

Brandon University Faculty of Education Academic Plan 2015-2020

Your Learning Is Our Passion

We mentor educators to thrive
as caring and engaged innovators
in diverse communities.

Mission Statement

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Vision Statement

Through its undergraduate and graduate programs and community-engaged scholarship, the Faculty of Education strives to provide an inclusive, student-centred learning environment that empowers exceptional teachers, researchers, and community leaders. Our focus is on personal, innovative, and authentic education in partnership with the communities we serve.

Background

Beginning as a liberal arts college, Brandon College was founded in 1899. Training for high school teachers was added in 1952 and then expanded to include training for elementary teachers in 1955. Brandon University was established in 1967 and the Education Building was erected the same year. The Bachelor of Teaching program was added in 1969 and the first graduates of the program received their degrees in 1971.

The Faculty of Education has a tradition of commitment to serving rural, northern and Indigenous students. It provides a range of degree programs at the undergraduate level: the Bachelor of Education After Degree (BEAD), the Bachelor of Arts/Bachelor of Education (BA/BE), the Bachelor of Music/Bachelor of Education (BMus/BE), and the Bachelor of Physical Education Studies (BPES). In addition, affordable and accessible graduate programs (Graduate Diploma and Master of Education – MEd) are available in educational administration, curriculum and pedagogy, special education, and counselling. The Faculty of Education also includes the Centre for Aboriginal and Rural Education Studies (CARES) and the Program for the Education of Native Teachers (PENT).

The Faculty of Education Academic Planning Process

Education faculty members met on a regular basis throughout the 2014-2015 academic year to establish priorities for the future. We identified actions and indicators of success. We plan to review our achievements each year and, in consultation with internal and external stakeholders, to revisit and revise the plan annually.

Overview of Forward Direction

The six themes identified in the Faculty of Education parallel the themes identified in the Brandon University Academic Plan.

A. Distinguish Brandon University's Faculty of Education as a leading, student-centred Faculty of choice for students

Brandon University's Faculty of Education is uniquely placed to respond nimbly to the individual learning needs of increasingly diverse populations. Small in size, its challenge lies in developing a reputation that is both responsive to individual student needs and rooted in an ethic of care. Ongoing responses to this intent are to evaluate and revise all major aspects of the Faculty's program delivery: the 2-year Bachelor of Education After Degree (BEAD), the 5-year integrated Bachelor of Arts/Bachelor of Education (BA/BE), the 5-year concurrent Bachelor of Music/Bachelor of Education (BMus/BE), the 3-year Bachelor of Physical Education Studies (BPES), the 30-hour Graduate Diploma, and the 36-hour and 54-hour Master of Education (ME). It is anticipated such changes will lead to increased enrolment and enhanced student engagement and satisfaction, measurable by exit surveys.

B. Establish and promote the Faculty of Education as a Faculty engaged in innovative research, scholarly, and creative activity.

The Faculty of Education is at the cusp of significant change in its research agenda. With many new faculty members recently hired to tenure-track positions, the Faculty is positioned to make significant contributions to scholarship at the national and international levels. Support for such scholarship is therefore necessary. Aligned with overall Brandon University policies on research, the Faculty of Education will support and recognize scholarship, enhance the Graduate Studies program, and encourage open intellectual exchanges among faculty members and throughout the University as a whole. Such changes are expected to lead to increases in faculty members' national and international scholarship and presentations, in graduate student research and conference presentations at local, regional and national conferences, in community outreach projects, and in faculty members' refereed publications.

C. Conduct community engagement and service activities.

Community engagement has historically been one of the cornerstones of Brandon University. The Faculty of Education is committed to increasing learning partnerships with First Nations and new Canadian populations, and ties with local communities, that will ensure growth as defined by the communities and in scholarship. Such actions should result in increased numbers of First

Nations, Metis, and new Canadian students. It should also lead to increased community engagement with both business and not-for-profit partners.

D. Promote diversity and inclusive educational opportunities.

Brandon University's long-term connection with its rural surroundings has shaped its past; new and diverse populations of students are shaping its future. The Faculty is also committed to creating a safe space of learning for diverse populations, to promoting diversity education, and to documenting ways in which diverse learning needs are to be accommodated. Such actions are expected to lead to an increased enrolment of students from diverse backgrounds, increased success overall in the working lives of teacher candidates, and increased retention of these students.

E. Foster academic program excellence, renewal, and development.

The Faculty undertakes to create multi-year academic curriculum and enrolment plans for each program in Education, and to prioritize advance academic planning. To this end, departments and programs will review current course offerings and propose new ones, review enrolment strategies, and create and review exit and later surveys of students. Learning aims and outcomes will be linked to core courses in each program. Evidence of the implementation of these ideas is likely to be found in a movement toward the streamlining of programs and in student satisfaction. Responses of students, as measured by exit surveys, may serve to corroborate the findings.

F. Foster sustainable growth in academic programs and services.

The Faculty recognizes that academic and institutional success is predicated on the overall well-being of students, staff, and faculty. To this end, the Faculty undertakes to promote a collegial and open learning environment that will foster innovative initiatives in teaching, with forward planning for curricula to meet anticipated future needs. To this end, the Faculty will provide mentoring for all new faculty members, design opportunities for sharing exemplary teaching practices, and create multi-year models for curricular review and student and faculty recruitment. Evidence of the success of these initiatives might be found in an increase in the sharing of teaching theory and practice among faculty members, peer workshops, and the creation of curriculum review and faculty recruitment plans.

Faculty of Education Academic Plan, Actions, and Indicators

A. Distinguish Brandon University's Faculty of Education as a leading, student-centred Faculty of choice for students.							
Priority A – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
i. Support excellence in student experience and academic success.	Promote our “brand” of education at BU:	Increased enrolment in all Education programs	X	X	X	X	X
	Strengthen numeracy and literacy skills for all pre-service teachers.						
	Promote an up-to-date and relevant instructional strategy focused on 21 st century skills.	Increased retention rate in the integrated BA/BEEd	X	X	X	X	X
	Strengthen equity-based pedagogy skills for all pre-service teachers.						
	Evaluate and revise the integrated BEAD program to ensure that it meets the needs of pre-service teachers and to streamline courses.	CUSC (student satisfaction and experience)	X	X	X	X	X
	Evaluate and revise the integrated BA/BEEd program; work with the Faculty of Arts.						
	Review and revise the BPES program, including exploring a 4-year program; explore Coaching Education and Recreation and Personal Trainer as possible streams. Explore offering a coaching certificate.	NSSE (student engagement) exit surveys of graduating students	X	X	X	X	X
	Collaborate with the Joint Department of Music Education (JDME) to enhance program delivery for concurrent BMus/BEEd students.						
	Evaluate and revise the PENT program; work with the Faculty of Arts and Faculty of Science.						
	Review the Faculty of Education website.						
Respond to the 2015 Graduate Studies Review.							
Ensure that admission is a seamless process:							
Review the admissions policy and process to ensure that students are informed in a timely manner.			X	X	X	X	X
Review the transfer credit policy.			X	X	X	X	X
Review the residency policy.			X	X	X	X	X

Priority A – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
	<p>Ensure that admission is a seamless process: Review the admissions policy and process to ensure that students are informed in a timely manner. Review the transfer credit policy. Review the residency policy.</p> <p>Increase program accessibility: Build distance delivery options.</p> <p>Use data to inform decisions: Collate and present enrolment and graduation data to Education faculty each semester.</p> <p>Reinforce student support: Strengthen the relationship with Student Services, including a role for the Faculty of Education to support new students Support the student wellness plan.</p>	<p>Increased numbers of courses available in non-traditional formats</p> <p># of faculty trained in Mental Health First Aid</p>	X	X	X	X	X
ii. Strengthen liberal arts and science programs through academic curriculum review and renewal	<p>Evaluate, revise, and rename the PENT program.</p> <p>Collaborate with the Faculty of Arts and the Faculty of Science.</p>		X	X	X	X	X
iii. Establish clear requirements for degree completion in all degree programs	<p>These are in place for the BEdAD, BA/BEEd, BPES, Graduate Diploma, and MEd programs.</p> <p>Establish clear requirements for degree completion in the PENT program.</p>	<p>Multi-year curriculum plans and degree maps posted on the PENT website</p>	X	X	X	X	X

Priority A – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
iv. Enhance the balance in academic programming (liberal arts/professional).	Increase collaboration with other Programs/Faculties.		X	X	X	X	X
v. Promote experiential, co-op, and service learning opportunities.	Review the BEd field experience program and Graduate Studies practicum placements.		X	X			
	Increase professional development (PD) workshop offerings for pre and in-service teachers.	# of workshops # of participants	X X	X X	X X	X X	X X
vi. Increase the number of academic articulation and institutional partnership arrangements.	Build partnerships with domestic and international post-secondary institutes and communities.	# of MOUs and partnership agreements (provincial, national and international)	X	X	X	X	X
	Explore partnerships for a doctoral program.			X	X	X	X
vii. Report University institutional data at the Program, Department, and Faculty/School levels.	Use Tableau data to guide our program and class offerings.	Use of the detailed institutional data available at the Program, Department, and Faculty/School levels	X	X	X	X	X

B. Establish and promote the Faculty of Education as a Faculty engaged in innovative research, scholarly, and creative activity.							
Priority B – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
i. Implement Brandon University's Research Strategy Plan and establish Faculty/School research goals and priorities.	Align the Faculty of Education's research goals with BU's Research Strategy Plan.	Individual and Faculty research goals and priorities established with annual review	X	X	X	X	X
ii. Through CARES, strengthen institutional support and recognition for research, scholarly, creative, and innovative activities.	Update faculty research profiles online.						
	Create a display of faculty research areas and achievements.	# of national and international research presentations by Education faculty	X	X	X	X	X
		# of creative activities by Education faculty at BU and in premier venues	X	X	X	X	X
		# of peer-reviewed publications by Education faculty	X	X	X	X	X
	Support undergraduate and graduate research initiatives.	# of research presentations by Education students at internal and external events	X	X	X	X	X
	Offer workshops and skills development for students and faculty, regarding the grant application process.	# of workshops	X	X	X	X	X

Priority B – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
iii. Review and implement the recommendations of the Graduate Studies Review.	Explore a collaborative doctoral degree in administration and leadership.					X	X
	Update the Graduate Studies Plan to streamline our current graduate programs.		X	X	X	X	X
	Develop certificate programs.	# of certificate programs		X	X	X	X
	Design a laddering system for our certificate, diploma, and degree programs.	# of graduate student enrolments, certificate and degree completion	X	X	X	X	X
iv. Establish partnerships and institutional networks to celebrate and leverage the expertise of faculty, students, and staff.	Collaborate within the Faculty of Education, with other BU Faculties, and other universities on TriCouncil grant applications.	# and \$-amount of external grants, including SSHRC, NSF, CIHR, NSERC, and NSERC UCRA	X	X	X	X	X
	Create a Faculty of Education research Hub to make research a user-friendly commodity that focuses on community-engaged scholarship.	# of research partnerships	X	X	X	X	X
	Work with the field (i.e., schools and school districts) to establish multi-dimensional communication and research partnerships.						
v. Promote open and frank discussion on knowledge exchange and transfer, research and its application, and public policy and action.	Internal: Research facilitator(s) will host monthly research dissemination meetings.	# of internal research dissemination events	X	X	X	X	X
	External: Invite the public to attend research presentations.	# of community outreach research events	X	X	X	X	X
	Publicize research activities.						

Priority B – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
vi. Provide continued support for access to scholarly information.	<p>Strengthen the role of our research facilitator(s).</p> <p>Plan monthly research activities.</p> <p>Support access to professional organizations.</p>	# of publications and presentations	X	X	X	X	X

C. Conduct community engagement and service activities.							
Priority C – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
i. Partner with First Nations, Métis, and Inuit (FNMI) communities and organizations to enhance the accessibility of post-secondary educational opportunities, student experience, and academic success.	Promote connections with communities by means of outreach activities.	# of FNMI enrolments, retention, and graduation	X	X	X	X	X
	Continue to dialogue with Community Education Officers regarding their educational needs, and redefine the PENT program to make graduates more marketable to the broader community.	# of community partnerships	X	X	X	X	X
	Plan an outreach program in Indigenous education.		X	X	X	X	X
ii. Reach out to the “new Canadian” population to recognize prior learning and provide access to further education.	Enhance our work with the general community and with Westman Immigrant Services.	# of newcomer Canadian activities in the education faculty	X	X	X	X	X
	Provide purposeful support for our international students.						
	Continue to develop certificate programs in English as an additional language (EAL).						
iii. Distinguish Brandon University as a catalyst and partner in community development and growth at the local, regional, national, and international levels.	Reach out to local organizations.	# of partnerships with businesses, communities, and not-for-profit organizations	X	X	X	X	X

Priority C – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
iv. Develop a Faculty of Education plan for community engagement.	Include annual or semi-annual events and celebrations	# of community outreach projects	X	X	X	X	X
v. Enhance the brand and reputation of the Faculty of Education.	Promote current Faculty of Education research.		X	X	X	X	X
vi. Enhance alumni outreach to increase engagement.	Conduct annual or semi-annual events and celebrations. Promote alumni achievements. Invite alumni to – present keynote addresses attend PD opportunities make “invited expert” appearances in our undergraduate and graduate classes act as graduate student mentors prepare research impact bulletins.	# of engaged/active alumni	X	X	X	X	X
vii. Develop an Education Outreach Program to promote adult post-secondary education.	Explore possibilities with Arts and Science of to expand the PENT model for summer classes, in cooperation with the Faculty of Arts and Faculty of Science	# of programs # of adult learners	X X	X X	X X	X X	X X
viii. Support open access archives to disseminate Faculty of Education research/artistic activities across the wider community.	Collaborate with the library.		X	X	X	X	X

D. Promote diversity and inclusive educational opportunities.							
Priority D – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
i. Develop diversity and inclusive education plans that reflect the Mission and Value Statements of BU and the Faculty of Education.	Work with BU’s Centre for Teaching, Learning, and Technology (CTLT) and Diversity and Equity Committee.	# of outreach activities to diverse communities	X	X	X	X	X
		# of diverse students and faculty	X	X	X	X	X
ii. Clearly articulate how our academic programs and service reflect and promote principles of diversity and inclusive education.	Infuse our curriculum with equity, cultural diversity, and EAL perspectives.	Faculty web pages that indicate how their academic programs and service reflect and promote principles of diversity and inclusive education	X	X	X	X	X
iii. Promote initiatives that embrace diversity and inclusion, involve engaged citizenship and leaders, and address international and global issues.	Provide PD and international opportunities for students and faculty.	# of faculty who teach, study, and conduct research outside Canada	X	X	X	X	X
		# of students who study and conduct research outside Canada	X	X	X	X	X
iv. Focus on the values of diversity and inclusion.	Faculty will engage in outreach activities that involve diverse communities.	# of FNMI, minority, and international students who are recruited and retained	X	X	X	X	X
		# of minority and diverse faculty who are hired into our Faculty	X	X	X	X	X
v. Create and develop a positive, safe space across the university.	Provide leadership in diversity training. Improve signage in our building. Make our building feel welcoming.	# of faculty who receive Positive Space training	X	X	X	X	X

Priority D – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
vi. Promote open debate, civil dialogue, and global citizenship.	Faculty and staff will model exemplary practices to each other and to our students.		X	X	X	X	X

E. Foster academic program excellence, renewal, and development.							
Priority E – Items	Action	Indicators of Success	2015	2016	2017	2018	2019
i. Establish multi-year academic curriculum plans for each program in Education.	Review learning and skill outcomes for each Education program.	Learning outcomes mapped to courses	X	X	X	X	X
	Map learning and skill outcomes to specific core courses in each program area, to ensure that all skills and outcomes are integrated within the program area.		X	X	X	X	X
	Review course offerings to ensure that all core courses are relevant to the knowledge and skills required for program graduates.	Member checks of student knowledge and skills with employing school districts	X	X	X	X	X
	Review all elective courses for relevance and for student uptake.						
	Include outcomes on each course syllabus.	Outcomes included in each syllabus	X	X	X	X	X
ii. Establish multi-year enrolment plans for each program in Education.	Establish a marketing and enrolment committee.	Committee established	X	X	X	X	X
	Review historical data on enrolment in Education programs at BU, provincially, and across Canada. Identify trends.	Trends identified	X	X	X	X	X
	Set realistic targets for enrolment over the next 5 years in each program, for both Canadian and international students.	Enrolment targets set	X	X	X	X	X

Priority E – Items	Action	Indicators of Success	2015	2016	2017	2018	2019
ii. Prioritize and advance academic programming.	Faculty of Education Departments will – review course offerings to ensure that all core courses are relevant to the knowledge and skills required for program graduates review undergraduate and graduate calendars to delete courses that are no longer offered review all elective classes for relevance and for student uptake	# of credit hours/program area	X	X	X	X	X
		Class size data	X	X	X	X	X
		Enrolment rates	X	X	X	X	X
	include outcomes on each course syllabus	Calendar streamlined	X	X	X	X	X
iii. Produce timely, effective, and responsive academic curriculum and program development.	Conduct surveys of all graduates one year after graduation, regarding program relevance to the field. Maintain regular contact with school-based personnel to gain feedback on skills and knowledge of program graduates.	Program review and follow-up	X	X	X	X	X
			X	X	X	X	X
iv. Report on the enrolment, retention, degree completion, and student experience associated with Faculty of Education academic programs.		Data available on enrolment, retention, degree completion, and student experience associated with academic programs: NSSE, CUSC, Internal BU surveys.	X	X	X	X	X

F. Foster sustainable growth in academic programs and services.							
Priority F – Items	Action	Indicators of Success	2015	2016	2017	2018	2019
i. Promote a collegial and open teaching, learning, and working environment for students, faculty, and staff.	Mentor all new faculty members	# of collaboration activities across Departments and programs	X	X	X	X	X
	Recognize excellence in teaching.	# of nominations for awards	X	X	X	X	X
ii. Promote initiatives in teaching and learning excellence, and academic program development and renewal.	Provide opportunities for sharing exemplary teaching practices.	# of teaching workshops	X	X	X	X	X
	Encourage opportunities for peer observation.	# of peer observations	X	X	X	X	X
	Establish an academic plan working committee to review achievements annually.		X	X	X	X	X
iii. Conduct forward planning for curriculum and recruitment of faculty and students.	Establish a multi-year model for academic curriculum review, faculty recruitment, and enrolment management.	Curriculum review plan in place	X	X	X	X	X
		Faculty recruitment plan in place	X	X	X	X	X
iv. Conduct forward planning for enrolment management.	Establish an enrolment plan that reflects the Faculty of Education’s existing capacity and its academic mission.	Enrolment plan in place # of students enrolled	X X	X X	X X	X X	X X
v. Recognize the importance of the John E. Robbins Library and the S.J. McKee Archives in the teaching, learning, and research missions of Brandon University.	Promote use of the library by faculty and students.	# of library-integrated teaching, learning, and research activities	X	X	X	X	X

Priority F – Items	Actions	Indicators of Success	2015	2016	2017	2018	2019
vi. Recruit and retain international students.	Enhance international student outreach and recruitment.	# of international students recruited and retained	X	X	X	X	X
	Make international students feel welcome in the Faculty.	# of programs for international students	X	X	X	X	X