



UNIVERSITY  
of Prince Edward  
ISLAND

# *UPEI Faculty of Education*

## *Strategic Plan 2016-2020*



November 25, 2015

# *Situation Analysis*

## External Factors

- Slow labour market for teachers on PEI due to local demographics
- Changes in the demands for and provision of higher education
- Confusion about credentials
- Range of public perceptions about teacher education
- UPEI appreciation of and vision for the FOE
- New government directions and capacity to provide funding
- Significant international opportunities
- 2016 Graduate programs review by MPHEC and UPEI

## Strengths

- Small size facilitates collaboration, flexibility and relationships
- Established, student-centred programs
- Committed Faculty, Staff, and Sessional instructors
- Positive relationships with school system, government, other institutions
- Responsive and nimble; able to take advantage of opportunities
- Resilient; able to respond to challenges
- Largest revenue generating graduate program at UPEI
- Well-positioned to move forward

## Constraints

- Residual feelings of vulnerability
- Reductions in faculty and staff positions; succession planning required
- Lack of campus-wide recognition and influence
- Rapid diversification and growth have created strain
- Focus on programs and teaching conflicts with research
- Difficulties building community with current resource levels and facilities
- Lack of strategic focus
- Very competitive educational market requires effort and energy to stand out

## Challenges

- Staying connected with key stakeholders (school system, university, government)
- Gaining appropriate recognition of success (changing perceptions)
- Remaining focused but entrepreneurial
- Growing resources at a sustainable pace
- Maintaining program quality and credibility
- Creating a strong collaborative and strategically focussed community



# *Principles*

Principles are important guides to the way we behave, how we interact with people inside and outside our organization, and what we should consider in making decisions.

The University of Prince Edward Island Faculty of Education strives in all its actions to:

- build caring, equitable, and just relationships and practices;
- develop communities of creative and critical thinkers who value diversity;
- promote environmental responsibility and sustainability;
- practice and foster cooperation and collaboration;
- enhance self-knowledge, aesthetic appreciation, and personal expression;
- model creative and effective teaching and learning practices;
- demonstrate commitment to life-long learning and world mindedness

# Strategic Plan Overview

## Mission

A commitment to life-long learning in undergraduate, graduate, and postgraduate studies to develop critical reflection, compassion, and innovation for educational leaders including teachers, community-based educators, and researchers in a variety of local and global contexts.

## Vision

A collaborative and diverse learning community with a reputation for critically informed, innovative, and high quality pro-

### Direction 1

**Advance Program Quality & Student Experience**

#### Goals

- 1) Establish regional, national, & international recognition for quality and innovation
- 2) Provide evidence that graduates make a difference

#### Major Initiatives

- I. Establish key program foci
- II. Build capacity to provide quality programs
- III. Monitor quality to determine progress
- IV. Consolidate a clear vision for the BEd program
- V. Sustain a leading-edge MEd program
- VI. Nurture a vibrant PhD program

### Direction 2

**Build Research Reputation**

#### Goal

Develop a reputation as a centre of innovative educational research and practice in Atlantic Canada

#### Major Initiatives

- I. Re-energize the CER
- II. Facilitate faculty engagement in strategic priorities
- III. Communicate and disseminate results

### Direction 3

**Build Learning Community**

#### Goal

Foster a caring learning community focused on the individual and collective well-being and academic and personal success of its members

#### Major Initiatives

- I. Build relationships among students, staff, faculty and alumni
- II. Enhance integration of international students and the wider community
- III. Provide attractive and interesting spaces for interaction among community members

### Direction 4

**Develop Sustainability**

#### Goals

- 1) Demonstrate a direct impact on PEI educational innovation
- 2) Create a well-respected and sustainable centre for teaching, learning

#### Major Initiatives

- I. Foster critical relationships with administration, boards of education, government, and other stakeholders
- II. Raise our profile through strategic communication and collaboration
- III. Optimize limited space and facilities; identify a new location
- IV. Engage in initiatives that are innovative, creative, and sustainable

# *Strategic Action Plan*



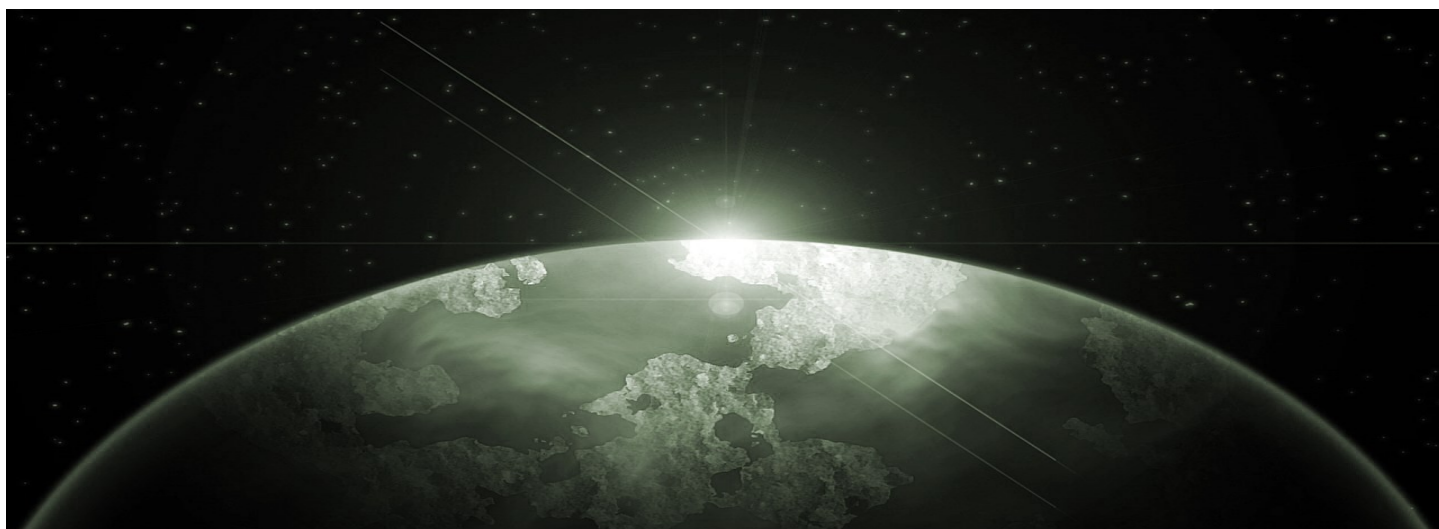
## *Strategic Direction 1:*

### *Advance Program Quality & Student Experience*

Goals:		1) Establish a regional, national, & international recognition for quality and innovation 2) Provide evidence that graduates make a difference
No.	Initiative	Key Results
(i)	Establish key program foci	<ul style="list-style-type: none"> <li>• International and indigenous programs grow as priority areas</li> <li>• Greater, clearly evident collaboration among Faculty</li> <li>• Adequate and evident academic and personal supports for students</li> <li>• A regular forum for sharing innovative ideas</li> <li>• Sustainable program and class sizes and clear standards are established and implemented</li> <li>• Students, faculty and staff continuously build their capacity to foster diversity, inclusion, and social justice</li> </ul>
(ii)	Build capacity to provide quality programs	<ul style="list-style-type: none"> <li>• Sufficient numbers and breadth of experience of faculty and staff to support all programs</li> <li>• Faculty members are adequately prepared and supported in teaching and research</li> <li>• Student satisfaction and success is documented and addressed</li> <li>• Adequate financial and academic support for MEd thesis and PhD students</li> </ul>
(iii)	Monitor quality to determine progress	<ul style="list-style-type: none"> <li>• Outcomes are defined and evidence collected, documented and disseminated</li> <li>• Regular evaluations and reviews of faculty, staff and programs are conducted</li> <li>• Programs are continuously assessed and tracked to contribute to their improvement</li> </ul>
(iv)	Consolidate a clear vision for the BEd program	<ul style="list-style-type: none"> <li>• Recognize that change is essential and ongoing</li> <li>• Develop and maintain capacity to anticipate, adapt, and respond to shifting needs and circumstances</li> <li>• Active participation of key groups including students, staff, instructors, and community partners</li> </ul>
(v)	Sustain a leading edge MEd program	<ul style="list-style-type: none"> <li>• MEd attracts students from local, Canadian and global contexts by offering challenging, relevant and, affordable programs</li> <li>• Quality online and onsite learning facilities and supports are flourishing</li> <li>• An effective recruitment strategy with compelling messages and materials is established</li> </ul>
(vi)	Nurture a vibrant PhD program	<ul style="list-style-type: none"> <li>• Develop a strong research community with closer alignment between faculty and student research interests</li> <li>• Enhance reputation of PhD program reputation and high quality graduates</li> <li>• Guaranteed funding for PhD students</li> <li>• An established pool of qualified supervisors for PhD candidates</li> </ul>

## *Strategic Direction 2: Build Research Reputation*

Goal:		Develop a reputation as a centre of innovative educational research and practice in Atlantic Canada
No.	Initiative	Key Results
(i)	Re-energize CER	<ul style="list-style-type: none"> <li>• A faculty member designated as CER Director</li> <li>• A research analyst hired</li> <li>• CER supports grant writing, knowledge mobilization &amp; related events</li> <li>• Develop and publicize annual roster of public research-related events</li> <li>• Ensure adequate technology and communications support</li> <li>• Acquire accessible office space</li> <li>• Develop capacity to take on a research-incubation and knowledge clearing-house role</li> <li>• Revitalize CER brand</li> </ul>
(ii)	Facilitate faculty engagement in strategic priorities	<ul style="list-style-type: none"> <li>• Develop and promote opportunities for faculty and students to present their research</li> <li>• Organize research conversations at Faculty meetings</li> <li>• Support workload &amp; culture for protecting research time</li> </ul>
(iii)	Communicate and disseminate results	<ul style="list-style-type: none"> <li>• Increase media attention to Graduate &amp; Faculty research</li> <li>• Publish and distribute an annual compendium of programs and research</li> <li>• Update individual and Faculty websites with links to Research Gate, Island Scholars, UPEI media list and other related sites</li> <li>• Recognize and celebrate successes</li> <li>• Align publicity with CER communications</li> </ul>





## *Strategic Direction 3: Build a Learning Community*

Goal:		Foster a caring learning community focused on the individual and collective well-being and academic and personal success of its members
No.	Initiative	Key Results
(i)	Build relationships among students, staff, faculty and alumni	<ul style="list-style-type: none"> <li>• Ensure availability of ample constructive opportunities for contact among students, staff, faculty and alumni</li> <li>• Priority of active community-building is evident</li> <li>• Faculty availability on campus is encouraged</li> <li>• Intentional development of collaborative opportunities</li> <li>• Appropriate and innovative application of teaching and learning technologies</li> </ul>
(ii)	Enhance integration of international students and the wider community	<ul style="list-style-type: none"> <li>• Opportunities for interaction are designed into programs</li> <li>• Program calendars are aligned to facilitate interaction</li> <li>• Scheduled activities, seminars, clubs and institutes to facilitate interaction</li> </ul>
(iii)	Provide attractive and interesting spaces for interaction among community members	<ul style="list-style-type: none"> <li>• Facilities promote interaction; places to meet are comfortable</li> <li>• Interaction spaces are well used</li> <li>• Active programs encourage use of interaction spaces</li> <li>• Responsibilities for organizing interactions are clearly designated</li> </ul>





## *Strategic Direction 4: Pursue Sustainability*

Goal(s)		1) Demonstrate a direct impact on PEI educational innovation 2) Create a well-respected and sustainable centre for teaching, learning and scholarship
No.	Initiative	Key Results
(i)	Foster critical relationships with administration, boards of education, government and other stakeholders	<ul style="list-style-type: none"> <li>• Key internal and external stakeholders are identified for attention with respect to strategic directions and priorities</li> <li>• Key stakeholder networks are established in keeping with strategic directions and priorities</li> <li>• Individuals are designated as key contacts for each strategic network</li> </ul>
(ii)	Raise our profile through strategic communication and frequent collaboration	<ul style="list-style-type: none"> <li>• Increased coverage of successes in media</li> <li>• Programs marketed as PEI destination experiences</li> <li>• Communications plans advance a compelling profile</li> <li>• Profile is celebrated, aligned with, and supported by UPEI Integrated Communications</li> <li>• Key stakeholders are informed about the range, extent, and public relevance of Faculty of Education programs</li> <li>• In collaboration with the Faculty of Education, UPEI Alumni and Develop-</li> </ul>
(iii)	Optimize limited space and facilities; identify a new location	<ul style="list-style-type: none"> <li>• Completed needs analysis that outlines key facility requirements and priorities, recognizing the international and indigenous foci and the need to be environmentally responsible</li> <li>• Defined requirements for online and onsite learning facilities are defined</li> <li>• An action plan that includes a concept design and potential funding sources</li> </ul>
(iv)	Optimize limited space and facilities; identify a new location	<ul style="list-style-type: none"> <li>• Opportunities for expansion and growth of programs are identified</li> <li>• Opportunities are assessed through a process of critical analysis</li> <li>• Strategic opportunities are pursued through planned efforts that consider capacity and long-term sustainability</li> </ul>