

FACULTY OF EDUCATION AND SOCIAL WORK: Academic Plan, 2017-2022



Vision 2022

By 2022 the Faculty of Education and Social Work is successful because we:

- **Attract enrolments for our selective entry and growth areas.**
- **Increase retention, and achievement across EDSW campuses and Open Learning.**
- **Excel in EDSW's signature research and teaching areas, featuring service-learning, intercultural understanding and learning empowered by technology.**
- **Expand advancement and alumni programs that attract resources and foster lifelong relationships among students, alumni, emeriti, and the Faculty.**
- **Build an outstanding study & work environment including sustainable financial planning.**
- **Indigenize our Faculty's scholarship, programing and environment to address the TRC Calls to Action and improve Indigenous education and social services at all levels.**

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Who We Are



The Faculty of Education and Social Work is a community of diverse faculty, staff, and students committed to **our shared mission** of 'realizing potential'.

It matters this effort happens here.

We acknowledge the campuses of TRU are located on the traditional and unceded territory of Secwepemc within Secwepemcul'ecw. As we share knowledge, teaching, learning and research at TRU, we recognize this territory has always been a place of knowledge, teaching, learning and research.

Our vision is to help unexpected levels of student success happen. We are movers and shakers through education, social work and human services. We say and do things that matter and can be relied upon. We plan carefully. We look out for others and look after each other.

As EDSW faculty, staff and students our goals are clear: **Be inspired. Be inspiring.**

EDSW Fast Facts

7,900 enrolments in **17** programs - graduate, undergraduate, academic access and adult special education (ASE)

Enrolment growth is projected over the next five years, in every EDSW program, both domestic and international. Strong growth in MEd in the past 2 years.



Increased revenue generation to TRU over the past five years, and projected further increases from 2017/18.

34 % of enrolments are international students, largely in English for Academic Preparation, and the GCES/ MEd.



TRU Faculty with **highest proportion of Indigenous students (26%)** & **highest number of Indigenous faculty & full Professors.**



TRU Faculty with the **widest range of programming** (Academic access and ASE to graduate)

EDSW programs attracted **\$1.2m in external grants** (2015-18) for the advancement of programs and access support for students.

Delivery in Kamloops, Williams Lake, and regions, and Open Learning (OL). **Significant expansion in OL and collaborations with NVIT, Secwépemctsin.**

TRU Faculty with the **highest proportion of courses in service to other Faculties (48%)**. Leaders in academic access.



Three research centres/networks. Research projects with total value in excess of \$1.1m. **TRU's highest success rate in SSHRC grants.**

92% of education and social work graduates are in the labor force two years after graduating (AVED, 2015); 82% say their program was relevant to job.



Selected by the MoE to advance education innovations K-16 in collaboration with SD73. **A leader in post-secondary teaching & learning.**



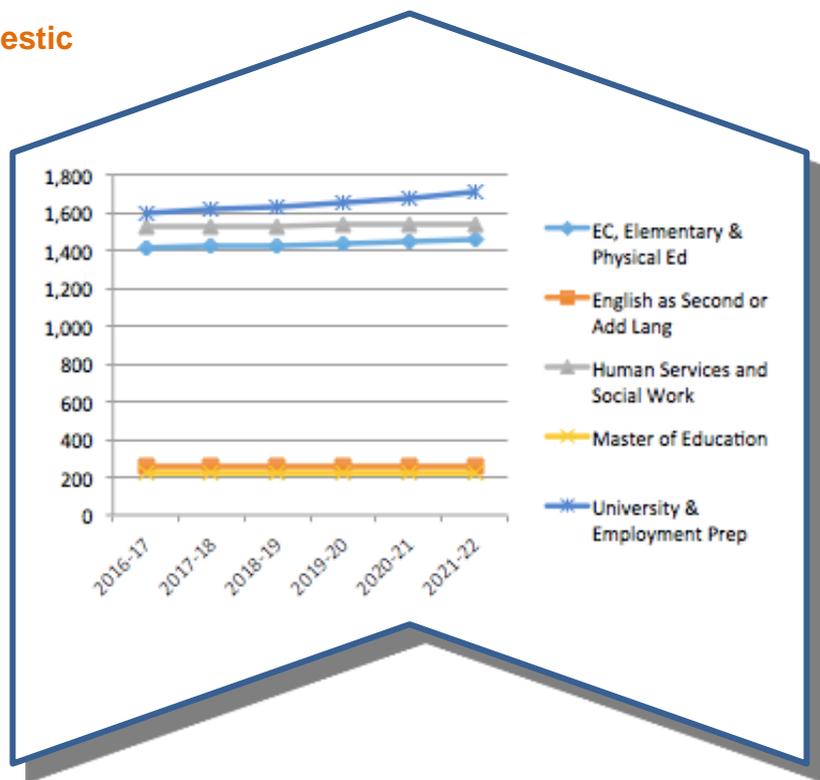
Accessible. Three-semester delivery every year, including evening & weekend classes, & OL. Delivery in rural, small towns and communities.

Approx. 65 ongoing faculty & 50 sessionals; 2 administration (Dean, Assoc Dean), & 9 support staff.

EDSW Five-Year Enrolment Growth, 2017-2022

(IPE, Fall 2016)

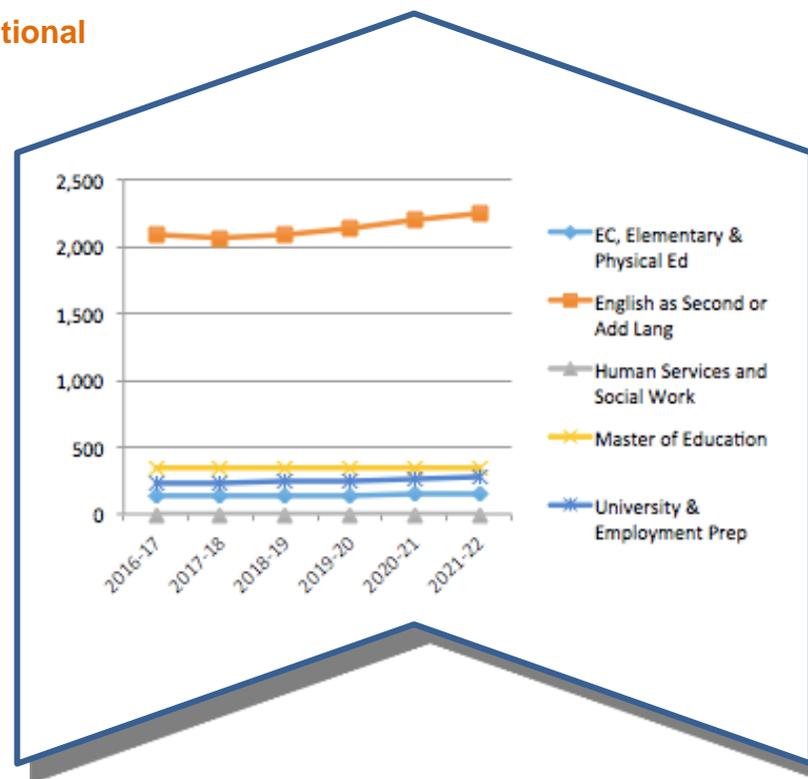
Domestic



Growth in enrolments

IPE projections at Fall 2016 suggested a 1 per cent increase in domestic enrolments (2016/17-2017/18) rising to a 3 per cent increase over five years (2016/17-2021/22). This assumed a conservative projection for the MEd, and increases in all program areas.

International



International

A brief 1 per cent decline in ESL international enrolments was projected by IPE in Fall 2016, for the year between 2016/17-2017/18. This rebounds in 2018/19 to exceed 2016/17 levels. Over the five-year period (2016/17-2021/22) a 7 per cent increase is projected across all programs.

- Unique range of programs (from ASE and academic access to professional programs and graduate studies)
- Exceptional level of service programming to TRU programs
- EDSW Graduate outcomes
- Rising enrolments
- High impact research that is meaningful to communities
- Commitment to service : Service to the region & research as a form of service
- Indigenous advancement initiatives
- Intercultural understanding - 30 % international students
- Student representation in EDSW committees
- Chairs, Coordinators and Support Team
- Improving systems

Strengths

- Cohesion between EDSW & wider TRU eg academic pathways, EDSW-OL/WL/KL; student advising, admissions and placements
- Enhancing assessment practices
- Academic Program reviews
- Potential instability of international enrolments
- Outreach to regions
- Clarification of Strategic Enrolment Targets
- Communication within EDSW
- Volume, timing and pace of change; and capacity to respond

Weaknesses

- Loss of domestic enrolments
- Loss of international enrolments
- Comparative cost of tuition for new programs

Threats

- Open Learning - Academic Access, undergraduate, post bacc, graduate, postgraduate
- Programming that is relevant to the region & market
- Service learning
- Flexible scheduling
- Value-added, eg certificates
- Thematic, adapted programming, e.g. BIS

Opportunities

Priorities and Goals: 2017–2022



Increasing student success

Attract enrolments for our selective entry and growth areas.
Increase retention and achievement across EDSW campuses and Open Learning.

Excel in EDSW's signature teaching areas, featuring service-learning, intercultural understanding and learning empowered by technology.

Build an outstanding study environment.

Indigenize our Faculty's programming and environment

Increasing intercultural understanding

Internationalize our Faculty through the inclusion of globally engaged teaching, learning, knowledge, research and creative practice.

Create a culture of inclusion in all aspects of our Faculty's work and life.

Increasing sustainability

Build an outstanding work environment

Promote environmental, social, and economic sustainability

Develop a sustainable financial model that helps EDSW to be innovative, improve and grow.

Increasing research capacity (Current title)

Advancing research excellence (Working future title)

Serve our communities through innovative, often brave research that informs the work of scholars, practitioners, and policymakers and fulfills our hope that as knowledge makers we will have meaningful, positive impact in this region, Canada, and globally.

EDSW will excel in a portfolio of signature research areas.

Increasing entrepreneurial activity

Expand advancement and alumni programs that attract resources and foster lifelong relationships among students, alumni, emeriti, and the Faculty.

* Accelerating Indigenous advancement

Indigenize our Faculty's scholarship, programming and environment to address the TRC Calls to Action and improve Indigenous education and social services at all levels.

**Note:* 'Accelerating Indigenous advancement' is a proposed strategic priority after the current period ends for the TRU Strategic Priorities (2014-2019).

Increasing Student Success

Attract enrolments for our selective entry and growth areas.

Increase retention, and achievement across EDSW campuses and Open Learning.

Excel in EDSW's signature teaching areas, featuring service-learning, intercultural understanding and learning empowered by technology.

Build an outstanding study environment.

Indigenize our Faculty's programing and environment to address the TRC Calls to Action and improve Indigenous education and social services at all levels.



Actions and Projects



Attract and retain students in developmental, academic access and adult special education.

- Establish institutional enrolment targets for ABE and ASE through the TRU Strategic Enrolment Management project
 - Excel in service-learning, intercultural understanding, and learning empowered by technology in ABE and ASE
 - Implement a coherent advising process that attracts and retains students committed to academic access (UEPrep, ESL).
 - Implement recommendations and outcomes from the ESL Action Plan, ABE Futures and ESTR Futures initiatives undertaken in 2016/17-17/18, Program reviews and accreditation.
 - Increase enrolments in ESL through expanded pre-graduate studies ESL courses (e.g. pre- MBA), and affiliation with other providers, e.g. Maple Leaf Schools.
 - Establish positive links & shared planning between ESL & TRU World to attract & retain ESL students at TRU.
- Enhance placement processes into ESL through innovative digitized processes.
 - Expand Indigenized recruitment into ABE to set students up for their successful transition into academic credentials.
 - Expand the Peer Assisted UEPrep Learning homework initiative to enable high school students to succeed in senior studies and transition to EDSW and TRU.
 - Promote Academic Access (ABE, ESL) on TRU webpages and promotional materials for academic programs.

Attract students and increase achievement in EDSW programming at Williams Lake

- Appoint an EDSW-WL coordinator to support effective, efficient, sustainable EDSW delivery at TRU-Williams Lake
- Develop multi-semester (up to three years) academic delivery planning in advance for EDSW Williams Lake, and update annually.
- Expand academic access enrolments in targeted areas with explicit pathways that connect EDSW academic access with identified future studies at TRU.
- Develop a coherent plan for delivery funded by external grants (including 'continuing education') at EDSW-Williams Lake along with a systems approach for planning, and approvals by EDSW, WL and TRU.
- Present EDSW program and course information as 'one Faculty' with multiple sites and modes, valuing EDSW-Kamloops and EDSW-Williams Lake, clearly showing the location (Kam, WL) and/or mode (OL, OC) for delivery.
- Pilot individualized learning plans with EDSW-WL UPrep students.

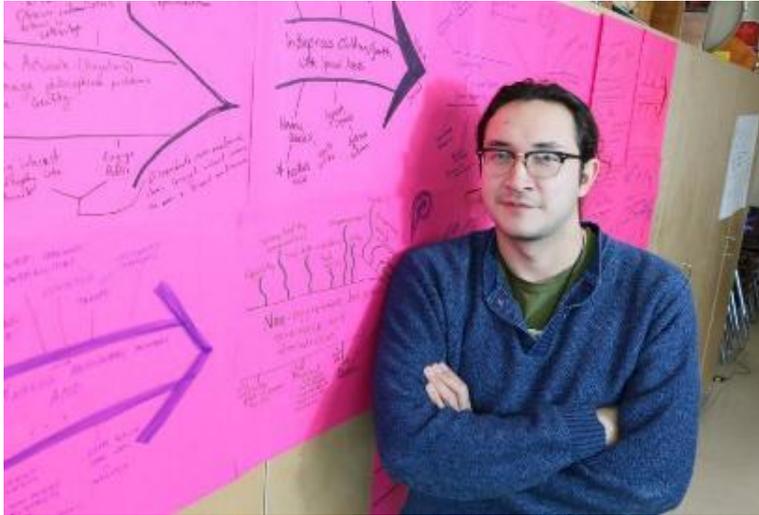


Attract and retain undergraduate, post-baccalaureate and graduate students who are committed to lifelong learning, and service through education and social services.

- Create a recruitment process that attracts domestic and international students committed to education and social services who represent diverse populations from across society.
- Make explicit the courses and laddering pathways into EDSW degree and graduate studies, and graduate outcomes.
- Operationalize a Bachelor of Interdisciplinary Studies (BIS) led by EDSW and anchored in signature Faculty themes.
- Establish student advisor roles for each program with explicit links to TRU student services, Admissions, and where appropriate with TRU World.

Deliver enriching and relevant programs that prepare students for sought after practice within teaching and social service professions and the community-at-large

- Establish productive partnerships with School Districts and social services providers.
- Ensure all EDSW credentials have a component of applied/practical experience.
- Open more up more courses that can be taken prior to entering a program.
- Increase opportunities to complete courses in consecutive semesters, three semesters per year.
- Expand the BEd (through the BEd Trades and Technology, and the BEd STEM) and the BSW (through the MSW).



Promote teaching and learning of the highest quality

- Support EDSW faculty to secure internal (e.g. CELT Teaching Fellows), and external teaching awards (e.g. 3M National Teaching Award).
- Establish the EDSW Teaching Awards
- Provide contestable funding for innovative teaching and learning projects that align with the strategic goals of the University, and that provide models of outstanding practice that can be emulated.
- Expand the K-16 Innovation network with SDs to enable school graduates to transition readily and successfully into EDSW and TRU.
- Provide leadership to the university on effective teaching aligned with the transformation of the BC K-12 curriculum.

Create an inspired and inspiring environment for teaching and learning

- Build new spaces for leading-edge interdisciplinary teaching, research and sharing through EDSW
- Create Indigenized learning and sharing spaces.

Enhance Open Learning delivery, innovations and opportunities

- Work with OL colleagues to co-develop an academic plan for EDSW-OL
- Design and use transformative open learning models that are meaningful to our students.
- Resource instructors with the materials and professional learning to excel in teaching through digital learning and teaching.
- Implement open education resources (e.g. open textbooks) to increase affordability for students and their families and to enhance learning.
- Establish educational technology workshops for instructors, providing the latest innovative tools and strategies for learning.

Ensure that program development initiatives are consistent with quality assurance standards, are at the cutting edge of university teaching and learning practices, are responsive to community needs, and address issues of social justice.

- Indigenize EDSW curriculum, teaching and learning through professional learning, enhanced practice and transformed content.
- Embed health and well-being across Faculty teaching and learning.
- Enhance programs on a regular basis through an EDSW-wide cycle of Academic Program Reviews (see draft schedule in the Appendix)
- Implement course evaluations across EDSW programs – every course evaluated every time.
- Develop learning outcomes for all EDSW courses.
- Streamline course outlines to be consistent with TRU policy.
- Expand/adapt program offerings that are responsive to market demand and provide service at undergraduate and graduate level.
- Put in place course assessment that is reasonable, transparent, utilizes relevant technologies, and is consistent with best practices for student success in post-secondary learning.
- Design and create new after-degree/-diploma professional programs in Education and Social Work that assist practicing professionals with ongoing development opportunities, e.g. the Executive Program for Leadership in Education (EPL).
- Update graduate courses and programs to ensure engagement with contemporary issues and ideas, including health and well-being, indigenization, and internationalization.



Celebrate student excellence in a variety of ways throughout their programs, upon graduation and as alumni.

- Recognize student learning with opportunities to showcase excellence on our website, through awards and through Faculty celebrations.
- Share the success stories of alumni by showcasing their work on our website and with Faculty Alumni Awards.

Ensure that all graduate students have access to learning experiences well matched to the program in which they are enrolled and to their needs for career development.

- Create learning pathways across our various programs with predictable course/experience sequences for students while also allowing room for individualization and flexibility.
- Structure graduate programs around areas of identified strength to encourage students to engage with individuals with research expertise.
- Review post-baccalaureate and graduate programs in the interests of continuous improvement and external quality assurance.
- Establish an international Indigenous doctoral cohort.

Create inspiring, inclusive spaces and environments for university education.

- Work with instructors to encourage new teaching strategies, engagement with new technologies, and connections with communities regionally, nationally and internationally beyond TRU.
- Work with students to design and create study spaces that create a sense of 'academic home' and connection to EDSW faculty and programs.
- Modernize classroom seating and spaces in teaching areas.
- Enable the sharing by faculty of EDSW curriculum and teaching practices (e.g. 'Pedagogical Café')
- Expand and promote open learning enrolments, approaches and student success across EDS





Increasing Research Capacity

Serve our communities through innovative, often brave research that informs the work of scholars, practitioners, and policymakers and fulfills our hope that as knowledge makers we will have meaningful, positive impact in this region, Canada, and globally.

EDSW will excel in a portfolio of signature research areas.

The Faculty of Education and Social Work is committed to research as a form of service to others. Our faculty specialize in education, English for academic purposes, university and employment preparation, social work and human services.

Our research mission is knowledge creation to move debates forward in ways that improve student success, enhance social and human opportunity, enable equity, advance reconciliation, and support well-being. In short, our research is in service to realizing potential — in education, language acquisition, and social and human development.

Actions and Projects

Expand and enhance the impact, visibility, and capacity of Faculty research expertise to provide service to the Interior BC in Education and Social Work-related research and scholarship of teaching and learning.

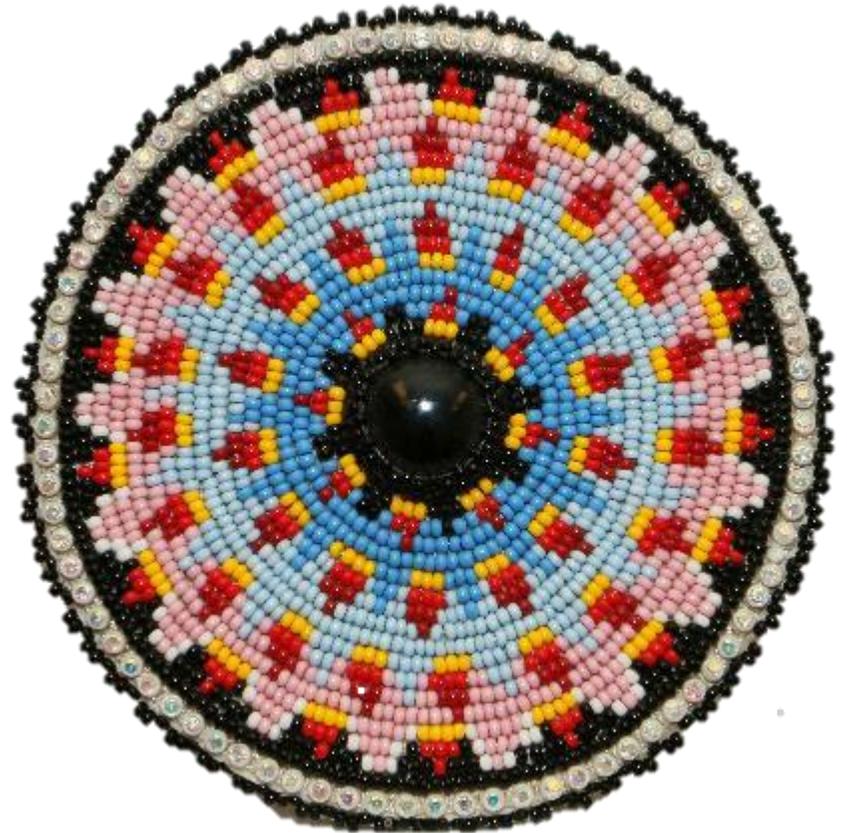
- Create a portfolio of signature research areas where EDSW excels.
- Establish a Research ‘champion’ for the development of activities that increase Faculty-wide access to our research and support the expansion of our Faculty’s research culture.
- Expand recruitment of Masters students in targeted areas and ensure services and mentorship for student success.
- Establish doctoral student cohorts, beginning with an Indigenous doctoral cohort, within a unique, strengths-based, research-informed and knowledge generating approach to graduate student success.
- Establish a global network of Adjunct Professors in support of graduate supervision and the EDSW research and teaching agenda.
- Create sustainable teaching workload arrangements for graduate supervision.
- Encourage growth as high quality graduate supervisors.
- Increase awareness of and access to grant facilitation support in areas of Faculty priority (e.g., CIHR funding; partnership grants) and develop systems for research development and grant facilitation support.
- Increase nominations of faculty and graduate students for research awards and fellowships, while also expanding linkages within TRU to ensure faculty and students are recognized/celebrated for their excellence in research.
- Increase student access to research training and funding (e.g. UREAP, Knowledge Makers)
- Promote collaborative research work areas across the Faculty.

Establish a genuinely Indigenized program of research that is relevant, responsive, respectful and receptive to Indigenous learners and communities.

- Implement a research plan in service to Indigenous individuals, families & communities with exceptional consideration to Secwépemc.
- Report annually to EDSW and publically on Indigenous research plans and outcomes.
- Undertake research that addresses the Truth and Reconciliation Commission's Calls to Action.
- Grow future Indigenous researchers and scholars through expanding the Knowledge Makers initiative to mentoring at undergraduate, graduate and doctoral levels across TRU.
- Establish Indigenous research methods preparation for graduate students through a Faculty-wide assessment of curriculum and expanded Indigenous course offerings.
- Support an institutional body to advise on and approve Indigenous research ethics applications.

Support faculty and student research and knowledge mobilization that is in service to others by targeting critical questions with direct impact on educational achievement and social well-being.

- Develop initiatives, programs, and structures that highlight the convergence of Faculty commitments and TRU Strategic Priorities and Plans, including showcasing research within the EDSW Research Provocations seminar series, a Celebrate Research Week, the EDSW Annual Research Activity report, online profiles, and other avenues.
- Prioritize research support for new/junior faculty to enhance their research programs and success in obtaining external funding.
- Establish Faculty Research Centres, as a network that promotes research collaboration on critical issues with direct application for practitioners in education and social work fields, and to establish a critical mass of research expertise in support of graduate programs.
- Establish donor-supported research positions and activities consistent with EDSW's academic priorities.



2 Beading crafted by Percy Casper



Asian Perspectives on
Teacher Education

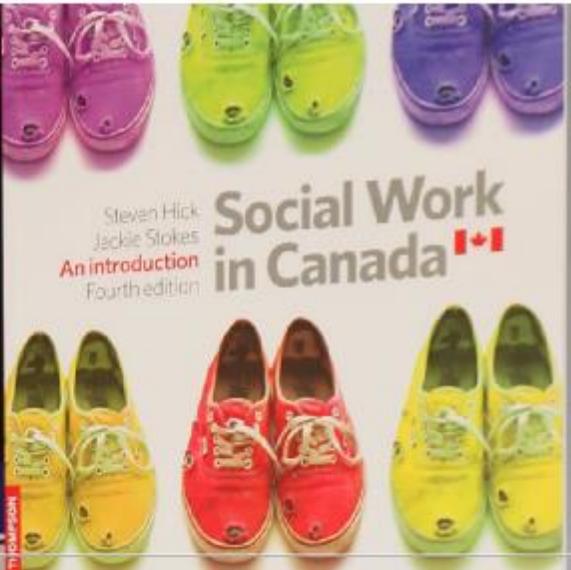
Edited by
Shin'ichi Suzuki and
Edward R. Howe

Routledge

Students at Risk
in the Classroom

Kim J. Calder Stegemann
William Roberts

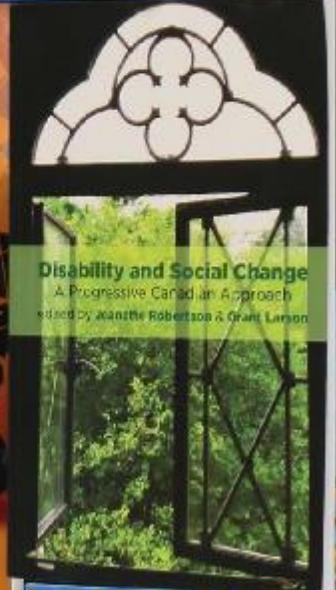
TEACHER EDUCATION SERIES



*Living Our
Languages*

Papers from the 19th Stabilizing
Indigenous Languages Symposium

Edited by
Kathryn A. Michel, Patrick D. Walton,
Emma Bourasse & Jack Miller



SENTENCES AND
PAROLES

A PRISON READER

Edited by
P. J. Margherita (for Margherita)

Look at me...
I'm learning everyday



A photograph of a group of people sitting around a table in a meeting or discussion. The image is faded and serves as a background for the text. The people are engaged in conversation, with some looking towards each other. The setting appears to be an indoor space, possibly a conference room or a meeting area.

Increasing Intercultural Understanding

Internationalize our Faculty through the inclusion of globally-engaged teaching, learning, knowledge, research and creative practice.

Create a culture of inclusion in all aspects of our Faculty's work and life

Actions and Projects



Ensure undergraduate and graduate curricula and research reflect the global diversity of learners, learning, and educational concerns.

- Undertake a review of curricula to determine the degree to which students are exposed to global scholarship and to address multiple worldviews and ways of knowing.
 - Identify courses with an explicit focus on international and comparative perspectives and promote these to students on Faculty “international” web pages.
 - EDSW Leadership Team members meet regularly with EDSW international students to help increase understanding of student experience and critical success factors.
- Identify priority regions/countries where we wish to expand our engagement, the specific problems or issues we wish to address, and the principles that will guide our work.

Celebrate noteworthy international engagements.

- Develop an annual Faculty report on international engagements and make this information widely accessible.
- Incorporate faculty members’ international engagements into our Annual Summary of Activities and make these widely known.
- Develop a mechanism that identifies and makes visible students’ engagements, including their research, teaching, and service activities.
- Communicate our “international stories” to internal and external publics.

Engage with global scholars, educators, and communities to inform and advance intercultural understanding.

- Identify sources of significant funding for international projects and enhance our capacity to offer assistance to projects in high priority areas.
- Develop a protocol for receiving and responding to requests for different types of visiting scholars and delegations.
- Enhance support for international research collaborations including hosting conferences and symposia.
- Increase student participation in international practica and service learning projects.



Recruit more international students to enrich our programs and student experience.

- Enhance support for international students to ensure a high quality educational experience in a new context.
- Increase our international student admissions scholarships.
- Explore the potential of offering internationally-focused credentials and cohorts specifically designed for international students.

Share EDSW intercultural teaching skills that support international student success

- Provide opportunities to learn from colleagues in EDSW with proven skills in successfully teaching students from non-English backgrounds.
- Ensure appropriate/meaningful academic support that increases international student success.
- Increase TRU enrolments in TESL and other EDSW courses relevant to teaching post-secondary students who speak English as a second language.
- Provide opportunities for faculty and staff to learn the languages of international students.





Increasing Entrepreneurial Activity

Expand advancement and alumni programs that attract resources and foster lifelong relationships among students, alumni, emeriti, and the Faculty.

Actions and Projects

Develop programs that foster lifelong relationships among students, alumni, emeriti, and the Faculty.

- Create peer-to-peer networks in selected regions locally and nationally.
- Enhance opportunities for alumni involvement and meaningful engagement in the life and work of the Faculty, targeting return enrolment and donations.

Develop curriculum that serves our communities and enables reinvestment through generating resources

- Expand revenue generation delivery in graduate, and continuing education to meet community needs and attract resources to achieve EDSW's strategic goals and mission.
- Create a planned, targeted approach and priorities for advancement activities.
- Increase EDSW student awards and promote these to students from admission to graduating year.



Inspire interest, involvement, and investment in EDSW's goals and strategic vision.

- Create the EDSW Funding Priorities and communicate to potential donors.
- Develop communication media and materials that illustrate how we are working to achieve strategic priorities within EDSW and with associated communities.
- Offer events, communications, and services that enrich the lives of alumni and emeriti and advance the Faculty's mission.
- Double our capacity to raise funds that help the Faculty do more to support unexpected levels of student success in Education and Social Work.
- Secure mid-level (\$200,000) to high level gifting (\$500,000 annually).



Increasing Sustainability

Build an outstanding work environment

Promote environmental, social, and economic sustainability

**Develop a sustainable financial model that helps
EDSW to be innovative, improve and grow.**

Actions and Projects

Renew and nurture our faculty and staff in ways that ensure equity, promote diversity, and build capacity to achieve our strategic vision.

- Invest in renewal of the faculty to ensure the vibrancy of our future research, teaching, and service activities.
- Invest in on-going faculty positions to create continuity and community.
- Establish a planned approach to faculty and staff mentoring and career progression.
- Establish principles and processes that ensure equity, Indigenization, and promote diversity in the hiring and retention of outstanding faculty and staff.
- Appoint Equity 'champion(s)' to provide resources and conduct education and awareness initiatives on how to best realize EDSW's commitment to equity, diversity and human rights and provide guidance on specific issues as they arise.
- Ensure EDSW faculty and students from equity-seeking groups have safe places for sharing experiences, issues and solutions.
- Ensure staff and faculty are provided with professional development opportunities that enable the fulfillment of professional goals within the Faculty's vision, values, and commitments, including promotion and tenure.
- Nurture mentoring and peer support for early career faculty, and orientation support for new sessional and ongoing faculty.
- Take actions to champion SOGI-inclusive (Sexual orientation and gender identity) education in the Faculty.
- Engage specifically with sessional faculty and support staff to provide services and solutions where needed.



Cultivate a workplace environment that fosters community building and respect.

- Create a web presence that documents how the Faculty is bringing to life TRU's Respectful Workplace policy within the Faculty community.
- Expand strategies to support the capacity of students, faculty and staff and academic units to address challenges that may arise, and to achieve respectful resolution of disputes, and effective management of work pressures.
- Support initiatives that establish a vibrant community inclusive of our entire Faculty community.
- Build communities of practice across disciplinary borders that enable staff and faculty to share ideas and coordinate efforts in ways that build interdisciplinarity and community.
- Embed health and well-being values and practices across the Faculty.
- Build a culture of fewer e-mails, more fun.



Provide leadership in research and programs that advance understanding and awareness about social and environmental sustainability.

- Mobilize our expertise related to environmental awareness, social, economic and cultural well-being, and education.
- Showcase our achievements and collaborations in fostering environmental and social sustainability.
- Develop and pilot test programmatic initiatives that demonstrate commitment to sustainability.
- Assess the contributions of our research, teaching, and other activities in promoting social inclusion and cohesion, and environmental sustainability.

Ensure economic sustainability for the Faculty by deploying resources as effectively as possible to achieve our greatest priorities.

- Ensure that reviews of current and proposed activities include a robust financial analysis and plan for ensuring current and ongoing financial sustainability.
- Assess, refine, and realign how we are investing staff time and financial resources to meet our research, teaching, and service commitments.
- Create a faculty staffing plan (2018/19-2021/22).
- Develop, field-test, and mobilize financial modeling tools that inform program planning at the graduate and undergraduate levels.
- Share/communicate budget outcomes and seek Faculty input into budget development.
- Deploy resources in alignment with the processes and practices that ensure a solid financial foundation.

A woman with long dark hair, wearing a yellow t-shirt, is smiling and holding a large, round, textured object (possibly a piece of wood or a large stone) with both hands. The background is a solid light green color. The text is overlaid on the image.

Accelerating Indigenous Advancement

Indigenize our Faculty's scholarship, programing and environment to address the TRC Calls to Action and improve Indigenous education and social services at all levels.

Actions and Projects



Increase responsive, respectful, and meaningful undergraduate, graduate, and lifelong educational opportunities for Indigenous people.

- Establish EDSW graduate studies in Indigenous advancement (Masters, doctoral).
- Expand programmatic options across EDSW specific to Indigenous advancement.
- Grow Knowledge Makers to support under graduate, graduate and post-graduate researchers.
- Meet regularly with EDSW Indigenous students to help increase understanding of student experience and critical success factors.
- Deliver on planned results for the TRU SIF project Coyote Brings Food from Upper Places, focused on TRU better serving Indigenous students.
- Increase the number of Indigenous adjunct faculty and Indigenous research fellows

Increase opportunities for all EDSW students to learn about Indigenous rights, history, perspectives and issues.

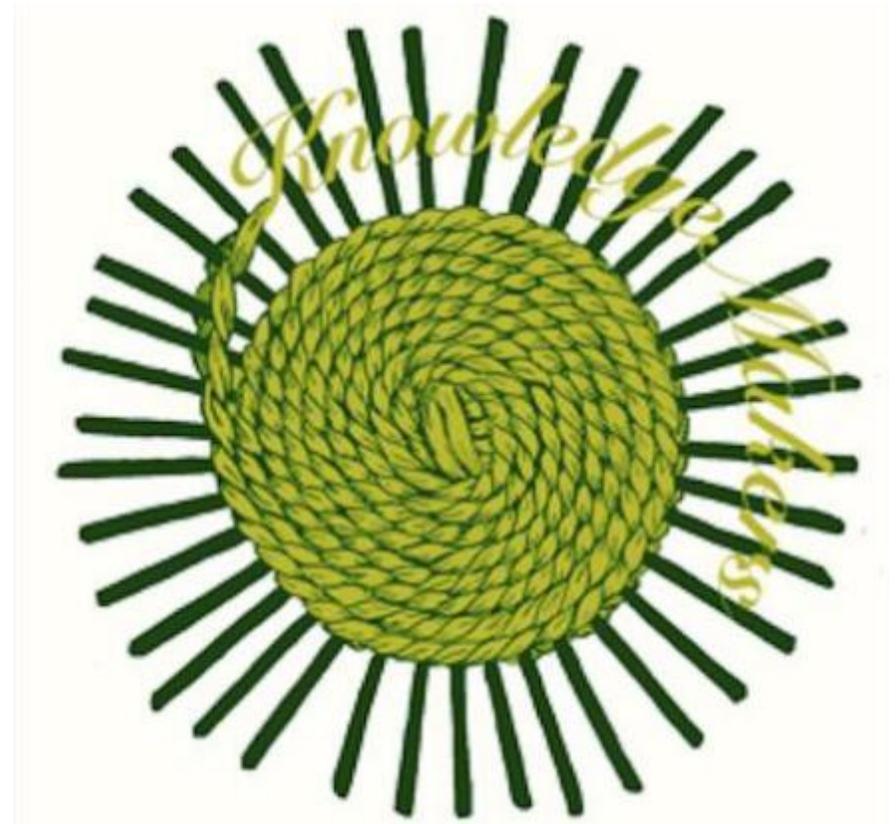
- Implement and research the impact of the core Aboriginal-focused courses that all EDSW students take, starting in September 2017.
- Increase the inclusion of Indigenous Knowledge (IK) in undergraduate and graduate courses and provide professional development to faculty members and teaching assistants wishing to include IK in their courses.
- Involve Indigenous knowledge holders and draw upon culturally responsive learning approaches in cooperation with Indigenous communities.

Strengthen Indigenous faculty retention and promotion strategies.

- Recruit Indigenous faculty and staff to ensure representation in EDSW at least matches the profile and proportion of Indigenous peoples in the Interior region.
- Establish tenure track/promotion mentoring and peer support programs for Indigenous faculty.

Increase effective engagement with Indigenous communities in mutually supportive and productive educational and research relationships.

- Share and increase mobilization efforts of Indigenous research projects and initiatives in EDSW.
- Increase service learning opportunities and partnerships with Indigenous communities, organizations, schools, and post-secondary institutes.
- Strengthen and expand research grounded in significant Indigenous community collaboration.
- Extend and support Indigenous language revitalization efforts.
- Establish international Indigenous research and teaching networks, faculty and student exchanges, in support of Indigenous advancement.
- Build relationships with First Nations communities and Aboriginal organizations to co-develop approaches to the Indigenization of EDSW; with exceptional consideration to Secwépemc.



Develop a comprehensive and coordinated communication strategy about Indigenous admissions, financial aid, programs/initiatives, and contacts.

- Develop an Indigenous Advancement web portal to serve as a communication resource to potential and current students and for external communities and organizations.
- Expand communications about Indigenous undergraduate and graduate education programs, projects, and research using various media and approaches.

Celebrate Indigenous student excellence including upon graduation and as alumni.

- Recognize Indigenous student learning on our website, through awards and through Faculty celebrations.
- Showcase and recognize excellence in Indigenous and indigenized research and teaching.



Create structural and operational features that support Indigenous success and advancement through EDSW

- Appoint Indigenous Advancement ‘champion(s)’ to increase Faculty-wide action for Indigenous advancement including curriculum renewal and development, and implementation of Indigenous student success strategies.
- Provide opportunities for faculty and staff to learn Secwépemcstin.
- Develop, enact and report on the EDSW response to the TRC report and Calls for Action.
- Develop Principles for Indigenized practices in EDSW to guide teaching, learning and service by the Faculty.
- Establish the Indigenous Standing Committee of the EDSW Faculty Council.
- Establish Faculty targets to significantly increase Indigenous participation, retention and achievement at every level.



Prof Rod McCormick (Kanienehaka), School of Education, EDSW BC Regional Innovation Chair in Aboriginal Health National and international research grant recipient

Director: All My Relations Research Network
(<http://www.tru.ca/edsw/research/all-my-relations.html>)

*Best practices in Aboriginal family and community health and healing.
Potential impact: 200,000 clients within four years and a national network of up to 250 Aboriginal community and family mental health facilitators.*



Outcomes Framework

Outcomes Framework

Vision 2022: By 2022 the Faculty of Education and Social Work is successful because we:

- Attract enrolments for our selective entry and growth areas.
- Increase retention, and achievement across EDSW campuses and Open Learning.
- Excel in EDSW's signature research and teaching areas, featuring service-learning, intercultural understanding and learning empowered by technology.
- Expand advancement and alumni programs that attract resources and foster lifelong relationships among students, alumni, emeriti, and the Faculty.
- Build an outstanding study & work environment including sustainable financial planning.
- Indigenize our Faculty's scholarship, programing and environment to address the TRC Calls to Action and improve Indigenous education and social services at all levels.

The tables that follow provide a draft of intended outcomes for the EDSW Five Year Academic Plan. The Outcomes Framework will be developed by the EDSW Leadership Team in Fall 2017 and reported to Faculty Council. We will also identify an EDSW Community Commitments Framework; that is, what is needed from the EDSW community to be able to deliver on our Faculty's Five-Year Plan. Each year (March-April) there will be the opportunity to revisit the Plan, Outcomes and Commitments Frameworks, and our progress.



Image: View from the EDSW Administration Hub, AE Building, TRU-Kamloops

EDSW Vision 2022 Outcomes Framework: DRAFT

	Increasing Student Success	Increasing Research Activity	Increasing Intercultural Understanding	Increasing Entrepreneurial Activity	Increasing Sustainability	Accelerating Indigenous Advancement
2016-17	<p>0.7% growth in domestic, and 1.5% for international compared to 2016-17.</p> <p>New initiatives:</p> <ul style="list-style-type: none"> - ESL (L6) - HUMS (OL) - MEd (OL) - ECE (regional) - First Nations Language Education - Expansion of offerings - ABE, ESTR Futures 	<p>EDSW signature research and teaching areas are identified.</p> <p>EDSW Research Plan developed and implemented</p>	<p>EDSW responds to the TRC and implements the Faculty's plan to accelerate the indigenization of Faculty programming and environment.</p> <ul style="list-style-type: none"> - Increased opportunities for all EDSW students and faculty to learn about Indigenous rights, history, perspectives and issues. - Created structural and operational features that support Indigenous advancement through EDSW 	<p>Increased students receiving study awards from 1% to 10% (value: \$210,000 increase)</p>	<p>A sustainable financial model is developed that allows EDSW to be innovative, grow and improve.</p>	<p>* Note: 'Accelerate Indigenous advancement' is included for the period following the current TRU Strategic Priorities (2014-2019). Initiatives are integrated across the five priorities.</p>

*Items in orange indicate New Initiatives

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2017-18

	Increasing Student Success	Increasing Research Activity	Increasing Intercultural Understanding	Increasing Entrepreneurial Activity	Increasing Sustainability	Accelerating Indigenous Advancement
	<p>EDSW signature research and teaching areas are identified.</p> <p>EDSW teaching and learning plan developed and implemented.</p>	<p>Indigenous doctoral cohort is established.</p>	<p>'Coordinator(s)' for Indigenous Advancement in place across all TRU Faculties (Jan 2017 SIF application).</p>	<p>External funding secured for Indigenous doctoral cohort \$450,000 over three years.</p>	<p>Recruitment: (a) Indigenous faculty increased to 7 per cent; (b) general faculty vacancies filled; and (c) professional support staff arrangements refreshed.</p>	
	<p>Develop EDSW student retention and success strategy.</p>	<p>Research Centres established:</p> <ul style="list-style-type: none"> - CCC - All My Relations - Aging 	<p>International Engagement Working Group formed and reports to the Dean on best ways to support international and intercultural work.</p>	<p>EDSW Communications Plan designed and launched:</p> <ul style="list-style-type: none"> - Promoted EDSW programs and courses - Attracted applications - Promoted faculty. - Attracted research opportunities - Shared stories of student success - Attracted alumni - Demonstrated service to the region 	<p>EDSW++ (Care and Career) initiative developed:</p> <ul style="list-style-type: none"> - Care: Cultivate a workplace environment that fosters a sense of community, care, and respect. - Career mentoring for faculty established 	

*Items in orange indicate New Initiatives.

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2018-19	Increasing Student Success	Increasing Research Activity	Increasing Intercultural Understanding	Increasing Entrepreneurial Activity	Increasing Sustainability	Accelerating Indigenous Advancement
	Enrolments increase: New initiatives: - ABE (WL) - ESL (academic credit) - ECE (international) - BEd TT, BEd STEM - Bachelor in Indigenous Leadership (BIL) - MEd (expanded focus areas, e.g. TESL, indigenous education, service learning) - MSW	Systems for research development and grant facilitation support in place.	Indigenous Advancement planning developed and implemented: Indigenised EDSW practices and environment - Professional learning about TRC and healing, and language(s). - Indigenised curriculum - Increased EDSW Indigenous student registration and success at all levels	External funding secured for <i>All My Relations</i> (\$3million +)	A sustainable financial model is implemented that allows EDSW to be innovative, grow and improve.	
	EDSW teaching and learning plan implemented.	EDSW research plan implemented	Website & communications, academic advising, and academic programming refreshed: - Indigenous and international student focus	Communications Plan for EDSW implemented and expanded	Increase Indigenous faculty to 8 per cent.	
	Recognition/celebration for excellence in teaching	Recognition/celebration for excellence in research		EDSW Alumni presence expanded	EDSW++ (Care and Career) initiative implemented	

*Items in orange indicate New Initiatives.

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2019-20	Increasing Student Success	Increasing Research Activity	Increasing Intercultural Understanding	Increasing Entrepreneurial Activity	Increasing Sustainability	Accelerating Indigenous Advancement
	Enrolments increase New initiatives: - PHED revised - Summer Institutes (ABE, ESL, EDSW Grad Studies, Indigenous research)	Increased success in research activity and securing grants	Indigenous Advancement planning implemented - EDSW Indigenous World initiative actioned (in collaboration with TRU World)	Communications Plan implemented and expanded	A sustainable financial model is implemented that allows EDSW to be innovative, grow and improve.	
	EDSW teaching and learning plan implemented.	EDSW research plan implemented		EDSW Alumni presence expanded	Increased Indigenous faculty to 9 per cent.	

*Items in orange indicate New Initiatives.

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2020-21	Increasing Student Success	Increasing Research Activity	Increasing Intercultural Understanding	Increasing Entrepreneurial Activity	Increasing Sustainability	Accelerating Indigenous Advancement
	Enrolments increase	Increased success in research activity and securing grants	Indigenous Advancement planning implemented - Increased EDSW educational opportunities for indigenous people.	Communications Plan implemented and expanded	A sustainable financial model is implemented that allows EDSW to be innovative, grow and improve.	Strengthened Indigenous faculty retention and promotion strategies.
	EDSW teaching and learning plan implemented	EDSW research plan implemented, including: - How does our research serve education success, social inclusion and cohesion? - How is our research mobilized?		EDSW Alumni presence expanded	Increased Indigenous faculty to 10 per cent.	Increased effective engagement with Indigenous communities in mutually supportive and productive educational and research relationships.
					EDSW++ (Care and Career) initiative implemented	Communication strategy about EDSW Indigenous admissions, financial aid, programs/ Initiatives, and contacts.

*Items in orange indicate New Initiatives.

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2021-22	Increasing Student Success	Increasing Research Activity	Increasing Intercultural Understanding	Increasing Entrepreneurial Activity	Increasing Sustainability	Accelerating Indigenous Advancement
	Enrolments increased (3.4% domestic, 6.8% international) over five years Including <ul style="list-style-type: none"> - 100% increases in BEd, SRCL, HUMS, - 50% in MEd, - 20% increase in ABE, - 10% in ESL Headcount: <ul style="list-style-type: none"> - BIS:25/semester - MSW:25/semester - PhD:12/semester 	Research activity: <ul style="list-style-type: none"> - increased international, reviewed research outputs (20%) - increased contributions to research (supervisions, peer esteem, awards) - increased success in securing external grants (100%) 	Funding secured for international service projects <ul style="list-style-type: none"> - \$100,000 or \$20k per annum 	Doubled our capacity to raise funds that amplify the Faculty's potential to achieve key strategic priorities. <ul style="list-style-type: none"> - \$2.5 million in external grants for programs - \$210,000 for student awards (available to 10% of students). 	Review and refresh a sustainable financial model that allows EDSW to be innovative, grow and improve.	Celebrated Indigenous faculty and student excellence in a variety of ways throughout their programs, upon graduation and as alumni. Targets: <ul style="list-style-type: none"> - 26% of students are Indigenous at all levels - 85% retention.
	Retention increased to at least 85% across EDSW.	EDSW doctoral cohort successful <ul style="list-style-type: none"> - 15 graduates (PhD) - 30 graduates (Masters) 	Increased student participation in international practica and service learning projects. (100%		Increased Indigenous faculty to 12 per cent.	
	EDSW teaching and learning plan and outcomes reviewed. <ul style="list-style-type: none"> - 100% course outlines indigenized in LOs, content, readings - 100% program rules and regulations approved - 100% success with new course and program approvals. 	EDSW research plan and outcomes reviewed. At least: <ul style="list-style-type: none"> - 5 transitions from bi- to tripartite - 75 Knowledge Makers (UG) - \$2 Million in external research grants. 			EDSW++ (Care and Career) initiative reviewed: <ul style="list-style-type: none"> - positive workplace reported - Increased promotion and tenure approvals. (At least: 4 Principal Lecturers, 4 Senior Lecturers, 4 Associate Professors, 4 Professors). 	

*Items in orange indicate New Initiatives.

Academic Service Planning for 2017/18 (as identified by EDSW Schools and Departments)

The following comments and planning intentions have been prepared by Chairs and Program Coordinators across EDSW. Our Faculty leaders analysed data on enrolments over the past five years, and identified past trends and future directions.

School of Education

BEd, Physical Education (PHED), Developmental Standard Term Certificate (DSTC) (First Nations Languages), ECE

- The introduction of a B.Ed. Secondary STEM program is planned once approval is through. The STEM program is in the final stages of approval with the Minister of Advanced Education. This addition will bring B.Ed. enrollments back to 2012/13 levels and add international students to the B.Ed. through the MOU with Maple Leaf Schools.
- Although they are not part of programs, PHED courses are popular across the university as service courses. If funds were available there would an interest across TRU in reopening some of these PHED courses.
- The DSTC courses in First Nations language increased in popularity in 2015/2016 and the number of enrollments increased.
- Through continued investment in Aboriginal culture and language (including through the DSTC) there is the opportunity to increase indigenous student participation and retention, and to advance TRU's commitment to being the university of choice for indigenous peoples. The proposed 'Indigenous cultural immersion program' will play a key role in 2016/17 (2017-18 Strategic Initiative Fund proposal).
- ECE enrolment has increased, is at full capacity for Fall 2016 and Winter 2017, and international students have joined the program. Funded projects are under way to increase ECE delivery in William's Lake and Prince George. A proposal is underway to further develop programming (2017-18 Strategic Initiative Fund proposal)
- Recruitment: (proposed) ECE to fill vacancy, (approved) BEd.

Master of Education

- Total M.Ed. enrolments have continued to increase. International student enrollments show greatest increase.
- The introduction of a MEd Coordinator (Dr Gloria Ramirez) has significantly improved the admissions process.
- New electives have been added for Special and Inclusive Education.
- New electives have been added for online delivery.
- On average 18 MEd courses are currently offered each semester.



Teaching English as a Second Language:

Increasing Student Success

- Seek funding (e.g. CUEF) for invited guest speakers to enhance and increase awareness of TESL at TRU, in the community and beyond.
- Develop further platforms for current students and alumni to connect and share information. To continue professional development

Increasing Intercultural Understanding

- Advance student exchange/hosting possibilities with the University of Sherbrooke.
- Explore avenues for TESL students and alumni to become leaders in the promotion of EAL Week initiatives locally and provincially.

Increasing Research Capacity

- Explore the potential of a field school, e.g. Mexico.

Increasing Entrepreneurial Capacity

- Explore *The Open-English* initiative, which offers English classes to the community

Increasing Sustainability

- Explore new markets such as a cohort-specific group from school districts, TRU World contacts and new international markets, and TRU faculty.
- Promote TESL to TRU programs and students, e.g. classes in Education (BEd and Masters)

School of Social Work and Human Service

Social Work:

- The BSW program will increase enrolments of new students to 70
- The BSW program will continue to have a high demand due to the closure of the UBC Okanagan BSW program. The BSW program has engaged in recruitment at four post-secondary programs in Alberta and anticipates further increases to the number of applicants.
- Two more tenure track faculty will be appointed for July 2017, adding additional expertise to the School.
- The results of the BSW self-study for program re-accreditation will be known after site visitors have visited and assessed the program in 2017.
- Plans are underway for a complete curriculum review, field program and field school review, and further development of a diversity and equity plan.
- Faculty members are engaged in a review of the MSW proposal to resubmit in 2017.
- A market assessment and stakeholder survey will be completed for the MSW program by IPE in 2017.
- Recruitment (approved): Recruitment of faculty to fill vacancies.



Human Services:

- Human Service enrolments increased 6 per cent over the five-year period 2009/10 to 2013/14 and decreased between 2013-14 and 2014-15. The increasing number of students in the program who are starting as part-time students or who drop to part-time status during the program can account for the decrease. Part-time study is becoming more attractive as the demographics of the program change. Part time study supports student success for students who have financial barriers, who are first time University goers, who have disabilities or who are indigenous learners.
- A working partnership with Aboriginal Services/The Gathering Place at TRU has seen an increase in indigenous students entering the program. Since 2013, the indigenous learner population has increased to 30 per cent of our student cohort. To maintain

enrolment as we approve more part-time programs of study, HUMS increased enrolment capacity for 2017-18.

- There was a drop in HUMS enrolments in 2011/12 when the Education Assistant and Community Support program was moved to School of Education. Academic oversight of EACS has now returned to HUMS (Winter 2016 onwards). This change now aligns program offerings at the Kamloops and Williams Lake campuses and provides opportunity to develop further programming in the EACS and HUMS areas.
- An initiative to increase participation through on-line Human Service education was planned for 2015/16 for implementation in 2016/17 onwards.
- Recruitment (approved): Recruitment of faculty to fill vacancies.

Department of University, Employment and Preparation (UEPrep)

ESTR

- Completion of the ESTR Futures project to advance University-based Adult Special Education, and implementation of actions arising.
- Expand retail-based learning through the establishment of the Retail Lab.
- Recruitment (proposed): Faculty replacement following retirements.

UPrep

- Completion of the ABE Futures project to advance Adult Basic Education at TRU, and implementation of actions arising.
- Expand the Peer-Assisted UPrep Learning homework help initiative, in collaboration with Kamloops region school districts.
- Recruitment (proposed): Faculty replacement following retirement

UEPrep

- Develop and implement a planned approach to ASE and ABE at TRU-Williams Lake and the Williams Lake region.



Department of English as a Second Language

ESAL courses

- Five new courses will be offered to pre- MBA international students who do not meet the English language requirement of a 7 on the IELTS test. This is expected to commence in 2017-18 academic year. The courses will be at level 6 and will be specific to Business-bound ESL students.
- As part of our ESL Action Plan, we are working towards redesigning the curriculum for our ESL Program. In order to advance this initiative, we will submit a SIF Application to allow faculty members to devote their expertise to this academic priority.
- In Fall 2016, the delivery of 'adjunct courses' to support students in SOBE courses was piloted by the Department. ESL is looking at expanding adjunct course offerings to other program areas such as Tourism and Arts.
- A further initiative identified in the ESL Action Plan is establishing academic credit for ESL courses, especially the upper level courses.
- Recruitment (proposed): LTC (1 year) during period of major curriculum renewal.



APPENDIX

Academic Program Review Schedule (2017-2023)

Academic Program Review Schedule (2017-2023)

The purpose of Academic Program Review (APR) is to assess each program's health through evidence-based inquiry and analyses, with the findings documented in a comprehensive report and action plan. The focus of APR is on program improvement, sustainability and accountability. During 2016-17 to 2018-19 the Faculty will complete the APR for all its programs. Thereafter EDSW will establish a pattern for standard 7-year review cycle, with adjustments where external accreditations require an earlier review. Putting this pattern in place may take a further full cycle. EDSW APRs will include all three delivery sites – TRU-Kamloops, TRU-Open Learning, and TRU-Williams Lake.

A **draft** schedule for the EDSW APRs is provided below.

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26*
BEd (Elementary)	Online Tchg & learning programs	EDCN Graduate program			BEd (Elementary) (5 th year)	ECE (5 th year)	BEd (Secondary) (6 th year after commencing SS2018)	Online Tchg & learning programs	EDCN Graduate programs
	ECE	PHED							PHED
	DSTC								
	TESL	ESL						TESL	ESL
	ASE	ABE						ASE	ABE
BSW	(BSW) Graduate Certificate in Child and Youth Mental Health	Human Services: - HUMS - EACS - SSWC		BSW (4-year accreditation)			Human Services - HUMS - EACS - SSWC (6 th year)	BSW (if granted 4-year accreditation) GCCYMH	SW Graduate Program (Assumed MSW commenced F2019)

* 2026-27: BEd TT review (assuming commenced in 2019-20)



Faculty of Education and Social Work
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**We are committed to realizing potential.
Our focus is on truly unexpected levels of student success,
and meaningful research that is a form of service to others.**

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