




# LEARNING TRANSFORMED



**FACULTY OF EDUCATION**

STRATEGIC PLAN **2019-2024**



The Faculty of Education acknowledges that it is located on the traditional, ancestral, and unceded territory of the x̣m̄əθḳw̄əȳəm (Musqueam) and Syilx (Okanagan) peoples; these lands and places are steeped in the histories and knowledges of the original peoples of these territories. The Faculty's activities take place on Indigenous lands throughout British Columbia and beyond.

## A message from the Dean

As the University of British Columbia (UBC) embarks on a new chapter in its perennial enterprise to achieve excellence in research, learning, and engagement with the launch of *Shaping UBC's Next Century*, it is timely for us to unveil **Learning Transformed**—the 2019-2024 strategic plan for the Faculty of Education at the University of British Columbia.

We are proud to share with you the culmination of thought-provoking discussions, through which we reflected upon our triumphs and learned from our missteps. At this time of renewal, growth, and expansion, we are proud to enact our commitment to educate and serve the next generation of educators and researchers.

**Learning Transformed** represents the Faculty of Education's commitment to fostering a community of learning that is grounded in the values of equity, inclusivity, diversity, and transparency. This strategic plan acknowledges our commitment to redress the legacy of colonialism and residential schools in pursuit of truth and reconciliation.

In this way, **Learning Transformed** provides a road map for the Faculty of Education that will guide our interactions and decisions both within and beyond the boundaries of the University.

I would like to extend my sincerest gratitude to the many students, faculty, staff, alumni and university partners who have helped to shape **Learning Transformed**. Without collective engagement, the creation of this plan would not have been possible.

Thank you.

**DR. BLYE W. FRANK**  
Dean and Professor





# Introduction

The UBC Faculty of Education is one of the leading faculties of education in the world. For more than 60 years, the Faculty has served British Columbian, Canadian, and international communities through teaching, research, scholarship, leadership, service, and advocacy. As the largest Faculty of Education in British Columbia, it plays a critical role in the advancement of education in the province, shaping education's potential as a social good. As a Faculty of Education within a globally-renowned University, we contribute significantly to educational research, knowledge, and practice domestically and internationally. Today, the Faculty creates conditions for transformative teaching, innovative learning, and leading-edge research guided by the highest standards of scholarship, collaboration, inclusion, and equity. Offering undergraduate and graduate programs as well as professional development opportunities, the Faculty prepares students for professional careers in education and related fields.

In 2018, 3,673 students were enrolled in Faculty programs, including 1,708 graduate-level students. Our students are mentored and supported by 159 tenure-stream faculty and approximately 300 term faculty, backed up by a dedicated team of administrative and technical staff. The Faculty excels in providing flexible learning opportunities to students and professional educators everywhere through its development of over 150 online courses, four fully online master's degrees, and several Massive Open Online

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Courses (MOOC). Our Educational Technology Support (ETS) team helps with program delivery by using leading-edge learning technology and keeps up-to-date on innovations in digital learning delivery methods and social media tools. Spread across 66 countries, the Faculty's alumni network exceeds 51,000 members.

As a community of students, faculty, staff, and alumni, we recognize the historical and on-going barriers to education that shape the success of Indigenous learners and communities. Indigenous peoples have rich knowledge systems that inform teaching, learning, and research and contribute to the transformation we wish to achieve through our work as educators. To redress our shared past and honour these contributions, we attend to the goals and recommendations expressed in the Truth and Reconciliation Commission of Canada's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples, as well as priorities identified at institutional and local levels. Guided by the United Nations Sustainable Development Goals, we seek to ensure inclusive, quality education for all and promote lifelong learning.

During the 2017/18 academic year, members of the Faculty of Education — students, faculty, staff, alumni, partners, and stakeholders — embarked on the development of a new strategic plan for the period 2019-2024. Members of the Faculty came together to reflect on the Faculty's achievements, accomplishments,

and strengths over the past five years and to imagine opportunities for its growth, development, and influence for the coming five years. The planning process comprised four key phases.

During Phase I, face-to-face meetings were held with the Faculty's leadership teams (Senior Leadership, Department Leadership, School Leadership, Faculty Offices, and Administrative Managers) as well as with units, groups, and individuals with leadership responsibilities within the Faculty. Phase II of the process involved another set of consultations designed to provide an opportunity for all members of the Faculty community to provide input and contribute to the development of a new strategic plan. Consultations in Phase II included face-to-face meetings and workshops with students, faculty, staff, emeriti, partners, and stakeholders. During this second phase, an online survey was designed and distributed. Over 1,100 individuals completed the survey. Following the approval by UBC's Board of Governors of the merger of the two UBC Faculties of Education (UBC Vancouver and UBC Okanagan) on July 1, 2018, consultation workshops were held with students, faculty, and staff at the Okanagan campus. At the conclusion of Phase II, a report that documented what was learned during the consultation process was prepared and submitted to the Faculty's Executive for study.

*UBC Vancouver campus  
image: Russ Heint*



With the completion of Phases I and II, the Faculty's Executive organized two planning retreats at which we reviewed and considered what was learned during the consultation process. We identified key issues and opportunities facing the Faculty. Informed by the above-mentioned report, members of the Faculty's Executive contributed to the preparation of the first draft of our plan, **Learning Transformed**. This draft plan was shared with students, faculty, staff, and partners for review and further input, and revised accordingly. This completed Phase III of the planning process. In the final phase of the process, **Learning Transformed** was presented to the Faculty community.

**Learning Transformed** builds on the successes of the past, including the Faculty 2011-2016 Strategic Plan. Equally, it builds on the strengths of all members of the Faculty. **Learning Transformed** articulates our shared vision and purpose. It expresses eight goals for the next five years along with thirty-three strategies that will help us to achieve our goals. Our plan will guide the Faculty's decisions, actions, and interactions and create a framework for resource allocation. **Learning Transformed** aligns with the 2018 UBC strategic plan, *Shaping UBC's Next Century* and is articulated, in large part, along a similar structure, while attending to the uniqueness and particularity of the UBC Faculty of Education.

The process of developing the plan has resulted in a collective vision, purpose, and set of goals and strategies for the future. Our next challenge is to transform our aspirations into reality. To that end, we will develop an implementation plan to identify and articulate how we can achieve our goals and strategies. The Faculty will seek and secure resources to achieve these strategic goals. In doing so, a set of meaningful and relevant evaluation processes will be developed and applied for measuring progress towards strategic goals. Overall, this plan is meant to guide, empower, and embolden our community to imagine, actualize, and advance education as a social good for a better, more just and equitable world.



## Vision

Inspiring people, ideas, and actions through education for a more equitable and just world.

## Purpose

Pursuing research, teaching, learning, and community engagement to advance excellence in education, with distinct attention to people and places.



# Priorities

Envision the study, practice, and advancement of **education as a social good**.

Recognize, celebrate, and promote **diverse** research, scholarship, knowledge practices, and intellectual traditions.

Ensure high standards in **research-transformed teacher education** to support educational practice and enhance the quality of student learning in British Columbia and beyond.

Provide **educational leadership** for the advancement of education in British Columbia, Canada, and beyond.

Engage with **local, national, and international** partners, organizations, and professionals in the study, practice, and advancement of education.

Foster sustainable relationships, collaborations, and partnerships with **Indigenous communities**.

Acknowledge and challenge barriers to educational access and success, while promoting **high quality, socially responsible educational opportunities**.

Provide responsible, equitable, transparent, and accountable review and **stewardship of provincial, university, and donor resources**.

Enhance the **wellbeing of our community**.



## Core Areas

The 2018 UBC strategic plan, *Shaping UBC's Next Century*, identifies the following core areas that represent the capacities within which the university community works:

- **People and Places**
- **Research Excellence**
- **Transformative Learning**
- **Local and Global Engagement**

These four core areas are also central to the work of the UBC Faculty of Education. Our goals and objectives as outlined in this plan are framed by and align with all four.





Core Area 1

# People and Places

“The heart of the university’s identity are the mutually reinforcing groups of people and locations (physical and virtual) that endow UBC with its special qualities and define how our work is accomplished.”

*Shaping UBC’s next century: Strategic Plan 2018-2028.*

Orange Shirt Day 2017  
image: Paul Joseph and Geoff Lister

*"In UBC's 2018 Strategic Plan, President Ono has offered a framework within which to decide how to balance freedoms and rights. That framework rests on three pillars, one of which is "inclusion," defined as: "a commitment to access, success and representation of historically underserved, marginalized or excluded populations." In making inclusion a priority, the Strategic Plan reminds us that, in a community and a world where power is not distributed equally, institutions such as UBC ought to ensure that those from historically marginalized groups enjoy full protection of their human rights and freedoms, including the expectation to speak and to be heard, and to learn in a climate free of prejudice. There could be no better example of the need for this priority than the historical abrogation of those rights for the Musqueam and Okanagan First Nations, on whose unceded, ancestral and traditional territories UBC sits."* (Freedom Matters, <https://academic.ubc.ca/freedom-matters>)

UBC's Faculty of Education is a global leader because of our ongoing success in advancing education's role in the well-being of individuals and communities. Our commitment to excellence is sustained by our attention to shared governance, collective decision-making, and clarity in our communication and other knowledge-sharing practices that honour the dignity of all persons.

Key to our strategic trajectory are the values of transparency, accountability, and equity in every aspect of our work. Specifically, we have focused attention on the design of spaces and activities that enable

equal participation and promote excellence. This is a continuation of the Faculty of Education's longstanding commitment to the promotion of quality of life and well-being, to teaching and learning in diverse cultures, and to advancing inclusive, participatory, and socially just societies.

Both diversity and inclusion are expected outcomes of the Faculty's hiring initiatives. We have also implemented specific curricular interventions designed to address current needs in the development of teacher candidates, students in health-related fields, and graduate students in academic and professional programs. In doing so, the Faculty provides leadership to its students and supports the goals of educational community partners regionally and beyond.

In pursuit of these values, we recognize the significance of place. The work of our Faculty occurs on local, ancestral and unceded territories that include the Musqueam and Okanagan Nations, and our students, staff, and faculty benefit from the knowledges, languages, and peoples situated on these lands. Since our relationships extend beyond the physical campus, reaching provincial, national, and international Indigenous communities, we must also work in collaboration with these communities to advance Indigenous interests. To engage Indigenous learners and communities in education and research, we must address systemic barriers by opening access, revising curricula, and expanding employment opportunities.



Teacher candidate on practicum, UBC Vancouver  
image: Vincent Chan

“ We are committed to advancing Indigenous education priorities and ensuring all students, faculty, and staff engage with Indigenous people’s knowledges and cultures in their work, study, and research.”

*Dr. Jan Hare*  
Associate Dean, Indigenous Education and  
Professor of Indigenous Education for Teacher Education



image: Paul Joseph and Geoff Lister

Core Area 2

## Research Excellence

“ We are among the world’s leading universities for research across many fields. Our research has had a profound impact on several areas of society.”

*Shaping UBC’s next century: Strategic Plan 2018-2028.*

As one of the leading Faculties of Education in the world, our research is diverse in scope and far-reaching in impact. Emerging from, and across, the four departments and two schools, our research encompasses the arts, humanities, health sciences, social sciences, the natural sciences, and engineering. Our faculty members and students are well funded through the three main federal funding agencies in Canada (SSHRC, CIHR, NSERC), provincial and national foundations, as well as other international sponsors. While much of our world-leading research and scholarship focuses on educational issues, theories, practices, and challenges within K-12 education, other exceptional work being conducted in the Faculty includes: the development of social and emotional learning throughout K-12, adult education, SOGI-inclusive education, population health, neuromechanical kinesiology, respiratory and cardiovascular physiology, Indigenous studies, trauma and group counselling among veterans, autism, psychometrics, as well as sport and exercise psychology. As a complement to our exemplary professoriate, our Faculty recruits and mentors outstanding post-doctoral fellows and graduate students who go on to become leaders in their respective fields.

In addition to our disciplinary strengths, we actively support multi- and interdisciplinary inquiry. We host seven research centres, with many of our researchers leading and actively involved in several of the University's cross-cutting research clusters. Several of our faculty members hold Canada Research Chairs and Endowed Professorships, and many of our researchers are involved in partnerships with schools and non-governmental organizations, with a view to supporting high-quality, high-impact knowledge mobilization. With respect to "place," our Faculty's knowledge exchange efforts involve meaningful work with our local communities, such as Musqueam Indigenous peoples, our Pan-Canadian activities, and such global initiatives as our international outreach with refugees in Dadaab, Kenya.

Our researchers are well positioned to pursue research with direct relevance to the challenges and opportunities that face society, both in Canada and abroad. We will continue to welcome diversity of research and knowledge exchange approaches, and will work to support our staff, students, and professoriate to promote a research culture of openness, excitement, collaboration, excellence, and accountability.

*Hands-on learning in the School of Kinesiology  
image: Paul Joseph*





A teacher candidate's community field experience at the Vancouver Aquarium  
image: Tiffany Brown Cooper

Core Area

3

## Transformative Teaching and Learning

“ UBC is renowned for the excellence and breadth of its education and has a long-established track record in teaching and learning innovation. But changes in learner demographics and interests are reshaping the university.”

*Shaping UBC's next century: Strategic Plan 2018-2028.*

The UBC Faculty of Education provides programs in both initial and continuing teacher education that combine disciplined professional inquiry with the best of current classroom practice. We also offer an undergraduate program in kinesiology. The Faculty is committed to preparing knowledgeable, capable, flexible, and compassionate educators who are guided by a sense of social and ethical responsibility.

Faculty members are committed to the highest quality of teaching and learning, to honouring students' knowledge resources, and to providing opportunities to actively and collaboratively construct meaning. Across all of its learning sites and platforms, the Faculty is proud to push boundaries, respond to societal urgencies, establish decolonizing and emancipatory approaches, educate in challenging conditions, and inspire excellence among students at all levels.

The Faculty's commitment to exceptional teaching and learning extends beyond the campus to provincial, national, and international sites. We provide educational opportunities in Nelson, BC, in

our Indigenous field centers in rural and First Nations communities of British Columbia, and internationally at the Dadaab Refugee Complex in northeastern Kenya, as well as in online spaces that create access and opportunity on a global scale.

The Faculty of Education is known locally and globally for its research-intensive approach to teaching and learning. In addition to disciplinary expertise across all areas of curriculum and pedagogy, language and literacy, educational studies, kinesiology, and counselling psychology and special education, the Faculty offers uniquely outstanding programming in multi- and interdisciplinary areas such as rural education, Indigenous education, International Baccalaureate education, early childhood education, inclusive education, and learning technologies, to name a few. The Faculty is also a leader in developing curriculum and rich learning experiences that align with key educational priorities, such as mental health literacy, social and emotional learning, educational leadership, teaching for sustainability, and multiliteracies education, among many others.



*Refugee shelters in the Dadaab camp, Kenya  
image: Pete Lewis/Department for International Development (Creative Commons license)*



Core Area 4

## Local and Global Engagement

“ UBC is locally integrated and globally connected; it has always been a place of community engagement. Indeed, global perspective is embedded in the histories and communities that have shaped the local context in British Columbia and at UBC.”

*Shaping UBC's next century: Strategic Plan 2018-2028.*

UBC Vancouver campus  
image: Hover Collective

International engagement is key to the Faculty of Education's efforts to advance education as a social good. Intellectual exchanges with our global peers around research and curricular and pedagogical practices inform our programs and allow us to share discoveries and experiences that benefit our partners as well as ourselves. Our international engagement is based on the co-creation of knowledge and sensitivity to place, culture, and time of engagement.

In recent years, we have developed opportunities at UBC for students and colleagues who lack access to the resources of a large, research-intensive university in ways respectful of the contexts of their home jurisdictions. Our Faculty is now a significant provider

of short-duration programs that enable international students to experience study at UBC through the Vancouver Summer Program as well as opportunities for guest learners in collaboration with their home universities, boards of education, and local and national governments. Each year, we welcome hundreds of participants in such programs, including international undergraduate and graduate students, practicing teachers, university faculty, and academic leaders. Our focus has been on expanding international communities of academics dedicated to transformative, impactful teaching and learning through the provision of programs that focus on evidence-based, research-informed improvement in educational practice.



*Teacher candidate on practicum placement, Okanagan School of Education  
image: Don Erhardt*





“As learners become increasingly diverse, we must think outside the box and innovate in how we conduct, communicate, and consume research for real world challenges.”

*Dr. Guofang Li  
Canada Research Chair in Transnational/Global Perspectives  
of Language and Literacy Education of Children and Youth*

# Achieving our Goals

## Goal

**We will lead** in the study and practice of education across UBC as well as in British Columbia, Canada, and the world.

## Objectives

- Provide leadership in areas of education policy and practice and in educational networks, professional organizations, and educational research societies in BC, Canada, and beyond.
- Strengthen existing reciprocal partnerships with local schools, school boards, school districts, and other educative bodies and key provincial and government agencies to enhance school-based learning experiences, placements, and professional education and development
- Actively participate in areas of educational innovation and renewal across the University.
- Fine tune the balance between our commitment to professional education and our commitment to educational research.

## Goal

**We will support** bold and daring teaching, learning, research, and scholarship that challenge barriers to educational access and success, promote quality and socially responsive educational experiences, and contribute to public dialogue.

Physical Activity Research Centre (PARC), School of Kinesiology  
image: Paul Joseph



## Objectives

- Prioritize Faculty renewal to ensure the sustainability of outstanding programs, research, and scholarship and enhance the development of innovative teaching and learning environments.
- Advance learning and research opportunities that are globally informed, relevant, timely, technology-enabled, and responsive to societal needs.
- Improve the use of teaching and learning and research space within the Faculty and seek innovative and accessible modes of delivery (including technology-enabled teaching).
- Increase diversity among students and increase the representation of historically underserved populations.



## Goal

### **We will discover, create, and share**

knowledge that is diverse in intellectual focus, responds to educational contexts and evolving societal challenges, and promotes the translation of new knowledge.

## Objectives

- Foster a vibrant, innovative, and forward-thinking research culture.
- Work towards ever more effective knowledge mobilization.
- Leverage the Faculty's research centres and programs to promote new research collaborations and increase funding to catalyze such collaborations.
- Expand and strengthen research experiences for undergraduate, graduate, and post-doctoral students to participate in, and contribute to, high-quality research.
- Engage in research with schools and other educative sites to improve educational practice, shape policy development, and extend understandings of education as a social good.



NITEP Graduation  
image: Don Erhardt

# Goal

**We will advance** Indigenous priorities in teaching, learning, research, and scholarship, while supporting Indigenous education opportunities for all

## Objectives

- Make Indigenous activities, programs, and research more visible and accessible.
- Provide professional educational opportunities for students, faculty, and staff to deepen their understandings of Indigenous issues, histories, cultures, and research methodologies.
- Ensure that all students engage with Indigenous knowledge as part of their studies in the Faculty of Education.
- Expand existing collaborative teaching, research, and scholarly practices with Indigenous peoples, communities, and organizations.
- Enhance our recruitment and retention strategies to promote the enrolment of Indigenous learners to reflect changing demographics of Indigenous peoples.



“ I enjoy working in our Faculty of Education where research, teaching, learning and partnerships reflect a vision for a more equitable and just society.”

*Dr. Annette Henry*  
*David Lam Chair in Multicultural Education*

*image: Paul Joseph*

## Goal

**We will pursue excellence** in international learning, teaching, research, and scholarship opportunities, collaborations, and partnerships.

## Objectives

- Recruit outstanding international students, educators, and scholars who can contribute to our research, teaching, and learning priorities.
- Strengthen and develop inter-institutional partnerships to optimize faculty and student mobility and advancement of research and scholarship.
- Identify new areas and opportunities in international learning, teaching, and research.

# Goal

**We will build and sustain** conditions for diverse and rewarding learning opportunities that are life-long, life-wide, and respect and inspire a range of intellectual traditions and knowledge practices.

## Objectives

- Enhance the educational experiences of all students.
- Operationalize the principle that education is life-long and life-wide by supporting a diverse, inclusive, and global community of outstanding students, faculty, and staff who are committed to the highest educational standards.
- Strengthen workplace learning for staff and faculty and facilitate opportunities for leadership education, development, and advancement.
- Build a strong culture of alum engagement and seek innovative ways of involving alumni in the work of the Faculty, recognizing their continuing commitment to the Faculty.



## Goal

**We will ensure** a working environment that inspires innovation, respects diverse intellectual positions and perspectives, supports career-long learning, enhances the wellness of all members of the Faculty of Education, and emphasizes transparency, accountability, and outstanding communication practices.

## Objectives

- Promote organizational health and wellbeing by building a supportive culture that enhances mental health and fosters relationships, connections, and resilience among students, faculty, and staff.
- Promote interactions that respect diverse positions and perspectives and create an academic climate where intellectual differences can be vigorously and respectfully discussed.
- Promote an environment that values respect, reciprocity, civility, diversity, opportunity, and inclusion.
- Enhance opportunities for faculty and staff to engage in workplace learning and career-long development and mobility.
- Communicate the activities, achievements, and accomplishments of the Faculty to local and global communities.

# Goal

**We will enhance** agility in academic and community engagement support and administration.

## Objectives

- Improve administrative systems, consultation practices, evidence-based decision-making, and student, faculty, and staff engagement.
- Examine the current organizational and governance structure of the Faculty (i.e., departments, schools, centres, and offices) to determine how best to serve the Faculty's vision, commitments, and goals.
- Grow inter-campus collaboration between the Departments and School at the Vancouver campus and the School at the Okanagan campus as well as with our campus at Nelson, British Columbia, our Indigenous field centres in rural and First Nations communities provincially, and the UBC Learning Exchange.
- Establish an implementation plan to articulate how the goals of this plan will be achieved, resourced and assessed.

Alumni and families at Telus World of Science  
image: UBC Faculty of Education



### DEAN'S ACKNOWLEDGEMENTS

It takes a Faculty to develop and implement a strategic plan. There are a number of people who made significant contributions to the plan, and I offer my sincere thanks to all of them:

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