that many different ways of fostering a sense of intellectual community should be explored given that our geographic location and some of our work practices (e.g., reliance on e-mail; working off-campus, including teaching off-campus; a large proportion of evenings classes and part-time graduate students; etc.) might make establishing local, on-campus community more difficult. Graduate Programs intends to continue to experiment with a variety of ways of sponsoring more intellectual exchange, and will continue to prepare a newsletter for students, faculty and staff with the intent of fostering more interaction among members of the wider Faculty.

Some recent developments and events in the Faculty that reflect our attention to building community include the following:

- (a) In July, the Executive Committee supported (with funding) a proposal for an approximately bi-weekly series of colloquia organized by a committee headed by Dr. Jan van Aalst. The colloquia have been, and will continue to afford opportunities for faculty and students to listen to and discuss presentations by members of the faculty (e.g., Kieran Egan, who holds the Faculty's first CRC chair was the first presenter in the series, Jack Martin, who holds the Faculty's only Burnaby Mountain Chair, will present next semester) and by visitors.
- (b) This October, Graduate Programs held its usual Student Orientation Day for graduate students during which 10 faculty members met with 60 new students. On November 10, 11 faculty participated in a graduate student retreat organized by the Education Graduate Students Association (EGSA). The EGSA and the Graduate Student Office intend to continue to offer such events—about once a month for the academic year, so that graduate students might gradually come to feel more connected with the academic community. Some faculty as well have expressed interest in building community across students at different stages in their study—with finding ways for graduate, undergraduate and student teachers to participate in common projects. Efforts will continue on this objective, with GPC and the office of GP continually considering practices of community.
- (c) It is worth emphasizing that, in addition to the 19 or so tenure-line Faculty teaching assignments to the PDP each year, the university seconded 48 teachers to teach in Professional Programs as Faculty Associates and Coordinators. Professional Programs utilizes close to half of the Faculty's teaching personnel and is the most visible community core within the Faculty. While the enhancement "the faculty's sense of community" requires efforts beyond Professional Programs, there are a number of ongoing Professional Programs' initiatives that are worth noting:

- The thirty-five days of FA contract given over to professional development shall continue to be framed, in part, around the idea of "community-building." Faculty will continue to be engaged with their seconded colleagues in the development and delivery of the August, October, December, February and April Programs into which these days are clustered.
- In February of 1999 and 2000, the Coordinators and Staff of Professional Programs organized a Faculty-wide Conference that brought together tenure-line Faculty, seconded Faculty and Graduate students.
- A 402 symposium, with presentations by tenure-line and seconded Faculty was reintroduced in the Fall of 2000. This symposium continues to involve teaching personnel in a visible, community-building event.
- Professional Programs has taken on the task of organizing, on behalf of the Faculty of Education, the Western Canadian Association of Student Teaching conference for the Spring of 2002. This conference and the planning for it will

provide yet another occasion for bringing tenure-line and seconded Faculty together.

- Representatives of Professional Programs form part of the planning committee for next year's PDP Alumni reunion, which is a key Faculty of Education and University Advancement Office initiative to reach the 15,000 plus graduates of the PDP. It is expected that this event will be a very public celebration of the Faculty community-building to which Professional Programs has contributed since 1965.

#7 We urge the UPC to maintain its vigilance in monitoring the quality of the courses offered under its aegis.

The Undergraduate Programs Committee, like all other program committees in the Faculty, will of course, maintain such vigilance, and is open to suggestions about ways in which to do so.

#8 Discussion of the desirability of 3 year versus 2 year appointments for FAs and continued fine-tuning of the PDP model.

Although contrary to Policy Paper A12.06 governing faculty associates in the Faculty of Education, third-year appointments have been granted in cases of particular programmatic need over the past 5 years. In March of 1999 a Professional Programs Sub-Committee was struck to examine the terms of reference of FA employment and to consider the warrants for re-appointment beyond the second year. At the February 2000 meeting of the Professional Programs Committee it was agreed that the policy for re-appointment of FAs to a second year needed to be more strictly applied and the policy modified for compensatory third-year appointments. The matter has again been discussed at the September meeting of the Professional Programs Committee with no clear resolution of the benefits and drawbacks of three year appointments. The PPC and the Faculty will continue to debate the merits of such appointments, but for the coming year Policy Paper A 12.06 will remain in force.

In terms of fine-tuning the "differentiated staffing model," a number of initiatives have already been outlined in the Faculty of Education's "Three year plan" (January 2001). These initiatives are in keeping with the "report of the external review committee" and focus on reconceptualizing the Faculty Associate role such that it is not confined merely to professional development program delivery. Specific initiatives include:

- (i) promoting module-based inquiry as a shared interest of the PDP instructional teams;
- (ii) providing support for Faculty Associates and Coordinators to work with tenure-line Faculty in investigating their module work and present ideas from this work at symposia, conferences and scholarly fora;
- (iii) and continuing to use part of FA program time to engage tenure-line Faculty, Faculty Associates and Coordinators in critical review, evaluation and development of module formats.

### #9 Fostering more semester-long teaching in which tenure-line faculty and FAs work together

The tension between tenure-line Faculty and Faculty Associates in the delivery of Professional Programs is a long-standing one that is not easily resolved although it must certainly be addressed. The integrated 401/2 format that replaced the earlier half-semester of practice followed by a half-semester of theory requires joint planning by module team members to ensure semester-long teaching partnerships between tenure-line Faculty and Faculty Associates. Initiatives to achieve this goal and address the tensions that arise along the way include:

- (i) developing identifiable PDP modules for Faculty members to which they can commit their teaching and research energies from one year to the next;
- (ii) creating mentoring programs for School Associates and Student Teachers affiliated with the PDP modules in which tenure-line Faculty and Faculty Associates can work alongside one another;
- (iii) and instituting semester meetings of Faculty members assigned to Professional Programs to discuss best practices with respect to module, cross-module and site-based PDP teaching assignments.

### #10 Refining the sequence of courses in the PDP

This recommendation is prompted by questions about the placement of the EDUC 404 coursework in the PDP sequence and concerns over the coordination of the EDUC 404 courses. In relation to the question of EDUC 404 placement, we do not agree that a middle placement is necessarily the best option. The original model of the PDP proposed a final semester of student reflection and inquiry that would be served by EDUC 404 coursework. But if the prevailing view is that EDUC 404 provides methods preparation for teaching then a placement of this preparation prior to EDUC 405 makes sense. The "report of the external review committee" acknowledges there is not easy answer to the PDP sequencing concerns, however, once again, some initiatives have been taken to address these concerns.

- (i) EDUC 404 coursework has been delivered outside the summer semester to PDP students who begin in the Fall. On a pilot basis, courses have been inserted in the December-January period between EDUC 401/2 and EDUC 405 and taught during the EDUC 405 semester. These courses have had mixed success. For the coming Spring semester a science methods course is being offered to PDP students in the EDUC 405 component of the Secondary Math/Science module.
- (ii) Joint Undergraduate Programs Committee and Professional Programs Committee meetings were held in the 2000-2001. A number of ideas and models for restructuring the sequence of courses in the PDP were generated. These will be tabled at future joint program meetings.

### # 11 The Review Committee is of the opinion that it is possible to reduce the apparent conflict between SFU graduate program norms and the Graduate Diploma in Education in

a manner that should satisfy the valid concerns of both the Faculty and of SFU graduate administrators. The Review Committee therefore recommends that the Faculty explore the feasibility of requiring students in the diploma program to maintain a portfolio of documents that indicate their professional growth during the period in which they are enrolled, and which would have to be assessed before graduation (for example, via a face-to-face meeting with two program faculty).

In the body of its report, the Review Committee noted that all indications were that the Faculty is doing an excellent job regarding professional development of teachers in British Columbia, and that they had heard nothing but praise for the newly-implemented Graduate Diploma program. The Committee concurred that it was inappropriate for the program to have a minimum GPA requirement or to require that work in the program should be done for a letter-grade. The analogy they drew was that of a master class in a performance field where students are working to progressively change their practice under the guidance of a program mentor. We are gratified that the Committee viewed this program in such a favourable light.

We are, however, somewhat mystified by the assertion that there exist "valid concerns" about the program and SFU's graduate program norms, not having heard those expressed to the Director or Program Committee in the past. As it happens, since the inception of the Diploma Program in Fall, 2000, we have been keeping the requirements for the diploma in mind and have put into place some mechanisms to ensure that teachers will maximize their opportunity to improve their teaching practice. A number of the Committee's suggestions, for example the use journal reflections, have been part of the ongoing work required of teachers in the program. We have been moving toward a requirement for all thematic offerings of the Graduate Diploma that students demonstrate their understanding by means of what we call a "demonstration festival." This is very much in line with the Committee's recommendation to require a final portfolio to document professional growth. All students create a "baseline portfolio" in their first semester, maintain a "working portfolio" throughout the two years, and construct a "demonstration portfolio" at the end of their program. The latter is evaluated as satisfactory/unsatisfactory based on teachers' responses to the questions: What have I learned? Why is this learning important to me? How did I go about learning? How could I use what I learned in the future? and What do I want or need to learn next?

In summary, we concur with the Committee's recommendation and have put into place the suggested Graduate Diploma requirement.

#12 We recommend that the Faculty develop an introductory methods course or research seminar that would be taken by all incoming doctoral students, and possibly by some Masters' students as well. This course should help to establish a sense of intellectual community amongst the students and provide them with opportunities to meet faculty members outside their direct fields of study.

Some faculty members noted at discussions about this recommendation that some programs (Educational Leadership and Psychology of Education) already do hold

seminars for students that are aimed at introducing members of faculty outside their direct field of study, using the Education 840-0 course number. Some faculty felt that because of the diversity of students' interests, cohort-specific seminars (such as those already in place) were the way to build intellectual community. Other discussions centered around whether a "methods" course was required, and this recommendation was discussed at length at the Graduate Programs Committee (GPC) meeting on September 27 and again at the Faculty retreat on October 1. There was widespread support for the recommendation, with some discussion of how such a seminar would be scheduled, what topics it might examine and so on. It seemed that the majority of Faculty members felt that a "methodology" course was not precisely what was required, but rather a course with rather wider objectives in which students could develop relationships with one another and a wider range of faculty members than is now the case.

In addition, GPC is currently considering a proposal for a course (possibly non-credit) in Academic Writing that might be taken by a cross section of graduate students across programs. The aims of such a course would be to familiarize students further with conventions and disputes within the discourse of educational research. Another possible outcome might be the development of an enhanced sense of intellectual community among the students.

An intriguing suggestion was for a weekly meeting of students and faculty to deal with a number of issues such as: academic writing, preparing grant proposals, doing research, and so on. A faculty member has expressed interest in teaching/coordinating such a course and discussion will continue about this. A proposal for an academic writing course will be considered at the next GPC meeting.

#13 We urge that the GPC examine the problems experienced by graduate students, including the timing of comprehensive examinations, as well as the timeliness and nature of feedback provided on them; the scheduling of classes; the five-unit (as against three-unit) offerings; the availability of training in methodology, particularly in qualitative research methods; and cross-disciplinary studies.

Responses to each of these matters will be considered in turn:

- a) Timing of comprehensive examinations. Comprehensive examinations are required within the semester following completion of coursework, and the Review team felt that such a deadline precluded students gaining further research experience or reflecting adequately on coursework. One solution to this problem was recommended by the former Director, Dr. Phil Winne—for students to register On Leave, or in a directed readings or fieldwork course as they prepared for their comprehensives. This timeline will be discussed in future meetings of GPC, and students' opinions about it will be canvassed as part of that discussion.
- b) The scheduling of classes. Scheduling of courses is a continual challenge, so as to avoid conflicts for students and to meet faculty members' preferences

and needs. Most on-campus courses are scheduled during evenings from Monday to Thursday, while off-campus courses typically meet on weekends, and some on-campus courses have experimented with weekend formats. We intend to continue to explore alternatives in scheduling.

- c) Five-unit courses are more common in graduate programs than three-credit offerings. In planning for new programs, faculty are encouraged to think about being more flexible in course design and delivery. Several initiatives are currently underway to develop more variety in this regard.
- d) The availability of training in methodology, particularly in qualitative research methods. The faculty's qualitative research course Education 867-5 is offered about once a year at present. Many faculty members who do qualitative methodology could teach this course, and variations on this course are being currently discussed.
- e) Cross –disciplinary studies. Little discussion about this matter has occurred so far. In future meetings of GPC and with faculty members planning new programs or reforms to existing programs, this matter will be addressed. Comprehensive review of the graduate curriculum has been seen as a priority in the faculty's three-year plan and this issue will be addressed within that framework as well.

#### #14 Support for initiatives with respect to the use of technology and technology education

An Educational Technology committee, with Faculty Associate, Coordinator, tenure-line Faculty and CET staff representation was struck in 1999. Since then this committee has organized workshops as part of FA program times and generally promoted the instructional use of computer technologies in the PDP modules. A report on the incorporation of ICT in Professional Programs was provided by Dr. C. Amundsen to Professional Programs in the Summer of 2001. Current initiatives involve:

- a) Discussions with Apple Canada representatives to provide lease or purchase options for Faculty Associate access to iBooks;
- b) The adoption of "First Class Conferencing" across the PDP modules;
- c) and the assignment of tenure-line Faculty with expertise in the use of technology and technology education to designated PDP modules.

#15 We point out that the expanded use of technology needs to be discussed with reference to three specific areas within the Faculty. These are the proposed new program in "Teaching and Learning in an Information Technology Environment," the degree to which efforts are to be made beyond this initiative in the technology education domain: and how far the faculty plans to become more technologically-oriented in its wider program offerings, outreach/in-service efforts, and research.

The program "Teaching and Learning in an Information Technology Environment" (TLITE) was originally developed as a post-baccalaureate program, and offered through Field Programs. More recently, it has been revised and offered as a Graduate Diploma program. The program does not draw on faculty and technical staff resources, as suggested by the External Review Committee, at least to any extent greater than other Graduate Diploma programs. Moreover, Field Programs has recently created a field-based position (Adjunct Inservice Associate) to ensure that the TLITE offerings can be expanded without requiring additional faculty resources.

The Committee's suggestion that the faculty should examine the place of technology education within the faculty is being addressed in several ways. We have recently appointed two tenure-line faculty whose area of interest is education and technology. They form part a working group who are developing and coordinating new programs in education and technology. The result has been the introduction of two new undergraduate courses and revisions to two more, and a new undergraduate minor in Education and Technology. The group has also developed a new Masters specialization in Education and Technology, which was initiated in the Fall, 2001 semester. The program includes two completely revised courses on educational uses of technology, and perspectives on technology-supported learning. Finally, the group is exploring the possibility of creating an interdisciplinary PhD program, and has recommended ways in which technology education can be infused into the pre-service teacher education program.

The remaining question is how far the faculty plans to become more technologically-oriented in its wider program offerings, outreach/in-service efforts, and research. It must be said that not all faculty members whole-heartedly embrace the use of technology in teaching and learning, certainly not in the form characteristic of current "on-line learning" options. Nevertheless, the core faculty identified above will continue to undertake curriculum revisions and research into optimizing the use of technology. The Field Programs area has already introduced a curriculum-based web-supported variant of its TLITE program in the area of literacy education (LitNET). The program will consist of three intensive summer institutes and four semesters of on-line mentor-supported classroom investigations of individual practice. Similar programs in Special Education and in French Immersion Education are currently being developed, and one in Numeracy is under consideration.

#16 We believe it to be imperative that the Faculty persist with its efforts aimed at addressing the issues affecting First Nations and cultural minority students.

There is widespread support for following through on this recommendation. Past support for such a direction in Graduate Programs is evident in the now operating First Nations Master's cohort program in North Vancouver, and previous programs in Haida G'waii, Kamloops and elsewhere and in the availability of such courses as Education 855-5: Multicultural and Race Relations Education: Policy Development and Program Implementation. Further effort is of course also required and Graduate Programs

recognizes that the need for cultural minority and First Nations educational leaders will only increase in future. Means of encouraging First Nations and cultural minority participation in Graduate programs will continue to be a priority. As noted in the materials provided to the Review Committee in anticipation of their visit, efforts are underway to regularize the first undergraduate course to focus specifically on First Nations education.

As well as the information collected by the BC College of Teachers in its surveys of graduates from the BC teacher education programs, the Professional Program has authorized a survey of PDP students which will provide self-identificatory data on cultural affiliations. This data is being collated by Dr. J. Beynon in light of Stats Can categories. Such baseline data provides a context for the efforts we are making to attract minority students into Professional Programs and to create First Nations Programs within the rubric of the PDP. Specific initiatives are:

- a) the piloting of the Professional Qualification Program in the spring of 2002 as a certification program for teachers from other countries. At the application deadline for this program, there were thirty candidates from 16 different countries.
- b) Our North West Teacher Education Consortium will continue to include first nations issues as part of its program delivery;
- c) Professional Program developments with the Sto:lo, Nisga'a, Musqueam and Squamish nations continue to take shape under the guidance of Dr. C. Kenny.

It should be noted that the 2002 Western Canadian Association of Student Teaching Conference which Professional Programs is organizing has as its theme "The promise of Responsive/Responsible Teacher Education." A key reason for adopting this theme is to highlight the cultural responsiveness of Professional Programs and the various initiatives we have adopted towards "addressing the issues affecting First Nation and cultural minority students."

#17 We commend the adoption of—and stress the importance of maintaining—a strong mentoring program for new faculty members.

The Faculty appreciates recognition of efforts in this area and will endeavour to improve and maintain such efforts through various means of welcoming new faculty members and orienting them to the Faculty.

October 23, 2001

The CUPE staff in the Faculty of Education at Simon Fraser University would like to thank the members of the External Review Committee for their thoughtful response to our submission. We enjoyed and appreciated having a voice in this process and meeting with the members one-on-one.

Overall, we agreed with their ideas and suggestions, but there was some skepticism surrounding implementation; or where we go from here. In order to move forward we are seeking assurances of a strong commitment from senior levels of management to work together to build on the recommendations of the Review Committee. Our expectation is that the External Review report be transformed into a *working* document that will provide direction for future discussion and dialogue in order to build a conducive and responsive working environment.

It is felt that many of the issues identified in the report relating to communication and community could be ameliorated with minor process improvements. We are committed to beginning these discussions as soon as possible.

These are exciting times in the Faculty of Education. Beginning this year and continuing over the next five years, at least, we are looking at a dramatic turnover of staff by way of retirement as well as new Directors in Graduate Programs, Undergraduate Programs, Associate Dean and the Dean himself. All of these events have the potential to act as a catalyst for change. We are optimistic at the prospect and look forward to actively participating with our

colleagues at all levels to improve communications processes, to reach out to the disenfranchised and to build on our sense of community.

*Education*

*Respectfully submitted,  
CUPE Staff in the Faculty of*

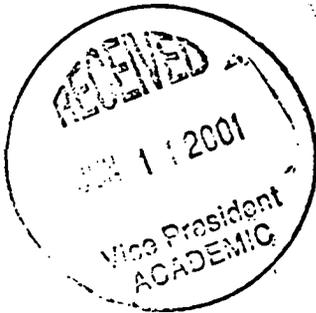
*Simon Fraser University*

**REPORT OF THE EXTERNAL REVIEW COMMITTEE**

**FOR THE  
FACULTY OF EDUCATION  
SIMON FRASER UNIVERSITY  
APRIL 2001**

**D.C. Phillips, External Review Chair  
Professor and Associate Dean for Academic Affairs  
School of Education  
Stanford University**

**Romulo F. Magsino  
Dean, Faculty of Education  
University of Manitoba**



**We wish to acknowledge the assistance given to us during our site visit to SFU, and during our subsequent deliberations, by Irene M. Gordon, Associate Professor of Business Administration at SFU.**

## External Review Overview and Recommendations

The External Review Committee has found that overall the Faculty of Education at Simon Fraser University is a dynamic and strong academic unit. However, there are a few areas where the Committee thinks some improvements might be made that could further enhance the operation and reputation of the Faculty. These recommendations are provided below in summary form with the details and background provided in the body of the report.

### Recommendations

1. To enhance the faculty's sense of community we recommend that the following steps be given serious consideration:
  - i) identification of a senior member of the administration of the Faculty (preferably not a faculty member) who will have staff affairs as an important charge; this individual would serve both as an advocate for staff at the highest levels in the Faculty and as the channel via which members of staff can have relevant input, and also would organize staff development activities;
  - ii) holding regular meetings of staff across the whole organization (perhaps twice per semester, for approximately an hour); these meetings would serve as occasions for the sharing of news, they could provide occasions for staff development activities; and they could provide opportunities for staff to become acquainted with new faculty members or with interesting research projects that are located within the organization;
  - iii) production of a regular newsletter or webpage that contains staff, faculty, and student news; that recognizes milestones such as arrivals or retirements; and that discusses other matters of importance such as new research or program initiatives.

2. The Review Committee concurs with the suggestion made to it on several occasions that consideration ought to be given to extending the term for faculty serving on program committees to three years.
3. The Review Committee believes that a non-departmentalized structure is quite viable in a Faculty of this size, provided that changes are made in the present governance structure to allow all tenure-line faculty the opportunity for meaningful participation.
4. We recommend the Faculty give serious consideration to revising its decision-making structure so that the general faculty meeting becomes the main legislative vehicle.
5. The Review Committee suggests that it would be of value for the Faculty to develop a published constitution or set of by-laws or "handbook" for whatever form of governance is settled upon. This document should contain, inter alia, a clear statement of the values that underlie the Mission Statement of the Faculty, and should also address the balance that is regarded as the norm for apportionment of faculty effort between teaching, research, and service (including service to the teaching profession of the province and the nation).
6. We recommend that efforts continue to develop appropriate mechanisms for intellectual exchange – such as Faculty retreats, colloquia, time set aside for discussion of research at faculty meetings, or establishing the custom of distributing reprints.
7. We urge the UPC to maintain its vigilance in monitoring the quality of the courses offered under its aegis.

8. We recommend that the Faculty reopen discussion of the desirability of three year versus two year appointments for FAs, and continues to fine-tune the PDP model.
9. The faculty should find ways to foster more semester-long team-teaching in which tenure-line faculty and FAs work together.
10. We urge the Faculty to continue its efforts to refine the sequence of courses in the PDP and to resolve the problems internal to 404, which might necessitate reexamination of the governance structure for 404, or which might be addressed through a joint taskforce of the two relevant committees.
11. The Review Committee is of the opinion that it is possible to reduce the apparent conflict between SFU graduate program norms and the Graduate Diploma Program in Education in a manner that should satisfy the valid concerns of both the Faculty and of SFU graduate administrators. The Review Committee therefore recommends that the Faculty explore the feasibility of requiring students in the diploma program to maintain a portfolio of documents that indicate their professional growth during the period in which they are enrolled, and which would have to be assessed before graduation (for example, via a face-to-face meeting with two program faculty).
12. We recommend that the Faculty develop an introductory methods course or research seminar that would be taken by all incoming doctoral students, and possibly by some Masters' students as well. This course should help to establish a sense of intellectual community amongst the students and provide them with opportunities to meet faculty members outside their direct fields of study.
13. We urge that the GPC examine the problems experienced by graduate students, including the timing of comprehensive examinations, as well as the timeliness and nature of feedback provided on them; the scheduling of classes; the five-unit (as

against three-unit) offerings; the availability of training in methodology, particularly in qualitative research methods; and cross-disciplinary studies.

14. Many Faculties of Education of comparable size have greater resources available to support initiatives with respect to the use of technology and technology education. We recommend that serious consideration be given to increasing the funding for initiatives in this general domain at SFU.
15. We point out that the expanded use of technology needs to be discussed with reference to three specific areas within the Faculty. These are the proposed new program in "Teaching and Learning in an Information Technology Environment"; the degree to which efforts are to be made beyond this initiative in the technology education domain; and how far the faculty plans to become more technologically-oriented in its wider program offerings, outreach/in-service efforts, and research.
16. We believe it to be imperative that the Faculty persist with its efforts aimed at addressing the issues affecting First Nation and cultural minority students.
17. We commend the adoption of – and stress the importance of maintaining – a strong mentoring program for new faculty members.

## 1. Introduction and background to the review

It is important to state clearly at the outset that the members of the Review Committee were impressed by the Faculty of Education: It is strong in research, with many individuals who have done work that has won recognition in the scholarly community throughout North America and beyond; and yet at the same time members of the Faculty are mounting effective and well-designed programs for the initial training of practitioners and for the further education (or "in-service training") of experienced teachers throughout the province. Its other undergraduate and graduate level courses are of good quality and overall are running smoothly; and there is some innovative activity in the area of international programs and technology. Also, the Faculty has been undergoing a process of renewal that appears at this stage to have been very successful; strong appointments appear to have been made.

This is not to say, of course, that there are not small problems here and there, and one or two important challenges are not yet being effectively met; but the overall impression on us has been of an academic unit which has been doing excellent work and which stands in high repute in the relevant professional communities. Members of the Faculty are largely aware of the problems with which they have to deal, and a start has been made in addressing these via the process of consultation and discussion that culminated in the Self Study prior to the present external review; and much work was also done in the course of preparing the new Three Year Plan adopted in January 2001. These two documents were, in our judgment, admirable for their clarity and forthrightness, and we found them to be extremely helpful in understanding the current thinking of members of Faculty.

As background to this review, it seems to us to be important to bear in mind that Faculties of Education around the world have severe – and rather similar – pressures upon them, and the Faculty at Simon Fraser can be gauged, in large measure, by the way in which it has responded to these. Teaching in elementary and high schools is an extremely demanding profession, in which success is constrained by social factors that lie outside the ambit of the classroom. (Among others: breakdown of the family and traditional

social support mechanisms for children; the declining respect for learning; ill-discipline; the relatively low economic and social status of teachers; the oftentimes inadequate financial support for schooling and vital ancillary support services; a steady stream of immigrants and students from linguistic and cultural minority groups, for whom the traditional curricula and teaching methods are not always appropriate; the tendency for social problems such as poverty, violence, and drug abuse to move across into schools – with the attendant and unrealistic expectation that these will be resolved by schools). As a result many teachers suffer from burnout and leave the profession after serving for only a few years, and in many societies declining numbers of individuals find a career in teaching to be attractive. It is an understatement to say that preparing individuals to enter such a profession offers great challenges!

But there are further complexities: This is a period of rising interest in the policy of “class size reduction” (to enact which, an increase in the number of teachers is required), and in many areas there is also an increasing student population. Thus, most societies suffer from a current – or projected future – shortage of teachers (a shortage from which the province of British Columbia is not insulated). In addition, many university Faculties of Education are regarded by those who work in schools as being an “ivory tower”, with little interest in – or expertise in – the demands of practice. To make matters worse, while facing pressure to produce more teachers, who are better equipped to work in real schools, Faculties of Education face increasing pressure from the central administrations in their home institutions to do the sort of work which universities traditionally value – to produce publishable research, to win research grants and awards, and to contribute to traditional undergraduate education as well as to produce research-oriented graduate students. As will be seen from our report, the Faculty at Simon Fraser is not free from such pressures, but on balance is effectively handling the resulting “juggling act”. The pressures, however, inevitably create some internal tensions. (It is arguable that faculty members in education are not as free to pursue their own research or teaching agenda as their colleagues in – for example – traditional departments of history, psychology or philosophy; and they face pressures to be socially relevant that are far greater than those felt by many of their colleagues across campus. And while some individuals in Faculties

of Education have been recruited because of their familiarity with practice, others were recruited for their proficiency as researchers, and – as is common in many Faculties of Education around the globe – there can be internal jostling for recognition and resources between members of these groups. This latter situation must not be exaggerated, for a number of individuals have a foot firmly in each camp.)

The statistics collected at Simon Fraser in preparation for the external review support our general conclusion that the Faculty of Education is coping well with the disparate demands placed upon it. The total FTE has been rising steadily; the graduate FTE has undergone slight fluctuation but currently is about the same as it was in 1995-96, while the undergraduate FTE has risen from 1359 in 95-96 to 1586 in 99-00 (the last year for which figures were available); however, the total number of majors and minors (actual and intended) has fallen approximately 14% over a five-year period. The review Committee was not alarmed by this, for there is a natural rhythm in university enrollments, and there are periods when careers in Education seem less attractive to students than other options that they might have; see the earlier discussion for some of the uncontrollable external factors currently operating. (We also note that the fall in Education numbers is small in comparison to the decline in enrollment in Arts; but in neither case of course should the fall in numbers be taken to indicate that the social significance of these academic areas has declined.) As might be expected, the Faculty attracts students who are slightly older than the Simon Fraser norm, at both the undergraduate and graduate levels; and the majority of students at all levels is female. An extremely healthy sign is that the graduation rate after five years is highest in the university for those students admitted directly from BC12, and is only narrowly behind the highest for students “admitted from other categories”; graduate students have graduation rates that are well within Simon Fraser norms. Another significant statistic is that 91% of graduates from the Faculty of Education report that they would take the same program again (compared with about 80% for Simon Fraser in general); significantly more than the university norm report that their educational goals were achieved within the Faculty of Education, and 70.2% (compared with 65.1%) stated that they found a permanent job within twelve months of graduating. With respect to research activity,

according to figures reported by the Dean, since the last external review 64% of the faculty have received outside funding; 79% of tenure track faculty have been awarded funding, and proportionally the Faculty is slightly higher than the SFU average for SSHRC funding. Overall there has been some decline in the average funding achieved, but the Review Committee is not greatly concerned by this – funding for educational research (nationally and internationally) is far from stable, and furthermore in a Faculty where a vigorous process of renewal has been occurring some decline in funding is to be expected as new and younger faculty members “find their feet”. It is clear to us that there has been a prominent research ethos in the Faculty, and we do not expect this to change – if anything we expect it to strengthen – with the new appointments.

The self-report of the Faculty raised, in several places, issues pertaining to “culture”, and inevitably a great deal of our time during the site visit was taken up with pursuing this wide topic with tenure-line faculty and faculty associates, support and senior administrative staff, and students; we will discuss our findings in the following section of the report. Then we shall turn to undergraduate and graduate level programs for prospective or practicing teachers; then to graduate research training; and finally we will present a brief discussion of resources and technology, and several miscellaneous items.

## **2. Issues of “culture”, communication, and governance**

The groups with which we met impressed us with their friendliness and high morale, yet it was obvious from the written documents that some tenure-line faculty feel disaffected; as none of the latter individuals met with us (or at least did not identify themselves to us and failed to express their views face-to-face or later by email) we cannot authoritatively address their concerns, which seem to center around the dual perceptions that a sense of community is lacking and that the governance structure of the Faculty is hierarchical (the implication being that this has the effect of disenfranchising some individuals). However, we do have something to say on both of these interrelated matters in the following discussion; although it should be noted that some of the comments made to us by faculty who did meet with us, or who did respond to our invitation to communicate privately

with us later, directly contradicted the views that seem to be held by those who are disaffected. These comments were to the effect that the Faculty was a good place to work; one individual who contacted us via email wrote that some other places where he/she\* had worked or knew of were "riddled with political battles... (and were) very unproductive", whereas at SFU "the old battleground and divisions are slowly dissipating", and friendships and working relationships are continuing to develop. This statement reflects the conclusion that we reached on the basis of our site visit. (\*We are deliberately preserving anonymity here.)

### Support and administrative staff.

The support staff, and the core administrative (APSA) staff, gave no signs of being disaffected; on the contrary, they were spirited in expressing their pride in working in a Faculty that was productive and that they regarded as doing strong, socially relevant work. (However, in common with support staff in many comparable institutions, there was concern that workloads were increasing without concomitant increase in remuneration or improvement of working conditions.) The members of the Review Committee were of the opinion that the Faculty was indeed lucky to have such dedicated individuals among its ranks.

Members of the staff (we here use the generic term "staff" to refer to all non-faculty members) reported, however, certain deficiencies in the channels of communication between the various functional units within the Faculty as a whole; indeed, the view seemed commonly held that the Faculty was not a unified and cohesive community at all – there was a good degree of cohesion and communication within functional units, but this did not seem to be mirrored at the level of the whole organization. Parallel to this, there was widespread agreement that often the "larger picture" of what was happening in the Faculty was not available to the staff – such things as the overall direction in which the Faculty was moving, a faculty member receiving a prestigious award, arrival of a new faculty member, an important program change in an area outside the one in which they worked. In short, the staff impressed us, on the whole, as being hard working and

dedicated members of the community, often with many years of service; yet in some respects they were treated as peripheral, and they gained information that was important to them as members of the organization through informal channels. Hand-in-hand with this, they felt the lack of a regularly-appearing faculty-staff newsletter; and a number of them keenly felt that they lacked an advocate at the higher decision-making levels in the Faculty, where policies or specific decisions were made that affected them, but without the benefit of their input or a recognized channel being available through which they could communicate their views. (The view was commonly held that those senior members of staff who belonged to APSA did not usually see their role as including advocacy on behalf of the staff they supervised.)

On the basis of our wider discussions during the site visit, the members of the Review Committee concluded that these issues raised by the staff had validity, and are important – and probably relatively easy – to address. We therefore recommend that the following steps be given serious consideration:

- i) identification of a senior member of the administration of the Faculty (preferably not a faculty member) who will have staff affairs as an important charge; this individual would serve both as an advocate for staff at the highest levels in the Faculty and as the channel via which members of staff can have relevant input, and also would organize staff development activities;
- ii) holding regular meetings of staff across the whole organization (perhaps twice per semester, for approximately an hour); these meetings would serve as occasions for the sharing of news, they could provide occasions for staff development activities; and they could provide opportunities for staff to become acquainted with new faculty members or with interesting research projects that are located within the organization;
- iii) production of a regular newsletter or webpage that contains staff, faculty, and student news; that recognizes milestones such as arrivals or retirements; and that discusses other matters of importance such as new research or program initiatives.

Steps such as these would help to further a sense of community within the Faculty, and would be appreciated not only by members of staff, but also by faculty and graduate students.

#### Faculty governance and communication.

A large number of models of academic governance exist; some of these are hardly democratic and do not provide opportunities for faculty to candidly express their views and to genuinely participate in decision-making. The model currently extant in the Faculty of Education at SFU seems to be democratic, but – rather than being a “Greek” style of democracy (or governance via a “town meeting” or “committee of the whole”) it is best described as representational democracy or governance by sub-committees. As far as we could ascertain, much of the initial decision-making and policy setting in the Faculty occurs in the committees that govern the various programs; each of these committees includes a tenure-line faculty Director who serves for three years (renewable), and four tenure-line faculty members who are elected or ratified by election and who serve overlapping terms of two years each and then rotate off. (Thus, over time, a faculty member can gain experience on a number of these program committees.) Decisions are reported to and sometimes discussed at general faculty meetings, but as far as we could ascertain in practice the system actually operates in such a way that many final decisions are taken by the Faculty Executive Committee (or at the very least there is a widespread perception on the part of those with whom we spoke that this is the actual situation “on the ground”); the members of the Executive are the Dean, Associate Dean, and the Directors of Graduate Programs, Field Programs, and Professional Programs. There is a Faculty Appointments Committee, chaired by the Associate Dean, and on which three program directors again serve; and there is a Faculty Tenure Committee which is chaired by a faculty member with a three-year term, and which has six other faculty who all serve one-year terms.

At our meetings with faculty, the Review Committee several times heard the comment (which was sometimes disputed) that the two year term for members of the program

committees was too short – an individual was just becoming expert on the often complex matters dealt with by a particular program committee when his or her term of office expired. The Review Committee concurs with the suggestion made to it on several occasions that consideration ought to be given to extending the term for faculty serving on program committees to three years.

In reflecting upon this governance structure, and after reading faculty comments in the self-study document and after meeting with many faculty, it was clear to the Review Committee that in effect this structure places a considerable degree of decision-making power in the hands of the Deans and a small number of individuals who serve for substantial periods of time as Directors of the various programs and also are members of the Faculty Executive along with the Deans. Whether this is a strong or weak point is probably debatable, as is the issue of whether or not this is a result of the formal structure of the organization or whether it occurs as a result of the way the system actually operates in practice. The crucial thing to note – in understanding the attitude of many faculty members to this system of governance – is that in any given year most faculty members do not have direct decision-making responsibility, for the majority do not serve on any committee in any given year; and even those who do so of course do not have a direct voice in decisions made by other committees. Evidently the way in which faculty meetings are conducted does not mitigate the sense that many have that the decision-making action occurs elsewhere; even the device of “faculty forums” does not seem to be mitigating this feeling, which we judge to be quite widespread although it is not universally held.

In short, although the present governance structure has a number of positive points in its favor, it has the (presumably unintended) consequence of producing a feeling of disenfranchisement on the part of some faculty members. Even some of those individuals who regard the Faculty as a good place to work, regard this structure as “hierarchical”, and on a number of occasions we heard the remark that general faculty meetings were pointless and not worth attending. One individual with an otherwise positive attitude towards the Faculty summed this up to us in the following words: “This is a widespread

bone of contention and also contributes to lower morale, since going to a faculty meeting is not perceived by many to be of any use." The opinion was expressed to us that even the name "Executive Committee" fostered a sense of hierarchy that was counterproductive; and one person remarked that an email invitation from the Executive to comment (electronically) on a policy document was no substitute for discussion and decision at a meeting of the whole faculty (although formally it could be claimed that faculty input had been sought).

The sense on the part of many faculty members that there is no vehicle for them to have direct, meaningful input into the decision-making process is exacerbated by the fact that the faculty is not departmentalized but has much of its governance in the hands of the program committees on which, in any given year, the majority of faculty do not serve. There is strong but by no means unanimous support for dividing the Faculty into more-or-less self-governing departments that would give all tenure-track individuals a direct voice in – for example – matters pertaining to programs, appointments, and promotion and tenure decisions. (The latter were occasionally said to be "mysterious"; but we note that public discussion of tenure criteria has been taking place, at the initiation of members of the FTC.)

The Review Committee believes that a non-departmentalized structure is quite viable in a Faculty of this size, provided that changes are made in the present governance structure to allow all tenure-line faculty the opportunity for meaningful participation. Faculty governance is a complex matter; any system is likely to have strengths but also weaknesses, and individuals of good will can be expected to disagree with respect to the style of governance that they favor. This being said, members of the Review Committee heard criticisms of the current structure (or, perhaps more accurately, of the way in which the current structure actually operates in practice) so often, and favorable comments less frequently, that we recommend the Faculty give serious consideration to revising its decision-making structure so that the general faculty meeting becomes the main legislative vehicle; and that program committees be reconstituted as committees of the faculty as a whole which report to the faculty, and which make recommendations that

require full faculty discussion and endorsement. On such a model, the Executive Committee would become an administrative coordinating committee but not the main decision-making group (except for administrative and budgetary matters where the Dean, Associate Dean, and program directors have – and must retain – line authority), and a change in name might be considered that reflects this new role.

The Review Committee also suggests that it would be of value for the Faculty to develop a published constitution or set of by-laws for whatever form of governance is settled upon. This document ought to include clear statements of the main mission(s) of the Faculty; the balance that is regarded as the norm for apportionment of effort between teaching, research and service (including service to the teaching profession in the province and the nation); the criteria for tenure specific to the Faculty of Education; and the procedures to be adopted in deciding upon areas for new appointments, and for resolving the tension – that arises in many Faculties of Education when appointments are discussed – between meeting the teaching needs of programs and keeping the Faculty's research profile at the cutting edge. (This last issue is one that several individuals cited as being decisive in them believing that the Faculty ought to adopt a departmental structure; it was suggested that the current administrative structure tips the balance in the making of appointments towards satisfying the needs of teaching programs; they think that a departmental structure would at least allow the thorough airing of opposing views.) Finally – and most delicately – the document could try to establish norms for faculty interaction and debate. Occasionally there have been personality clashes within the Faculty that have led to severe (although evidently limited) breakdowns in civility; on occasions when such breakdowns occur – even though they are limited to a small number of individuals – it is inevitable that the whole community will suffer. (Even a few graduate students commented to us that in the past they had been aware of examples of breakdown of civility and had been disturbed by them.) All members of Faculty need to remember that democratic governance, including the right to debate and vote, does not guarantee any one group of individuals the right to expect that their viewpoint will prevail. We were pleased to note that many faculty members felt that recently the atmosphere in the Faculty had become friendlier and more cooperative.

Finally, as perhaps indicated in the foregoing remarks, the breakdown in communication that the Review Committee detected between members of the staff (including members of APSA), between many of the staff and faculty, and between staff and the senior administration of the Faculty, also seems to exist at the intra-faculty level as well. A number of faculty reported that they are largely unaware of each other's current areas of intellectual interest and recent publications; and we recommend that efforts continue to develop appropriate mechanisms for intellectual exchange – such as colloquia, time set aside for discussion of research at faculty meetings, or establishing the custom of distributing reprints. Practices such as these, together with the occasional Faculty-wide and inclusive social events that are held, should go some way towards establishing the sense of community that many individuals report as currently missing.

### 3. Undergraduate and graduate level professional programs

#### Undergraduate programs in general.

The Faculty has a wide variety of undergraduate offerings that, as indicated by the summary statistics and evaluative comments available to us, are in a healthy state. The only small "red flag" detected by the Review Committee – which we were not able to investigate in depth – was a concern raised by only a small number of individuals that some of the undergraduate courses might be lacking in rigor, and so we urge the UPC to remain attentive in monitoring the quality of the courses that fall under its aegis.

However, we formed the impression that in general the Faculty was quite attentive to the undergraduate program. The Three Year Plan bears witness to the careful planning that has taken place, and describes how the Faculty proposes to react as the new requirements for the undergraduate preparation of teachers in the province become operative. We commend the Faculty for its work here.

#### Undergraduate professional development program (PDP).

So far as we could ascertain, the PDP stands in high repute in teacher education circles in the province and nationally; the program has a relatively complex structure that, nevertheless, is flexible enough so that with an increase in resources it would be able to respond to increased demand relatively quickly – it could cope with an expanded number of students, as conceivably might be required in future to meet the projected shortage of teachers in BC. Currently the PDP accounts for slightly more than a third of the undergraduate enrollment in education courses at SFU. Although tenure-line faculty are involved in the program, it is true to say that the program would founder without the contribution of the Faculty Associates (FAs), who in some modules seem to undertake the bulk of the work. The tenure-line faculty are mainly involved during the regular academic year; but much of the work of the program proceeds in the summer, when these faculty account only for a small proportion of the instruction. (Indeed, the important set of units offered under the umbrella of 404 are in large part taught by sessional instructors.) The widespread use of expert teachers who are seconded for periods of two years to serve as FAs is the essence of the “Differentiated Staffing Model” that the Faculty has quite self-consciously adopted in order to deal with the traditional tension that exists in all good Faculties of Education between offering high-quality practitioner-oriented training and carrying out cutting-edge research and research training.

Two major sets of issues were brought to our attention during the site visit: (1) the role of the FAs, and their conditions of work; and (2) the proper sequencing of the important courses Education 401/2 (Integration of Theory and Practice), 405 (Teaching Semester), and 404 (On-campus Course Work Semester), together with some issues internal to 404. Both of these sets involve extremely complex matters, and it is difficult for a Review Committee that has made only a brief site visit to offer authoritative recommendations; our discussions during the course of our time in the Faculty made it clear, however, that the Professional Programs Committee (with its considerable expertise) was engaged in meaningful discussion of these and other matters. (Among the latter, where the PPC is being quite attentive, are the needs to update technology education, to maintain and perhaps develop further an international focus of interest, to monitor programs with

respect to issues of social justice, to ensure that the curricula in courses are not too Euro-centric, and to increase the number of aboriginal teachers.)

With respect to the first of the two major issues mentioned above – the work conditions of employment of the FAs – the Review Committee judges the “Differentiated Staffing Model” to have been successful in allowing the Faculty to meet the challenge of producing well-trained teachers. It is a testament to the standing of the model in the professional community throughout BC, and the way it operates at SFU, that many experienced teachers desire to serve as FAs (generally individuals do not wish to work in a program that is regarded as weak)! That being said, we recommend that the Faculty reopens discussion of the desirability of three years as the norm for FA appointments versus the current practice of one year with the possibility of a one-year renewal, and we recommend that the Faculty continue to fine-tune the model. The Review Committee understands that it is inherent in the model that FAs not be kept away from their fulltime work in schools for an extended period, but the case is also reasonable that after two years an FA is just becoming expert in this role and thus a third year would be extremely fruitful for all parties. The Faculty should also find ways to foster more semester-long team-teaching in which tenure-line faculty and FAs work together. The Review Committee believes that FAs would welcome this (and that this would help integrate them more fully into the Faculty), and that students would profit from the blending of theoretical and research-based material with professional knowledge that would occur; tenure-line faculty would also profit, as more familiarity with good professional practice can lead to the identification of fruitful lines of research, and can also aid in dissemination efforts. (Members of the Review Committee heard the remark that in some modules the theoretical work that is required in the training of potential teachers is also carried out by the FAs, due to the lack of full participation by tenure-track faculty. On the other hand we also heard that some faculty complain that FAs have “taken over” too many responsibilities! Thus there appears to be a tension here – or at least a serious difference in perception – that needs to be resolved.)

With respect to the second set of issues, pertaining to the sequencing of core courses in the PDP, we confess to having even less insights to offer, and we see no easy answers on the horizon. Some students enter the three-semester 401/2, 404, 405 sequence in Fall, and others enter in Spring; logistically, however, it seems inevitable that 404 be offered only in summer, which in practice necessitates the use of sessional instructors. This scheduling of 404 also means that some students will take it after the other two courses, while others take it between 401/2 and 405. We agree that this produces some incoherence, and share the view that 404 would probably work best if taken before the 405 practicum. We also accept that 404 itself is not well-coordinated with the other offerings (the instructors in 404 are not always well-informed about what is happening in the other courses, and vice-versa) – a problem that may be exacerbated by the fact that 404 is controlled by the Undergraduate Programs Committee and not the Professional Programs Committee. We urge the Faculty to continue its efforts to refine this sequence and to resolve the problems internal to 404, which may necessitate reexamination of the governance structure for 404, or which might be addressed through a joint taskforce of the two relevant committees; we recognize that it is almost inevitable that solution of these problems is likely to be “satisficing” rather than optimum.

Field program: Graduate Diploma in Advanced Professional Studies.

The Review Committee congratulates the Faculty of Education on its strong commitment to contributing to the further professional development of the teachers in BC schools. Clearly this is socially important work, and it is difficult to do well; all the indications are that the Faculty is doing an excellent job here. The Field Programs are very popular, which is an indication of their high standing in the eyes of members of the teaching profession.

The main issue that was brought to our attention was the somewhat anomalous nature of the Graduate Diploma program; originally this had been a post-baccalaureate program, but in Fall 2000 it officially changed to graduate status. It is anomalous in the sense that – in contrast to SFU norms for graduate level programs – no GPA is required for

admission, and no courses are taken for a letter grade. It needs to be stressed that the Review Committee heard nothing but praise for this program during the discussions we had about it with a number of different groups. On the contrary, it was universally recognized that the program is an appropriate one for a Faculty of Education to mount; and it was widely perceived to be making an excellent contribution by giving experienced teachers the opportunity to reflect (with expert assistance) about issues arising from their professional practice. It is because the program has this character that members of the Faculty feel strongly that it is inappropriate to assign letter grades.

The Review Committee is of the opinion that it is possible to reduce the apparent conflict with SFU norms in a manner that should satisfy the valid concerns of both the Faculty and of SFU graduate administrators.

In the first place, although there is no GPA requirement for entry into the graduate Diploma program, there are requirements: Those in the program must have both a bachelor's degree and have completed a program of pre-professional teacher education, and have a documented record of excellent service as a teacher. The Review Committee concurs that it is inappropriate for the program to have a minimum GPA requirement. Many teachers who are interested in joining the program, of course, have excellent undergraduate records; but some candidates for the program may be individuals who completed a degree many years ago with a low GPA but who have flourished in their profession, and can document that they have undergone further growth that makes them suitable candidates for renewed university work – especially the closely-mentored kind of work that is demanded in this particular program.

Second, although it can be argued either way, the Review Committee believes that it is inappropriate to require that the work in this program (or even part of it) should be done for a letter-grade. The program is highly individualized, which raises the issue of how equity in grading could be attained across individual cases. Even more to the point, the work is analogous in nature to a “master class” in a performance field, where the students are working, and progressively changing their practice, in close collaboration with a

program mentor – a core feature of the program that vitiates easy assessment in terms of a letter grade. However, current educational practice in a number of advanced professional programs in North America (in teacher education as well as in the arts) points the way to a useful resolution of the tension here – it is possible to adopt an assessment mechanism that guarantees to the University that candidates for the Diploma have reached a satisfactory level of attainment, and which at the same time is fully in harmony with the educational aims of the program and which indeed would be helpful to both the faculty in the program and to the students themselves. We refer to assessment by way of portfolio development. The Review Committee therefore recommends that the Faculty explore the feasibility of requiring that students in the program maintain a portfolio that documents their professional growth during the period in which they are enrolled, and which would have to be assessed before graduation (for example, via a face-to-face meeting with two program faculty). The portfolio could include such things as lesson plans, journal reflections written after teaching, syllabi and annotations and critical reflections on these, examples of assignments given by the teacher to his/her students, examples of student work to show the type of feedback that has been given, short discussions of professional books and journal articles that have been recommended by a faculty mentor, and perhaps even short videotapes of lessons taught by the candidate.

#### **4. Graduate programs and research training**

The Review Committee discussed graduate training with several groups of faculty, with the Graduate Programs Committee, and with a small group of MA and doctoral students. The Faculty has a broad range of graduate programs – some taken via dissertation or thesis and some taken via coursework – and some are located on campus and others are based at regional centers. Input we received about these programs reflected the different needs and desiderata operating. The Review Committee noted that the Faculty had been encouraging enrollment of masters level students in the M.Ed program rather than in MA

programs requiring a thesis, as a way of lowering the extraordinarily high supervision loads on individual faculty members. Overall, in this general domain few “red flags” came to our attention, either via the documents that were provided to us or in the meetings we conducted, although it was clear to us that further “fine tuning” could result in helpful improvements especially with respect to making these various programs “student friendly”.

Perhaps the main message delivered by the students we met was one that had become familiar to us in other contexts (although it should be noted that this group was hardly representative of the entire graduate population): The students whose MA or doctoral program was based at the main campus reported that they had little sense of belonging to a cohort or community of scholars-in-training; and each of the students stated that they knew only a relatively small number of their fellows. The lack of a sense of cohort is exacerbated by the facts that there is no common intellectual experience shared by all the doctoral students, and also by the lack of funding that restricts the ability of students to be in fulltime residence on campus. On the other hand, it was reported to us by a couple of students that – in their perception – discussion of the needs of graduate programs was overly shaped by a focus upon the comparatively small number of MA and doctoral students who were able to be resident on campus; in their experience students working in the field or at other sites were not usually part of the community of discourse about the nature of courses and related matters. (Students resident on campus, however, made a parallel point!)

The allocation of space to serve as a common room or graduate student center is a step in the right direction, although clearly this does not go far enough. The Review Committee believes that students engaged in research are an important resource for each other, and recommends that the Faculty develop an introductory methods course or research seminar that would be taken by at least all incoming doctoral students, and which would help to establish a sense of intellectual community amongst them. Such a course or seminar might also make some inroads into another problem: Students reported that it was difficult to get to know faculty who work in areas other than their own specific fields;

they made the reasonable point that they had much to learn from exposure to different approaches to educational research, and it was important for them to become familiar with the intellectual resources represented across the Faculty at large. We also urge the GPC to examine degree requirements and to seek curricular ways to address this, and the following related, problems. The scheduling of classes throughout the week was sometimes problematic (there were evidently some clashes), and the frequent use of five-unit offerings rather than three-unit ones made it difficult for students to take more than two courses in any one semester. There was also a feeling amongst the students that key methodological training was not always available; and they especially pointed to the need for regular teaching of qualitative research methods. (It was reported that some excellent training was available for the limited number of students who were able to obtain positions as RAs on faculty research projects.) Furthermore, it was suggested that students in the psychology area would profit by reintroduction of the requirement that some work in history or philosophy be taken. The remark was also made that it was not always bureaucratically simple to take courses outside the Faculty of Education, even when these seemed very relevant to the interests of the student.

We can convey two anecdotes by way of summary of the points above. First, a graduate student who contacted the Review Committee noted that he/she had been attracted to the Faculty at SFU because its non-departmentalized structure seemed to offer the possibility of taking meaningful amounts of cross-disciplinary work – an expectation that turned out to be chimerical. Second, during the course of our conversation with students the Committee heard the telling remark that “Things that are not required don’t happen.”

Finally, the Review Committee had a conversation with students about the timing of “comprehensives”; some felt that the pressure to take these in, at the latest, the semester following completion of coursework was counterproductive, as such a deadline did not allow time for the gaining of further research experience or for adequate reflection. Yet, despite the press to take the comprehensives in a timely manner, feedback was often far from prompt and sometimes was cursory at best.

All the matters above struck the Review Committee as worthy of pursuit, and again we urge the GPC to evaluate and to address these concerns; it does not seem wise for a Review Committee to attempt to micro-manage such matters.

### 5. Resources, technology, and miscellaneous matters

A variety of other issues came to our attention during our visit, ones that were not conveniently discussable in the previous sections of our report; we offer some short disconnected comments below.

- All academic units have the capacity to make good use of increased resources, and the Review Committee would not, of course, look negatively upon an increase in budget for the Faculty of Education. However, there was a strong sense among the faculty groups with which we met that the Faculty had been treated fairly by the central administration at SFU. Faculty members are hardworking, productive, and relatively entrepreneurial, and are making good use of the resources that they do have available. Support staff, as we reported earlier, feel that they are working harder and carrying more responsibilities than was the case some years ago, but this does not seem to have negatively impacted their morale or their effectiveness. It is worth stressing, however, that the Faculty offers a complex array of programs, many of them field based and located off campus, and this indeed creates a heavy administrative burden that ought to be looked upon sympathetically when resources are allocated.
- In addition, Faculties of Education are under great pressure to cope with the world of technology – in their own teaching, research, and administration, but especially with respect to helping teachers in training, and teachers and schools, learn how to effectively incorporate technology into classrooms. (Many would regard this latter enterprise as being in the long run a key to continued economic expansion of society at large. Traditional academic departments do not face similar pressures.) The Faculty has an impressive technology center that appears to us to be under

intelligent leadership, and we were impressed with what was being done with relatively limited resources. Many Faculties of Education of comparable size have greater resources available to support initiatives with respect to the use of technology and technology education, and we recommend that serious consideration be given to increasing the funding for initiatives in this general domain at SFU. This recommendation is especially pertinent in light of the program development that has been taking place within the Faculty partly in response to the pressures listed above – the proposed new program “Teaching and Learning in an Information Technology Environment” is innovative, and makes interesting use of summer workshops and web-based instruction, but it will of necessity draw on faculty and technical staff resources. We note that this new program, and the degree of further expansion of efforts in the technology education domain, were not discussed in any detail in the Faculty’s “Three Year Plan”, and it is not clear to us how far the Faculty itself will become technically-oriented or how deep its program offerings and research efforts will be. We recommend that these matters be the subject of further detailed discussion and planning within the Faculty.

- The “Three Year Plan” also only contains brief reference to proposed expansion of efforts with respect to First Nation educational issues, and we encourage the Faculty to persist with efforts in this important domain.
- As far as we could ascertain, the Faculty is monitoring carefully developments in the north of the province, with the expected heightened presence of the University of Northern British Columbia; we noted, too, the growing level of activity throughout the province of other universities (some from the USA) in the apparently (currently) lucrative “distance education” market, especially in the field of education itself; from what we know about some of these programs, they are far from comparable in quality with the Simon Fraser program. We agree with the line taken by the Faculty, namely, that in the foreseeable future there will be a

place for a high quality program, staffed by faculty with the caliber of those at SFU – but clearly the Faculty must remain vigilant and creative.

- We also noted during the site visit that over the past few years a number of good appointments have been made as senior faculty members have retired, and we commend the adoption of – and stress the importance of maintaining – a strong mentoring program. Several years will elapse before another wave of retirements hits the faculty, and this will allow time for taking stock both of the teaching needs of the Faculty but also of the research trajectory.

In conclusion, we reiterate the point made at the outset: The Faculty is strong, and is doing good work both in its training of students and in its research. The ideas set out in the “Three Year Plan” are important to bring to fruition, and the places for improvement noted both in the “Self Study” and in the present report merit further sustained attention. The Faculty deserves the good reputation that it holds both within SFU, within the professional educational community throughout BC, and in the educational research communities worldwide.

DCP

RFM

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