

Faculty of Education Academic Plan

May 31, 2006



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Preamble



The work of all Faculties of Education has a direct bearing on society and its future. We are proud to suggest that for the Faculty of Education at the University of Alberta, the *Dare to Discover* vision statement is aligned with our ongoing efforts and achievements in scholarship, teaching, and community collaboration, wherein social responsibility is paramount. We recognize that education encompasses much more than the transmission, storage and retrieval of information, and our professional education programs are transformative in nature, promoting critical thinking, creativity, curiosity, and caring.

As a focus of excellence in scholarship, research, and teaching, the Faculty of Education is consistently ranked among the top three Faculties of Education in Canada and is considered one of the finest in North America. Our researchers provide ground breaking contributions and national/global leadership in many areas. Our Faculty instructors embody excellence in teaching, with 14 Rutherford Undergraduate Teaching Awards.

During its 64-year history, the Faculty has been renowned for its research and for its teacher preparation in K-12 education. Today, it is increasingly recognized for its expertise in life-long learning, and in continuing professional education across many Faculties and professions. The Faculty has expertise in a variety of areas including curriculum and pedagogy, multi-modal literacies, policy development, educational measurement, the educational needs of multicultural and Aboriginal populations, and the appropriate integration of technology within scholarship and teaching. We are increasingly invited into collaborative partnerships with other Faculties who see benefit in our leadership strengths in these areas to assist them in strengthening their own initiatives. Current collaborative partners on our campus include the Faculties of Arts, Science, Physical Education and Recreation, Health Sciences, the School of Native Studies, and Agriculture, Forestry and Human Ecology.

➤ **Four Canada Research Chairs represent the largest number in a Canadian Faculty of Education.**

➤ **The Faculty has been awarded the first CFI grant to a Social Science faculty at the U of A, and its second CURA.**

➤ **More than 60% of our faculty members have current funding through SSHRC.**

Within this Academic Plan, the priorities for the Faculty of Education over the next five years and beyond will be shared in a format that outlines our current strengths in each of six priority areas, our strategic plans given current or realigned resources, and our strategic initiatives given an increase in resources. As presented, our priorities clearly encompass the cornerstones of 'talented people', 'learning, discovery and citizenship', 'connecting communities', and 'organization and support'. Each priority area incorporates research, teaching, scholarship and creative activities.

While we acknowledge many areas of strength within our large and complex Faculty, the Academic Plan focuses on a select number of areas as we envision our future. Each of these areas, if current trajectories of growth can be sustained or enhanced, will benefit the Faculty collective and set the stage for all Faculty goals to be realized.

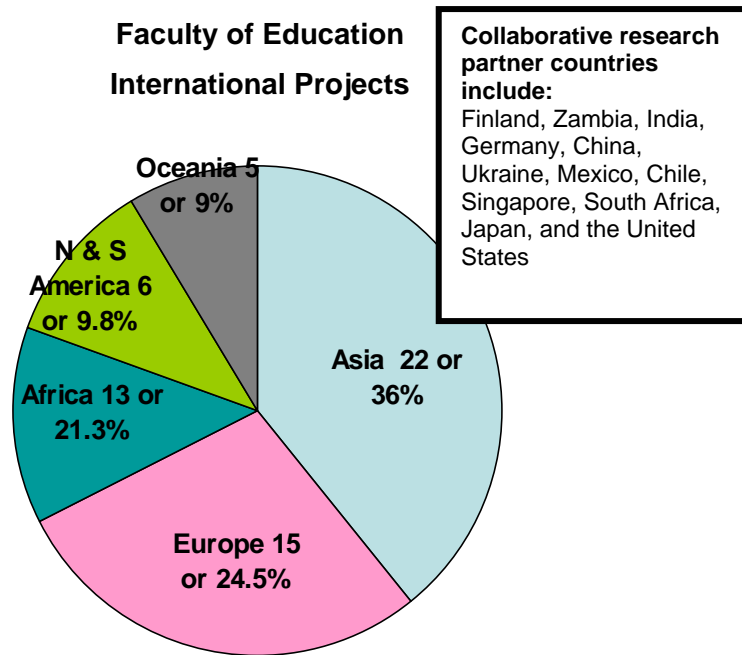
PRIORITIES FOR THE FACULTY OF EDUCATION

International engagement

Today's world requires a greater emphasis on internationalization We must aim to prepare students to live as citizens of a global society. Our students of the twenty-first century go out into a world made smaller by technology, but still defined by different and changing cultures and civilizations... This is a moral responsibility, in the same way that educating students as citizens of a free society was in 1945. (Harvard Curricular Review, 2004)

Building on decades of developmental work with international partners, the Faculty will coordinate, enrich, and extend its research and programs in international communities. We will take major steps to increase the number of our students who have international experiences and the number of international students studying with us.

We remain committed to the critical role that education plays within our globalized, interdependent world. The Faculty is currently involved in three CIDA projects (one in China and two in South Africa) and 42 faculty researchers are collaborating with partners in over 30 countries. These collaborative research relationships include work represented in the following chart:



In the last five years, we have admitted an increasing number of graduate students from Asia, Africa, Europe, Oceania, the United States, and South America, and our departments and centres have hosted 34 visiting scholars from around the world.

In 2005, a Faculty survey was completed to ascertain the status of international initiatives within the Faculty, including CIDA and other developmental projects, faculty member research projects, teacher education and curriculum development projects and faculty/student exchanges. At the

same time, the Dean appointed a Coordinator of International Initiatives (half time), and opened the Office of International Initiatives. The work of this Office to date has been impressive.

Current strengths in the Faculty include the following:

- Three Canadian International Development Agency (CIDA) projects involving faculty members across departments.
- The Kangwon-do Teacher Education Project (KTEP) and Hokkaido Teachers of English Project (HTEP), offering ongoing summer language programs to teachers from our sister provinces in Korea and Japan. KTEP has run for 20 years, and HTEP for 8 years.
- During the past 12 months, we have hosted visiting scholars from China, Japan, Korea, New Zealand, Thailand, Ukraine, Indonesia and Germany.
- The Faculty has initiated a Fulbright Professorship, with the first scholar (Inclusive Education) arriving from the US in fall 2006.
- In the last year, the Office of International Initiatives has:
 - Conducted a series of presentations on various aspects of international education to a range of campus audiences;
 - Negotiated and signed new memoranda of agreements with Massey University in New Zealand, Coimbra University in Portugal and the University of Arizona;
 - Developed a teacher exchange program with the state of Bavaria;
 - Sponsored and co-organized an international conference on promoting Chinese language and culture in Canada;
 - Developed a pilot project for an undergraduate global citizenship education program in Ghana.

CIDA Projects:
➤ South Africa Teacher Development Project (Eastern Cape)
➤ Changing South African Teacher Education (Forte Hare)
➤ Strengthening Capacity in Basic Education in Western China (provinces of Ningxia, Xinjiang, and Sichuan)

With current/realigned resources, the Faculty will:

- Provide a platform for further International endeavors by creating the position of Associate Dean, International Initiatives.
- Provide an expanded role and physical space for the Office of International Initiatives including full time secretarial assistance.
- Begin offering a unique, newly-approved undergraduate field experience course wherein 5 students are financially supported in their travel to study in international contexts (5 x \$5,000 = \$25,000).

- Continue to support KTEP and HTEP while developing additional exchange programs for teachers in countries such as Germany, Mexico, and China.
- Pilot new exchange programs for teachers as resources permit.
- Consolidate and develop clear expectations for Visiting Scholars.
- Develop linkages with University of Alberta International and faculties across campus that lead to the formation of interdisciplinary teams capable of conducting large-scale international research projects.
- Contribute to the Fulbright Professorship (2 x \$35,000 = \$70,000).
- Provide travel and expense resources for the Associate Dean (from an internal Faculty fund made possible through a short term realignment of resources) (\$10,000).

With increased resources the Faculty will:

- Increase the number of undergraduate students that we will support in international placements from approximately 5 initially, to 30-50 in 5 years (currently \$25,000 for 5 students, increase to \$150,000 - \$250,000 for 30-50 students).
- Continue an ongoing teacher exchange with Bavaria and expand to Mexico and China (\$30,000 - \$50,000 annually).
- Formalize a fund that would provide full funding admission scholarships to incoming international graduate students. Five awards of \$18,000 annually (total \$90,000).
- Increase the Faculty complement by creating three new interdisciplinary positions in: International Education in each of Elementary and Secondary Social Studies and Educational Policy Studies (3 academic FTE).
- 1 FTE Support Staff

Aboriginal engagement

It has been recognized for decades that having Aboriginal teachers in the classroom is the first line of change in the education of Aboriginal children and youth. (Royal Commission on Aboriginal Peoples, 1996)

Aboriginal people identify a number of elements that are integral to their cultural identity including language, traditional values, rituals and ceremonial life, ancestral place, Aboriginal Elders, and family and associated traditions. Within our Faculty programs, we recognize the need to encompass these elements.

The demographic picture of the increasing migration of Aboriginal people to urban centres, along with the need of Aboriginal students to maintain cultural identity, has implications for education, both at the K-12 and post-secondary levels. Schools will see an increasing number of Aboriginal students in their classrooms with diverse educational and cultural needs. Urban schools will need teachers who understand the pedagogical implications of working with this population. Our Faculty commitment to rural and urban Aboriginal communities is reflected through recent successes and planned improvements to the Aboriginal Teacher Education Program (ATEP), Canadian Indigenous Languages and Literacy Development Institute (CILLDI) and Indigenous People's Education specialization (IPE).

In order to be more comprehensive and inclusive in addressing Aboriginal education, the Faculty plans to *infuse Aboriginal perspectives and issues across the curriculum* in the BEd program. Aboriginal education will not be a strand separate from 'regular' programming but will be integrated into all of the Faculty's endeavors. Aboriginal academic staff members will be hired into all departments across the Faculty. Their research will engage all areas of education. With credibility, honesty, and through ongoing collaboration with First Nations, Métis and Inuit communities, we will raise the understanding and involvement of all staff and students in areas related to Aboriginal education.

An innovative proposal within the Academic Plan is an Aboriginal Gathering Place within the Faculty encompassing:

➤ **The program strengths of ATEP, CILLDI and IPE**

➤ **Elder offices**

➤ **Resource library and meeting room for students and staff**

➤ **Hub for local, national and international Indigenous research**

Current strengths of the Faculty include:

- The community-based Aboriginal Teacher Education Program (ATEP), with 34 Bachelor of Education graduates to date. Approximately 90% of the graduates are currently employed as teachers in rural/home communities. Programs have been offered through Northern Lakes College, Blue Quills First Nations College and Maskwachees Cultural College. In partnership with Yellowhead Tribal College we are currently developing an Urban Aboriginal Teacher Education program.

- The Canadian Indigenous Language and Literacy Institute (CILLDI), with participants from across Canada attending the institute over the past 5 years. CILLDI has a mandate to preserve endangered Aboriginal languages by developing the research skills and teaching resources of the speakers of these languages.
- The Indigenous Peoples Education specialization (IPE), a graduate program that develops Indigenous scholarship to preserve and respect the values, integrity, and knowledge of Indigenous peoples world wide.
- A Community-University Research Alliance (CURA) grant achieved by one of our Aboriginal faculty members to explore the integral connection between culture and language, and how these provide the foundation for the healthy development of individual and social identities, especially among Aboriginal peoples.
- An Aboriginal Faculty member as the lead on an Alberta Education initiative to develop First Nations, Métis, and Inuit learning modules that will be incorporated into the teacher preparation programs of Alberta's universities.
- A collaborative relationship with scholars within the newly created Knowledge Centre on Aboriginal Education, (Canadian Council on Learning) at the University of Saskatchewan.

With current/realigned resources, the Faculty will:

- Take initial steps to create an Aboriginal Gathering Place within the Faculty, encompassing our programs and initiatives and providing the hub for student support and interaction, Elder involvement and collaborative opportunities inside and outside of the Faculty (e.g. the School of Native Studies and Aboriginal Student Support Services). At this time, we can reorganize existing space to bring program groups together, provide a location for the collection of resources, and an Elder office.
- Provide immediate short-term support for two PhD students in the form of an Aboriginal Completion Scholarship to allow students to complete the writing of their dissertations without the pressure of full time employment (\$16,000 x 2 = \$32,000).
- Proceed with collaborative initiatives in Indigenous Teacher Education and Indigenous graduate programs based on a recent MOU with Massey University in New Zealand (student travel costs included with the international fund).
- Focus on the recruitment of Aboriginal students (through the new recruitment position requested under Enhancing the Student Experience).

With increased resources the Faculty will:

- Develop and support a Coordinator position for the Aboriginal Gathering Place, responsible for sustained and long-range planning around Aboriginal projects and initiatives, coordination of activities, and teaching and research input (1 FTE sessional administrative position).
- Provide a support position for the Aboriginal Gathering Place (1.5 support FTE).
- Immediately hire an Aboriginal professor at the Assistant level in Mathematics (1 academic FTE).
- Hire four additional Aboriginal faculty members into departments across the Faculty to support the integration of Aboriginal perspectives in both the undergraduate and graduate programs (4 academic FTE).
- Create a Professorship in Aboriginal Education which would provide a vital catalyst for our national and international research initiatives (\$1 million).
- With the Faculty of Arts and the School of Native Studies, provide long-term sustainable funding for CILLDI (\$100,000 annually).
- Provide ten bursaries for undergraduate ATEP students ($\$15,000 \times 10 = \$150,000$).
- Formalize a fund that will provide full funding admission scholarships to incoming Aboriginal graduate students ($5 \times 18,000 = \$90,000$ per year).
- Provide annual support for two doctoral students in the form of an Aboriginal Completion Scholarship ($\$16,000 \times 2 = \$32,000$ per year).

Diversity, difference, and issues of immigration

Education can never be merely for the sake of self-enhancement. It pulls us into the common world or it fails altogether. (Robert Bellah, 1992)

The Faculty of Education must prepare teachers to value diversity in their classrooms and to be both inclusive and responsive to the diverse needs of learners through culturally-informed pedagogy, a commitment to diversity related research, and public advocacy/service to diverse communities. Diversity encompasses individual differences on ethnographic variables (e.g., ethnicity, nationality, immigration status, language, and religion), demographic variables (e.g., age, gender, socioeconomic status), and personal variables (e.g., ability/disability, sexual orientation).

Schools today are more diverse places than they were twenty years ago. We now routinely see students from a wide variety of countries and backgrounds; we also see more refugee students who have limited or no literacy in their first languages and major gaps in their education because of war or other traumatic events.

Current strengths of the Faculty address all of these variables:

- Twelve Faculty of Education researchers are affiliated with the Prairie Centre of Excellence for Research on Immigration and Integration [PCERII], and many have received funding from the PCERII on topics such as promoting intercultural competence among pre-service teachers and immigrant children's perceptions of their experiences.
- The Canadian Centre for Research on Literacy conducts basic and applied research on literacy in multidisciplinary contexts and builds partnerships with community agencies and groups.
- A new PhD Program in Teaching English as a Second Language (TESL) continues the Faculty's leadership in promoting the education and wellbeing of newcomers.
- A Canada Research Chair in Special Education in the Department of Educational Psychology is researching issues of Diversity and Inclusion.
- An award-winning Diversity Institute in Teacher Education is supported through SSHRC.
- The Faculty's Diversity, Equity and Respect Committee has been a campus leader in encouraging the practice of the principles of equality, respect, inclusiveness, diversity and equitable treatment in the Faculty.

The Canadian Centre for Research on Literacy
Literacy is a means for breaking with everyday experience and of acquiring broad and deep knowledge of the world. Literacy promotes overall economic and political well-being and facilitates the exercising of social and political rights

- Strong Faculty linkages with the Northern Alberta Alliance on Race Relations (NAARR), a community advocacy group working to address racism and discrimination in schools and society at large.
- A graduate program in Deafness Studies is offered through the Department of Educational Psychology.
- The Das Centre for Research on Developmental Disabilities is housed in the Faculty.
- Faculty members have taken the lead in the development of teacher resources for protecting the human rights of sexual minorities in schools.
- The Hope Foundation, dedicated to understanding and enhancing hope in individuals, families, and institutions, has as its Research Director a professor from the Department of Educational Psychology. The Foundation's research, service and teaching structure were established by that same department.

With current/re-aligned resources, the Faculty plans to:

- Develop a required undergraduate course in culture and diversity.
- Provide professional development opportunities for all faculty and sessional instructors to develop cross-cultural competencies.
- Develop a recruitment policy and strategies to increase the diversity of staff and students in the Faculty.
- House the *Prairie Centre of Excellence for Research on Immigration and Integration* in the Faculty of Education with a co-Director from the Faculty, *if space is available*.

With increased resources, the Faculty will:

- Over the next 5 years, hire three academic staff members in second-language teaching, two in inclusive education, two in ESL teaching, and one in diversity education (8 academic FTE).
- 1 FTE Support Staff.
- Provide support in terms of space, in-kind, and financial resources for the Office of Sexual Minority Studies and Services (1 FTE support position).
- Support interdisciplinary and cross faculty initiatives to develop and expand knowledge of Africa and the African diaspora (annual lectureship and research institute) (\$10,000).

Mathematics, science, and measurement

To succeed in this increasingly competitive economy, all students, not just a few, must learn how to communicate, to think and reason effectively, to solve complex problems, to work with multidimensional data and sophisticated representations, to make judgments about the accuracy of masses of information, to collaborate with diverse teams, and to demonstrate self-motivation. (National Research Council , 2001).

The Faculty will continue to build human and infrastructure capacity in mathematics, science, and measurement to secure and retain our role as innovators, leaders, and collaborators in these areas. The Faculty educates the largest number of future teachers in mathematics and science in Alberta. Our teacher education and research expertise is acknowledged internationally through requests for teacher development work, research seminars, and workshops, and through the recruitment of our PhD graduates by universities across the nation. In the last 10 years, we have undertaken international projects in mathematics and science with South Africa, West China, Thailand, the United States, Norway, and Germany and our expertise in measurement is internationally recognized.

- Graduate programs in educational measurement and in secondary mathematics have produced the most doctoral graduates in English Canada.
- CRAME researchers secured nearly \$6 million for research programs.
- Three of four Faculty CRC positions are in these areas.

Current strengths in the Faculty include the following:

- The Centre for Research in Youth, Science Teaching and Learning (CRYSTAL-Alberta) is the National Leader and Coordinator of five CRYSTAL/CREAS established across Canada. With a \$1 million grant from NSERC the research centre will increase understanding of the skills and resources needed to improve the quality of science and mathematics education (K-12), and understanding of the best ways to enrich the preparation of young Canadians in these foundation subjects.
- The Centre for Mathematics, Science and Technology Education (CMASTE) was established through a \$1 million donation from Imperial Oil for the promotion of teaching, research, and curriculum excellence in school science, mathematics, and technology education. CMASTE establishes partnerships with NGOs, and searches for funding to support math and science education. The CMASTE Director and researchers were integrally involved in preparing the proposal to NSERC for a Centre for Research in Youth, Science Teaching and Learning (CRYSTAL-Alberta).
- The Centre for Research in Applied Measurement and Evaluation (CRAME) is a research-intensive centre in the Department of Educational Psychology, and maintains the largest graduate program in educational measurement in Canada. The central purpose of CRAME is to conduct and promote high-quality research in the areas of educational measurement and cognitive psychology in order to make assessment an integral part of learning and instruction, particularly in the areas of science and mathematics.

With current/realigned resources the Faculty plans to:

- Maintain existing course offerings, but also expand our course offerings by developing new quantitative methods courses to meet the demands in the Faculty and the University (e.g., courses in Regression; Hierarchical Linear Modeling etc.).
- Establish stronger inter-disciplinary research links within the Faculty (e.g., CMASTE and CRAME), the University of Alberta (e.g., Centre for Research in Child Development; Community-University Partnership for the Study of Children, Youth and Families), and the community at large.
- Further develop Complexity Thinking Network to include other universities in Alberta, Canada and the USA.
- Design and develop a professional development program (certificate) in mathematics and science education intended for practicing teachers wishing to increase their knowledge and skills in both content and pedagogy.
- Further develop teaching and research in scientific and mathematical literacy.
- Offer more science and math education graduate-level courses via alternative delivery to meet the needs of teachers throughout the province.

With increased resources the Faculty will:

- Immediately hire an Aboriginal professor at the Assistant level in Mathematics (through the new position requested under Aboriginal engagement).
- Hire three academic staff members in mathematics/science education to accommodate new program and course development, and to strengthen the mathematics/science knowledge and pedagogy of school teachers (3 academic FTE).
- Hire an academic staff member with a focus on international developments in math and science (1 academic FTE).
- Hire an academic staff member in classroom-based assessment to meet the critical demands of teachers for instruction in educational assessment (1 academic FTE).
- Hire an academic staff member into a Research Directorship of CMASTE (1 academic FTE).
- Provide permanent support staff funding for CMASTE (1 FTE support position).

Educational technology and information literacy

This is the first generation of people that work, play, think and learn differently than their parents, ... They are the first generation to not be afraid of technology. It's like the air to them. (Don Tapscott, 1998)

Information and communication technology (ICT) permeates our society. The educational challenges brought about by the rapid growth in the ICT area necessitate dynamic and innovative leadership to integrate technology into teaching and learning. As technology continues to evolve and is infused in all aspects of society, students need educational experiences that enable them to find their technological feet in useful civic and professional ways. It is important for us: a) to explore and demonstrate the kinds of pedagogical adaptations needed for teaching and learning with technology, and b) to continue to build a strong research and leadership presence in professional and academic communities to promote technology integration in instructional practice. To build leadership potential in this area, the Faculty needs to develop strong graduate programs in Information Communication Technology in Education.

The Faculty of Education has clearly demonstrated its leadership ability in the area. Our efforts have contributed significantly to the development of multidisciplinary and inter-professional initiatives involving a research project with the Health Sciences and the Indigenous Peoples Education group, a project with the Health Sciences Council, and work with the Faculties of Science and Medicine. The Faculty of Education is increasingly called upon by our University colleagues to provide leadership in e-pedagogy, e-learning, technology planning and to collaborate on research projects.

Collaborative projects

- A research project, with Alberta Education, that links mentor teachers, student teachers, and faculty members.
- A joint research project with the Dept. of Computing science investigating how new computer game technology can be used by grade ten English students to write interactive stories.
- INDT410 course redesign project with the Health Sciences Council

Current Strengths

- The Faculty of Education was the first to create a formal Technology Council and the first to write a Technology Integration Plan. The Council recommends priorities in the deployment of technology resources within the Faculty and develops and coordinates efforts to obtain financial support for technology integration.
- The Technology Professional Development Unit (TechPD) provides support for instructors, researchers, support staff and graduate students on technology integration into teaching and learning, research, and professional activities. TechPD has facilitated the integration of technology into undergraduate curriculum and instruction courses (e.g., Art, Science, Math, and Social Studies). Other major initiatives include the use of mobile wireless computing

labs and the introduction of web-based synchronous audio/video support for alternative delivery programs.

- Two alternative delivery programs and numerous individual courses designed for working professionals and for students in remote/rural Aboriginal and Northern communities. The growth in demand for professional programs offered at a distance continues to be an important driver of technology integration. Collaborating with the community (e.g., Alberta Education, local and rural school districts, and the Alberta Teachers' Association) on research and e-pedagogy projects has furthered the demand for new programs and courses.
- The School of Library and Information Studies (SLIS) received an exceptionally strong accreditation review by the American Library Association in 2006. Research and teaching on Information Literacy in SLIS is of a particularly high standard.
- The Faculty has developed models of professional development, and incorporated and piloted new technologies (e.g., Elluminate, Sakai)—all of which we actively share and support within our university community.
- The Faculties of Education and Medicine have together hired a Continuous Professional Learning Educator (joint support position) to facilitate both Faculties' initiatives in integrating technology into their ongoing professional education programs.

Faculty members are conducting numerous technology integration research projects such as:

- Cognition and Learning in Hypermedia
- Early Adolescent Boys Take up Digital Literacies
- Global Climate Change: Development of Visualization Prototypes in Science 10
- The Learning and Technology Integration (LaTI) Project
- The Role of Public Libraries in Information Literacy Instruction
- Knowledge Organization Systems in Canadian Digital Library Collections
- Composing Fiction with Old and New Technologies: A comparison of print and interactive stories by grade ten authors

With current/realigned resources the Faculty can:

- Increase capacity through hiring an additional staff member in the Technology Professional Development Unit (1 FTE support position).
- Contribute to the construction of a state-of-the-art multi-use classroom that includes a robotics lab and a distance delivery suite (\$500,000).
- Through temporary realignment of resources, maintain the existing hardware and software used throughout the Faculty (\$75,000 for one year only).
- Develop new technology and information literacy courses at the undergraduate level. New hires in Technology and SLIS (see below) will allow for the development of a variety of “junior options” in emerging technologies.

With increased resources the Faculty will:

- Develop graduate research programs in Educational Technology (3 academic FTE).
- Develop a PhD program in Library and Information Studies, as recommended in the recent accreditation review (2 academic FTE).
- Hire one position in assistive and adaptive technologies jointly with the Faculty of Rehabilitation Medicine (.5 academic FTE).
- Maintain and refurbish the existing hardware and software as it becomes outdated (\$75,000 annually).
- Develop a new graduate research program in collaboration with Health Sciences on the instructional application of e-learning and simulations technologies (proposed Health Sciences Education Research Centre). Hire one academic staff member to work cross-disciplinary/inter-professionally with the Health Sciences/Capital Health focusing on educational technology research (1 academic FTE).
- 1 FTE Support Staff.

Enhancing the student experience

The research university's ability to create... an integrated education will produce a particular kind of individual, one equipped with a spirit of inquiry; one possessed of the skill in communication that is the hallmark of clear thinking as well as mastery of language; one informed by a rich and diverse experience. (Report of the Boyer Commission on Educating Undergraduates in the Research University, 1998)

The undergraduate pre-service teacher education program at the University of Alberta is the largest and most comprehensive in the country. Discovery and scholarship that benefit public policy and enhance social, cultural, and economic dividends are especially important to the undergraduate teacher education program. The Faculty has a diverse range of graduate programs and outstanding academic staff. The Faculty has four Canada Research Chairs, has recently received two American Educational Research Association Distinguished Professor Awards, and in 2000 a Faculty member received the UNESCO Peace Prize. Many graduates of the Faculty hold national and international leadership positions in the field of education. Our PhD students have a high success rate in national and dissertation awards competitions and are sought internationally for academic positions upon the completion of their degrees.

- **7** combined undergraduate degrees with the faculties of Arts, Science, Physical Education, and School of Native Studies
- **7** off-campus collaborative degree programs
- **22** routes to obtain a 4 year undergraduate degree in Elementary Education
- **24** routes to obtain a 4 year undergraduate degree in Secondary Education
- **29** routes to obtain a diploma
- **2,400** (approx) field experience placements made each year

Post-secondary education has become increasingly competitive. As a result, it is imperative that the Faculty of Education attends to the recruitment and retention of students. It is now time to revisit the rationale and viability of the current 1+3 BEd program. The ability to admit students into year one of the program, directly from high school, would make our applicants once again eligible for all Entrance Awards. It would increase the effectiveness of our recruitment initiatives and would provide for improved program continuity.

One of the Faculty's pressing current needs is the ability to offer full funding opportunities to the 'best and brightest' graduate program applicants.

Current strengths of the Faculty include:

- Ongoing review of the undergraduate program with a newly developed set of principles guiding decision-making.
- Research-based programming and active researchers teaching in the undergraduate program.
- The exemplary nature of the Faculty's library resources, especially the HT Coutts Curriculum library.

- The quality and amount of technology hardware and software available to all students for use in their coursework and during the field experience placements.
- The Collaborative Schools program, which is a unique endeavor, placing student teachers in cohorts of two or more, emphasizing the development of reflective practice, and maintaining a whole school focus.
- The number and variety of BEd program routes including combined degrees with the Faculties of Physical Education, Arts, Science, and the School of Native Studies.
- Collaborative undergraduate degree completion programs in Grande Prairie, Medicine Hat, Red Deer and Fort McMurray in addition to the ATEP cohorts in Slave Lake, Grouard, St. Paul, and Hobbema.
- The Child Study Centre, which serves 200 children from junior kindergarten to grade six, and which sees more than 200 university students each year visiting or working on site as part of their course work or research projects.
- The diversity and range of graduate programs, including Library and Information Studies, school counseling, clinical counseling, school psychology, educational administration, TESL, Adult Education (for immigrants), early childhood education, curriculum studies and teacher education.

With current/realigned resources, the Faculty plans to:

- Develop a BEd Honours program with a strong emphasis on research.
- Develop more inter-disciplinary graduate degrees (combined and joint) across faculties and departments within the U of A (such as, Education/English, Linguistics/Aboriginal Languages).
- Provide increased opportunities and support for undergraduate students to engage in research activities, e.g. this summer we are supporting 11 students through the Roger S. Smith Undergraduate Research Award (\$5000 x 11 = \$27,500 matching funds available). The Faculty also provides support for the graduate student research seminar series developed to increase undergraduate students' awareness of current educational research in the Faculty.
- Set aside \$100,000 to assist with full funding admission scholarships for 5 stellar doctoral program applicants.

With increased resources the Faculty will:

- As one of our top priorities, formalize a fund that will provide full funding entrance scholarships to attract and retain the very best graduate students (11 x \$18,000 = \$198,000 annually).
- Develop additional graduate programs in *Administration and Higher Education*. These programs will attract those students who wish to study full time (2 academic FTE).
- Hire a Recruitment Officer and develop a recruitment policy for the undergraduate program (1 APO position).
- 1 FTE Support Staff.

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CAMPAIGN PRIORITIES

- Professorship in Aboriginal Education (\$1,000,000).
- Fulbright Professorship support (\$35,000 x 5 = \$175,000).
- School of Library and Information Science: Digital classroom/mobile labs (\$300, 000).
- Renovations to Drama Education Space (\$175,000).
- Scholarships and Bursaries (\$1,000,000).
- Roger S. Smith awards for 25 undergraduate students annually (\$125,000).

CONSULTATION PROCESS

Appointed by the Dean's Advisory Committee, an ad hoc committee of 15 members was assembled to create the Academic Plan under the chair of the Associate Dean (Academic). The members of the group represented the following people/units: Departments of Educational Policy Studies, Educational Psychology, Elementary Education, Secondary Education, the School of Library and Information Studies, the Administrative Professional Officers, support staff, undergraduate students, graduate students, the HT Coutts library, the Technology Professional Development unit, Undergraduate Student Services, and the Dean's Office. Each of these representatives was responsible for creating opportunities such as brown bag lunches for meeting and talking with their "constituents" about the future of the Faculty. Members presented their submissions for discussion at weekly meetings, which were recorded by a Research Assistant working for the Dean's Office. Working with the President's *Dare to Discover* document and the *Themes* provided by the Provost's Office, priorities evolved and a draft document was submitted, with the guidance of the Dean, for discussion within units, departments, at Faculty Council and at the Dean's Advisory Committee Spring Retreat.

History and Context for Staff Requests

As requested, current staffing numbers are presented in the following table.

The balance by **FTE** of students and staff in 2005-2006:

Undergraduate	3,575
Graduate	670
Academic Staff	103.25
APO	10
Support Staff	59.54

Though all Faculties experienced a loss of academic and non-academic FTE during the budget cuts of the early 90s, the Faculty of Education was hardest hit. The following table provides a comparison of baseline and recent data. The Faculty has experienced a 36% drop in academic staff, coupled with a comparative, prorated increase of over 1000 undergraduate students. In fact we now have more students within the three years we offer than was previously the case over four years!

<u>4 Year Program 1989-1993 (average)</u>		<u>Current 1+3 2004-2006 (average)</u>	
Years 2/3/4/	2693	Years 2/3/4/	3,789
Year 1	767	Add Year 1	767
Enrolment	3460	Prorated	4556
Academic Staff FTE =	160.8 (91/92)		103.25 (05/06) [-36%]
Support Staff FTE =	68.2 (91/92)		59.5 (05/06) [-13%]

The Faculty of Education at UBC offers a comparative to our Faculty in terms of size, though student numbers at the undergraduate level are several hundred less. The following table outlines their academic staff growth over the past several years, again with many less students.

Faculty of Education, University of Alberta

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Professoriate	114	110	108	105	103

Faculty of Education, University of British Columbia

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Professoriate	114	113	117	117	124

In providing this information we hope that our outlined requests for specific staff positions will be given appropriate context and emphasis. Thank you.