

SFU



EDUCATION

ACADEMIC PLAN
2025-2030



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EDUCATION

2025 – 2030 ACADEMIC PLAN



LAND ACKNOWLEDGEMENT

The Faculty of Education respectfully acknowledges the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səlilwətaʔ (Tsleil-Waututh), q̓ícəy̓ (Katzie), kʷikʷəłəm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories our three campuses reside.

INTRODUCTION

This five-year Academic Plan succeeds the 2018–2023 Academic Plan of the Faculty of Education. Its scope and design have been influenced by several factors, including:

the 2024 External Review and the Faculty’s response to that review, detailed in the External Review Action Plan;

the University’s own planning framework, intended to guide the preparation of Academic Plans in all eight faculties, as outlined in draft form in July 2024 and summarized in a two-page Academic Priorities Matrix in November 2024;

other change processes underway in the Faculty of Education, especially in response to the challenging budget forecast for the 2025–26 fiscal year, but also in addressing issues of workload equity, community cohesion, the introduction of university-wide PhD minimum funding policy, and faculty renewal, among other concerns.

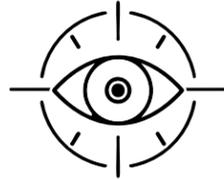
The intention is that this Academic Plan serve as an umbrella document that can help us coordinate and manage significant organizational change in the Faculty of Education over the next five years.

Opportunities for community consultation during the preparation of this Academic Plan were limited, due both to the very tight schedule set by the University and the workload of senior academic and administrative staff. Our approach has been to develop a plan that outlines a vision for where our Faculty will be going over the next five years and a process for regular community consultation, evaluation and redirection so that the plan (or more specific/targeted plans derived from it) can remain relevant and evolving in light of the needs, values, purposes and experiences of faculty, staff and students.

Amid a challenging time for the Faculty, this Academic Plan is focused on how we can work together to...

- ... **support** one another,
- ... **renew** our programs,
- ... **build** on our strengths; and
- ... **continue our notable history of excellence** in research and scholarship, undergraduate and graduate teaching, pre-service teacher education, and the professional development of educators in many fields, contexts of practice, and community settings.

THE CONTEXT AND VISION FOR OUR WORK



The **SFU Draft Academic Plan for 2025–2030** has this to say about the University's mission:

SFU strives to provide high-quality and distinctive academic programming and an outstanding experience for its undergraduate, graduate and lifelong learners. It seeks to grow its scholarship and to nurture and advance its relationships with metropolitan, provincial, national and international communities. ... Through months of community conversation, SFU reviewed the vision and values that have guided the university over the last decade. They asked themselves: what does Canada's engaged university do next? [What's Next: The SFU Strategy] highlights the powerful hopes and ideals SFU embodies and reinforces the fundamental importance of knowledge, discovery, and community.

The central vision of the What's Next framework is that SFU is a **leading research university, advancing an inclusive and sustainable future**. The core values guiding this work include *academic freedom and critical thinking, excellence and responsibility, respect and reciprocity, equity and belonging, engagement and openness, resilience and sustainability, and innovation and adaptability*.

As SFU's Faculty of Education, we share these values with the larger university community, and seek to embed them in our work...

... **with the teachers and other educators** who are helping to shape and develop the understanding, dispositions and capacities of the younger generations;

... **with the children, young people, and lifelong learners** who are seeking ways to flourish in and contribute to their communities and the larger society;

... **with the leaders guiding educational institutions** to be more responsive, effective and inclusive, in the face of social, technological and ecological challenges and change;

... **with the places and communities where education happens and to which it is responsible, including the more-than-human relatives** with whom our health and wellbeing is intertwined;

... **with the ideas, frameworks and practices** that can help make teaching, learning and leading more joyful, meaningful, and transformative.

This Academic Plan sets out the ways in which we are striving to do this work better—to bring the best of ourselves to these relationships, responsibilities, and practices. In the context of SFU’s What’s Next strategy, our plan responds to the four cross-cutting themes of the Framework for Action: **Uphold Truth and Reconciliation, Engage in Global Challenges, Make a Difference for BC,** and **Transform the SFU Experience.** Here, in brief, is how we approach these themes as a Faculty of Education:



UPHOLD TRUTH AND RECONCILIATION

Located in the Metro Vancouver area of British Columbia, Canada, we embrace our collective responsibility to Truth and Reconciliation with Indigenous peoples and their unceded ancestral territories, including the Coast Salish lands on which our three campuses are situated. We acknowledge education’s oppressive impacts on Indigenous people, historically and in the present day, and conversely, the central role it has to play in redressing those wrongs. We are committed to ongoing learning from Indigenous peoples and Indigenous scholarship, while striving to adapt our programs and ways of working together to better reflect and uphold diverse facets of Indigeneity, in the conviction that this will serve the wellbeing of all.

ENGAGE IN GLOBAL CHALLENGES

Welcoming students, staff and faculty from around the world, we recognize how interconnected our global civilization has become, and how the problems and challenges facing us in British Columbia are linked to global issues and concerns, among them the climate crisis, the decline in biodiversity and ecosystem health, the impact of social media and other technologies on mental health and social cohesion, diminishing trust in political and social institutions including schools and universities, and increasing economic inequality within and between countries. We are committed, in both research and practice, to education that can help develop healthy, inclusive, creative and resilient human societies on a flourishing and diverse planet.

MAKE A DIFFERENCE FOR BC

Our Faculty is built on a long history of engagement and collaboration with the field of education in British Columbia. We take pride in our tradition of designing programs to meet the needs of a wide range of communities throughout BC and abroad, including francophone communities through the Office of Francophone and Francophile Affairs. These partnerships are central to our missions of teaching and research, and we are continually seeking ways to strengthen and diversify them. Our pre-service and in-service programs for teacher professional development, and for other professionals involved in student support, counselling, child psychology and educational leadership, are co-designed and co-taught by experienced practitioners, and we value and celebrate the scholarship of practitioner-researchers as a vital part of our research.

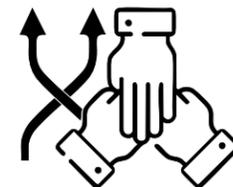
TRANSFORM THE SFU EXPERIENCE

Our core values of Equity, Indigeneity, and a Culture of Inquiry serve as guiding principles for cultivating wellness, solidarity, and shared purpose in our community of students, staff and faculty. We seek to ensure that our courses and programs at all levels offer memorable and meaningful learning experiences; that students, staff and faculty alike are supported to do their best work and be recognized for it; and that we flourish as an ever-changing and evolving institution. We prioritize governance structures and processes that foster trust, transparency, respectful communication and collective decision-making. We aim to uphold and integrate these values across all our activities and programs.

This five-year Academic Plan seeks to identify the strengths and values that sustain us, the areas of challenge and growth that need attention, and the actions, practices, structures and processes that can help us be our best. The plan coincides with what is anticipated to be a period of major change in the Faculty, in response to the 2024 External Review, a challenging financial environment for the University, and a dynamic and shifting educational landscape more broadly. In such circumstances, any attempt to map out the next five years is bound to have mixed success. Nonetheless, we see it as worthwhile to articulate the direction in which we aspire to develop and identify some major steps along the way. An innovative feature of this Academic Plan is its attempt to define a process of regular community check-ins that will enable us to reflect together on the evolving circumstances and state of the Faculty, evaluate our progress, and identify any changes or additions to the envisioned measures and initiatives that may be needed. As an ongoing dimension of faculty governance, this will be one way that we live up to our core value of a Culture of Inquiry.



CHANGING THE FACULTY, PURPOSEFULLY AND TOGETHER



There are many ways of thinking about and structuring processes of organizational change. In using the term “change” in this Academic Plan, we are not implying that the Faculty should adopt a business model for how it manages its affairs. The intent is to signal that, by the end of the Plan’s five years, the Faculty will have gone through a process of renewal and transformation that entails changes in its courses and programs, its governance structures and processes, its public and research profiles, the experiences it offers students, and its workplace culture. “Change” references the actions and agency—both small and subtle shifts as well as large and visible ones—through which all community members can engage in cultivating our Faculty Renewal.

In order to provide an overall framework for the Faculty Renewal process, we drew on the kinds of questions that experts suggest should be central to a purposeful process of organizational change: What are we trying to work toward as a Faculty of Education? How will we know whether we’re making progress, and in what areas? Who is going to help us keep on track and bring us together to figure out whether we need to make changes and try new things? As alluded to in the Introduction, we were not starting from a blank slate, for the Faculty had already committed to addressing a range of important issues in its response to the 2024 External Review, and measures were also being taken in light of financial constraints that had a tangible impact on staffing and programs. Our aim has been to craft an Academic Plan that can help us engage with these change processes in a way that is true to the Faculty’s history, achievements and values.

STRATEGIC GOALS

The following six **strategic goals** summarize the principal themes of this Academic Plan. They also provide the basis for the ongoing evaluation of the Faculty’s progress towards making the Plan a reality, an important aspect of the Plan taken up in its final sections.

FACULTY GOVERNANCE

Redesign Faculty governance to foster better communication and collaboration, make more efficient use of staff and faculty time and energy, and ensure equitable distribution of teaching commitments and opportunities through an improved TTR process (TTR refers to the system for allocating teaching assignments and research terms to each faculty member.);

STUDENT RECRUITMENT, RETENTION AND SUCCESS

Develop and sustain a systematic focus on student recruitment and retention at all levels, including improved coordination and leadership at the Faculty-wide level, and a wider range of measures designed to evaluate and improve the student experience;

COURSES AND PROGRAMS

Develop, adapt and streamline courses and programs to address perennial and current issues in education across many contexts and settings, improve student completion times, build student community, and enable innovative and collaborative course offerings;

The following two sections—Scope and Guiding Values—spell out in greater detail the principal measures by which the Faculty will seek to realize these goals.

EDUCATIONAL AND RESEARCH PARTNERSHIPS

Strengthen and diversify our educational and research partnerships, in BC and further afield, through clearly defined coordination and oversight roles, better tracking of faculty initiatives, and mentorship and support for key personnel and projects where needed;

RESEARCH EXCELLENCE

Sustain and build research excellence through measures to increase collegiality and collaboration, including strengthening the role of the Research Centres, seeking larger cross-disciplinary strategic grants, developing a more vibrant and connected student research community, and communicating our research findings and achievements more widely;

WORKPLACE CULTURE

Develop and embed a culture of inquiry, characterized by commitments to equity, Indigeneity and global engagement, across all areas of the Faculty, entailing ongoing evaluation, reflection, discussion and revisioning of our programs, workplace culture, relationships with the land, and health and wellbeing as an academic community of faculty, staff and students.

SCOPE

The following are the three key domains of the change processes outlined in the External Review Action Plan (though described here in slightly different terms, which also draw on ongoing discussions since the Action Plan was drafted). They correspond to three of the six Focus Areas identified in SFU’s Academic Plan, and we have applied those labels here. The remaining three Focus Areas are addressed in the next section.

PROGRAM DEVELOPMENT AND CURRICULUM RENEWAL

Review, simplify and align course and program offerings and administrative structures and processes in Undergraduate, Professional and Graduate Programs, including:

- a. Reform of the TTR process to be more efficient and equitable, especially in regard to differences in seniority and between research and teaching faculty, and move towards the SFU target of having 90% of all courses taught by continuing faculty;
- b. More coordinated governance, improved workflow and consistent procedures across Undergraduate and Professional Programs, along with measures to align sessional and TA hiring with the need for MA and PhD funding in Graduate Programs;
- c. Identify, develop and streamline strategic Undergraduate course offerings, including large-enrollment courses, a suite of Education minors with active academic oversight that respond to student interests and the evolving concerns and needs of the field, and clearer pathways to professional and graduate studies;
- d. Redesign of the EDUC400 semester in Professional Programs to decrease the teaching workload and make it sustainable and equitable with respect to other teaching assignments;
- e. Review of the goals, structure and sustainability of Graduate Programs with a view to reducing the overall number of graduate courses, increasing enrolment in both individual courses and overall, aligning program offerings with the needs and interests of the field and of particular communities, and increasing the opportunities for creativity and collaboration across program areas;
- f. Review of alignment and pro-active communication of our educational goals across all courses and programs, including the integration of core values in course content and pedagogy, and development of meaningful ongoing reflective evaluation processes that involve faculty, staff and students, along with improved coordination and leadership at the Faculty-wide level;
- g. Increasing graduate student funding sources in response to the PhD and anticipated MA minimum funding policies, aiming for at least 20 funded admissions per year, including substantial growth in TA assignments in Undergraduate Programs.

RESEARCH EXCELLENCE

Strengthen research collaborations and partnerships, enhance student research opportunities and experiences, and enhance the visibility of the Faculty's research, including through the following:

- a. Transform the Research Advisory Working Group into a standing committee to coordinate research strategy across the Faculty, including the development of a new Strategic Research Plan;
- b. Through the Research Hub, continue to support and provide services (such as writing retreats, DARE talks, meetings with visiting scholars) to new and pre-tenured faculty members to strengthen collegiality and collaboration, and support interdisciplinary and cross Faculty/cross research area activities more broadly;
- c. Strengthen the role of the Research Centres, especially the new Centre for Research and Practice in Teacher Education, as hubs for research conversations, collaborations, and co-applying for larger external grants;
- d. Enhance Faculty capacity for community-based research partnerships, including with Indigenous communities, through the sharing of expertise, the development of protocols and relationships, and support for external partnership grants;
- e. Through collaboration between Graduate Programs, the Research Hub, the Research Centres and individual research faculty, create new opportunities for graduate students to participate in research projects, develop research skills, apply for grants and scholarships, and support each other socially and intellectually;
- f. Raise the visibility of Faculty research through outward-facing events and venues, and coordinate existing Faculty structures to better communicate our Faculty's excellence in research, including that of graduate students.

INSTITUTIONAL EFFECTIVENESS

Review and revise the governance of the Faculty of Education, its policies, procedures and processes, to strengthen our capacity for communication and decision-making in ways that are transparent and inclusive, based on the principles of shared governance, active faculty engagement with service commitments (i.e., attendance at Faculty Council, Senate, Committee meetings, etc.), and respectful dialogue among all faculty and staff members. In addition, pursue opportunities and build capacity for collaboration with other areas of the University, including the new Medical School. Our work to achieve these goals will include the following measures/initiatives:

- a. Develop and approve a Workload Equity Policy (and subsequent procedures) as required by the SFU/SFUFA Collective Agreement;
- b. Review the Faculty Tenure and Promotion Committee (FTPC) criteria in collaboration with faculty at large and the FTPC Chair to recognize contributions to administrative duties and to teaching at all levels (Professional Programs, Undergraduate Programs, Graduate Programs);
- c. Recognize and encourage staff expertise; cultivate and promote distributed leadership, transparency in communication and decision-making, and teamwork;
- d. Thoroughly consult and consider ways to organize and govern the Faculty, including departmentalized, semi-departmentalized and non-departmentalized forms of governance; come to a collective decision about the preferred organizational structure, taking into account financial, human and educational aspects; refine and implement the chosen structure, including revisiting, clarifying and/or adapting the portfolios of Associate Deans, Directors, and Academic Coordinators in service of the overall vision;
- e. Within this evolving governance structure, identify ways to develop, strengthen and support collaborative initiatives and long-term partnerships with other areas of the University;
- f. Collectively envision and build a healthy workplace, including reviewing and defining the values to which the Faculty aspires, including but not limited to the core values of Equity, Indigeneity, and a Culture of Inquiry, and identifying and implementing practical measures to align our ways of working with those values;
- g. Review, reimagine and reinvigorate the ways we gather in person to strengthen our sense of community across all three campuses, and our relationships with the land where we work and live.



GUIDING VALUES

In its last Academic Plan, the Faculty of Education identified three core values “that anchor all our activities”: Indigeneity, Equity, and a Culture of Inquiry. These were reaffirmed in the 2023 Self-Study that prepared the way for the 2024 External Review. Here we describe how these values, conceptualized as lenses through which we view all of what we do, are built into the planning, implementation, evaluation and review process of this Academic Plan. Global Engagement has been added as a fourth lens, so that, taken together, this set of values addresses the remaining Focus Areas in the SFU Academic Plan: Indigenization and Decolonization, Inclusive Excellence and Access, and Internationalization and Global Engagement. The actions and goals associated with these values cut across the three Change Domains described in the previous section, and across all six Strategic Goals.



THE INDIGENEITY LENS

We commit to fostering Reconciliation through collaboration and consultation with Indigenous communities and by opening our teaching, research and day-to-day practice to Indigenous worldviews, fostering wholistic and relational ways of knowing and doing that connect individuals to their communities, land, waters, and nationhood.

- How are issues of decolonization, reconciliation and Indigeneity being meaningfully embedded in course and program design and teaching? What steps are we taking to build capacity across the Faculty in these areas?
- How are research partnerships with Indigenous communities and organizations being developed and supported? What steps are we taking to build the capacities, understandings and relationships needed to undertake such research? How are we supporting Indigenous students and faculty in their research journeys?
- What spaces and occasions are being created and held for Indigenous teachings, perspectives, practices and ways of knowing in the Faculty? How are we working to reduce the ongoing impact of colonial assumptions and practices in our institutional structures and processes?
- How are we addressing our responsibilities to care for the lands where we work, as guided by the First Nations communities who host us? How are reciprocal and respectful relationships with land integrated in our teaching, research, and ways of working together?

INDIGENIZATION AND DECOLONIZATION

Increase professional learning and development for non-Indigenous faculty and staff members, including land- centred learning opportunities to deepen our relationships with the Indigenous territories where our campuses are situated

Establish a Minor in Indigenous Education

In collaboration and consultation with Indigenous communities and organizations, build upon past and present pre- service professional programs focusing on Indigenous Peoples entering the BC teaching force

Develop research partnerships with Indigenous communities that support their needs through respectful, mutually beneficial, and collaborative relationships and appropriate protocols throughout the research process

Develop culturally responsive and meaningful recruitment and retention strategies and support for Indigenous students on campus

Facilitate a specific Indigenous mentoring/support community with the help of the Associate Dean Indigeneity and Associate Dean Academic

THE EQUITY LENS

We commit to promoting the rights and interests of all students, staff and faculty connected to the Faculty of Education, striving to model eco-social justice and ethical practice throughout our teaching and research, and fostering an inclusive climate and culture that enables all to learn, teach, work, and thrive.

- What equity issues are we encountering in courses and programs, or can be discerned in analysis of enrollment patterns? What supports and response mechanisms are available to students with equity concerns, and how are these being communicated and used? What steps are we taking to build capacity across the Faculty in eco-social justice and equity pedagogies and scholarship?
- How do our research partnerships and projects go beyond minimal ethics standards to embed equity and eco-social justice at the heart of research practice? What steps are we taking to build the capacities, understandings and relationships needed to undertake such research?
- How are we creating spaces and opportunities for marginalized, unpopular or occluded voices to be heard and responded to in our ways of working together, including the voices of the more- than human world? What are the tangible signs of progress towards an inclusive climate and culture in the Faculty?

INCLUSIVE EXCELLENCE AND ACCESS

Adopt and implement a Workload Equity Policy

Identify and implement practical measures to embed and enhance equity in our professional and academic ways of working, including professional development workshops and materials in priority areas

Review educational goals to promote student health, wellness, and academic success; enhance student voices, impact, sense of community, through opportunities for participation; support students in preparing for post- graduation and the job market through inclusion in professional development workshops and other forms of capacity-building

Ensure that all students have access to increased sources of funding and research opportunities, including the growth of TA appointments in Undergraduate Programs, and make the processes for allocating funds more transparent

Support and expand the Faculty's ability to deliver programs to rural and remote communities in BC and to other underserved groups, while maintaining and enhancing our commitment to French-language programming in collaboration with the Office for Francophone and Francophile Affairs

Bring together program areas engaged with issues of equity and inclusion to identify new ways of working together and strengthening the Faculty's profile and capacity in this area

Offer workshops and other opportunities to learn about, reflect on and implement ethical research practices that go beyond informed consent to engage with eco-social justice and community well-being

THE GLOBAL ENGAGEMENT LENS

We commit to strengthening the Faculty's connections, collaborations, and reputation across the globe, in ways that enrich and challenge our own programs and scholarship and make tangible contributions to the betterment of educational practices and systems in our partner institutions and the communities they serve.

- How are we building upon the Faculty's history of International teacher education PDP modules, international site placements, and international field schools? What steps are we taking to support and encourage visiting scholars and students to participate in our courses and programs? How are we sharing our experiences and practices in educational programming with other institutions and internationally? How are equity-related, decolonizing and eco-social justice perspectives from other parts of the world being included in curricula?
- How are we supporting and strengthening the international dimensions of our research partnerships and projects, including the work of the Research Centres? What steps are we taking to build the capacities, understandings and relationships needed to undertake such research?
- How are we supporting international students in the Faculty, especially students from the Global South? In what ways is the international reach of the Faculty made accessible and relevant for faculty, staff and students, and how are we engaging with issues of decolonization, equity and eco-social justice on a global level?

INTERNATIONALIZATION AND GLOBAL ENGAGEMENT

Reinstate the Faculty's Office for International Education

Develop a three-year plan for internationalization in the Faculty, including steps to revive and consolidate global partnerships

Build upon the collaborative relationships and employment arrangements forged with local, resident partners at international teacher education sites

Encourage and support local, national and international research partnerships that facilitate multi-disciplinary, cross- cultural approaches to understanding and addressing complex global challenges

Review and develop program and course curricula to integrate international and decolonizing perspectives and scholarship

Increase support for international students studying in the Faculty



THE CULTURE OF INQUIRY LENS

We commit to the use of inquiry practices to inform Faculty-wide planning and decision making, including: (1) questioning and investigating our current approaches, (2) collecting data through traditional and non-traditional ways of knowing to inform and reflect on changes, and (3) consulting theory and research to inform our practices.

- What forms of critical and appreciative inquiry are being brought to bear on the various commitments in this Academic Plan? How are these inquiry processes being structured and facilitated to involve a broad spectrum of staff, faculty and students in meaningful ways and on a regular basis?
- What data are being collected and shared to inform these inquiry processes, and what assumptions and limitations do they entail? How are we drawing on creative, imaginative, artistic, place-based and other practices to expand our understanding and sense of possibility as to how the Faculty can flourish?
- What theoretical lenses and research traditions are being drawn on to think about our structures, processes and practices? How do these scholarly perspectives, frameworks and worldviews align with our shared values and purposes as a community?

USING THE ACADEMIC PLAN TO HELP CULTIVATE A CULTURE OF INQUIRY

In Evaluation, on page 22, we outline a process of ongoing review and revisioning that is intended to help build, extend and deepen a culture of inquiry in the Faculty.



COORDINATION AND PARTICIPATION

The change process—the process of Faculty renewal and transformation—involves everyone—teaching faculty, research faculty, staff, students at all levels. It needs to be both bottom-up and top-down: bottom-up, because it relies on people’s personal investment of time and energy in their work and relationships with others in the Faculty; top-down, because any complex organization needs clear and courageous leadership to get through the difficult process of moving from one state to another. We can’t address all the different layers of involvement that will be needed here; each change domain requires different kinds of input, participation and guidance, even though all concern the Faculty as a whole.

What does seem necessary to address here is the question of coordination. In the Faculty’s current system of governance, as it evolved under previous Deans, the academic leadership of the Faculty (the Executive Committee, comprising the Associate Deans and Program Directors) is functionally separate from the administrative leadership (the Dean’s Advisory Council). Both halves of the governance structure report to the Dean, and the Program Directors (academic) and Program Managers (administrative) work closely together in the three program areas, but in some other key areas of the Faculty’s functioning there are significant gaps in the flow of information, communication, and decision-making between academic and administrative units, as noted in the External Review. This is part of what the Institutional Effectiveness change domain is intended to improve, but it also needs addressing in the context of implementing this Academic Plan, particularly in the short term before significant governance reform can take effect.

It is likely that the budget will remain extremely challenging for both the 2025-26 and 2026-27 fiscal years, until the results of the program reviews and structural adjustments can be felt in decreased costs and increased student enrollment. Thus, the timeline of the Academic Plan essentially covers three phases:

- **Phase 1: January 2025–December 2025:** initial crisis phase, program reviews underway, emergency steps to address the deficit, long-term strategies developed and initiated;
- **Phase 2: January 2026–August 2027:** program reviews complete, transition to new system of courses and programs underway, governance structures in process of revision/renewal (note: a progress report will be due mid-2027);
- **Phase 3: September 2027–December 2029:** new structures and processes in place, growing pains, period of evaluation, reflection—new horizons?

In order to coordinate the critical decisions required in Phase 1, the implementation of the Plan will be led, at least initially, by a Faculty Renewal Team founded on close coordination between the academic and administrative leadership in the Faculty. An essential aspect of this will be to dedicate a portion of senior staff time to supporting the strategic future-oriented work of the program reviews (Change Domain I) and related initiatives involving the research plan (Change Domain II) and the renewal/redesign of

Faculty governance (Change Domain III). Because the work of review and renewal must take place alongside the ongoing everyday work of the Faculty, and must include broad consultation (see below), it can’t be accomplished solely by the program areas or other administrative units (the Research Hub, the Dean’s Advisory Council) within the scope of their normal duties; it requires focused and coordinated leadership across those organizational divides.

In Phase 1, the work of Faculty Renewal will include short-term measures to address the budget crisis. The guiding principle is one of fair and equitable contributions by all teaching and research faculty and administrative staff to help address the financial situation; this will include the cancellation of courses and programs that fail to meet minimum enrollment targets, or that are deemed non-essential (e.g. Special Topics courses). Some programs may be allowed to run only if courses can be combined, either to include both master’s and doctoral students or across program areas. Hiring of sessional instructors will be minimized. These changes will be stressful and contentious in many cases. At the same time, many key decisions about future Faculty governance and program design will need to be made in Phase 1. The Faculty Renewal Team will have to contend with the challenge of bringing faculty and staff together to make courageous choices about the future while in the midst of a situation that may make it harder for people to listen to one another and prioritize the good of the whole.

As noted above, all staff, faculty and students are stakeholders in the change process. All crucial strategic decisions about programs, research and governance require the support and investment of staff and faculty to succeed, and many of them require student insights and perspectives to ensure that the Faculty’s renewal enhances student recruitment and retention and improves the student experience (Strategic Goal 2).

Independent of the proposed ongoing review and revisioning process for the Academic Plan as a whole (see next section), broad and meaningful staff and faculty involvement in the various specific strategic initiatives within the plan will be essential. On the other hand, too many meetings and other forms of consultation risk breeding exhaustion and cynicism if tangible changes are not forthcoming. That consideration must be heeded if the change process is to succeed in keeping most people on board.

The need for change management will remain throughout Phases 2 and 3 as well, but the composition of the Faculty Renewal Team may change, or it may become two or more sub-teams changed with different aspects of the change process. It is primarily in Phase 1, in the midst of the budget crisis, when a centralized coordinating and decision-making team is essential. At the beginning of Phase 2, the process will be reviewed in light of the experiences of the first year, the evolving budget situation, and the developing vision of Faculty governance as it has emerged to that point.

EVALUATION—USING THE ACADEMIC PLAN TO FOSTER A CULTURE OF INQUIRY

The six Strategic Goals outlined on page 10 provide the basis for ongoing evaluation of progress towards making this Academic Plan a reality. On the next page they are brought together in a single diagram, and some key kinds of data are identified in relation to each goal. Surrounding this central “data collection” zone are the various value-oriented lenses described on pages 10–18.

Early in Phase 1, the first evaluation priority, coordinated by the Faculty Renewal Team, will be to establish baseline measures for each strategic goal by collecting data of the kinds identified in the diagram and evaluating their implications for the change process through application of the value lenses. A report summarizing the process and the findings will provide the basis for an initial, trial community review and revisioning session in Fall 2025, which will be the first step towards building a more robust, practical Culture of Inquiry in the Faculty. The process will be open to ongoing revision on the basis of experience, with the purpose of ensuring the meaningful inclusion of students, staff and faculty in evaluating the Faculty’s progress towards its strategic goals and helping to envision and realize course corrections along the way. If this inaugural review and revisioning session proves productive, the intention is to hold similar sessions at least once a year, in the Fall term, with additional sessions on specific areas of current interest or concern when needed. Some sessions will likely have professional facilitation from outside the Faculty, especially when focused on potentially sensitive or contentious topics. Addenda to the Academic Plan will be developed based on these community sessions and used to guide actions going forward.

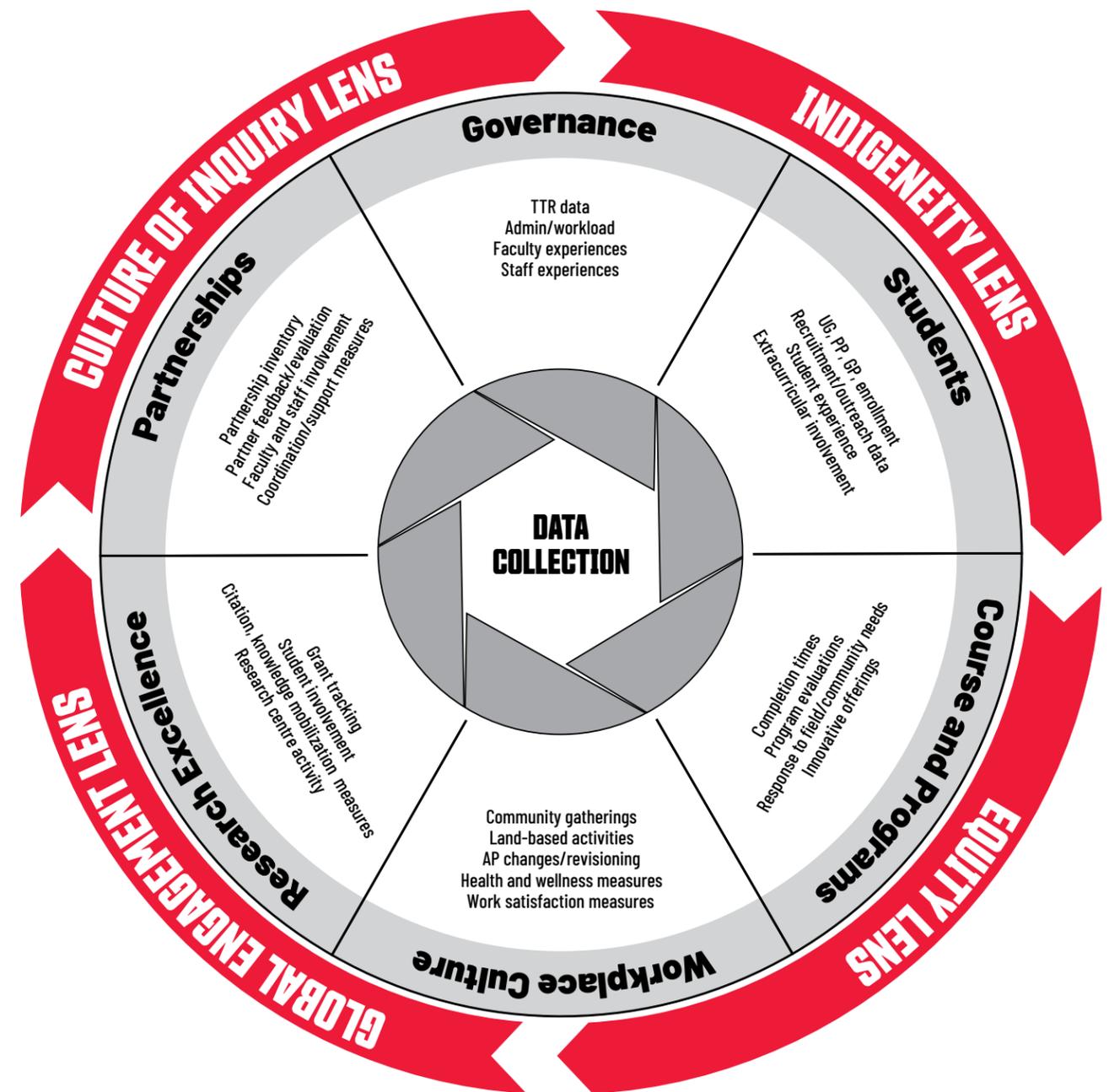
As a guide to this ongoing process of evaluation, we have included two related frameworks as Appendices to the Academic Plan. The first is the Strategic Goal Evaluation Matrix. This brings all six goals together in a single circular chart, in which key data sources for evaluating each goal are listed in the central zone, and the guiding values are visualized as interpretative lenses that are brought to bear on the data across all six goals. The second framework is the Milestones Chart, which lists key actions to be taken in the realization of each goal, together with indications of approximate target dates by phase/year/term. These documents will serve as foundations and ongoing reference points for the work of the Faculty Renewal Team.

Table 1: Reference Documents

1. [Faculty of Education Academic Plan Community Engagement Metrics](https://www.sfu.ca/education/employee-portal/staff.html#RepDoc)
https://www.sfu.ca/education/employee-portal/staff.html#RepDoc
2. Faculty of Education Budget 2025-2026
3. [Faculty of Education External Review](https://www.sfu.ca/education/employee-portal/staff.html#RepDoc)
https://www.sfu.ca/education/employee-portal/staff.html#RepDoc
4. [Faculty of Education External Review Action Plan](https://www.sfu.ca/education/employee-portal/staff.html#RepDoc)
https://www.sfu.ca/education/employee-portal/staff.html#RepDoc
5. [SFU Academic Plan](https://www.sfu.ca/vpacademic/our-role/academic-planning/academic-plans.html)
https://www.sfu.ca/vpacademic/our-role/academic-planning/academic-plans.html
6. [SFU What's Next Strategic Plan](https://www.sfu.ca/about/sfu-strategy.html)
https://www.sfu.ca/about/sfu-strategy.html

APPENDIX A

STRATEGIC GOAL EVALUATION MATRIX



APPENDIX B

ACADEMIC PLAN 2025-30 MILESTONES CHART

Strategic Goal	Phase I & II (2025–2027)		Phase III (2028–2030)
	Urgent steps to address deficit and long-term strategies developed	Transition to new system of courses and programs underway	Following mid-term evaluation; evaluate, reflect, grow
<p>1 FACULTY GOVERNANCE</p> <p>Redesign Faculty governance to foster better communication and collaboration, make more efficient use of staff and faculty time and energy, and ensure equitable distribution of teaching commitments and opportunities through an improved TTR process</p>	<ul style="list-style-type: none"> Form Faculty Renewal Team, develop terms of reference and workplan (2025–T1) Establish Workload Equity Policy (2025–T1) Conduct Governance Review (2025–T1/2), implement new structure (2025–T3 onwards) Reform the TTR process as part of the Governance review (2025–T3 to 2026–T1) Review the FTTC criteria (2026) 	<ul style="list-style-type: none"> Evaluate and revise new governance structure on the basis of staff, faculty, and student feedback Draw on faculty expertise in equity, Indigeneity, leadership, etc. to improve governance procedures and practices 	
<p>2 STUDENT RECRUITMENT, RETENTION AND SUCCESS</p> <p>Develop and sustain a systematic focus on student recruitment and retention at all levels, including improved coordination and leadership at the Faculty-wide level, and a wider range of measures designed to evaluate and improve the student experience</p>	<ul style="list-style-type: none"> Create coordinated leadership structure for student affairs in the Faculty (2025–T3) Develop culturally responsive recruitment and retention strategies for Indigenous students (2026) Facilitate a specific Indigenous mentoring/support community (2026) Increase support for international students studying in the Faculty (2026) Develop better ways of evaluating student experience (in collaboration with student groups) (2026/27) 	<ul style="list-style-type: none"> Longer-term student recruitment goals Longer-term comprehensive strategy to improve the student experience and promote student health, wellness, and academic success 	
<p>3 COURSES AND PROGRAMS</p> <p>Develop, adapt and streamline courses and programs to address perennial and current issues in education across many contexts and settings, improve student completion times, build student community, and enable innovative and collaborative course offerings</p>	<ul style="list-style-type: none"> Undergraduate Programs review (2025–T1/2) Graduate Programs review (2025–T1/2) Redesign PPS EDUC400 (2025–T1/2) Implement new program structure (2025–T3 onwards) Establish a Minor in Indigenous Education (2025/26) Comprehensive review of educational goals (2026) Integrate core values, including international and decolonizing perspectives, in course content and pedagogy (2026/27) Develop meaningful ongoing reflective evaluation for faculty, staff and students (2026/27) Align sessional and TA hiring with MA and PhD guaranteed funding needs, aiming for steady growth (2026/27) 	<ul style="list-style-type: none"> 90% of all courses taught by continuing faculty (including FAs) Increase graduate student funding sources to at least 20 funded admissions per year Student completion times at University average or better 	

4 RESEARCH EXCELLENCE

Sustain and build research excellence through measures to increase collegiality and collaboration, including strengthening the role of the Research Centres, seeking larger cross-disciplinary strategic grants, developing a more vibrant and connected student research community, and communicating our research findings and achievements more widely

- Establish Research Advisory standing committee (2025–T1)
- Draft new Strategic Research Plan (2025)
- Launch and develop Centre for Research and Practice in Teacher Education (2025)
- Raise the visibility of Faculty research (2025 onwards)
- Strengthen Research Centres, and research collaboration more broadly, in context of the new Faculty governance structure (2026/27)
- Create new opportunities and supports for graduate students (2026/27)
- Expand opportunities to learn about ethical research practices that engage with eco-social justice and community well-being (2026/27)
- Enhance Faculty capacity for community-based research partnerships
- Develop research partnerships with Indigenous communities
- Encourage and support local, national and international research partnerships that facilitate multi-disciplinary, cross-cultural approaches to understanding and addressing complex global challenges

5 EDUCATION AND RESEARCH PARTNERSHIPS

Strengthen and diversify our educational and research partnerships, in BC and further afield, through clearly defined coordination and oversight roles, better tracking of Faculty initiatives, and mentorship and support for key personnel and projects where needed

- Reinstate the Faculty's Office for International Education (2025)
- Develop internationalization plan, including steps to revive and consolidate global partnerships (2025)
- Enhance partnerships at local and international teacher education sites (2026/27)
- Develop, strengthen and support collaborative initiatives and long-term partnerships with other areas of the University (2026/27)
- Maintain and enhance French-language programming in collaboration with the Office for Francophone and Francophile Affairs (2026/27)
- Support and expand programs to rural and remote communities in BC and to other underserved groups
- See also *priorities under Research Excellence*

6 WORKPLACE CULTURE

Develop and embed a culture of inquiry, characterized by commitments to equity, Indigeneity and global engagement, across all areas of the Faculty, entailing ongoing evaluation, reflection, discussion and revisioning of our programs, workplace culture, relationships with the land, and health and wellbeing as an academic community of faculty, staff and students

- Annual Academic Plan community review and revisioning (2025–T3, 2026–T3, 2027–T3)
- Implement Workplace Equity Policy (2025) and revise/extend equity policies and practices in context of the new Faculty governance structure (2026/27)
- Recognize and encourage staff expertise (2025/26/27)
- Increase learning and development about Indigeneity for non-Indigenous faculty and staff, including land-centred learning opportunities (2025/26/27)
- Collectively envision (2025) and implement (2026/27) a healthy workplace
- Expand Culture of Inquiry to include all aspects of Faculty culture and governance
- Deepen relationships with Indigenous host communities, territories, and land-based knowledges
- In response to evolving circumstances, envision new directions and priorities for the Faculty as an academic community

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