



*our time to*  
**LEAD**

FACULTY OF EDUCATION SELF-STUDY 2015



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

**FACULTY OF EDUCATION**



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THE UNIVERSITY OF BRITISH COLUMBIA

## *The UBC Context*

The University of British Columbia first opened its doors in 1915. Since then, expert faculty and top students from across the globe have been coming here to turn inspiration into ideas and ideas into actions.

Today, UBC is a global centre for research and teaching, consistently ranked among the top three universities in Canada, among the top 25 public universities in the world, and among the top 40 research universities in the world.

UBC's West Coast spirit embraces innovation and challenges the status quo. Its entrepreneurial perspective encourages students, staff, and faculty to challenge convention, lead discovery, and explore new ways of learning.

At UBC, bold thinking is given a place to develop into ideas that can  
**CHANGE THE WORLD.**

\$2.1B operating budget

60,650 students on 2 campuses

10,000 international students from 140 countries

15,000 faculty and staff members

305,000 alumni in 140 countries

176 exchange institutions in 38 countries

187 Canada Research Chairs

10 3M national teaching fellows

69 Rhodes scholars

7 Nobel laureates

65 Olympic medalists

195 Fellows of the Royal Society of Canada

2 Canadian Prime Ministers

\$564M in research funding







# *Faculty of Education @ UBC*

ADVANCING EDUCATION'S ROLE IN THE  
WELL-BEING OF PEOPLE AND COMMUNITIES

*As one of the leading faculties of education in the world, we advance educational research and understanding of teaching and learning in a way that celebrates diversity, equity, and innovation, and welcomes international collaboration in an increasingly borderless globe.*

For over 50 years, the Faculty of Education has served the international education community through leadership in research, service, and advocacy. The UBC Faculty of Education has a longstanding commitment to promoting understanding of teaching and learning in diverse cultures, and to their role in sustaining socially just societies.

Today, the Faculty of Education prepares professionals for practice in a wide range of education-related fields, from preschool through adult education. The Faculty offers high-quality research opportunities with some of the top-ranking educational researchers in the world. Research-oriented graduate programs comprise a diversity of disciplinary, theoretical, and methodological approaches. Contributing to excellence in education, the Faculty provides leading-edge bachelor degrees in Teacher Education and Kinesiology and certificates, diplomas, and institutes for leaders and professionals in the field.

The Faculty is making a global impact on how the world learns and teaches. From Japan to Afghanistan, Uganda to China, the Faculty conducts innovative research and promotes the understanding of teaching and learning in diverse cultures. It is achieving renown as a globally influential institution that excels at educating students, scholars, and professionals through diverse global perspectives.

Closer to home, the Faculty of Education is leading the way in bringing Indigenous knowledge, perspectives, and ways of knowing into all its research and teaching activities.

A diverse and far-reaching Faculty, with programs offered both on-campus and online, UBC's Faculty of Education is truly a global leader. Education alumni are some of our communities' most engaged leaders, with over 52,000 spread locally, nationally, and internationally.



# Faculty Mission Statement

Our Mission is to advance education's role in the well-being of people and communities. The mission statement represents the collaborative thought and effort of many members of our Faculty. As we grow and change as a community, our mission needs to grow as well. Therefore, we view this statement as a living one, evolving with our community and never final.

## WHO WE ARE

We are a diverse community of scholars, educators, staff, and students committed to improving teaching and learning through innovative and inquiry-driven programs, research, reflection, and critique in partnership with its communities.

We are committed to the:

- Initial and continuing education of teachers and related professionals in the settings in which they work
- Graduate preparation of scholars and practitioners
- Cultivation of close connections among educational theory, policy, and practice

## OUR DESTINATION

- To be among the world's leaders as scholars, staff, and students involved in the study and practice of education, educational issues, and human kinetics.
- To advance public understanding of teaching and learning and to raise public awareness of and access to lifelong learning.

## OUR VALUES

Academic Freedom  
Ethics and Responsibilities  
Internationalism  
Partnerships  
People and Community  
Profession and Scholarship  
Professional Excellence  
Society  
Technology



## Chapter 3

# Dean's Overview

Over the past 100 years, the University of British Columbia (UBC) has grown from a provincial institution with just 379 students to an internationally renowned research power-house with 60,000 students and more than 300,000 alumni across the globe. UBC is now a vibrant, inclusive, intellectual, intercultural space, with 22% international students from over 150 countries. As an institution, UBC is deeply committed to excellence, innovation, and diversity, while allowing a spirit of community to thrive.

In 2016, the Faculty of Education will have 60 years of achievement behind it. Since my arrival as Dean in 2011, according to the 2015 QS rankings, the Faculty of Education has moved from 24<sup>th</sup> to 18<sup>th</sup> in the globe and 2<sup>nd</sup> in Canada. We hope that wherever our 52,000 alumni may be, they are building upon their education to enrich the social, environmental, and economic sectors of their society and contributing to the well-being of their fellow citizens. With 159 tenure-stream faculty and about 300 term faculty, the Faculty of Education currently has 640 teacher education candidates, 1400 master's students, and 408 doctoral students and is supported by a dedicated administrative and technical staff.

Over the last four years, the Faculty of Education has built upon its profile of local, national, and international acclaim and maintained its upward trajectory of excellence and innovation in education and research. The rapid changes of the landscape in education nationally and more broadly, and the consequent demands on both undergraduate and graduate education, combined with a tightening fiscal environment have required flexibility, adaptability, and nimble management strategies. Our progress reflects the depth of human resources in the Faculty and



our strong partnerships affiliated with the broad education community. Instrumental in advancing these partnerships has been my involvement with the Association of BC Deans of Education (4 years on the executive) and the Association of Canadian Deans of Education (4 years on the executive including 2 years as president). Through my engagement in these organizations I have contributed to provincial, national, and international discourse around issues of concern in education at all levels and across the lifespan.

The Faculty has been committed to alignment with *Place and Promise* (<http://strategicplan.ubc.ca/>), the strategic vision for the University of British Columbia, building on the platform of our core

values: improving teaching and learning through innovative and inquiry-driven programs, research, reflection, and critique in partnership with communities. *Place and Promise* continues to be a key driver of the Faculty of Education's own strategic plan (<http://educ.ubc.ca/about/strategic-plan/>).

This self-study provides an overview of the Faculty of Education during the period of 2011–15. It is important to underscore that this period corresponds to a challenging operating environment for the University and for the Faculty of Education. A prolonged period of provincial government fiscal restraint, along with issues such as the end of mandatory retirement for faculty members, combined to impose tight limits on our resources. As a result of this, in the fall of 2014 the Office of the Provost implemented a staff and faculty hiring freeze, which will continue until such time as the financial state of affairs is more robust. The operating environment caused my senior leadership team and myself to make some hard strategic choices to contain costs and raise revenues. We continue to be in the process of implementing a carefully calibrated approach to meet our strategic goals.

Even with these financial restraints, we have prioritized innovation and student learning. In January 2016 the Faculty will open a new Education Centre with approximately 36,000 square feet located within Ponderosa Commons, a mixed-use facility designed to increase on-campus student housing and create vibrant social and academic centres. More information may be found on Page 17.

## GOVERNANCE AND LEADERSHIP WITHIN THE FACULTY

As a major priority within the Faculty of Education's Strategic Plan, I have articulated and appointed a senior leadership team in which each member of the team is responsible, with administrative staff, for a clear jurisdictional mandate (see Table 1). The senior leadership team provides the Faculty with a stable and effective administration governance model relative to stewardship of strategic planning, operational decision-making, budget oversight and alignment of finance operations with faculty priorities, and nurturing innovation across all the major portfolios. More information may be found at <http://dnso.educ.ubc.ca/senior-leadership-team/>

The major governance bodies involved in decision-making related to the Faculty of Education are the Dean's Advisory Committee and the various standing committees chaired by the senior leadership team (e.g., Graduate Curriculum Advisory Committee, Chair, Associate Dean Office of Graduate Programs and Research), as well as the management committees of the Dean (including Dean's Advisory Committee, Finance), the committees that report to the department heads and the Director of the School of Kinesiology, and a number of bodies in which the Faculty participates at the University level and externally. More information may be found at <http://dnso.educ.ubc.ca/committees-of-the-faculty/>

### *Dean's Advisory Committee*

The mandate of this committee is to advise and make recommendations to the Dean pertaining to the Faculty, especially around matters of programmatic initiatives, policies, academic integrity, strategies, goals, budget and oversight.

### *Dean's Advisory Committee, Research*

This committee is charged with advising and making recommendations to the Dean and Faculty of Education departments and units. The Committee explores, discusses, and disseminates information

**TABLE 1: SENIOR LEADERSHIP TEAM, ROLES AND PORTFOLIOS**

ROLE	PORTFOLIO
<p>Dean <i>DR. BLYE FRANK</i></p>	<ul style="list-style-type: none"> <li>• Provides leadership in the development and implementation of academic objectives, priorities, policies and plans</li> <li>• Directs budget planning</li> <li>• Promotes effective Faculty governance.</li> <li>• Manages the Faculty's financial and other resources effectively in accordance with the policies and procedures of the University</li> <li>• Participates in the development of University strategy, and policies and in institutional management as a member of the senior administration and as a member of the Senate</li> <li>• Ensures that recruitment and appointment processes and tenure/promotion reviews are conducted in a manner that is consistent with appointments of the highest possible academic and professional caliber and with pertinent university policies</li> </ul>
<p>Senior Associate Dean, Administration and Innovation <i>DR. MARY K. BRYSON</i></p>	<ul style="list-style-type: none"> <li>• Oversees budget</li> <li>• Directs faculty relations, including searches, leaves, and appointments</li> <li>• Manages matters of promotion and tenure, merit, PSA</li> <li>• Mentors faculty</li> <li>• Manages incidents of student academic misconduct</li> <li>• Directs and manages space allocation (Scarfe Building and Ponderosa Commons)</li> </ul>
<p>Senior Associate Dean, International <i>DR. THOMAS SORK</i></p>	<ul style="list-style-type: none"> <li>• Oversees international activities</li> <li>• Directs professional development and community engagement initiatives</li> <li>• Oversees matters related to the Master of Educational Technology Program</li> </ul>
<p>Associate Dean, Indigenous <i>DR. JO-ANN ARCHIBALD</i></p>	<ul style="list-style-type: none"> <li>• Supports Indigenous faculty members and research</li> <li>• Oversees Ts"kel stream in graduate education</li> <li>• Directs Native Indian Teacher Education Program</li> </ul>
<p>Associate Dean, Teacher Education <i>DR. WENDY CARR</i></p>	<ul style="list-style-type: none"> <li>• Directs teacher education program</li> <li>• Facilitates faculty and school district partnerships</li> </ul>
<p>Associate Dean, Graduate Programs and Research <i>DR. BETH HAVERKAMP</i></p>	<ul style="list-style-type: none"> <li>• Oversees and supports graduate programs and research iFosters research collaborations, funding opportunities, and support</li> <li>• Facilitates curriculum change</li> <li>• Delivers research infrastructure support</li> <li>• Examines and develops graduate policy</li> </ul>
<p>Assistant Dean, Professional Development and Community Engagement <i>DR. MARK EDWARDS</i></p>	<ul style="list-style-type: none"> <li>• Mobilizes mobilization</li> <li>• Facilitates relationships between the Faculty and the field</li> <li>• Oversees off-campus MEd, diploma, and certificate programs</li> <li>• Oversees distance education, direct instruction, and cohort programs</li> </ul>
<p>Department Heads and Director of the School of Kinesiology</p>	<ul style="list-style-type: none"> <li>• Provides administrative, intellectual, and academic leadership</li> <li>• Supervises operations, budgets, staffing courses, curriculum and program review, fostering collegial interactions among faculty members, and mentoring faculty members</li> </ul>

regarding research initiatives and issues within the Faculty, University, and wider community.

### *Dean's Advisory Committee, Finance*

The committee addresses issues related to financial resources, student enrollment, tuition assessment, and other financial related matters. The committee ensures transparency and stewardship within the Faculty for budgeting processes, procedures and financial management.

### *External Advisory Board to the Dean*

The mandate of the Board is to provide advice, support, and assistance to the Dean and the Faculty relating to activities and strategic directions. The scope of the mandate includes the academic and professional programs, the relationship of the Faculty with the business and public sector communities, alumni relations, and development activities. Board members include donors, alumni, emeriti, current students, and educational leaders from across the province.

### *Internal Committees and Working Groups*

Several internal committees and working groups provide oversight and governance within the Faculty:

- Committee on Curriculum, Admissions, Standings and Appeals
- Faculty Personnel Committee
- International Engagement Working Group
- Professional Development Working Group
- Graduate Curriculum Advisory Committee
- Health and Safety Committee
- IT Governance Committee
- Ponderosa Commons Steering Committee

All major financial and operational matters are discussed and approved in a timely manner by the Dean's senior leadership team before proceeding to department heads, administrative managers, and related Faculty standing committees for consultation and approval, as necessary. Faculty

members have input into decision-making through their departmental standing committees, participation in Faculty and University committees, their department heads and participation in faculty meetings. On key academic issues, faculty-wide consultation is undertaken through various mechanisms, including standing committees, department meetings, and e-mail communication for direct feedback to the decanal team prior to approval. Academic policy or governance items are referred by the Dean's Senior Leadership Team to one or more of the standing committees and thereafter to faculty meetings. Department heads keep their executives and faculty members informed of all major Faculty-wide academic and management issues and ensure the decanal team is kept up to date on faculty member opinion and advice.

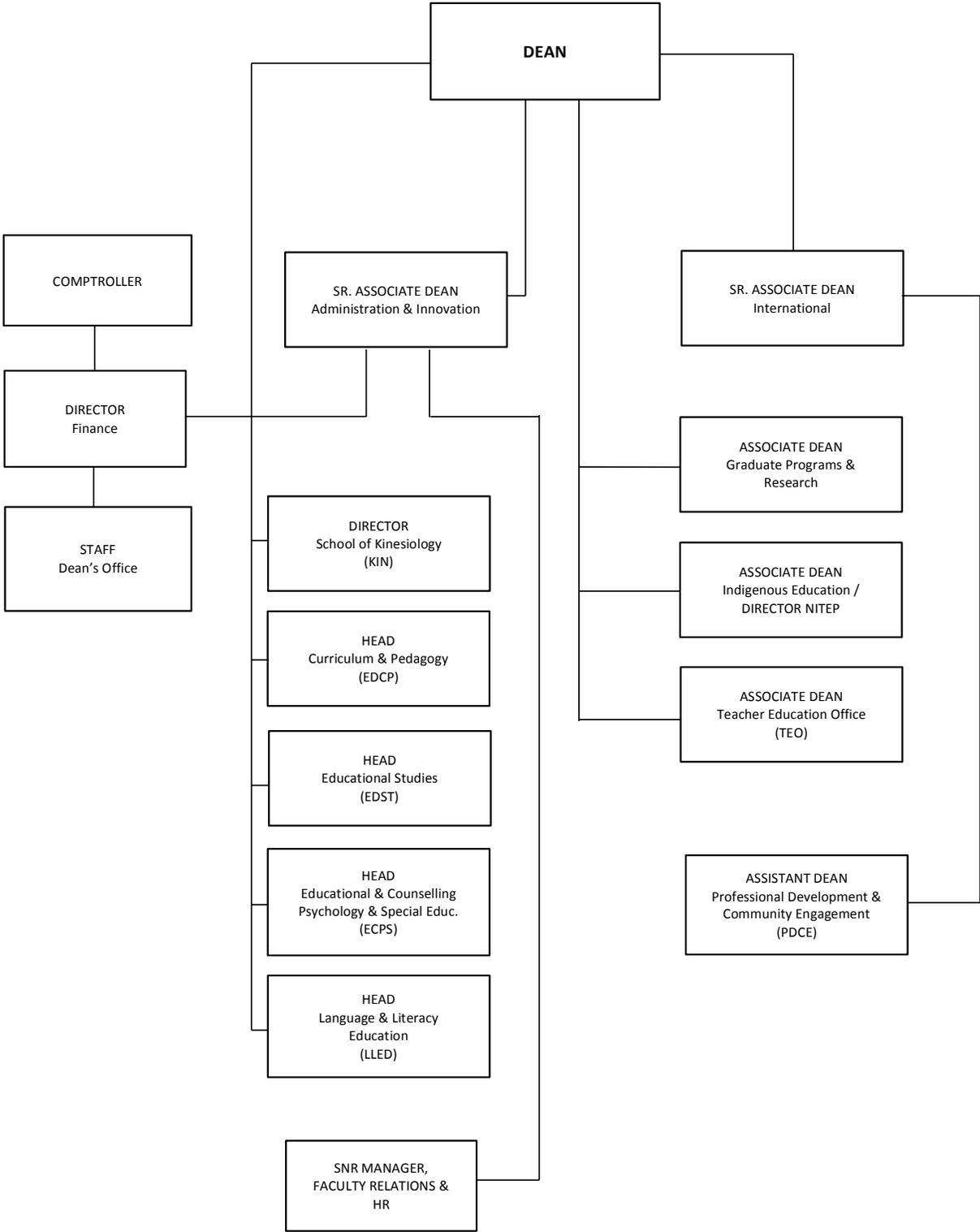
The Faculty has made a concerted effort to ensure timely and comprehensive communication to all faculty members from the Office of the Dean, the decanal portfolios, and the department heads and Director, School of Kinesiology.

## DEPARTMENTAL AND SCHOOL OVERVIEWS

To support and meet the emerging needs of the broad educational community, the Faculty has developed a number of innovative programs. The **Department of Curriculum and Pedagogy** (EDCP) now offers four dual-degree programs (with the Faculty of Science; the Faculty of Land and Food Systems; the School of Kinesiology; and the recently negotiated one with the School of Music); the online, blended program in International Faculty Scholarship of Teaching and Learning (SoTL) <http://international.educ.ubc.ca/SOTL/> with over 400 faculty graduates including associate deans, program chairs, evaluation of teaching and curriculum leaders, teaching award winners and nominees, tenured instructors and professors of teaching from multi-national, multi-institutional and multi-disciplinary settings; and, an outstanding, thriving, and intellectually captivating departmental seminar series that attracts world-renowned scholars, drawing crowds of faculty



FIGURE 1: ORGANIZATIONAL CHART OF THE FACULTY'S SENIOR LEADERSHIP TEAM



members and students in a manner that reinforces the external reviewers' conclusion that "EDCP has an excellent national and international reputation, one that is based on the publication and research records of faculty members of the Department" (EDCP External Review Report, p. 6).

The **Department of Educational and Counselling Psychology and Special Education (ECPS)** is known nationally and internationally for its faculty scholarship, research, and the excellence of its graduate and undergraduate programs. The Department has five research and teaching foci—Counselling Psychology; Human Development, Learning and Culture; Measurement, Evaluation, and Research Methodology; School Psychology; and Special Education—that have supported the research and training of graduate students in MA, MEd, and PhD programs. ECPS members over the last five years have published widely—more than 500 refereed journal articles, 45 books, 178 books chapters, about 400 keynote addresses, and nearly 800 conference presentations—and have been recognized for their excellence in research and teaching with 3 Killam Teaching Awards, 5 Endowed Chairs, and a Professorship in Psychometrics and Measurement.

The **Department of Educational Studies (EDST)** has logged many accomplishments during the last 4 years, including the creation of nine MEd cohorts in Educational Administration and Leadership. The cohorts were completed through Vancouver and Lower Mainland School Districts and have graduated over 175 students. The newest cohort in this program is an MEd in Educational Administration and Leadership established with the Squamish First Nation in North Vancouver. Numerous faculty members and emeriti have received awards for their teaching and research, including:

- 2013 AERA Scholars of Color Distinguished Career Contributions Award
- 2015 Joyce Cain Award for best article on African education
- 2015 AESA Critics' Choice Book Award for *A Primer for Philosophy and Education*
- 2015 UBC Killam Mentorship Award
- 2014 & 2013 UBC Killam Teaching Prizes

- 2015 CSSE Distinguished Member Award
- 2015 Governor General's History Award
- John A. MacDonald and Basil Stuart-Stubbs Book Prize for the book, *French Canadians, Furs and Indigenous Women in the Making of the Pacific Northwest*
- 2014 George Woodcock Lifetime Achievement Award.

The **Department of Language and Literacy Education's (LLED)** commitment to transformative pedagogy and research on language and literacy has led to projects in Ethiopia, Kenya, South Africa, Uganda, Japan, Korea, and China, as well as work closer to home with Indigenous communities, disadvantaged youth, families, veterans, prisoners, and immigrants and refugees. The Department's broad scope encompasses digital literacy, multimodality, language revitalization, and multilingualism, with constant attention to the ways in which inequality limits access to the riches of language and literacy.

The **School of Kinesiology** has a number of new achievements to celebrate, including

- Tier-II Canada Research Chair in Physical Activity and Mental Health (Dr. Eli Puterman)
- Canadian Institutes of Health Research-Public Health Agency of Canada (CIHR-PHAC) Chair in Applied Public Health (Dr. Guy Faulkner)
- Launch of the Saltin International Graduate Course in Exercise and Clinical Physiology which gathers 35 international scholars together with 60 top graduate students from 19 universities across Canada, Scandinavia and the US
- Development of the MSc Degree in High Performance Coaching and Technical Leadership
- New UBC Sports Medicine Facility—Han Gunn Pavilion to break ground Spring 2016.

## RESEARCH

In the past 4 years, the Faculty of Education has made significant investments in research infrastructure, providing \$200,500 in support of faculty research leadership opportunities.





## One Faculty, Two Buildings:

### *Education Centre at Ponderosa Commons*

UBC's Ponderosa Commons Phase 2 is one of five proposed commons or "hubs" designed to increase on-campus student housing and create vibrant social and academic centres. The Faculty of Education will have approximately 36,000 square feet within this hub. Education Centre will comprise the academic component of the new hub. Full occupancy is scheduled for January 2016.

The Centre will include administrative and faculty offices for the departments of Language & Literacy Education and Educational Studies, two of Education's four departments. In addition, there will be technologically enhanced instructional spaces for up to 250 students, a research and learning commons, and a videoconference facility.

Centrally located, Education Centre at Ponderosa Commons is next to the First Nations Longhouse. The new facility will achieve interconnectedness with the Faculty's Neville Scarfe building through landscaping and interior design consistent with a vision of "One Faculty, Two Buildings."

As a home for Faculty of Education activities that technologically support today's way of learning, Education Centre at Ponderosa Commons is designed to inspire new and innovative ways to engage academically. It will provide a dynamic space for faculty and students to collaborate and engage with local, provincial, national and international partners, connecting scholars globally through technology-enabled research and networking spaces.

#### **Funding:**

Total project: \$57M  
Faculty of Education component: \$18M  
Education funding model:

\$6M from Faculty of Education  
\$6M from UBC  
\$6M from fundraising

In Spring 2015, the Faculty reached an agreement with UBC Treasury to finance the balance of the fundraising component over a period of thirty years.

The Faculty hired a second full-time research development/grant facilitation staff member at the PhD level. Aligning staff resources with strategic priorities has produced results: for new assistant professors, the Faculty is now achieving higher rates of grant applications and total amount of external funding. The Faculty's SSHRC success rate exceeds both UBC and national averages and the Faculty received its first SSHRC Partnership Development Grant (Dr. Rita Irwin, PI), a collaboration on teacher mentorship between the Faculty of Education, the BC Ministry of Education, the BC Teachers' Federation, and BC Superintendents. Table 2 shows research funding from all sources over the past five fiscal years, broken down by rank.

in Early Childhood Education, and the recently completed external review of the Master of Educational Technology, position both programs for future growth. Graduate Tri-Council funding success has been sustained at approximately 60% (2014 data: Education: 55% doctoral, 63% master's; Kinesiology: 75% doctoral, 100% master's). Since 2013, Education graduate students have received Vanier, Banting, and Killam awards. The Faculty is offering a new Master of Indigenous Education as a pilot MEd cohort in the Department of Language and Literacy Education. The program is awaiting UBC and Ministry approval. Please see Page 110 for more information.

## GRADUATE PROGRAMS

Our efforts in graduate education are enhancing academic and research excellence. The Faculty has provided \$852,000 in graduate student financial support, which reflects a 5-year increase of approximately \$100,000. Significant progress in developing an infrastructure for Faculty-wide graduate programs has led to strategic change and increased academic oversight. Budget redeployment due to restructuring and phased reductions in the Faculty's interdisciplinary graduate program, Cross-Faculty Inquiry in Education, has supported development of the new master's degree in Indigenous Education and launched elective coursework in Research Methods and Sustainability. There is new leadership and increased faculty involvement

## TEACHER EDUCATION

The Teacher Education program prepare 650 educators annually for local, rural and international contexts, offering 17 specializations at the secondary level and 10 thematic cohorts at the elementary and middle years levels, along with 5 dual degrees with faculties across UBC. In 2014, the Faculty began offering Canada's only university-based International Baccalaureate program and a Montessori program. The 12-month Teacher Education Program is provided at UBC's Vancouver campus, at the Dadaab refugee camps in Kenya (in conjunction with Moi University), and West Kootenay in Nelson, BC, with a rural education focus. For more information on the IB program, please see Page 105. For more information on the Dadaab program, please see Page 101.

TABLE 2: RESEARCH FUNDING IN THE PROFESSORiate LISTED BY RANK, FROM ALL SOURCES, 2010–2015

	2010–11	2011–12	2012–13	2013–14	2014–15	GRAND TOTAL
Assistant Professor	\$1,150,608	\$975,326	\$780,696	\$710,388	\$1,100,328	\$4,717,347
Associate Professor	\$1,922,087	\$2,079,362	\$1,382,941	\$1,403,139	\$1,311,237	\$8,098,766
Professor	\$2,605,090	\$2,643,521	\$2,082,553	\$2,155,915	\$1,679,770	\$11,166,849
Grand Total	\$5,677,786	\$5,698,209	\$4,246,190	\$4,269,442	\$4,091,336	\$23,982,962



## CONNECTIONS AND INTERACTIONS WITH OTHER UBC UNITS

The Faculty of Education demonstrates leadership across the University in all areas pertaining to teaching and learning. For example, it provides key contributions to the Centre for Health Education Scholarship (CHES). CHES is an internationally recognized unit within the Faculty of Medicine designed to build capacity in research, scholarship, and innovation in health professions education across UBC (see <http://ches.med.ubc.ca/>). Dr. Dan Pratt (EDST) serves as a Senior Scholar in CHES, and Dr. Claudia Ruitenberg (EDST) contributes to the dynamic scholarly life of the community. In July 2015, Dr. Deb Butler (ECPS) joined CHES' leadership team as an Associate Director charged with fostering cross-professional collaborations in health professions education scholarship.

The Faculty of Education and UBC's Centre for Teaching, Learning, and Technology (CTLT) are founding partners of the Master's of Education Technology (MET) degree. CTLT provides instructional design and course support for all but one of the MET's online courses. The Faculty also benefits from CTLT's range of instructional support services provided to faculty members. The Faculty of Education's Educational Technology Support team and CTLT have a collaborative, reciprocally beneficial working relationship. For more information on the MET, please see Page 83.

More information on UBC-level engagements may be found in the Departmental and School chapters. For example, for the Department of Curriculum and Pedagogy's dual-degree programs and programmatic offerings with other UBC faculties, please see Page 31. For information on the Department of Educational and Counselling Psychology, and Special Education's connections with the Human Early Learning Partnership, please see Page 36.

In addition to its engagements with the two centres described above, the Faculty of Education offers several dual degrees with other University faculties. The School of Kinesiology, for example, offers a dual degree in Kinesiology and Management. For more information, please see Page 55. The Department of Language and Literacy Education offers a Master of Arts in Children's Literature degree in conjunction with several other UBC units. For more information, please see Page 48.

## UBC Faculty of Education at a glance

Ranked 18th in the world by  
QS Top Universities

159 tenure faculty members,  
including 80 full professors

300 term faculty

4 departments, 1 school

12 centres and institutes

6 CRCs

10 endowed professorships

2 endowed chairs

\$4,435,624 in research  
dollars (all sources; 2014–15)

### Programs:

Bachelor of Education  
(8 options)

Bachelor of Kinesiology  
(3 options)

16 certificate programs

20 diploma programs

Master of Education

(37 options)

Master of Arts

(29 options)

Master of Museum Education

Master of

Educational Technology

Master of Kinesiology

Master of Science

Doctor of Philosophy

(12 options)

Doctor of Education

(2 options)

only accredited IB teacher  
education program  
in Canada

## PROFESSIONAL DEVELOPMENT AND COMMUNITY ENGAGEMENT

Professional Development and Community Engagement has supported the Faculty's remarkable program innovation and growth in Distance Education, Direct Instruction, Master of Education cohorts, and in the Master of Education Technology. The Faculty has excelled in providing flexible learning opportunities to students and professional educators everywhere through its development of over 100 online courses, 4 fully online master's degrees, and a Massive Open Online Course (MOOC), supported by Educational Technology Support. For more information on the MOOC, please see Page 112.

## INTERNATIONAL ENGAGEMENT

During the past five years, the Faculty has undertaken a variety of collaborative projects with partners in India, China and Japan (among others). We have also expanded research partnerships in South America, China, Europe, Australia and Africa. We have offered a wide range of professional development and leadership programs for educators from around the world including China, Singapore, Hong Kong, the United Arab Emirates, Australia, Saudi Arabia, and South Africa. More details on our international engagements may be found beginning on Page 101.

Many faculty members are engaged in research projects and collaborations internationally. For example, Distinguished University Scholar Dr. Bonny Norton is Research Advisor on the African Storybook Project (<http://africanstorybook.org/>). This is a groundbreaking literacy project, begun in 2013, that is advancing literacy in Africa by publishing African children's stories under open licence on a powerful interactive website. Dr. Norton's team of past and present graduate students are contributing to both research on and implementation of the project. The ASP website

currently has about 400 unique stories in 60 African languages, as well as English, French, and Portuguese, with the numbers growing. Dissemination includes research articles, open access publications, and YouTube presentations. For more information on Dr. Norton's work, please see:

<https://theconversation.com/digital-stories-could-hold-the-key-to-multilingual-literacy-for-african-children-40405>

<https://www.youtube.com/watch?v=E5-QvQBDVh0>

## INDIGENOUS EDUCATION

Since my arrival, each year has been thematized. The first theme year, in 2012–13, was "The Year of Indigenous Education" with 30+ events and projects, 3000+ participants, and 2 legacy projects: a Professorship of Indigenous Education for Teacher Education and a Musqueam Excellence in Education project.

Highlights of our Aboriginal education courses and programs include:

- The Indigenous teacher education program, NITEP, celebrated its 40<sup>th</sup> anniversary last year with regional field centres in rural locations such as Bella Bella and Lillooet. It is now introducing NITEP 2.0 with blended course delivery.
- There is now a required Aboriginal Education in Canada course for all 600+ teacher candidates.
- The Faculty offers a new degree, Master of Indigenous Education, approved by the Faculty and now moving through the University curriculum process.
- The Faculty offers the Ts'kel Indigenous research concentration focusing on Indigenous methodologies.

- There are several themed MEd cohorts in Indigenous Knowledge and Indigenous Education Leadership.
- We are planning a second offering of the MOOC, Reconciliation through Indigenous Education, which is the first course of its kind in North America (for more information on the MOOC, please see Page 112).

## DEVELOPMENT AND ALUMNI ENGAGEMENT

The Faculty of Education's Development and Alumni Engagement team established an alumni program that, within four years, has surpassed other faculties' engagement percentiles and continues to build with the themed 2015–16, *Year of Alumni*. Significant new potential donor relationships have been identified and the office has been successful in soliciting annual level awards accompanied by major legacy gifts.

## CLOSING REMARKS

In summary, the Faculty of Education has enjoyed four highly successful and productive years during a period of unprecedented change. Even with fiscal restraint, it has optimized its success by re-establishing relationships with the Ministries of Education and Advanced Education, with the British Columbia Teachers' Federation, with the Teacher Regulation Branch, with the British Columbia Principals' and Vice-Principals' Association, with the British Columbia School Superintendents' Association. These actions have nurtured existing partnerships and created new, sustainable relationships.

All of the Education programs and the Faculty research profile are robust; however, there is still work to be done. Despite our significant achievements, we continue to face pressures, most of which are related to finance. The Faculty and its leadership look forward to the next five-year cycle with a renewed sense of optimism and a stronger, more robust, and rational platform from which to work. Our next task is to develop a

new strategic plan that is closely aligned to UBC's impending strategic plan.

As dean, I am extremely pleased with our work in the Faculty over the last 4 years. Arriving in 2011 to a somewhat unsettled environment and with faculty in retreat, I have focused a good deal of energy on creating a vibrant and engaged community of faculty, students, and staff who enjoy coming to work and in providing spaces where people feel valued and are able to do their work without fear and intimidation. Moving culture is no small task! In addition to a focus on the broad areas of research, teaching, and service, my top priorities have been increased communication, infiltrated with transparency and openness, combined with a sense of caring and support. There has been, and continues to be, a great deal of change: too much for some; still not enough for others. As we move forward into the next few years with careful planning, programmatically as well as financially, with a new building, with faculty renewal with many recently appointed junior faculty, with several innovative programs, and, a change in the arrangement of senior portfolios, I, indeed, look forward to the future.

## Links

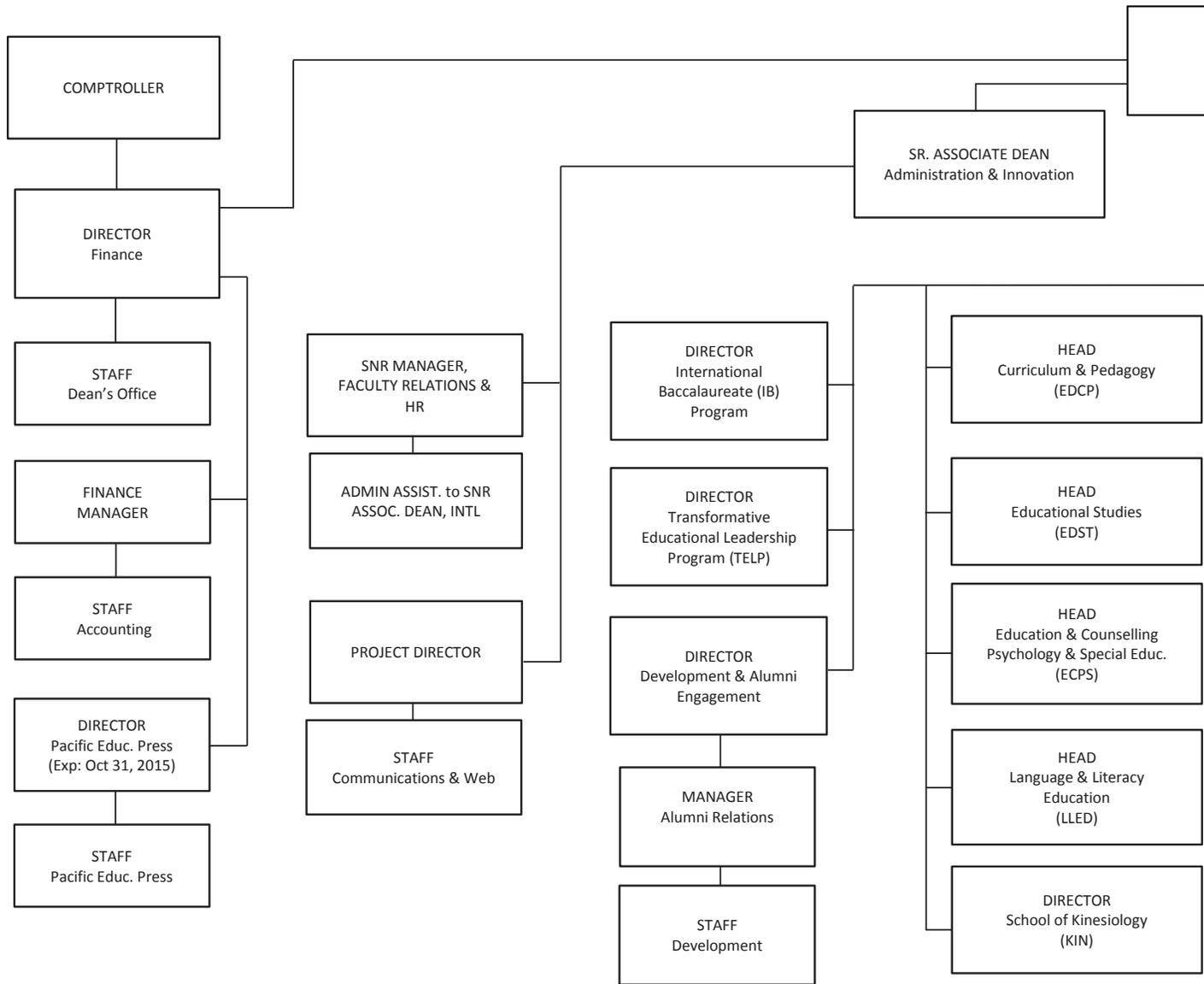
Faculty of Education Strategic Plan  
<http://educ.ubc.ca/about/strategic-plan/>

External Reviews  
<http://dnso.educ.ubc.ca/school-department-reviews-201415/>

Head Searches  
<http://dnso.educ.ubc.ca/faculty-searches/>

Dean's Memoranda  
<http://dnso.educ.ubc.ca/the-deans-memo-september-2015/>

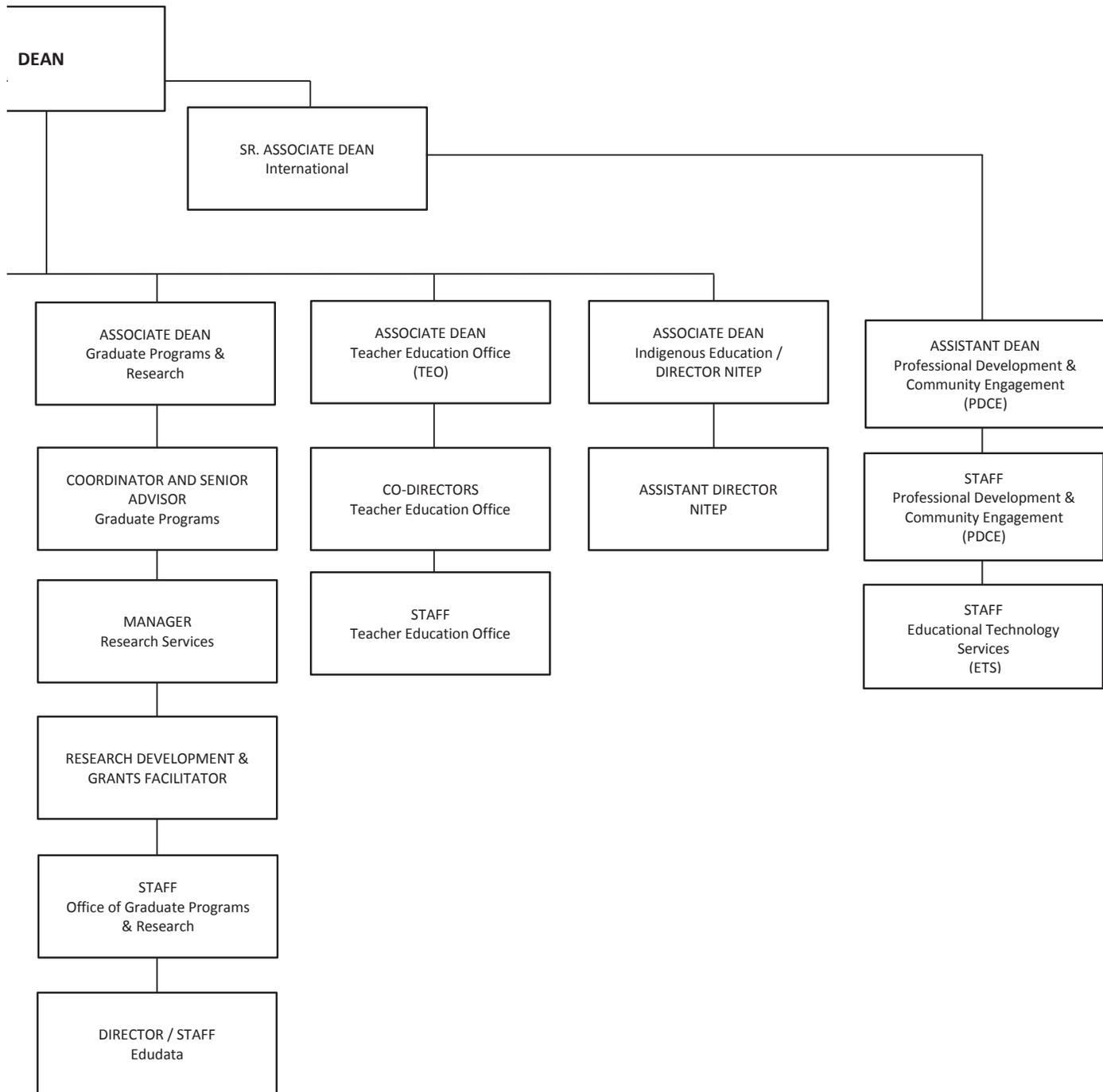
<http://dnso.educ.ubc.ca/deans-memo/>



# *Faculty of Education*

## *Simplified organizational chart*









Chapter 4

# ACADEMIC UNITS



DEPARTMENT OF

# *Curriculum and Pedagogy*

**PROVIDING INTELLECTUAL LEADERSHIP THROUGH  
RE-CONCEPTUALIST, CRITICAL, AND ACTION-ORIENTED  
SCHOLARSHIP, TEACHING, AND COMMUNITY ENGAGEMENT.**

## MISSION AND FOCUS

The mission of the Department of Curriculum and Pedagogy (EDCP) at the University of British Columbia is to provide intellectual leadership, through re-conceptualist, critical, and action-oriented scholarship, teaching, and community engagement, to the local, national, and international fields of curriculum and pedagogy. A concomitant focus is to foster a social context in which teaching is sustainable, equitable, and given to social justice. In addressing this mission,

the Department of Curriculum and Pedagogy is committed to advancing research into teaching and learning in a variety of contexts and across the lifespan. In addition to addressing many of the disciplinary curriculum areas represented in public education, EDCP also focuses on trans- and inter-disciplinary areas of scholarly inquiry such as curriculum theory, design and evaluation, history of curriculum, teacher education, digital media and learning technologies, curriculum and pedagogy in higher education, and teaching and learning in informal educational settings.



## ACADEMIC PROGRAMS AND TEACHING

As a result of a recent review, the Department has been working out ways of connecting the discipline-based work in the curriculum areas (Art Education; Business Education; Computing and Technology Studies; Home Economics; Mathematics Education; Music Education; Museum Education; Physical and Outdoor Education; Science Education; and Social Studies Education) with trans-disciplinary and inter-disciplinary work that goes on in curriculum, pedagogical, and Indigenous education. EDCP is implementing a new organization that would both cover the “service” coordination work in the various curriculum areas and bring greater coordination to how the department functions as a unit. Figure 1 illustrates the new academic program organization into three areas, namely Curriculum Studies, STEM, and Visual and Performing Arts.

This new organization recognizes the contribution by the Department to the recently inaugurated Faculty of Education’s Scholarship of Teaching and Learning (SOTL) Leadership program. It also places the coordination of three distinct sets of curriculum areas in the charge of the leadership team. The Graduate Advisor, Dr. Anne Phelan, will coordinate Curriculum Studies, Indigenous Education, and Social Studies (in brown). The Deputy-Head and the newly appointed

Robitaille Professor of Science, Technology, and Mathematics Education, Dr. Samson Nashon, will coordinate the STEM programs, that is those areas in Science, Computing & Technology, and Mathematics (in purple). The Undergraduate Advisor, Dr. Donal O’Donoghue, will coordinate the Visual and Performing Arts curriculum areas (in red). Such an arrangement will bring greater cohesion to the Department and bridge the divide between disciplinary and inter-disciplinary work.

EDCP offers a number of graduate programs at both the master’s and doctoral level, some of which are structured as research theme cohorts. As well, they have developed a variety of Curriculum and Pedagogy Summer Institutes for practicing teachers where three to six credits of coursework can be completed in a one- or two-week research-based experience in a number of curriculum areas including, for example, Art Education, Mathematics Education, Physical Education, or Technology Studies.

At the graduate level between 2009 and 2013, EDCP had a total of 371 PhD students on its books since 2009 (70 in 2009; 76 in 2010; 74 in 2011; 74 in 2012; and 77 in 2013). At the MA level, the Department had a total of 232 students since 2009 (27 in Art Education; 99 in Curriculum Studies; one in Home Economics Education; 36 in Mathematics Education; 20 in Music Education; seven in Physical Education; 19 in Science Education; 12 in Social Studies Education; and 11

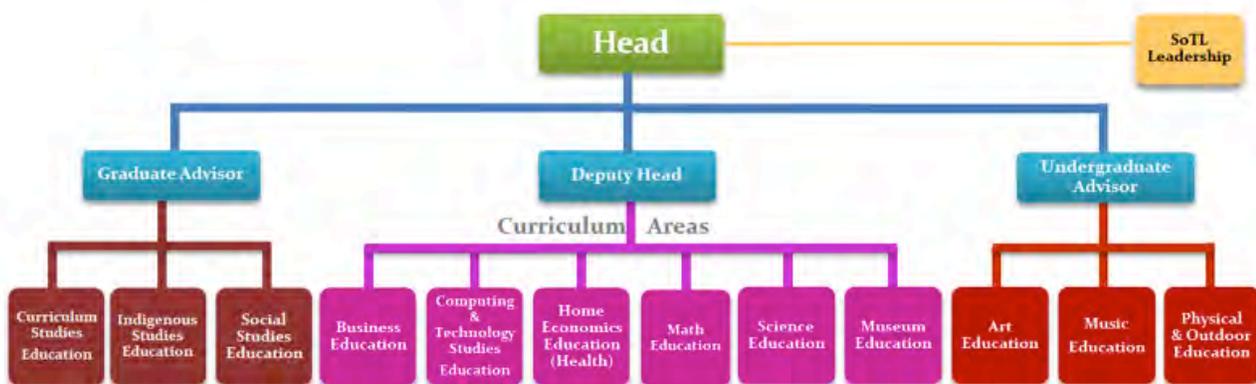


FIGURE 1: NEW ACADEMIC PROGRAM ORGANIZATION IN THE DEPARTMENT OF CURRICULUM AND PEDAGOGY.

in Technology Studies Education.) The Department also serviced 767 MEd students (58 in Art Education; 249 in Curriculum Studies; 82 in Home Economics; 87 in Mathematics Education; 84 in Music Education; 92 in Physical Education; 18 in Science Education; 12 in Social Studies Education; and 85 in Technology Studies Education.) During the same five-year period. Beginning in 2012, the Department also taught two cohorts of 18 (2012) and 15 (2013) students in Museum Education, amounting to 33 MMed students. Thus, the Department of Curriculum and Pedagogy has serviced 1,403 graduate students over the last five years with just 25 tenured or tenure-track professorial members. This does not account for the fact that, almost invariably, at least two members are on leave in any given year. Hence, EDCP's graduate load factor is somewhere in the average range of 11 graduate students per faculty member per year. The year 2014 alone saw the Department service 291 (77 PhD; 46 MA; 153 MEd; 15 MMed) graduate students. This is, as the financial data show, incredibly efficient.

In teaching and supervision, faculty are committed to developing excellent and innovative pedagogy in their teaching and rigorously supportive challenge in their graduate supervision. This is also pertinent to their important contribution to the undergraduate teacher education program and to the International Faculty Scholarship of Teaching and Learning (SoTL) Leadership Program in Higher Education. Indeed, they are committed to continuing to refine the balance between their work as an academic unit in teacher education, graduate programs, and community engagement. They are also committed to recruiting high quality students into all their programs and providing such students with opportunities and support to undertake a rich and profound set of scholarly experiences that enable them to study wisely and to successfully complete their respective programs.

The community engagement group is committed to continuing to view people in the field as valued and valuable sources of knowledge with whom they collaborate on projects that mobilize the knowledge emerging from research activities. They are also committed to extending our reach beyond the local to national, and international communities as a way of bringing these diverse perspectives into our curriculum and scholarly activity. Hence, in EDCP, community engagement has both a local and global focus.

At the undergraduate level, over the last five years the Department of Curriculum and Pedagogy has serviced a total of 1,337 secondary teacher education students (265 in 2014 alone), a total of 7,820 elementary teacher education students (1,539 in 2014 alone), and a total of 1,742 diploma students (330 in 2014 alone). Although these numbers do not equate to the overall total number of students in the UBC Teacher Education Program (on account of students taking multiple courses offered by the Department), they

## EDCP at a glance

Full time, tenured, and  
tenure-track faculty  
31

Full time staff  
7

Graduate students  
(master's level)  
51 MA; 184 MEd; 26 MMed

Graduate students  
(doctoral level)  
81

### **Graduate students by program area:**

Arts Education  
10 MA; 18 MEd

Curriculum Studies Ed.  
16 MA; 52 MEd

Home Economics Ed.  
2 MA; 22 MEd

Mathematics Education  
4 MA; 14 MEd

Music Education  
4 MA; 26 MEd

Physical Education  
1 MA; 20 MEd

Science Education  
10 MA; 9 MEd

Social Studies Education  
3 MA; 3 MEd

*former* Technology Studies  
Education  
1 MA; 20 MEd

## Graduate student stats (2014)

### Average time to completion

master's: 2 years 1 month  
doctoral: 5 years 4.6 months

### Attrition

master's: 3 students  
doctoral: 2 students

### Average supervisory load

9.9

nevertheless show clearly the huge and primary involvement of the Department of Curriculum and Pedagogy in the undergraduate Teacher Education Program at UBC. At the same time, it must be noted that this is in addition to its heavy graduate programs emphasis with close to 300 students per year and its involvement in international certificate programs accounting for more than 400 students.

In addition to the graduate, undergraduate, and diploma programs in the Department, there is also the International Faculty Scholarship of Teaching and Learning Leadership Certificate program that has seen more than 400 (of which 134 are from outside Canada) people (including Associate Deans, Program Chairs, Evaluation of Teaching and Curriculum Leaders, Teaching Award Winners and Nominees, and Senior Educational Leaders from Australia, Bahrain, Canada, China, England, Japan, New Zealand, Scotland, Singapore, Spain, Thailand, UAE, USA, and the West Indies) graduate from its program.

## RESEARCH AND SCHOLARLY ACTIVITY

The Department of Curriculum and Pedagogy is highly regarded for its excellent and highly productive scholarship and research, pursued by faculty members working alone or through formal and informal relationships with scholars here at UBC and other universities. On average, the Department's scholars collectively produce per year approximately 10 to 12 books, 20 book chapters, and 30 to 35 refereed journal articles. Thus, EDCP is committed to the advancement

of knowledge by actively supporting high quality scholarship characterized by theoretical depth, methodological rigor and diversity, multiple forms of knowledge mobilization, and ethical engagement with participants and their communities. Every EDCP member is expected to engage in scholarly research activities—including not going longer than three years without funding before applying again—that will extend opportunities for research engagement to graduate students. Their members are also committed to supporting one another, but particularly newer scholars, in scholarly writing and dissemination. They specifically commit to promoting diverse perspectives that include Indigenous ways of knowing and encouraging collaboration across disciplinary boundaries in the conduct, sharing, and critique of research. In this regard, the Department places a great deal of emphasis on its seminar series and research cafés that provide regular formal and informal opportunities for EDCP members to share, discuss, and debate ongoing and completed projects.

## INTERACTIONS AND SERVICES OUTSIDE THE FACULTY

Excellence in scholarship and teaching in the Department of Curriculum and Pedagogy is accompanied by a strong sense of commitment

### *Institutes for Critical Education Studies*

The **Institute for Critical Education Studies** (ICES), directed by EDCP faculty, was formally established in 2010 to support studies within a critical education or critical pedagogy tradition. ICES maintains a network that conducts and circulates cultural, educational, or social research and discourse that are critical in method, scope, tone, and content. ICES, and its two scholarly journals, *Critical Education* and *Workplace*, defend the freedom, without restriction or censorship, to disseminate and publish reports of research, teaching, and service, and to express critical opinions about institutions or systems and their management

## *Dual-degree Programs and Programmatic Offerings with Other UBC Faculties*

The Department of Curriculum and Pedagogy has four dual degree program offerings with:

- The Faculty of Science (one with the Department of Mathematics; one with the Department of Physics & Astronomy), leading to BEd and BSc degrees;
- The Faculty of Land and Food Systems, leading to BEd and BLF degrees;
- The School of Kinesiology, leading to BEd and BKin degrees; and
- The School of Music, leading to BEd and BMus degrees.

In addition, EDCP offers courses in Textiles, Ceramics, and Arts-based Digital Technologies to students in the Faculty of Arts. The EDCP Media and Technology Studies group works closely with the Media and Graphics Interdisciplinary Centre in a graduate sub-specialization in Human Computer Interaction. The sub-specialization is offered under the auspices of the MAGIC program, which was established in 1991 to foster research in media technology.

The Department also offers an on-line, blended program in International Faculty Scholarship of Teaching and Learning Leadership <http://international.educ.ubc.ca/SOTL/> both within and across UBC's diverse faculties.

among faculty, staff, and students to collaboration with schools and districts, community groups, policy makers, and societal leaders both within and outside BC. This is accomplished in numerous ways, such as adapting research to practice, preparing future leaders, encouraging innovation, and providing professional development. Whether faculty members are assisting with curriculum development in a local school district, working with professional organizations to share new research and practice, advising public policy makers on important issues, or building bridges to communities across the world, our commitment to the field has always been an important one. Collaboration and partnerships such as these enrich communities, increase public confidence in education, and thus enable the Department to obtain the resources to sustain UBC's values and commitments. The Department's ability to provide outstanding teaching is also greatly enhanced by the activities of its different program areas.

### **ABORIGINAL ENGAGEMENT**

EDCP has three Indigenous Education faculty members and several students who work diligently with colleagues and local First Nations' groups

to further the department's commitment to Aboriginal engagement. One of these initiatives is in place-based learning, another focuses on the Aboriginal lives and stories of Canada's Métis, a third is steeped in an eco-justice focus that borrows heavily from Indigeneity, and a fourth is constituted by an biennial Institute in Peru that brings together faculty members and students to study Indigenous issues in different world communities.

### **INFRASTRUCTURE AND RESOURCES**

Important resources, beyond staff, libraries, and technical support, include three nationally and internationally important research centres housed in the Department, together with two Tier 1 Canada Research Chairs (Dr. William Pinar and Dr. Peter Seixas, who is retiring).

The Centre for the Study of the Internationalization of Curriculum Studies (now closed) was set up to support the study of scholars' efforts to understand their local and global circumstances, the relations among these intersecting domains, and how their scholarship influences the intellectual advancement of their nationally distinctive fields as it supports the emergence of a worldwide

curriculum studies field with a vocabulary and intellectual agenda that incorporates both national and international curriculum questions. While the internationalization of the academic field of curriculum studies has been underway in many countries for decades, its institutionalization—in the establishment of an international association ([www.iaacs.org](http://www.iaacs.org))—and its theorization are relatively recent. Nationally distinctive academic fields of curriculum studies struggle to advance intellectually through participation in the internationalization of the field. Internationalization provides scholars critical and intellectual distance from their respective local cultures and from those standardizing processes of globalization against which numerous national cultures—and the school curricula designed to reproduce those national cultures—are now reacting so strongly.

The Centre for the Study of Historical Consciousness' mandate is to foster research and research networks that link history education, historiography, collective memory and historical consciousness, i.e., the fields of inquiry that investigate how people think about, understand, and use the past. Dr. Seixas' research investigates young people's historical consciousness, the relationships among disciplinary and extra-

disciplinary approaches to thinking about the past, the education and professional development of history teachers, history curriculum and instruction, and school-university collaboration.

Located alongside the Centre for the Study of Historical Consciousness (but a separate entity in terms of its mandate and funding) is the History Education Network. Many faculty and students are actively involved in this seven-year project, sponsored by a \$2.1 million SSHRC Strategic Knowledge Clusters Grant awarded in March of 2008 to Dr. Penney Clark as the Principal Investigator. The History Education Network provides a home for researchers who are pushing the boundaries of history education research beyond formal institutions like schools and museums, while it offers scholars of collective memory support to develop the policy implications of their work.

The Centre for the Study of Teacher Education is one of the oldest centres of its kind in Canada. Founded in 1982, the centre aims to increase the Faculty's research and development activities in the area of teacher education; to develop programmatic research into specific areas of teacher education that would provide some general focus and purpose to the research



interests of individual faculty members and graduate students; and to provide a forum for Faculty members, graduate students, and field personnel to discuss research, issues, and policies in the area of teacher education.

The Eleanor Rix Professorship for Rural Teacher Education was established to focus research on the challenges and possibilities found in educating students in small and rural communities, including remote villages and islands in B.C. where just getting to school every day is a long struggle. The research initiatives undertaken by this Professorship focus on understanding the strengths and needs of rural resources in order that the Department can better prepare, recruit and support teachers to work effectively with students in these communities. As with so many research and teaching projects in the Faculty, the Professorship is rooted in a commitment to providing equality of educational opportunity to students so they have a chance to grow and flourish wherever they live. The varied landscapes (geographical, social, cultural and economic) of the province are diverse, and the sustainability of rural communities depends on productive partnerships among people working in areas of health, education, social services, and business.

Besides this, a wonderfully efficient staff supports the Department and EDCP faculty members have successfully brought in millions of research dollars.

## ENVIRONMENT AND CULTURE

The Department of Curriculum and Pedagogy is a scholarly community that is characterized by intellectual vibrancy, in which members respectfully “quarrel joyously over ideas that matter” to foster excellence in research, teaching, and community engagement. Their scholars are curriculum theorists, teacher education scholars, historians, visual/performance arts-based researchers, and science, technology, and mathematics (STEM) scholars, complemented by specialists in Indigenous education, place-based education, and eco-justice/sustainability. EDCP is an academic unit characterized by theoretical

depth, methodological diversity, and innovative praxiological and practice-oriented programming. The purpose of their approach to study is to improve education practice, policy, and theory in the spaces of teaching and learning inhabited in a variety of contexts and across the lifespan. Along with a strong emphasis on academic citizenship, EDCP is committed to providing a supportive and respectful environment for its faculty, staff, and students in order to enhance and enable the central activities of scholarship and research, teaching and supervision, and community engagement in the Department. In this regard, in 2013–14 EDCP developed a Policy Handbook that addresses the conduct of departmental affairs.

The Department is central to and serves both the undergraduate and graduate mandates of the Faculty of Education. EDCP carries the major responsibility at the undergraduate level in staffing the elementary and secondary teacher education programs. It also provides a strong contribution to the graduate program, serving a wide and diverse graduate student population with a variety of curriculum and pedagogy research programs. EDCP has a heavy concentration of undergraduate students relative to other departments in the Faculty.

## OPPORTUNITIES AND CHALLENGES

To maintain the Department’s niche as a leading locus for scholarship and research, and exemplary academic teaching, we need to hire highly qualified replacements for retiring faculty members and academic staff. Until now, efforts in this regard have been only minimally successful, relative to other academic units in the Faculty. Replacing retiring faculty members with new, junior faculty is a priority and, where necessary, replacing such positions strategically with senior faculty from other universities has been and is likely to remain difficult. Added to this is the ongoing challenge of being able to provide state-of-the-art resources, working conditions, equipment, and facilities that are attractive to high-quality candidates.

A huge shift has recently occurred in the province. The Ministry of Education has introduced

legislation making ongoing professional development mandatory for all teachers in the province. The Department needs to be ready to provide programs that can adapt to this policy re-direction. Thus, the Department will become an even more important contributor to the profession and society, as it seeks to play its part in shaping the future. As an extension of their scholarly research efforts, faculty members must share the knowledge that is seen as vital to the success of UBC graduates and the many communities they serve.

Another important challenge for the Department, across the University, and in schools and communities across BC, is the lack of enrolment and graduation of students from under-represented groups in society. This is particularly acute in teacher education because the great majority of teachers that graduate do not come from any of the diverse student ethnicities represented in the student population. For example, despite well-meaning efforts, minority undergraduate enrolment in teacher education at UBC has remained low in the past few years. Moreover, the teacher education program has experienced some difficulty attracting students, faculty, and academic staff from under-represented ethnic groups, which limits the range of important perspectives on issues and inhibits our ability to prepare students to contribute to an increasingly diverse society.

The rapid rate of technological improvements and growing competition from other universities are pressuring the Department of Curriculum and Pedagogy to increase access for its multiple constituents through flexible learning, web based and other technologies. While the obvious challenge is the proliferation of on-line programs and courses offered by other universities, EDCP perceives the greater challenge is to lead the university and the field in the pedagogically sound use of technology. A prerequisite for this leadership role must be to increase the department's human and technical capacity to use flexible learning technologies to improve conditions for teaching and study.



DEPARTMENT OF

# *Educational and Counselling Psychology, and Special Education*

**PROVIDING LEADING-EDGE PROGRAMS FOR PROFESSIONAL PREPARATION IN COUNSELLING PSYCHOLOGY, SCHOOL PSYCHOLOGY, AND SPECIAL EDUCATION; DEVELOPING INNOVATIVE SCHOLARS WHO ADVANCE THE CONSTRUCTION AND DISSEMINATION OF KNOWLEDGE IN MULTIPLE SETTINGS.**

## **MISSION AND FOCUS**

In its Strategic Plan 2011–2016 (<http://strategicplan.ubc.ca>), UBC's Faculty of Education is described as "a diverse community of scholars, educators, staff, and students committed to improving teaching and learning through innovative and inquiry-driven programs, research, reflection, and critique in partnership with its communities." The Strategic Plan articulates the priorities and objectives toward which the Faculty is striving as a community and highlights the contribution to UBC's strategic vision, *Place and Promise*.

The Faculty of Education as a whole, and the Department of Educational and Counselling Psychology, and Special Education (ECPS) in particular, play an important role in helping UBC achieve its stated mission. The Faculty is committed to "the initial and continuing education of teachers and related professionals in the settings in which they work, the graduate preparation of scholars and practitioners, and the cultivation of close connections among educational theory, policy, and practice." For example, by providing professional programs for pre-service and practicing teachers, and by conducting collaborative research in

educational settings and communities, the Faculty of Education fosters the construction of knowledge with and for the community, leading to improvement in the quality of life for children, parents, practitioners, and other community members. The Department contributes by offering leading-edge programs for professional preparation (e.g., Counselling Psychology, School Psychology and Special Education), and across all department areas by fostering the development of innovative scholars who advance the construction and dissemination of knowledge in academic, professional and broader community settings.

## **ACADEMIC PROGRAMS AND TEACHING**

The Department is composed of five major graduate program areas: Counselling Psychology, Human Development, Learning, and Culture, Measurement, Evaluation, and Research Methodology, School Psychology, and Special Education. Each area offers MA, MEd, and PhD programs. The Department also draws on expertise across areas to provide required and elective courses for the Faculty of Education's Teacher Education Program. In addition, the Department offers post-undergraduate diploma programs in Special Education and Guidance

Studies and a certificate program in Orientation and Mobility.

## RESEARCH AND SCHOLARLY ACTIVITY

The faculty members in ECPS are active scholars at local, national, and international levels.

Faculty members' excellence in scholarship is recognized by numerous awards, leadership positions, and distinctions. Currently, 7 faculty members have prestigious fellowships in national and international professional and research organizations; 19 faculty members hold at least one award for their scholarly contributions; and 11 faculty members have taken on leadership roles in national and international organizations.

ECPS faculty members have a significantly wide range of research interests. Their interests reflect department programs and courses, and the professional expertise of the faculty members. Research interests include research methodology, measurement, statistics, and content areas across the lifespan and in domains that are related to various aspects of schooling and to education, generally.

ECPS faculty members' scholarly activities have been funded by national organizations such as

SSHRC, NSERC, CIHR and others. Total funding for research has been over \$60 million during the last five years.

## INTERACTIONS AND SERVICES OUTSIDE THE FACULTY

The Faculty of Education is one of twelve faculties and twelve schools that operate within UBC. ECPS has close connections with many other units across the Faculty and the University. For example, the Counselling Psychology program was an affiliated program of the College of Health Disciplines, which closed June 30, 2015. The mission of the College was to foster, enhance, and sustain a culture of inter-professional and interdisciplinary education for future health and human service practitioners through innovative student learning, collaborative research and better practices. The department's Human Development, Learning, and Culture program area is affiliated with the Human Early Learning Partnership (HELP) in the Faculty of Medicine, and has several projects underway with HELP and the Division of Health Care Communication. The Special Education program area is connected with the Institute of Health Promotion Research and the Rick Hansen Institute. Programmatic



connections also exist with the School of Nursing and the School of Kinesiology. Collaborative research has been coordinated across faculties including work with the Faculty of Medicine's Centre for Prisoner Health and the Movember collaboration with the School of Nursing, as well as a co-operative project currently underway between the Faculty of Education and the Faculty of Science. These are just a few examples of close ties between ECPS and other units across UBC.

## ABORIGINAL ENGAGEMENT

The work of ECPS through its scholarly contribution, research development, and community involvement touches upon many aspects of Aboriginal life. The admission of First Nations graduate students is a priority in some program areas, and the numbers of students applying and being admitted to both master's and doctoral programs have been steady over the past few years.

Faculty members Dr. Marla Buchanan and Dr. Marvin Westwood have, both collaboratively and individually, worked with BC's Haida Gwaii communities. This relationship extended further to involve the provision of participatory workshops on communication and conflict resolution. Services and advice provided have included consultation and counselling services related to Aboriginal addiction issues, as well as, working with community members on a healing and reconciliation process for survivors of residential schools e.g., group work using Therapeutic Enactment involving Aboriginal people from Bella Bella.

As well as working with the Haida Gwaii, Dr. Buchanan also worked extensively with three other Aboriginal communities in two capacities:

- A CIHR research grant on Rural Aboriginal Maternity Care in Skidegate, Massett, Bella Coola, and Alert Bay, from which a report was produced for the Ministry of Health and for the Centre of Excellence for Women's Health. The report focused on the disparities among rural aboriginal women giving birth. A book chapter entitled "Capacity Building is a Two-Way Street," included in a published book entitled "Feminist Community Research: Case Studies and Methodologies," included the voices of the Aboriginal mothers from the study.
- A workshop designed and provided to Aboriginal Addiction Counsellors from across Aboriginal communities in B.C. on the risks of secondary traumatization, prevention strategies, and self-care.

## ECPS at a glance

Full time, tenured, and  
tenure-track faculty  
41

Full time staff  
6

Graduate students  
(master's level)  
381

Graduate students  
(doctoral level)  
100

### Graduate students by program area:

Counselling Psychology  
33 PhD, 58 MA, 115 MEd

Human Development,  
Learning, & Culture  
32 PhD, 22 MA, 35 MEd

Measurement, Evaluation,  
and Research  
Methodology  
9 PhD, 18 MA, 4 MEd

School Psychology  
9 PhD, 22 MA, 2 MEd

Special Education  
17 PhD, 18 MA, 93 MEd

## INFRASTRUCTURE AND RESOURCES

The Department's leadership team is comprised of the Department Head, Department Deputy Head, Director of Graduate Programs, Director of Undergraduate Programs, Department Manager and Area Coordinators representing each of the five major graduate program areas. This group also constitutes the Department Council.

Regarding the ways in which leadership positions are filled, after consultation with Program Coordinators and other Department members, the Head appoints the Deputy Head and the Directors of the Graduate and Undergraduate programs, who typically serve for a three-year term. The Area Coordinators are chosen by the areas themselves, usually for a one- to three-year term. In addition to the Department Manager, the Department is supported by five staff members: Assistant to the Department Head, Technology and Communications Assistant, Finance Specialist and Receptionist, and two Graduate Program Assistants.

In 2013-14, the Department received an operating budget in the amount of \$77,788 to cover basic operating expenses such as telephone rental, photocopier charges, office supplies, postage etc. The faculty and staff personnel budget, which totals \$5,808,090 is controlled by the Dean's Office. There has been some discussion of the devolution of control of the personnel budget to the department level.

Since 2008, several million dollars have been raised to support the hiring of six tenure-track faculty members. Financial support has been provided by provincial government ministries and the Royal Canadian Legion. In addition, donations from a single donor have funded a research chair, a program of research, and a postdoctoral internship. All fundraising initiatives are closely linked to UBC's priorities related to research excellence, enhancement of teaching and learning, and community engagement.

## ENVIRONMENT AND CULTURE

A guiding framework for the development of a supportive and effective working environment in the department has been the UBC *Statement on Respectful Environment for Students, Faculty and Staff*, issued in July, 2008. The *Respectful Work Environment* document was adopted by the Faculty of Education and the Department with the aim of creating a climate in which Department members feel a sense of safety and acceptance in expressing their views, and engaging in their work. This issue returned to focus recently as an informal meeting of Department members in April 2014 and was brought forward at the Department meeting in May 2014. The focus of the discussion was on ways to enhance a collegial climate in the Department.

## OPPORTUNITIES AND CHALLENGES

The Department has a strong track record of excellence in scholarly activity including publications, grants and knowledge translation. At this point, the department believes that it is poised to bring this activity to another level. This, however, will require additional infrastructure support at department and Faculty levels to encourage faculty members who are already recognized nationally and internationally for their research to move toward becoming principal investigators for large multi-university and community research teams, and to encourage others to expand the scope of their activities.

The Department has not been able to meet program demands with tenure track faculty appointments, and has a history of augmenting staffing levels with sessional appointments. This has been exacerbated in the recent years as the department has been unable to address shortages created by the retirement of tenure-track faculty members.

To alleviate the impact of this shortage, the department hired a number of sessional instructors to teach graduate and undergraduate courses in 2012–13. The following academic year, 2013-14, the number of sessional appointments was substantially reduced from previous years because of the increased number of twelve-month lecturers and full time appointments (without review) that ECPS was authorized to hire. This change has been helpful in promoting increased consistency in ECPS teaching quality and in reducing the number of one- and two-course appointments, as well as decreasing the need for peer evaluations of teaching quality. It has not, however, expanded the number of tenure-track individuals who are available to engage in graduate student research supervision.

At this point, workloads of faculty members are at or beyond their maximum as a result of the number of graduate students in the Department, increased numbers of grants being held by faculty

members, increased use of technology, and increased devolution of activities to departments. These shortages sometimes lead to frustration amongst staff and faculty members.

Another issue we have been attempting to address relates to graduate programs that at times have difficulty offering classes due to insufficient student registration. This sometimes means that students have difficulty completing their programs in the time allotted by their funding. This is an issue that requires ongoing discussion within the department, and the wider Faculty.

The Department has participated in ongoing dialogue regarding more suitable research, clinical, and practicum space. In terms of space for research, several discussions have been had at a Department and Faculty level about more innovative use of our current space. It is the belief of the Department that these issues are critical in maintaining and enhancing the Department's reputation within a research-intensive university.

## *Graduate student stats, 2011 –14*

PhD completion rate  
5.4 Years

PhD attrition rate  
4.00%

faculty supervision average  
4 students

MA completion rate  
3.1 years

MA attrition rate  
6.00%

faculty supervision average  
4 students

MED Completion rate  
2.5 years

MED attrition rate  
3.00%

faculty supervision average  
8 students



DEPARTMENT OF

# *Educational Studies*

**ACHIEVING EXCELLENCE IN TEACHING AND RESEARCH CONTEXTS  
WITH SPECIALIZED AND SELECTIVELY CONNECTED FOCI ON ADULT  
LEARNING AND EDUCATION, EDUCATIONAL ADMINISTRATION AND  
LEADERSHIP, HIGHER EDUCATION, INDIGENOUS PEOPLES, EDUCATION  
AND SOCIETY, CULTURE, AND POLITICS IN EDUCATION.**

## MISSION AND FOCUS

The Department of Educational Studies aims to fulfill the learning needs of its students. To do that as best as possible, the Department supports the teaching and research contexts of its faculty members, and facilitates the efficiency of its administrative staff. The Department aims for outstanding research and teaching platforms that create new knowledge while analyzing current knowledge systems for social transformation and human well-being. Educational Studies embraces and advances its academic distinction as a multi-disciplinary unit within the Faculty of Education that continually seeks the applicability of its research and teaching to expand equity and social justice. It seeks strong connections with local and global communities with special focus on Aboriginal and Indigenous education and scholarship. Educational Studies is a leader in Canada and globally with regard to graduate programs in education, attracting students and visiting scholars from all over the world.

In the coming years, the Department intends to focus on new ways of expanding its local and global research and teaching connections while at the same valuing diversity, inclusion, and epistemic pluralism.

## ACADEMIC PROGRAMS AND TEACHING

### *Graduate Programs*

EDST offers four different degree types (PhD, EdD, MA, and MEd). The number of PhD applications (2010–14) has ranged from 22 to 46 with an average of 32; the number of new students registering in the PhD program has been quite constant due to funding constraints: from 6 to 8 each year. The number of EdD applications (2010–14) has ranged from 26 to 35 with an average of 30; the number of new students registering in the EdD program has ranged from 8 to 13. The EdD program skips a new cohort every third year. The large number of students currently registered in programs culminating in a thesis (43 at the MA level) or dissertation (54 at the PhD and 56 at the EdD levels) places significant supervisory demands on the EDST faculty.

Starting in September 2012 the department began offering one department-wide MA program in Educational Studies and ceased offering separate MA programs in the areas of Adult Learning and Education, Higher Education, Educational Administration and Leadership, and Society, Culture, and Politics in Education. These areas

## EDST at a glance

Full time, tenured, and  
tenure-track faculty  
31

Full time staff  
5

MA students  
43

MEd students  
199

PhD students  
54

EdD students  
56

Graduate certificate  
students  
1

of specialization can still serve as concentrations in MA students' program of studies, but all students jointly start with a 6-credit research design course and are exposed to the breadth of research interests across the department. The MA program will be evaluated in 2015–16 to see whether any adjustments are needed.

There are four programs within EDST leading to the MEd degree. One program, Curriculum and Leadership, is offered and managed jointly by Educational Studies and the Department of Curriculum and Pedagogy. EDST offers an online program in Adult Learning and Global Change involving a collaboration between UBC and the University of the Western Cape (South Africa), Linköping University (Sweden), and Australian Catholic University. EDST offers a number of cohort-based MEd programs each year, in addition to the MEd programs on campus in which students choose a more individual trajectory. New in September 2015 is an MEd cohort focusing on Leadership in Indigenous Education, developed and offered in collaboration with the Squamish Nation.

Educational Studies has also recently begun offering a 15-credit Graduate Certificate in Adult Learning and Education (ALE), of which 12 credits can be used to “ladder” into the MEd program in ALE. A similar Graduate Certificate in Higher Education is currently being explored. The graduate certificates offer an opportunity for educational practitioners to embark on graduate-level coursework without having to commit to a full 30-credit master's program.

Teaching in all graduate programs is done in seminar-style classes with 10 to 20 students. The quality of teaching by EDST faculty members is monitored via student evaluations and peer evaluations; the latter take place for contract renewal, tenure, and promotion applications. Student evaluations are taken into account at those

TABLE 1: EDST GRADUATE PROGRAMS COMPLETION RATES AND TIMES

PROGRAM	GRADUATION RATE	AVERAGE YEARS TO COMPLETION*
PhD EDST	70% (2002-2005)	5.68
EdD EDLP	62% (2002-2005)	6.98
MA EDST	no data available	no data available
MEd ALE	no data available	no data available
MEd ALGC	90% (2005-2008)	2.06
MEd EDAL	98% (2005-2008)	2.08
MEd HIED	83% (2005-2008)	2.20
MEd SCPE	80% (2005-2008)	1.66

\*excluding. leave times, from 2011 to 2014.

All data from the Graduate Education Analysis and Research unit in the Faculty of Graduate and Postdoctoral Studies All data from the Graduate Education Analysis and Research unit in the Faculty of Graduate and Postdoctoral Studies

same critical times but also in the assessment of annual Summary of Activities reports. New sessional instructors receive a peer teaching evaluation the first time they teach a course.

### *Supervision in Graduate Programs*

Several EDST faculty members supervise students outside the Department, for example, students in Cross-Faculty Inquiry (Faculty of Education) or Gender, Race, Sexuality, and Social Justice (Faculty of Arts) programs. These students outside EDST are not counted in the numbers below.

Supervision in EDST comes in the following forms:

- research supervision of PhD students, MA students, and EdD students after their comprehensive exam;
- advising of individual MEd students;
- cohort advising of MEd cohorts; this explains the high number of MEd students for some faculty members who are serving as cohort advisors for our current EDAL MEd cohorts in Squamish, the North Shore, Richmond, and the Vancouver School District;
- cohort advising of EdD students during their coursework; these numbers have not been included.

Table 2 shows the graduate student supervisory load in the Department. Two limited-term lecturers who are involved in supervision of MEd and EdD students have been included in the figures.

TABLE 2: GRADUATE STUDENT SUPERVISORY LOAD

DEGREE	LOW	HIGH	AVG.
MEd	0	26	6.8
MA	0	5	1.7
EdD	0	9	1.3
PhD	0	8	2.3
All doctoral students	0	10	3.5
All thesis students	0	12	5.2

### *Undergraduate Programs*

Educational Studies is committed to supporting the Faculty of Education Teacher Education Program through course instruction and as well as by promoting effective leadership and policy practices among pre-service and in-service teachers in schools. Undergraduate courses, including those in the Teacher Education Program, are taught by faculty members as well as by sessional instructors. In addition, advanced doctoral students are hired as teaching assistants for several undergraduate courses. Currently, the Department offers instruction in courses such as Education, Schools and Social Institutions; Education, Knowledge and Curriculum; and Ethics and Teaching. Educational Studies offers a diploma and certificate in Adult Education with courses such as Teaching Adults; Institutions of Adult Education; The Community Practice of Adult Education; Introduction to Adult Education; and Developing Short Courses, Workshops & Seminars. The Undergraduate Program Advisory & Curriculum Committee serves the Department by providing feedback on the teacher education program and undergraduate course offerings more broadly. Currently, the Department is exploring opportunities to expand its undergraduate course offerings campus-wide and through the Teacher Education Program.

### **RESEARCH AND SCHOLARLY ACTIVITY**

The Department is a research intensive unit with all its tenured or tenure-track faculty involved in research activities that span across its graduate areas of specialization including Educational Administration and Leadership; Aboriginal Education which is organizationally designated as Ts"kel; Society, Culture, and Politics in Education; Adult Learning and Education; and Higher Education. These Departmental programs are complemented by the previously mentioned Adult Learning and Global Change and the Adult Learning and Education programs. The Department has also an active graduate students' context where these rising scholars are encouraged to participate in conferences



and resulting publication projects, with monetary support to facilitate these activities.

All faculty members of the Department have active research files and many are engaged in scholarly projects supported through both external and internal competitive grants including SSHRC Insight grants, SSHRC Connection grants, Spencer Foundation grants, Peter Wall Institute grants, and Hampton grants. To illustrate the success of EDST faculty members in all SSHRC grants, for example, more than one-third hold these grants as principal investigators or co-investigators. With respect to scholarly publications, faculty members have achieved close to 100 publications in the academic year 2014–15, including books, journal articles, and book chapters. Books and journal articles by faculty members including emeriti with active research programs have been honored with some of the most important publications awards in Canada and internationally. Just looking at the 2014–15 academic year, these include the Critics' Choice Award by the American Educational Studies Association, the Governor General's Award for Scholarly Research, the John A. MacDonald Book Prize from the Canadian Historical Association, and the Joyce Cain Award for scholarly articles from the Comparative and International Education Society (USA). The journal *Historical Studies in Education* is housed in the department. The journal is administered by two faculty members in EDST and another faculty member from the Department of History.

## INTERACTIONS AND SERVICES OUTSIDE OF THE FACULTY

Faculty members in the Department are engaged in a number of collaborative projects both locally and globally. As stated on the Department website, faculty members' work is both directly and indirectly attached to knowledge and learning contexts near and far. As such, professors in the Department work with outside communities in the local context including, among others projects, our new learning development work with the Musqueam First Nation on whose unceded land

the University of British Columbia was constructed and currently occupies. Within UBC and its institutions, several of EDST faculty members are actively involved as faculty associates of the Institute for Gender, Race, Sexuality and Social Justice. An EDST emeritus was one of the founding scholars of the Centre for Health Education Scholarship (CHES, Faculty of Medicine) and one of our current faculty members joined CHES as scholar in 2013. Please see the Dean's Overview, Page 18, for more information on CHES.

The Department has also collaborated with Green College in offering a series of scholarly lectures. In addition, many faculty members are actively involved in the governance of national and international scholarly organizations. Some faculty are collaborating with colleagues in the wider Canadian situation and internationally with select projects in Africa, Asia, Latin America and Europe. In one research project led by an EDST professor, there are more than a dozen collaborators from universities across the globe researching issues related to higher education and the ethics of internalization. Faculty members also sponsor a number of professors from outside Canada with visitors from China, Germany, Mexico and Brazil in the 2014–15 academic year.

## ABORIGINAL ENGAGEMENT

The Department prides itself as a leader in Aboriginal education in Canada. Currently, EDST has three Aboriginal faculty members including the Associate Dean for Indigenous Education, Dr. Jo-Ann Archibald. The Department expects to hire another Indigenous scholar in Indigenous Educational Administration and Leadership this year. The Indigenous graduate education focus in the Department is implemented through the Ts'kel concentration, which is an interdisciplinary program that facilitates graduate degree concentrations in Indigenous education and Indigenous knowledge systems in the Faculty of Education. For more information on Ts'kel, please see Page 109.

Building on the success of the NITEP and Ts'kel programs, the Department has also decided to include Indigenous education components in some of its external educational administration cohorts including the Richmond Cohort. Lately, Department faculty members including both Aboriginal and non-Aboriginal, have realized the need for a fully-fledged Indigenous educational administration cohort which led to the establishment of the Squamish MEd cohort to be inaugurated on September 24, 2015 in the Squamish Nation Territory in Vancouver. In addition, the Associate Dean for Indigenous Education is now consulting with the Nicola Valley Institute of Technology in Merritt, BC, to create a new MEd collaborative cohort. Beyond the teaching and learning focus, the Department has also been active in bringing distinguished Aboriginal educational academics as Noted Summer Scholars or as visiting professors. These professors included Marie Battiste, Sandy Grande,

Linda Tuhiwai Smith, Margaret Kovach, Graham Smith, and Caroline Kenny.

## INFRASTRUCTURE AND RESOURCES

The Department has purchased 3 laptops and 2 MacBooks for instructional purposes that faculty members are able to borrow. We have several portable LCD projectors and two video cameras for same. The equipment was purchased through outreach funds received from the Faculty of Education and maintained on an ongoing basis.

The Departmental budget through the General Purpose Operating fund, which includes salaries, is \$4.9m for this fiscal year. Other operational activities in the Department are supported by the revenue received from our outreach projects budget, which is approximately \$110k per year. For example, our student initiatives; graduate



students' workshops, travel for conferences, and emergency funding is approximately \$50k. The department supports faculty research initiatives such as Research Infrastructure Support Services grants and other departmental sponsored events, contributions for educational journals, visiting scholars, and international initiatives for another \$60k.

## ENVIRONMENT AND CULTURE

As noted in our 2009 self-study report, "Our facilities in Ponderosa Annexes F, G and H are pleasant but inadequate." Since that time, we had to relocate faculty offices, classrooms, and research offices when Ponderosa H was demolished in preparation for the construction of the new Ponderosa Commons buildings. The Centre for Policy Studies in Higher Education and Training (CHET), previously located in Ponderosa H, was not physically re-established after the demolition. Currently the Department is located in two separate buildings: Ponderosa G and West Mall Annex (as "swing space"). Faculty and staff working in Ponderosa G, located adjacent to the construction site, have endured high levels of noise and disruption over the past two years. Indeed, parts of the G building were removed and walled off to protect the health and safety of faculty, students, and staff members during this construction phase. While Department members look forward to the move into Ponderosa Commons in late 2015 or early 2016, the effects of working in inadequate facilities and the physical separation of staff, students, and faculty has taken its toll on morale. In an effort to sustain ourselves as a community, the newly established Critical Dialogues Series and the Graduate Student Seminar Series have gone a long way to re-connect department members prior to the move into the new building. In addition, EDST anticipates the growth of the academic community through hosting international conferences in the new location, such as the International Conference on Paulo Freire to be hosted by the Department from May 6-7, 2016.

## OPPORTUNITIES AND CHALLENGES

One major opportunity for the Department is to expand its collaborative educational programs with the Indigenous peoples of British Columbia and beyond. As a leading department in this area, we are cognizant that a lot has been achieved in the past two or three decades, but more remains to be done. This year, for the first time, the Department organized an annual retreat on the Musqueam Reserve, which is not far from the UBC campus. During the retreat, Department members began discussions with Musqueam about co-constructed educational and social development programs, some of which have already begun with the participation of young Musqueam students, department graduate students, and faculty members. Globally, we have many opportunities to expand our research to different locations and peoples that could benefit from it, with a special emphasis on developing countries. There are already a few projects underway, but more are possible. The department hopes to create more community-engaged courses that close the gap between the department and non-university populations.

The challenges the department faces are mostly related to resource issues. EDST certainly needs to increase graduate student funding for two important reasons: to support current students many of whom are not adequately funded and need support; and to attract more outstanding local, national, and international students to graduate programs. Beyond their own successes they will greatly enhance the department's teaching, learning and research contexts. Perhaps attached to these points and of immediate importance is to increase faculty numbers, especially with respect to areas of increasing enrolment including but not limited to Indigenous Education, Educational Administration and Leadership, and Higher Education Studies.

DEPARTMENT OF

# *Language and Literacy Education*

**COMMITTED TO RESEARCH, TEACHING, AND COLLABORATION  
WITH EDUCATIONAL COMMUNITIES TO ADVANCE THE STUDY  
OF LANGUAGE IN LEARNING, AND THE TEACHING AND  
LEARNING OF LANGUAGES, LITERACIES, AND LITERATURES.**

## **MISSION AND FOCUS**

The Department of Language and Literacy Education (LLED) is committed to research, teaching, and collaboration with educational communities at the local, national, and international levels to advance the study of language in learning, and the teaching and learning of languages, literacies, and literatures, broadly conceived. The Department is currently in a strategic planning phase which involves careful self-study and a re-articulation of priorities and mission. That process is ongoing.

## **ACADEMIC PROGRAMS AND TEACHING**

There are two broad areas of focus in the department: Literacy, consisting of Literacy Education, Indigenous Language and Literacy Education, and Teacher-Librarianship; and Applied Language Studies in Education, consisting of Modern Languages Education, Indigenous Language Education, and Teaching English as a Second Language.

Academic programs in Literacy engage teachers and other professional educators in the study of language and literacy practices from early childhood through adolescence and adulthood.

Faculty in this area offer specializations in Indigenous languages and literacies, children's and adolescents' literature, drama and theatre education, early/intermediate/adolescent literacy practices, family and community literacy practices, and multiple literacies and multimodalities. The Teacher-Librarianship program is also housed within Literacy.

Academic programs in Applied Language Studies in Education involve teachers, teacher-candidates, educational researchers and others in the study of additional languages and additional language education, including Modern Languages Education, Teaching English as a Second Language, and the relatively new focus in Indigenous languages in education with an applied linguistics orientation. The Applied Language Studies area has important leadership, curricular, and instructional responsibilities in the post-baccalaureate BEd teacher education program.

The Department's graduate programs include MEd, MA, and PhD degrees in both Literacy Education and Applied Language Studies in Education. The department offers a PhD in Language and Literacy Education and in Teaching English as a Second Language; MA degrees in Literacy Education, Modern Languages Education, and Teaching English as a Second Language; and MEd degrees in Literacy Education, Modern

## *Joint Degree Program*

The Department of Language and Literacy Education offers a Master of Arts in Children's Literature (MACL) program, in partnership with the Creative Writing Program, and the School of Library, Archival & Information Studies.

Languages Education, and Teaching English as a Second Language.

In terms of courses and faculty participation, Language and Literacy Education's contributions to the Teacher Education Program program are significant. In addition to having the highest number of tenure-track faculty teaching in the program, there are six elementary cohorts that Language and Literacy faculty have helped conceptualize and coordinate: the Arts-Based Cohort, the French Language and Global Studies 1, the French Immersion/Core French Specialists, the Kindergarten in Primary Program, the Teaching English Language Learners through

Problem-Based Learning, and the International Baccalaureate (IB) cohort. There are also five secondary disciplines that the Department is responsible for: English, English as a Second Language, French, Modern Languages, and Theatre.

Language and Literacy also offers certificates and diplomas in conjunction with the Teacher Education Office and Professional Development and Community Engagement. These include: Diploma in Education (Literacy Education), Diploma in Education (Teaching English as a Second Language), Diploma in Education (Teacher Librarianship), Certificate in Teacher



Librarianship, Certificate in Teaching English as a Second Language, Certificate in Teaching English as a Second Language (with practicum), and the UBC-Ritsumeikan Joint Certificate in Teaching English as a Second Language.

In addition, Language and Literacy is a primary collaborator in UBC's largest and longest-running academic exchange program, the UBC/Ritsumeikan Exchange Program. It is also departmental home to two Faculty centres: the Centre for Research in Chinese Language and Literacy Education, and the Digital Literacy Centre. It is a key partner in a cross-Faculty university centre, the Centre for Intercultural Language Studies.

## RESEARCH AND SCHOLARLY ACTIVITY

Departmental faculty seek to mentor graduate students in knowledge production, application, and mobilization. Faculty and graduate students publish in top-tier journals and publishing houses in their respective fields. Many faculty serve on the editorial boards of top-tier journals; many have guest-edited special issues of top journals. Research in the department addresses a wide range of current topics, issues, and contexts in language and literacy education at the leading edge of theory and practice, both locally and globally. Faculty researchers have made significant scholarly contributions to the field. Several faculty members are recognized as world leaders in their respective fields. Two Distinguished University Scholars (Norton and Duff) reside in the department, as does Guofang Li, Tier 1 Canada Research Chair in Transnational/Global Perspectives on Language and Literacy Education of Children and Youth.

Key areas of existing and emerging excellence in departmental research and teaching include: second language learning, early and adolescent literacies, multiple literacies, English for academic purposes, health literacy, Chinese language, and drama education.

The Department boasts a prolific scholarly output, with over 170 book chapter contributions and nearly 200 articles published from 2008 to 2013 in refereed journals such as *Applied Linguistics*, the *Journal of Adolescent and Adult Literacy*, *Language and Education*, *Narrative Inquiry*, and the *Journal of Second Language Writing*. Faculty also authored a total of 23 books and served as editors on another seventeen. Creative works produced by departmental faculty members range from poetry to fiction, from theatre performances to software for simulating theatre environments, from jazz and spoken word performances to visual art exhibits. Research is presented at national and international conferences, including general education meetings such as the American Educational Research Association (AERA) and the Canadian Society for the

### LLED

#### at a glance

**Full time, tenured, and tenure-track faculty**

28

**Full time staff**

4

**Graduate students (master's level)**

111

**Graduate students (doctoral level)**

69

**Graduate students by program area:**

*LLED*  
Phd 48

*TESL*  
PhD 21  
MA 3  
MEd 27

*LITR*  
MA 13  
MEd 34

*MLED*  
MA 2  
MEd 32

Study of Education (CSSE), as well as a broad range of field-specific meetings such as the World Congress of Applied Linguistics, the International Symposium on Poetic Inquiry, the International Conference on Heritage/Community Languages, and the meetings of the International Reading Association, the Teachers of English to Speakers of Other Languages, the International Drama Education Association, the Society for Digital Literacies, and the International Pragmatics Association, to name but a few.

Language and Literacy faculty have extensive research and professional networks internationally as well as across Canada, and many hold (or have held) key leadership roles in national and international academic and professional associations, such as the Canadian Association for Applied Linguistics, the American Association for Applied Linguistics, the Teachers of English to Speakers of Other Languages (TESOL) International Association, the International Association of School Librarians, the BC Association of Teachers of Modern Languages, the Canadian Association of Second Language Teachers, the Consortium for Training, Language Documentation and Conservation, the International Reading Association, the Digital Poetry Archive of Canada Society, the International Society of Language Studies, and the Literacy Research Association. Departmental faculty also serve (or have served) on the editorial boards of many leading Canadian and international journals in literacy, applied linguistics and language education, and they have helped organize numerous scholarly conferences in these fields, as well.

## **INTERACTIONS AND SERVICES OUTSIDE THE FACULTY**

Language and Literacy Education is engaged in extensive community engagement locally, nationally, and internationally including: literacy projects engaging researchers in local contexts of family literacy, including refugee populations; MEd cohorts responding to needs and constraints on travel to UBC in Abbotsford (TESL), Delta and

Surrey (Literacy), and across Canada (French cohorts online); and the Vancouver Reading Tutor Project implemented in four inner-city designated schools in Vancouver. Indigenous community engagement has also increased dramatically in the Department in recent years through new certificates, programs, courses, and faculty hires. Engagement with local Chinese communities and school districts offering Chinese language education has increased substantially through the Centre for Research in Chinese Language & Literacy Education, as well.

A few examples of how the Department is working outside and beyond campus include but are not limited to: public lectures, workshops, community projects, school, community and provincial advisory committees, government initiatives, and media engagement.

## **ABORIGINAL ENGAGEMENT**

The Department of Language and Literacy Education has made significant contributions to teaching and curricula development in Indigenous languages and literacies. In addition to the MEd program in Indigenous knowledges and pedagogies, departmental faculty have developed an early immersion certificate/diploma program (which, once implemented, offers important future opportunities for Aboriginal engagement). Faculty have recently initiated and collaborated on a graduate course co-taught with five other leading universities and tribal colleges, in addition to a variety of Indigeneity institutes over the past years.

The Department has also effectively engaged with Indigenous communities through funding at various levels: locally in the form of language revitalization gatherings across BC, nationally and internationally with the Social Sciences and Humanities Research Council (SSHRC) sponsored workshop entitled The Intersection of Language, Learning and Culture in Early Childhood: Family, School and Community Contexts held in May, 2013 that featured several Indigenous Scholars and Educators, and internationally through Indigenous language and

cultural education. Dr. Jan Hare has contributed to transforming education in ways that are more inclusive of Indigenous ways of knowing and approaches to learning with a research program that extends from early childhood education to higher education. She is engaged in several curriculum projects supporting the professional development of in-service and pre-service educators. This includes the development and delivery of a new massive open online course (MOOC) entitled “Reconciliation through Indigenous Education.” For more information on the MOOC, please see Page 112.

## INFRASTRUCTURE AND RESOURCES

The Department’s budget is governed centrally by the Faculty of Education, but is administered at the department level. There are three main budget lines in the Department: the general purpose and operating fund (GPOF), the innovative funding line (Innovative), and the UBC-Ritsumeikan Academic Exchange Programs funding line. The Department is currently in a sound fiscal condition. In an environment of financial constraint, the innovative professional development programming and international engagement activities of the Department speak exceptionally well to steps taken to ensure Language and Literacy’s financial sustainability and growth over the coming years.

The GPOF transfer into the Department runs just over \$4,000,000 a year. This includes salaries and benefits, and operational supplies and expenses. Of this \$4,000,000, the yearly operational supplies and expense portion is roughly \$54,000 (the remaining is allocated to salaries and benefits for all hiring lines above including departmental sessional and graduate teaching assistant hires).

Language and Literacy’s Innovative budget line is discretionary spending from engagement in cohort and distance education programs, which help the Department support faculty and students, as well as departmental operations and events.

The Department’s engagement in the delivery of the UBC-Ritsumeikan Academic Exchange Programs for the Vice Provost’s Office for over

20 years also affords the department additional discretionary monies to support strategic initiatives.

The Department will be moving into the new Ponderosa Commons Education Centre in the winter of 2015.

## ENVIRONMENT AND CULTURE

There are various activities and structures in place in the department that support a positive work environment, including:

- Social events coordinated by the Graduate Peer Advisors and Social Committee (graduate orientation, occasional social events during the term, winter holiday party, end of term party, convocation event);
- Collegial department meetings every month, in which faculty, students, and staff accomplishments are recognized;
- The department’s Apprenticeship Seminar Series and the Research Seminar Series;
- Timely and efficient communication from leadership concerning workplace issues that affect all faculty;
- Participation in departmental service to ensure that the work of the department is done by all; and
- An expert and collegial office staff.

In terms of economic sustainability, faculty renewal, strategic hiring of entry-level faculty, and recruitment of top students are foci of the department as part of long-term strategic growth in keeping up with trends and changes in the evolution of research fields. To this end, the Department also aspires to further diversify its forms of revenue and support, as has been the case with UBC-Ritsumeikan, cohorts, certificates, and other forms of revenue generation, in ways that both have academic merit and integrity and add to sustainability.

## OPPORTUNITIES AND CHALLENGES

In response to the external review conducted in 2014, the Department implemented a strategic plan process in the spring of 2015, to develop the future goals and priorities of the Department. Areas of focus for Language and Literacy Education's new strategic plans include: program renewal and initiatives, faculty and teaching workload allocation, graduate experience, and ethical and sustainable growth. The Department hopes to finalize strategic priorities in the winter of 2015.

### *Research Centres in LLED*

The **Digital Literacy Centre** facilitates and promotes research and teaching in language, literacy, and literary education that is focused on or makes use of digital media. The DLC promotes innovation, disseminates information, offers consultation, and provides training and instructional support in an area broadly construed as digital literacy.

The **Centre for Research in Chinese Language and Literacy Education** (CRCLLE) was established in 2008 with generous multi-year support from Hanban (in China). The Centre's goal is to create a hub and network for world-class scholars engaged in research activities that will contribute to understanding of more effective approaches to Chinese language teaching, testing, curriculum and materials development, teacher education, and innovation in digital technologies for Chinese language and literacy education.



# SCHOOL OF *Kinesiology*

**A SCHOOL WORLD-RENOINED FOR ITS RESEARCH AND TEACHING  
IN THE FIELD OF HUMAN MOVEMENT.**

## MISSION AND FOCUS

The School of Kinesiology is a world-renowned academic unit generating and disseminating interdisciplinary knowledge about human movement that contributes to health and quality of life. As a community of educators and researchers in the field of human movement, the School of Kinesiology is dedicated to creating and advancing knowledge that fosters a healthy self and society through physical activity.

## ACADEMIC PROGRAMS AND TEACHING

### *Undergraduate Courses*

All Bachelor of Kinesiology students complete a set of core courses during their first two years. The core consists of 3 credits in English, 30 credits in Kinesiology, and elective courses in other fields. In Year 2, students continue their studies in one of three streams: Kinesiology and Health Science; Physical and Health Education; or Interdisciplinary Studies in Kinesiology. Within each specialization there are additional required courses as well as electives, both within and outside of Kinesiology.

Current course outlines are available upon request or can be found at: <http://kin.educ.ubc.ca/undergraduate-course-outlines>

### *Undergraduate Curriculum Review*

The UBC Senate approved the present three-stream undergraduate curriculum in 2004. Under the terms of the School's Strategic Plan and Accountability Framework, a formal review of the curriculum is presently underway. The review process began in October 2013. Part of the review process is prioritizing an online presence for course delivery.



## *Kinesiology at a glance*

**Full time, tenured, and  
tenure-track faculty**

27

**Full time staff**

20

**Graduate students  
(master's level)**

64

**Graduate students  
(doctoral level)**

45

**Graduate students by  
program area:**

MA

10

MSc

27

MKIN

27

PhD

45

### *Minors*

Four minors are available to BKIN students respectively in Arts, Commerce, Nutritional Science, and Science. The School reciprocally offers two KIN minors to students in the Faculty of Land and Food Systems and the Faculty of Science.

### *Instructional Models*

Most of the core courses in years 1 and 2 are offered in both terms. This provides students with greater flexibility in planning their schedule and the opportunity to register in smaller classes. Six of the ten core courses also have a lab or tutorial section. These small group sections provide students with the opportunity to further explore course concepts through debate, discussion, and other active learning approaches that differ from those that typically take place in larger classroom settings. In years 3 and 4 students have the opportunity to use the knowledge they have gained in the classroom in an applied setting. There are currently 5 upper level courses that provide students with a community based learning experience. Students can also get involved in research, working with a faculty member on a directed studies project of mutual interest.

### **GRADUATE PROGRAMS**

The Graduate Program is comprised of approximately 100 graduate students and 21 graduate faculty members who mentor research-based degrees (MA, MSc, PhD). The School offers a course-based master's degree (MKIN) in which students can be supervised by graduate faculty or instructors. Faculty members generally

## Dual-Degree Programs in Kinesiology

The School began offering two dual-degree programs in September, 2015. The **BKIN/BEd** is an option in Kinesiology and Education offering qualified students the opportunity to earn a BKIN and BEd in Secondary Education (Physical Education Specialization) in five winter sessions, with some academic requirements to be completed in the summer. After meeting all the requirements, students are eligible for a British Columbia Professional Teaching Certificate.

A second dual-degree program, **BKIN/MM** is an option in Kinesiology and Management. It offers qualified students the opportunity to earn a BKIN and Master of Management Degree from the Sauder School of Business. This dual degree option can be completed in four and one-half years through intensive study and scheduling. The dual degree option will also include extensive professional development and career preparation throughout the degree program of study, provided by the Business Career Centre in the Sauder School of Business.

supervise 2 to 6 graduate students. The number of students supervised is influenced by a number of factors including research support, sabbaticals, time-to-retirement, health, and applications to specific research areas. The School has created a comprehensive graduate students' handbook, in which is detailed information for students and faculty regarding courses, program requirements, and policies. More information:

[http://kin-educ.sites.olt.ubc.ca/files/2014/03/2016-17\\_KIN-Graduate-Program-Handbook.pdf](http://kin-educ.sites.olt.ubc.ca/files/2014/03/2016-17_KIN-Graduate-Program-Handbook.pdf)

The structure of the graduate program varies depending on the degree being obtained. MKIN students typically undertake coursework during the first three terms and spend the final term developing and presenting a major paper. MA and MSc students spend the first two terms taking courses and developing a research theme. The final terms are spent proposing a research topic, collecting data and presenting a thesis defense. PhD students typically take no more than

five years to develop and complete a research program. Comprehensive exams take place prior to the end of the 2nd year, while proposing a thesis topic and being admitted to candidacy occur before the end of the 3rd year. Defending the thesis usually happens at the end of the fifth year. The course curriculum varies across disciplines, and required course credits are decided upon in consultation with the student, supervisor and typically the supervisory committee. Students can take graduate and undergraduate courses outside of the School for credit. Assessment of graduate students is completed once per year. As per the policy of UBC's Faculty of Graduate Studies and Postdoctoral Studies, a yearly progress report is completed for all students. Please see:

[http://kin.educ.ubc.ca/students/graduate/current-students/resources/Graduate Curriculum Review](http://kin.educ.ubc.ca/students/graduate/current-students/resources/Graduate%20Curriculum%20Review)

A review of the graduate curriculum course offerings is currently underway to assess their alignment with School and UBC strategic objectives.

TABLE 1: GRADUATE STUDENT TIME TO COMPLETION AND ATTRITION RATES

Degree	Years of Study (avg.)	Attrition
MA	3.00	3%
MSc	2.83	3%
MKIN	0.99	5%
PhD	4.81	7%

## RESEARCH AND SCHOLARLY ACTIVITY

The School's focus is extremely broad and encompasses all areas of kinesiology from the natural sciences to the social and health sciences. Research productivity is most often measured by number of refereed publications and the amount of funds awarded. This past five years has been

extremely productive in both areas. Faculty members have published 500 journal articles in highly ranked refereed research outlets that have “good” to “excellent” impact factors and also engage a wide audience within the specific fields of research. Faculty have also published 11 books with good publishing houses and each of these texts has received excellent reviews in both national and international media outlets. In addition, faculty have contributed 84 chapters to edited texts that have considerable academic impact in their field of study. This report also highlights the School’s success at gaining external and internal funding from a variety of sources. This funding is essential to support research excellence in the School. Over 90% of our research faculty hold tri-council (NSERC, SSHRC, and CIHR) funding, with many holding grants from two agencies, and one faculty member being funded by all three agencies. The total amount of funds that have come through the School’s budget over the five-year period (Principal Investigator Awards) is \$7,644,209. As well, faculty have been co-investigators on grants outside the School that total in excess of \$22 million.

### *Graduate Student Research Mentoring*

All students are mentored by an individual faculty member who agrees, during the application process, to serve as the student’s advisor. No student is admitted to the program without an advisor being assigned at the time of admission. This applies to MA, MSc, MKIN, and doctoral applicants. The benefits of a mentor model are numerous, including clarification of research and other funding support at time of application and focused supervision from the time of registration. One drawback is that some highly qualified

students are not accepted because specific faculty members may have a full complement of students. The average supervisory load in the School is 4.86. Table 1 shows time to completion and attrition rates for graduate students in the School.

### **INTERACTIONS AND SERVICES OUTSIDE THE FACULTY**

In terms of community engagement, the School has two main outreach programs: Active Kids/ Gymnastics that supports a movement experience program for children and a gymnastics club for all age groups inclusive of adults, and the BodyWorks Fitness Centre which includes the Changing Aging program that is aimed at adults and seniors. These are highly successful programs that give the School an important role in the local community as well as provide hands-on experience for undergraduates. In addition to the UBC location, specialty fitness classes such as Changing Aging and Fit Over 50 are taught by UBC BodyWorks fitness instructors at the Dunbar, Kerrisdale and Sunset Community Centres. Five faculty members with expertise in exercise prescription, coaching science, fitness programming, sport management, physical education pedagogy and physical activity leadership are involved in community service learning activities locally through research and course instruction that provide students with opportunities for community-based experiential learning. The School has a growing Co-op program with 101 placements. We currently have 118 active students and expect to take in upwards of 80 this year, which will be our largest cohort to date. We are currently in the process of large job development campaign to increase job opportunities for students.

*Search for Aboriginal Scholars:* The School has conducted three searches to hire an Aboriginal scholar in the area of Aboriginal health, exercise and physical activity. The first search ended without a hireable candidate and the two subsequent searches resulted in a declined offer. The position is 50% funded by the Provost’s Office for the first five years. The School is developing a new strategy to build a team around Aboriginal health and a renewed effort to recruit an Aboriginal scholar.





## ABORIGINAL ENGAGEMENT

The School has a strong commitment to the University's Aboriginal Engagement Strategy, and is working actively to strengthen its links with local communities and to build on the connection between physical activity and health and the interest in wellbeing, sports, and physical activity in Aboriginal communities.

### *Enrollments*

Over the last 12 years, self-reported enrollment by Aboriginal students in the Bachelor of Kinesiology program has increased from 11 students in 2004 to 34 students in 2015. The School has enrolled four Aboriginal students in graduate studies over the last five years in the MA and PhD programs.

### *Student Research*

Support for Aboriginal student research in the School ranges from initiatives that are focused on Aboriginal experience to mainstream research support. An example of the former is the Aboriginal health team that Darren Warburton has created in his lab, and that actively involves Aboriginal undergraduate and graduate students in research on the role of exercise in cardiovascular health in Aboriginal communities. This year five Aboriginal students were funded through the NSERC Undergraduate Student Research Awards to work with Kinesiology faculty in their research labs.

### *Community Engagement*

The School is working to increase its engagement with Aboriginal communities in mutually supportive and productive relationships through multiple channels, including community-based action research and community service learning opportunities through courses like 454B Field Experience in Kinesiology and Health Science Settings and 469 Chronic Health Issues, Physical Activity, and Community Practice.

## *Curriculum*

Beyond the community-based experiential learning opportunities noted above, the School is reviewing Aboriginal-specific content contained in courses such as HKIN 103 Active Health and 465 Interculturalism, Health and Physical Activity, and considering strategies to increase course contents and courses in the areas of Aboriginal culture, health, and physical activity. With a new faculty hire in the Socio-Cultural area, the School aims to develop a course specific to Aboriginal Studies in Kinesiology.

### *Dedicated Scholarships*

In 2011–12 the School created two \$1,000 entrance scholarships for Aboriginal students with an option for the students to renew the scholarships in their second year if they maintain their academic average.

## INFRASTRUCTURE AND RESOURCES

The School has desperate and well documented physical space issues, both in terms of quality and quantity. For some time, their facilities have been outdated, dispersed, and incongruent with the needs of a progressive and innovative Kinesiology program at an institution with a reputation as strong as the University of British Columbia. This area needs immediate attention. Significant investment in centralized, state-of-the-art facilities to support team-based research programs and clusters, and their teaching and learning activities is required. As well, this focus will align the School with the funding priorities of the Tri-Councils, foundations, donors, and other funding sources that will facilitate investments in infrastructure. The School has received support from the Faculty to initiate and develop a proposal for a state-of-the-art facility. The proposed facility is being planned in conjunction with the new Exercise and Sports Medicine Centre that has reached a 60% fundraising target of \$10 million.

To accommodate increased student enrolment, lab sections have been added to courses. Scheduling these extra sections has been difficult as there is limited space in the Undergraduate Learning Centre. Running labs in all three sections of the open gym environment can create excessive noise. Running additional lab sections for a particular course also puts a strain on the equipment used for each activity. Finding additional space and funds to support teaching lab activities will be a priority for the School of Kinesiology.

## ENVIRONMENT AND CULTURE

The University of British Columbia School of Kinesiology is known throughout Canada and internationally for its research excellence and scholarship, with several top researchers in the field being housed in this School. The professors are well-funded, well-published, and are held in high regard by peers. The School has long been considered one of the “flagship” schools in the evolving academic discipline of kinesiology in Canada, and an exemplar of the integrated model of classroom and experiential learning. The School is also heralded for its outstanding engagement programs that extend and embed student learning. The research strength, resources, and leadership of the University of British Columbia contribute immeasurably to this stellar reputation.

The School of Kinesiology has an excellent reputation for the quality of its undergraduate and graduate programs and for the accomplishments of its faculty, staff, students, and alumni. The School of Kinesiology prides itself on being nimble and responsive within the UBC context, and with supporting and contributing to the University’s priorities. The School is focused on fulfilling its mission globally as well as locally; strives to be world renowned in research; and exemplifies the highest standards in teaching and student and community engagement.

## OPPORTUNITIES AND CHALLENGES

The BKin degree has high enrollment demand for domestic students and ranks in the top three programs at UBC in terms of applications for first year seats (BCom: 5.8 applications per seat, BKin: 4.9, BAsC: 4.8). Enrollments have increased to around 1196 students who are drawn to the degree as a liberal arts program and stepping stone for post-graduate and professional studies.

The School’s graduate program is mentorship based. Program enrolments (n≈100) are commensurate with this system and include excellent professionally oriented students, as well as student scholars in the MKin, MA, MSc, and PhD programs.

### *New Master’s Degrees*

The School has developed a Master of Science in High Performance Coaching and Leadership. The program has been endorsed by Own the Podium, Canadian Sports Institute, Canadian Coaching Association and is currently being offered as a Certificate Program. The Master’s Degree program and curriculum is scheduled for review by university Senate. The School is aiming for implementation in September, 2016.

The School is also planning to offer an MKIN degree in partnership with Tsinghua University for advanced training of technical personnel for the 2022 Winter Olympic Games in Beijing.

In order to maintain its leadership position on campus and in the field, the School must continue to strengthen the research focus with the expanding health area that is being embraced at the University. Additionally, it must engage in strategic curriculum planning to ensure that the undergraduate and graduate programs are progressive, innovative, and closely aligned with emerging trends and campus priorities, including exploring alternative course delivery modes as one component of an evolution and refreshing of the undergraduate curriculum.





Chapter 5

# FACULTY PRIORITIES



# Research

**THE FACULTY OF EDUCATION IS A KEY CONTRIBUTOR TO UBC'S STANDING AS ONE OF THE WORLD'S PREMIER UNIVERSITIES AND EMBRACES ITS MISSION TO CONDUCT EXCELLENT, LEADING EDGE, HIGH IMPACT RESEARCH.**

## MISSION AND FOCUS

Across the Faculty of Education, faculty members and students are committed to conducting “innovative research that informs the work of scholars, practitioners and policymakers in ways that advance personal, social, cultural, political development, not only in Canada but worldwide.”<sup>1</sup> The diversity of the Faculty, and its foundational concern with integrating theory, research, and practice, continues to have a significant impact on the field. UBC Education scholars are changing the landscape of teaching and learning through investigations of teacher mentorship and the development of innovative instructional method. Local and global communities are benefitting from faculty and student research that has challenged the status quo, by introducing paradigm-changing approaches to reconciliation, and improving access to health education and health promotion. Faculty development of innovative research methods, ranging from explorations of art and theatre as research, to new, theory-based qualitative methods, to enhanced techniques in exercise and physiology, is changing how research is conducted. Faculty of Education research is transforming the landscape of the discipline as philosophers question common assumptions, Indigenous scholars introduce new conceptions of knowledge, and health and exercise researchers extend their work to the high Arctic. Across Faculty departments and the School

of Kinesiology, faculty and student research targets critical questions with direct impact on educational achievement and societal wellbeing.

The Faculty recognizes that its strength in research rests on the individual talent and commitments of its researchers, graduate students, and postdoctoral fellows, as well as strong leadership from senior administrators and support from the University at large. In the past five years, Faculty leadership and commitment to research has been reflected in significant increases in research infrastructure support, in terms of both staff positions and financial resources. Furthermore, the Faculty has begun to strengthen integration of graduate students and postdoctoral fellows into the Faculty's research enterprise.

As a scholarly community, faculty researchers demonstrate a commitment to excellence, creativity, global and individual wellness, and social justice. Faculty members' strong commitments to Indigenous education, community-based research, international engagement, health and wellness, and teaching and learning, are visible across the spectrum of Faculty scholarship.

## RESEARCH CULTURE

Research culture in the Faculty is characterized by a vibrant interplay between colleagues who vary in their orientation toward external academic

<sup>1</sup> Faculty of Education Strategic Plan 2011-2016

audiences and the professional education community. Both are valued highly and the great majority of faculty achieves a blend of perspectives. The Faculty is known nationally and internationally for its contributions to research, as reflected in success in external funding and awards, as well as within the provincial and local education community, as reflected in school-based initiatives that have investigated and promoted topics such as social-emotional learning, cultural perspectives on learning additional languages, and innovations in mathematics and science education.

Similar to most North American faculties of education, our Faculty is transforming itself to meet the global challenges of its position in a research intensive university. The Faculty is encouraging development of multi-investigator research teams to address broad societal questions and problems, are facilitating greater integration between faculty research and graduate/postdoctoral research, and are exploring new ways to capture the impact of faculty research contributions, beyond traditional metrics, and to increase the visibility of their excellent work.

## MANDATE

Strategic and operational support for Faculty research is provided by the Office of Graduate Programs and Research (OGPR), which has a broad mandate to oversee and support research activity in the Faculty of Education under the leadership of the Associate Dean, Graduate Programs and Research. OGPR's primary mission with respect to research has been to increase research activity and enhance the Faculty's success in obtaining support for research particularly in areas of Faculty strategic priority. To that end, OGPR is focused on the following:

- Expanding support for research development and grant facilitation with an emphasis on new and junior faculty, multi-site and partnership grants, and CIHR and foundation funding opportunities.

- Providing research infrastructure support through the Research Infrastructure Support Services Program to faculty members assuming scholarly leadership roles and pursuing research excellence.
- Developing, monitoring, and reporting on indicators of faculty funding success, research productivity, and effectiveness of OGPR's research facilitation.
- Supporting faculty research skill development and capacity building through individual consultation, workshops, seminars, and web resources. See <http://ogpr.educ.ubc.ca/research/>
- Coordinating searches for Canada Research Chairs (CRCs) and Faculty Chairs and Professorships, and facilitating CRC nominations and Faculty funding applications to the Canadian Foundation for Innovation (CFI) and BC Knowledge Development Fund (BCKDF).
- Enhancing support for the Faculty's recruitment of postdoctoral fellows.
- Increasing nominations for faculty research awards and recognition.
- Enhancing communications and engaging in initiatives to increase the visibility of the Faculty's research (e.g., Year of Research in Education, <http://yre.educ.ubc.ca/events/> ; on-line Faculty Research Directory <http://ogpr.educ.ubc.ca/directory/>
- Providing administrative, website, and event support to the Faculty's research centres and institutes.

## *Awards, Honours, Recognition*

The reputation and influence of faculty members' research and scholarship is reflected by the important awards and honorifics conferred on them by the external scholarly, professional and community organizations which they serve and



## *Faculty of Education recipients of honours and awards (select list)*

### *Royal Society of Canada*

Dr. John Willinsky (2000)  
Dr. Veronica Strong-Boag (2001)  
Dr. Jean Barman (2002)  
Dr. Peter Seixas (2004)

### *Killam Award for Excellence in Mentoring*

Dr. Rita Irwin (2008)  
Dr. Carl Leggo (2012)

### *Queen Elizabeth II Diamond Jubilee Medal*

Dr. Don McKenzie 2012  
Dr. Bill McMichael 2012

### *Canadian Institutes of Health Research (CIHR) and the Canadian Medical Association Journal (CMAJ) Top Canadian Achievements in Health Research Awards*

Dr. Darren Warburton (2012)

### *Senior Research Fellowship in the Michelle R. Clayman Institute for Gender Research at Stanford*

Dr. Mary Bryson (2010)

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in which they participate. Over the past 5 years, Faculty of Education scholars have received high profile recognition within the field of education, including career research contribution awards in areas ranging from teacher education, diversity, educational psychology, second language studies, disability studies, and exercise and health.

## **ABORIGINAL ENGAGEMENT**

Indigenous faculty members are collaborating with Indigenous communities as principal investigators on highly competitive grant applications:

- 2013-2016, CIHR Open Operating Grant, “Miyonohk ayawin kiskinwahamatowin (a many sided thing): Outdoor education, injury prevention and Edmonton’s First Nation, Metis and Inuit youth,” \$312,033.
- 2015-2018, SSHRC Insight Grant, “Re-imagining Aboriginal education for a shared future: Examining Aboriginal education enhancement agreements,” \$173,566.

## *Research Chairs and Professorships*

Over the past five years, the Faculty of Education has conducted three successful CRC searches and subsequent nominations (one Tier I and two Tier II), as well as one successful Tier I renewal. Since 2010, the Faculty has also attracted five newly funded professorships in the areas of neuropsychology, psychometrics, social emotional learning, group counseling, and Indigenous teacher education. In addition to the CRCs, there are currently 12 funded chairs and professorships, with several in the process of renewal due to retirements and mandated reviews. The CRCs and internal chairs and professorships have served as a magnet for graduate student recruitment, have produced significant research in their areas of focus, and achieved significant engagement with schools and community.

Faculty-wide coordination of the CRC search process (through the Associate Dean of Graduate Programs and Research) has enhanced the ability to recruit, select, and succeed with high caliber CRC nominees, although ongoing efforts to recruit a Tier II CRC in Indigenous Health have not been successful. Faculty Renewal Guidelines were significantly updated in December 2014 to operationalize best practices relating to searches in support of the Faculty’s strategic goals and priorities. Implementation of a standardized search committee orientation has improved adherence to policy and enhanced equity practices. Intensive, proactive recruitment has increased the number of competitive applicants and expanded applicant pools with respect to diversity.

Research chairs are a key strength of the Faculty of Education at UBC relative to comparator universities, and are an important metric by which to assess scholarly reputation. A comparison with OISE reveals 5 CRCs to UBC’s 6, and 5 chairs and professorships to UBC’s 13.

## *Current Holders of Research Chairs and Professorships*

### **Canada Research Chairs**

Dr. William Pinar | Tier I CRC in Curriculum Studies

Dr. Guofang Li | Tier I CRC in Transnational/Global Perspectives on Language and Literacy  
Education of Children and Youth

Dr. Vanessa Andreotti | Tier II CRC in Race, Inequalities and Global Change

Dr. Eli Puterman | Tier II CRC in Physical Activity and Health

Search Ongoing | Tier II CRC in Indigenous Health, Healing and Psychological Wellness

Dr. Peter Seixas | Tier I CRC in Historical Consciousness (term ended in December 2014 with  
approaching retirement; Faculty of Education still holds the CRC slot)

### **Endowed Chairs**

Dr. Jean-Sébastien Blouin

Canadian Chiropractic Research Foundation Professorship in Spine Biomechanics and  
Neurophysiology

Dr. Sterett Mercer

Chris Spencer Foundation Professorship in Learning Disabilities (Dyslexia)

Dr. Samson Nashon

David F. Robitaille Professorship in Mathematics and Science Education

(vacant) David Lam Chair in Multicultural Education

Dr. Nancy Perry (effective January 2016)

Dorothy Lam Chair in Special Education

Dr. Shelley Hymel

Edith Lando Professorship in Social and Emotional Learning

(vacant) Eleanor Rix Professorship in Rural Teacher Education

Dr. Richard Young

Myrne B. Nevison Professorship in Counselling Psychology

Dr. Bruno Zumbo

Paragon UBC Professorship in Psychometrics and Measurement

Dr. Jan Hare

Professorship in Indigenous Education for Teacher Education

Dr. Marla Buchanan

Royal Canadian Legion Professorship in Group Counselling and Trauma

- 2015-2018, SSHRC Insight Grant, “Performing survivance: More-than-human intelligences and ecological sustainability,” \$463,913.

Indigenous faculty are also contributing their expertise as co-applicants on CIHR and SSHRC funded projects with PIs at other institutions (University of Alberta, University of Calgary) and at UBC (Education and Social Work).

## INFRASTRUCTURE AND RESOURCES

Research infrastructure services are provided by a Manager, Research Support Services (a PhD level professional well-grounded in both social sciences and health research), a full-time Research Development/Grants Facilitation professional, a Programming and Events Coordinator with experience in communications, as well as a 6-month PhD level Project Coordinator. Additional support is provided by the Administrative Manager and Front Counter/Information Clerk.

Over the past five years, the Office of Graduate Programs and Research has pursued reorganization and expansion of research support staff positions and has increased the scope and sophistication of support for faculty research. Staff turnover, through retirement and elimination of some positions, leaves OGPR understaffed at present; with the Dean’s support, the Office is engaged in strategic planning to determine future staffing plans.

OGPR, on behalf of UBC, supports and adjudicates internal research funding derived from the University’s institutional Tri-Council grant. SSHRC seed grants are intended to support emerging scholars and mid-career faculty who are pursuing new directions in their research. Faculty in the professor of teaching career path receive proposal development support for funding opportunities associated with curriculum development, teaching, and learning (e.g., Teaching and Learning Enhancement Funds and Equity Enhancement Grants).

## RESEARCH FUNDING

Over a five-fiscal-year period, the number of active research projects conducted by faculty has remained fairly consistent. For newer faculty, there has been a substantial increase in both the level of participation and in the amount of funding received. These gains are juxtaposed against a decrease in the overall level of research funding. Funding from all sponsors for the Faculty of Education has dropped from \$5.75 in fiscal 2010–11 to \$4.43M in fiscal 2014–15 with the most significant drop occurring in 2012–13.<sup>2</sup> Since 2012, the Faculty’s research funding has stabilized and is beginning to increase (e.g., CIHR funding has nearly doubled). It is worth examining the factors that may have precipitated the decline.

<sup>2</sup> Data for this section are drawn from two sources: UBC’s RISE Extended Reporting database on August 31, 2015, covering the previous five full fiscal years (2010–11 to 2014–15) and SSHRC’s Award Search Engine.

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## *Research Infrastructure Support Services (RISS)*

The Research Infrastructure Support Services (RISS), launched in 2011, provides Education faculty members with the infrastructure support they need to assume scholarly leadership roles and to pursue excellent research. The RISS program complements competitive external research grants and internal seed funding by supporting activities that are typically ineligible for support from these sources. Projects supported have included early stage research collaborations, knowledge mobilization, journal editorial leadership, and academic programming for national or international conferences. Since 2011, OGPR has distributed \$200,500 in Research Infrastructure Support Services funding to provide direct financial support, to hire graduate academic assistants, and to provide dedicated time and expertise from Faculty of Education research staff (see <http://ogpr.educ.ubc.ca/research/services/riss-program/>).

## *Research Partnerships and Collaborations: Some Examples*

**SSHRC Partnership Development Grant** Pedagogical assemblage: building and sustaining teacher capacity through mentoring programs in British Columbia (PI Rita Irwin, Co-applicant Linda Farr-Darling; \$200,000 over 3 years). This significant, province-wide project is a collaboration among the BC Ministry of Education, the BC Teachers' Federation, BC School Superintendents' Association, and the UBC Faculty of Education, Teacher Education Program.

**Man/Art/Action Project** (co-led by Marvin Westwood and Tim Laidler, Director of the Veterans Transition Network with co-researcher George Belliveau). This project is 1 of 15 funded by Movember as part of Canadian's Men's Health and Wellbeing Innovation Challenge (\$150,000) to support creative and put forward innovative, outside-the-box concepts, products or services that disrupt long held assumptions and myths about men and their health in order to get men to do things differently. See: <http://menshealthresearch.ubc.ca/webinar-man-art-action/>

**Living, Learning, and Teaching in Dadaab** (LLTD) (PI Cynthia Nicol, Co-applicants George Belliveau, Rita Irwin, Karen Meyer, and Samson Nashon; \$459,403 over 4 years). This research project aims to improve the academic welfare of refugee teachers in Dadaab. Dadaab Refugee Camp is located in northeast Kenya and is the largest protracted refugee camp in the world. LLTD is a collaborative research project with The University of British Columbia (UBC), Moi University, Kenya, and NGO Windle Trust Kenya. The team consists of UBC professors, graduate students, and undergraduate research assistants, all of whom are former Dadaab refugee teachers contributing their invaluable experience of living, learning, and teaching in Dadaab. For more information, see: <http://lltd.educ.ubc.ca>

**The Middle Years Development Inventory** (MDI) (Kim-Schonert Reichl). Leading a team of investigators and graduate students through UBC's Human Early Learning Partnership (an interdisciplinary unit at UBC) and in partnership with several school districts across B.C., Kim Schonert-Reichl developed a unique questionnaire—the Middle Years Development Inventory (MDI)—designed to assess the five areas of youth development (physical health and well-being, connectedness, social and emotional development, school experiences, use of after-school time) that are associated with well-being, health and academic achievement. The MDI is unique as it is completed by the children themselves and provides valuable insight about how they think and feel about their experiences both inside and outside of school. It functions as a population-level research tool, measuring variations in children's well-being across time and space. Learning how children are currently faring across neighbourhoods and school districts means that supports and services can be tailored to families and children where and when they are needed.

For more information, please see: <http://earlylearning.ubc.ca/mdi/>, [http://earlylearning.ubc.ca/media/publications/mdi\\_our\\_childrens\\_voices\\_report.pdf](http://earlylearning.ubc.ca/media/publications/mdi_our_childrens_voices_report.pdf)

- Fifty tri-council (SSHRC, NSERC, and CIHR) grants completed at the end of fiscal 2011–12 with 16 new tri-council grants beginning in fiscal 2012–13.
- SSHRC’s 2010 decision to no longer support research that impacts human health may have inhibited established scholars in counselling and other areas of psychology, with long funding histories with SSHRC, from shifting their foci to better align with SSHRC’s more narrowly defined subject matter guidelines. These investigators may have simultaneously been deterred from applying to the Canadian Institutes of Health Research (CIHR), an agency with a very different funding culture.

*Funding from the Social Sciences and Humanities Research Council (SSHRC)*

The Faculty of Education has maintained an impressive track record with funding from SSHRC’s core research funding program, the Insight Grants (IGs), despite the fact that UBC and national SSHRC success rates and funding levels have dropped significantly over the past few years. The Faculty’s IG success rate over the past 5 years has been in the range of 30 to 47 percent, while the national success rate (for all disciplines) and the disciplinary success rate for Education has ranged from 21 to 37 percent and 19 to 33 percent respectively over the same time frame. In the last IG competition UBC’s overall funding

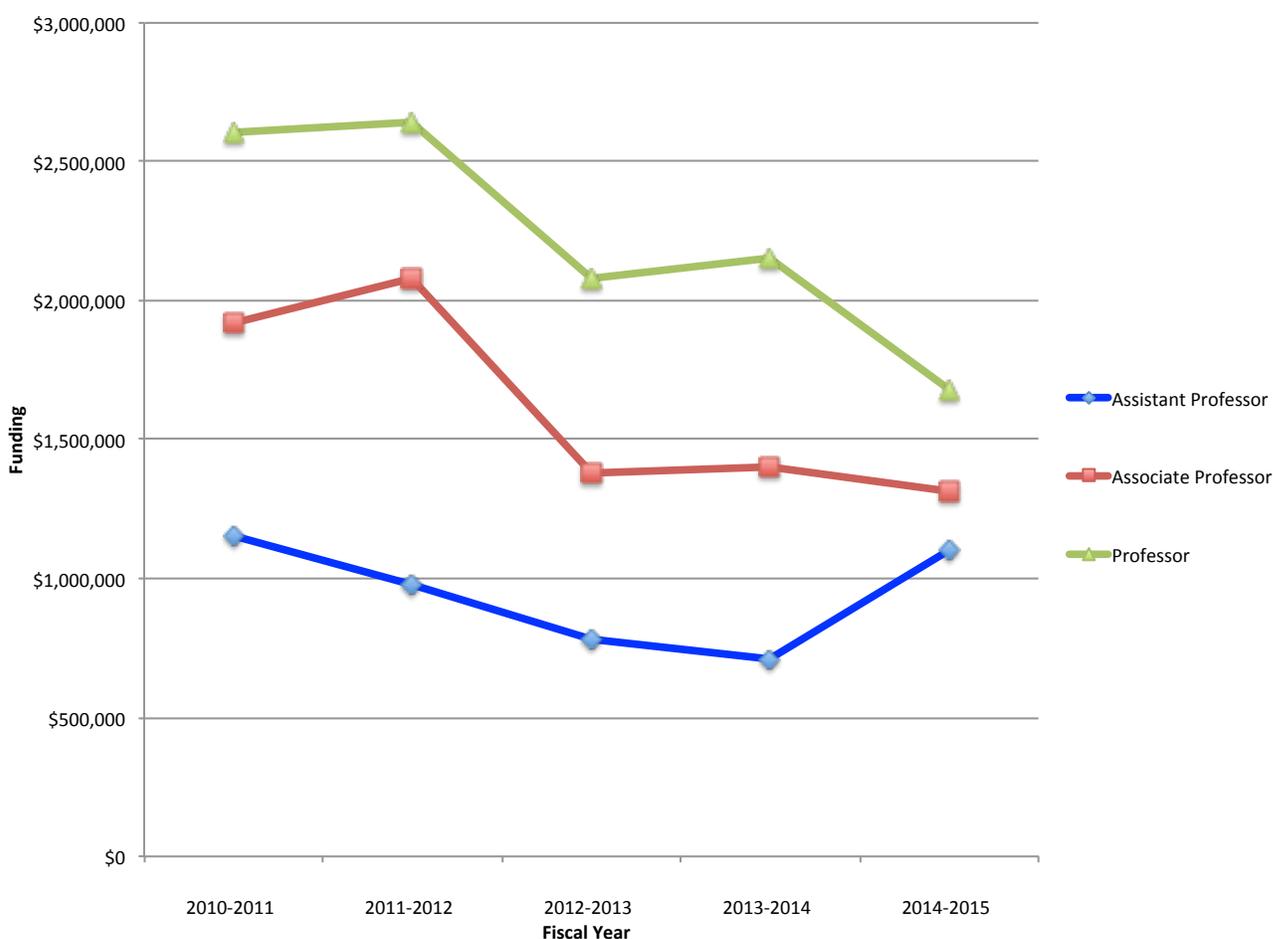


FIGURE 1. DOLLARS HELD BY FACULTY AT THE THREE MAIN PROFESSORIAL RANKS OVER 5 FISCAL YEARS (2010–15).

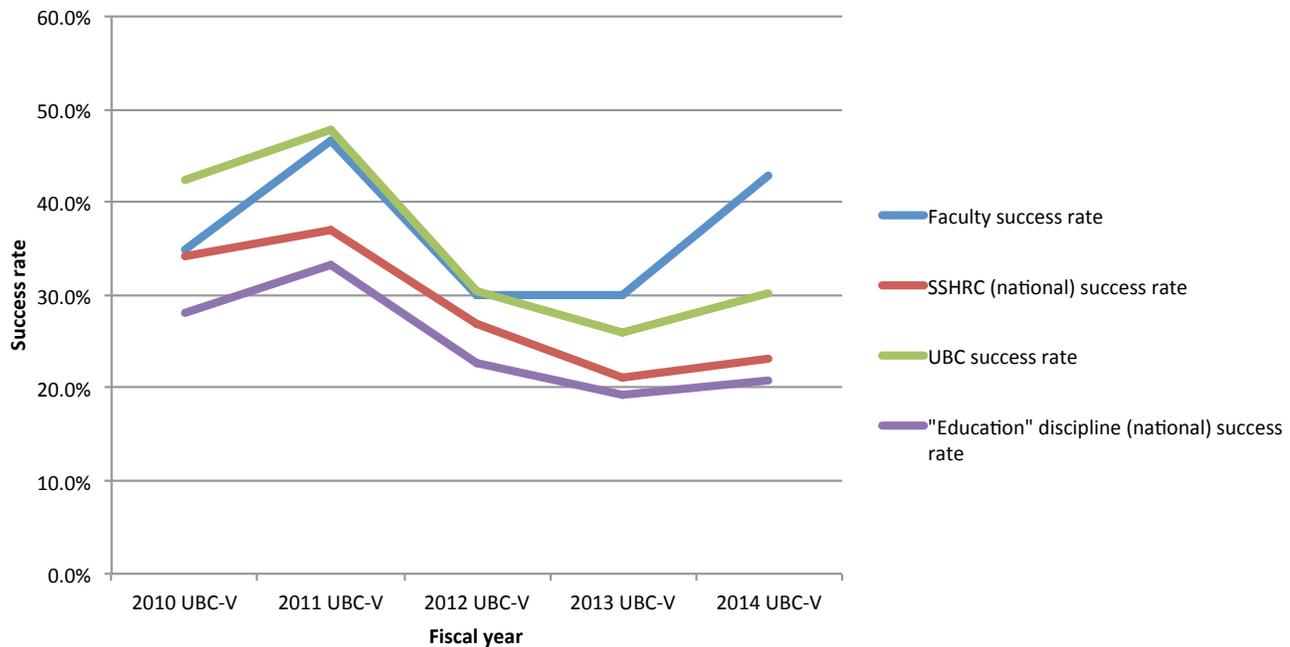


FIGURE 2. SSHRC INSIGHT GRANT SUCCESS RATES FOR FIVE FISCAL YEARS IN RELATION TO UBC, NATIONAL OVERALL, AND NATIONAL DISCIPLINARY RATES.

dropped by 50 percent in comparison with the previous year. In contrast, the Faculty’s IG funding remained stable, with a drop of only 1 percent. Furthermore, according to SSHRC’s awards data for the last 5 fiscal years, UBC ranks second nationally<sup>3</sup> for the discipline of education, for total SSHRC research funding.

### Funding Across Ranks

Not surprisingly, over the last five fiscal years, full professors have held the largest amount

<sup>3</sup> Data are based on applicants who self-report their discipline, not their home faculty, as education.

of research funding (\$11.1M, vs. \$8.1M for associates and \$4.7M for assistants). However, as shown in Table 1, research funding for assistant professors in the last full fiscal year (2014–15) at \$1.1M, has increased from \$710K in the previous year. Relatedly, 23 of 29 assistant professors (79%) held funding in the last full fiscal year (2014–15). This may be attributed, in part, to OGPR’s priority of focusing research facilitation efforts on emerging scholars. Of concern, however, is the fact that only 35 out of 75 professors (45%) and 24 out of 45 associate professors (53%) held research funding during the same period.

TABLE 1: GRANT HOLDERS IN EDUCATION, BY RANK, 2014–15

	Number of faculty at this rank (total)	Number of faculty at this rank holding funds	Number of faculty at this rank not holding funds	Percent
Professor	29	23	6	79%
Associate Professor	45	24	21	53%
Assistant Professor	75	35	40	47%



## *Postdoctoral fellows*

The School and all departments have increased their number of postdoctoral appointments in recent years, with 45 postdoctoral appointments since 2010. The majority are postdoctoral teaching fellows (PDTF), reflecting a strong Faculty emphasis on providing recent PhD graduate with teaching opportunities. In an increased number of cases, postdoctoral teaching appointments are combined with research opportunities. The School of Kinesiology attracts a larger number of traditional postdoctoral fellows, with an emphasis on further research training. In Kinesiology, only 4 of 17 positions are listed as postdoctoral teaching fellows. Several of the cross-Faculty units (e.g., PDCE and TEO) have offered short-term institutional research positions. Four postdoctoral fellows have gone on to be hired as faculty members (one in EDCP and three in KIN).

## OPPORTUNITIES AND CHALLENGES

### *Opportunities*

- The Faculty's research activity and funding are likely to increase in the near future as a result of a highly talented and productive cohort of new assistant professors (see Research Funding above).
- Enhanced recruitment processes for CRCs and external chairs and professorships are expected to further enhance the Faculty's ability to attract high calibre applicants.
- Increasing opportunities for research partnerships: greater collaboration between the tri-council agencies (e.g., recently launched SSHRC and CIHR Healthy and Productive Workforce Initiative) will likely present increased opportunities for the Faculty's social sciences and humanities researchers to partner with colleagues from health and life sciences to access funds and advance multidisciplinary research agendas.

- Many Education faculty are well positioned to take advantage of SSHRC's recently revised Connection Grant programs to establish partnerships that may lead to SSHRC Partnership Development or Partnership Grants.
- With the recent expansion of OGPR's research support to include the cultivation of scholarly award nominations, the active nomination of faculty by their peers for awards that acknowledge excellence in scholarship and research is expected to grow over time to be an important part of Faculty research culture.
- Many faculty are well positioned to attract and support highly competitive postdoctoral research fellows. With support from the Faculty, recruitment of postdoctoral fellows should increase and play a more significant role in enhancing Education's research culture.

### *Challenges*

Efforts to increase research funding are challenged by key changes to the national funding landscape:

- Tri-council funding competitions are increasingly competitive (application pressure is increasing while funding envelopes remain stable) making it more difficult for faculty members to secure support for their research. In addition, changes to CIHR's program architecture reduce opportunities for many Education faculty to establish a CIHR funding track record.
- Key funding agencies, including the tri-councils, Canadian Foundation for Innovation, and BC Knowledge Development Fund, are increasingly focused on research that yields demonstrable impact in areas that align with key political priorities. Education researchers are increasingly challenged by the need to effectively assess and communicate the impact of their work.

- Efforts to increase faculty's research awards and recognitions are challenged by an academic culture that historically has not prioritized or championed these forms of scholarly accomplishment. Culture change will take time as faculty come to appreciate the importance of awards and recognitions for advancing research careers in the context of the changing academic landscape (e.g. increased focus on metrics) and develop norms around nominating colleagues (e.g. reciprocity). A recent increase in OGPR support for award nominations, through assigning dedicated staff time, has begun to produce greater interest and departmental participation.

## *Research Centres and Institutes*

Centres and Institutes in the Faculty of Education contribute to the community's academic life through a broad range of programmatic and research initiatives. Each is distinct in character, focus, and history, with some holding Faculty-wide standing and others being located within departments. Each provides an intellectual space where faculty, students, community members, and national or international colleagues gather to advance knowledge and address educational and societal concerns

### *Governance*

Centres and institutes in the Faculty of Education are established and operate under the Faculty's *Guidelines for Centres and Institutes* (v. 2007), which is currently under revision. These *Guidelines* apply to centres and institutes that have received Faculty-level endorsement, either through historic funding support (e.g., CSTE, CHET, CILS, CSHC) or, since the 2007 revision of the *Guidelines*, by a vote of the faculty at a formal Faculty meeting (e.g., CIRCA, CGCT). Additional departmentally based centres and institutes contribute to academic programs and research but have not pursued Faculty-level endorsement, and operate under departmental oversight.

Faculty centres and institutes operate under the leadership of a director, appointed by the Dean, supported by an advisory committee whose membership often includes national and international colleagues. The two centres that were established with external funding (CIRCA and CGCT) are required to submit an annual stewardship report to the Faculty of Education Development Office, for communication to the external funding bodies. The Associate Dean, Graduate Programs and Research and the Dean's Advisory Committee on Research (DACR), oversee the operations of centres and institutes. Staff within the OGPR assist centres and institutes with budget management and delivery of academic seminars and events.

## **CENTRE FOR CULTURE, IDENTITY & EDUCATION**

The Centre for Culture, Identity & Education (CCIE) operates at the intersection of education and interdisciplinary cultural studies and is focused on addressing issues of identity and identification, representation and belonging in local, national and international contexts. The CCIE has an Advisory Board of prominent international scholars and a local UBC steering committee.

Since its inception in 2005, the CCIE has organized two major conferences, 13 one- or two-day symposia, an academic townhall, 13 individual presentations by invited scholars, a book launch, an art exhibit, and two film launches and discussion sessions. The Centre has hosted 11 national and international visiting scholars who have undertaken research or writing projects, given presentations to the UBC community and collaborated with the Director and other Faculty of Education and UBC scholars during their tenures. CCIE has also co-sponsored several Faculty of Education and UBC-wide events and talks.

In the last five years, CCIE has been involved in two major events: a conference on Black British Columbians during Black History Month (2012), and a symposium entitled *We Too are Idle No More* (2013). The conference brought together prominent community historians, youth activists, and academics to address issues such as Black trajectories. *We Too Are Idle No More* (2013) was a one-day symposium that brought together Indigenous and non-Indigenous administrators, faculty, and graduate students to showcase the work of non-Indigenous scholars undertaking work in Indigeneity and to make transparent and seriously engage the politics of such work.

All CCIE talks and presentations are captured and available as audio or videostream on the CCIE website. Publications that are direct result of CCIE collaborative work include 3 edited books and 2 journal special issues.

The CCIE has helped further research on youth and identity, on multiculturalism and multicultural

education and on the intersection of cultural studies and education. Its research collaborations have included faculty and students of the Faculty of Education and UBC and national and international scholars.

For further information, please refer to the Centre's website - <http://www.ccie.educ.ubc.ca/>

## **CENTRE FOR GROUP COUNSELLING AND TRAUMA**

The Centre for Group Counselling and Trauma (CGCT) is focused on the advancement of group-based counselling research and delivery through graduate student training, the assessment and treatment of clients, and community engagement. A current focus of the centre is the adaptation of the Veterans Transition Program to other subgroups of men in select parts of Canada through partnership with other clinical and post-secondary institutions, as well as individuals from the medical community. With funding from the Royal Canadian Legion BC/Yukon Command (RCL) a professorship has supported research excellence in group counselling and trauma.

The Centre received two external grants:

January 2014 \$382,392 (Three Year Grant; 2014–16)

January, 2015, \$148,750 (Two Year Grant: 2015–16)

Centre Director Marvin Westwood is the lead researcher on one of five projects awarded to the The Masculinities and Men's Depression and Suicide Network. This project pilot-tested a community based men's program - group intervention. The program was administered to two sub-groups: (1) college/university age men and (2) men who have prostate cancer. The Center is completing the development of a training curriculum and DVD for MA and PhD clinicians for group based action processes primarily focusing on the specific group based intervention of therapeutic enactment. The Man/Art/Acton project targeted measuring the therapeutic efficacy of this innovative intervention for men. Four key

measures used pre- and post- intervention to test the initial effects of both the applied theatre and visual art therapeutic workshops. CGCT has been involved with outreach activities with two institutions, Flinders University, Australia and McGill University, Canada. In 2015, the Centre developed a new website ([www.cgct.educ.ubc.ca](http://www.cgct.educ.ubc.ca)).

Graduate students have been involved in many aspects of the CGCT's work. There are two paid R.A.s, research volunteers, MA and PhD clinical group lab training, and four theses research projects.

## **CENTRE FOR INTERCULTURAL LANGUAGE STUDIES**

Established in 1994, UBC's Centre for Intercultural Languages Studies (CILS) is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education. CILS receives support from the Faculty of Education, Faculty of Arts, and Continuing Studies. Historically, one of the Centre's mandates has been to consider innovations in second language curriculum and methodology, particularly at the post secondary level, with the recognition that it is in a nation's and university's best social, economic, and intellectual interests to have culturally sensitive, bilingual, or multilingual citizens with excellent communication skills. CILS has therefore had significant involvement over the years from faculty, instructors, and graduate students in the departments of Language and Literacy Education; Asian Studies; Central, Eastern and Northern European Studies; French, Hispanic and Italian Studies; the English Language Institute; Linguistics; School of Audiology and Speech Sciences; and the Centre for Intercultural Communication, among others.

CILS regularly offers workshops, research seminars, and an annual research symposium on such topics as technology in language education, issues related to language, culture and identity, and bilingualism. During the past year, CILS

organized a high-profile lecture given by an internationally recognized authority on intercultural competence, Dr. Darla Deardorf. Her lecture was attended by more than 120 participants, who ranged from students, researchers, and language teachers, to UBC administrators. CILS' most recent (11th) annual symposium, dedicated to bilingualism across the lifespan, was attended by almost 150 participants, and featured 19 presenters from various units at UBC, the University of Victoria, NGOs and community activists. The keynote lectures were delivered by two high-profile plenary speakers from U.S. and Canada who are experts on bilingualism.

CILS also sponsors research and development projects of interest to its members, funded by the University and other sources, such as the Teaching and Learning Enhancement Grants, Canadian Association of University Continuing Education, and UBC Continuing Studies. As a fulfillment of its community outreach mandate, members of the CILS Advisory Committee consulted and supported a series of workshops on intercultural communication, delivered at the UBC Learning Exchange, a centre that caters to the residents of the Downtown Eastside.

## **CENTRE FOR INTERDISCIPLINARY RESEARCH AND COLLABORATION IN AUTISM**

The mission of the Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA) is "to support research and professional capacity-building efforts that will improve the lives of individuals with autism spectrum disorders, their families, and the communities in which they live." Since its inception in 2009, the CIRCA has sponsored or co-sponsored 30 free colloquia, with attendance ranging from 10 to 50 people; six annual conferences, with attendance ranging from 200 to 280; and three summer institutes (e.g., in 2015, a 3-day institute on early reading strategies for students with autism and other developmental disabilities), with attendance from 55 to 110 people.

UBC is one of only four universities in Canada that offer coursework required for the graduate-level Board Certified Behaviour Analyst (BCBA) credential that is highly relevant for professionals working with individual with autism. Through the CIRCA, UBC accepts an annual on-campus cohort of 20 to 25 graduate students into this program, and also offered a graduate cohort program on Vancouver Island that graduated 15 students in 2012. Altogether, approximately 12 doctoral students, 40 MA (thesis) students, and 120 MEd students with CIRCA affiliations have completed graduate coursework in autism since 2009. Many of them have presented their research as part of the colloquium series.

At the undergraduate level, two courses that are relevant to students with autism were developed through the CIRCA for online delivery and enroll approximately 200 students each on an annual basis.

Collectively, CIRCA faculty affiliates from UBC, Simon Fraser University, and the University of Victoria have acquired over \$10 million in tri-council grant funding since 2010. They are also involved in a National Centre of Excellence grant that is now in its second 5-year cycle.

CIRCA affiliates engage in numerous community outreach activities, including ongoing collaborations with BC school districts, the Provincial Outreach Program for Autism and Related Disorders (POPARD), ACT-Autism Community Training, Special Education Technology-BC (SET-BC), the Canucks Autism Network (CAN), and the Pacific Autism Family Centre (PAFC).

## **CENTRE FOR POLICY STUDIES IN HIGHER EDUCATION AND TRAINING**

The mandate of the Centre for Policy Studies in Higher Education and Training (CHET) emphasizes policy oriented research in higher education and training. For the last five years, CHET has sponsored a seminar series and guest lectures to engage an interdisciplinary audience of faculty, graduate students, scholars, and industry

experts to discuss issues and exchange ideas. There has been one Graduate Academic Assistant hired by the centre each year between September 2011 and April 2015. Up until 2014, the centre was actively engaged in the International Workshop on Higher Education Reforms. Currently, the centre is without a director and there are no events or community engagement planned for the 2015–16 academic year.

## **THE CENTRE FOR THE STUDY OF HISTORICAL CONSCIOUSNESS**

The Centre for the Study of Historical Consciousness (CSHC) began in 2001, as the result of a successful proposal for a Canada Research Chair (CRC) in UBC's Faculty of Education. The CRC in Historical Consciousness came to an end in December 2014, and the CSHC itself will wind down with the retirement of its director, Peter Seixas, in June 2016. The CSHC has offered an interdisciplinary nexus for scholars and graduate students working in all of the fields of inquiry that investigate how people think about, understand, and use the past.

The CSHC's largest and most significant achievement (also an outreach activity) was The Historical Thinking Project, a pan-Canadian history education initiative that has provided the basis for new curriculum and assessments in most Canadian provinces, including the current BC Social Studies reforms. Graduate students have facilitated and participated in summer institutes attracting 45 to 50 Canadian and international participants annually. The CSHC has also worked closely with THEN/HiER in promoting exchange across Canada between research and practice in the field of history education.

## **CENTRE FOR THE STUDY OF TEACHER EDUCATION**

The mission of CSTE is to increase the Faculty's research and development activities in the area of teacher education; to develop programmatic research into specific areas of teacher education

so as to provide a general focus and purpose to the research interests of individual faculty members, graduate students, and teachers or administrators in field settings; and to provide a forum for faculty members, graduate students, and field personnel to discuss research, issues, and policies in the field of teacher education. The key achievements of CSTE include The Community of Inquiry in Teacher Education Project (site of ongoing research about and innovation in teacher education program practices; the Investigating Our Practices Annual Conference (IOP) which involves teachers, educational leaders, teacher educators, and graduate students to share research based on their teaching practices; and its contribution as a locus for international research on teacher education.

From 1982 to 2011, CSTE was supported by the UBC funding model. Since 2012, the Centre has moved to maintenance and self-funding model. This has been supplemented by M. Janzen and A. Phelan's SSHRC Insight Development grant.

Three graduate students have been involved in major CSTE projects. As well, the Centre has been actively involved in the Northeast Normal University (China) MEd collaborative master's program over the past six years (total of 22 students). CSTE supports international professional development programs as part of its outreach activities. For faculty members from Northeast Normal University (China), the Centre is offering the first of what will be an annual 10-day intensive program in May, 2015. The Centre has been actively involved in the East China Normal University (China) Student-Teacher Professional Development Program. This one-month intensive UBC residential program (36 student-teachers) has its second cohort in January, 2015. CSTE has been actively involved as advisors and presenters in the UBC-BCTF Teacher Mentoring Program. Finally, The Centre actively supports visiting scholars. For example, the 2014–15 schedule of scholars includes 9 scholars from around the world. These collaborations have led to numerous research projects, publications, and presentations over the last five years.

## INDIGENOUS EDUCATION INSTITUTE OF CANADA

The mission of IEIC is to facilitate research, develop research capacity of graduate students, address Indigenous community educational and research priorities, inform education and policy development, and mobilize Indigenous research. Approximately \$600,000 in research funding has been acquired for K-12 and post-secondary Indigenous educational research.

Established in 2005, the IEIC hosts and co-sponsors at minimum 12 events per year that include Indigenous Scholars' Lectures, Indigenous Education workshops, annual province-wide Indigenous graduate student research conference, Indigenous Education symposia, and national and international conferences about Indigenous Education research. From 2005 to 2015, one annual theme issue of the double-blind peer reviewed *Canadian Journal of Native Education* has been compiled and published by the IEIC, which includes a total of 210 authors. In 2012–13, for the Year of Indigenous Education, the IEIC sponsored 30+ events and projects with 3000 + participants in attendance.

For five years, the IEIC has co-sponsored the development of the annual Aboriginal K-12 Mathematics Consortium and Symposium with 150 teachers, teacher candidates, graduate students, and faculty attending from throughout BC. The IEIC also supports the province-wide student peer support network, Supporting Aboriginal Graduate Enhancement (SAGE), which provides workshop sessions, discussion, dialogue, mentoring from faculty, and an annual Indigenous Graduate Student Symposium to graduate students involved in Indigenous research in any university and any discipline, at four sites in BC. Approximately 150 students participate annually.

## INSTITUTE FOR EARLY CHILDHOOD EDUCATION AND RESEARCH (IECER)

The mission of the IECER is to serve as a community of discourse within the Faculty of



Education, UBC, and the broader community around issues pertaining to professional development, research, policy, leadership and excellence in the area of early childhood development and education. The IECER has acted on its mandate by providing a space in which to focus on contemporary ECE theory, research, and professional knowledge; initiating dialogue about early years research through courses, workshops, and institutes, as well as reaching out and developing partnerships with various stakeholders such as the University of Victoria, UBC Child Care Services, and Infant Development and Supported Child Development Programs. The IECER has Influenced the direction of ECE in BC by providing leadership in the development of policies such as The BC Early Learning Framework and the Full-day Kindergarten Guide. IECER Institutes have brought noted local, national, and international ECE scholars to UBC to engage faculty and students in dialogue around a range of

contemporary issues across aspects of child development, early learning, as well as questions of ethics and social justice as they pertain to research and practice with young children.

IECER supports and organizes a range of graduate student activities, including an annual orientation for new graduate students, research seminars and workshops, the annual ECE Graduate Student Conference, and the IECER institutes.

IECER is a cross-Faculty institute for research, outreach and collaboration on issues related to child development and early learning. Advisory members come from across the Faculty of Education, Human Early Learning Project (HELP), including All Children and Families Project and other institutions in the Lower Mainland. A website communicates the range of work done by the IECER including events, publications and research links.



# Graduate Programs

**DELIVERING RESEARCH-BASED, STUDENT CENTRED  
LEARNING EXPERIENCES THAT SUPPORT STUDENTS'  
ACADEMIC AND PROFESSIONAL CAREER ASPIRATIONS  
IN AREAS THAT SUPPORT THE WELL BEING OF  
PEOPLE AND COMMUNITIES.**

## MISSION AND FOCUS

The Faculty's mission in graduate education is to deliver research-based, student centred learning experiences that support students' academic and professional career aspirations, in areas that support the well being of people and communities. Since the Faculty began offering graduate degrees in 1963, its alumni have assumed leadership roles in academia, government, and community institutions. Today, our faculty, students, and alumni are advancing research on learning, teaching, and educational policy; are collaborating with Indigenous communities and global partners; and supporting health and well-being across the lifespan. Faculty of Education graduate programs are designed to prepare students to address important social and intellectual challenges, through engagement with faculty and curricula that represent excellence in research and pedagogical practice.

Through its four academic departments and school, the Faculty of Education offers research and professional degrees that provide students the opportunity to acquire expertise related to curriculum studies, counselling psychology, educational studies, kinesiology, language and literary education, school psychology, and special education. Three Faculty-wide programs offer degrees in educational technology, early childhood education, and an individualized, interdisciplinary program of studies. In addition to

a diverse offering of post-baccalaureate certificate and diploma programs, masters degrees offered include:

- Master of Education (MEd)
- Master of Museum Education (MME)
- Master of Educational Technology (MET)
- Master of Arts (MA)
- Master of Science (MSc)
- Master of Kinesiology (MKIN).

All Faculty Departments and the School offer the Doctor of Philosophy (PhD). The Department of Educational Studies offers a Doctor of Education (EdD) in Educational and Leadership and Policy. The Department of Language and Literacy has an EdD under development. While doctoral programs are offered exclusively on campus, master's programs can be accessed through a variety of formats, ranging from on-campus instruction to distance and on-line delivery, as well as blended instructional formats.

## GRADUATE PROGRAMS IN THE FACULTY OF EDUCATION

Graduate programs in the Faculty are developed, delivered, and governed by academic units, in partnership with the UBC Faculty of Graduate and Postdoctoral Studies (G+PS). (*Please see Departmental and School pages for descriptions of specific graduate programs*). Students are admitted formally to G+PS, which sets academic

## *Graduate Programs in the Faculty of Education and School of Kinesiology*

Adult Learning and Education (MEd)  
Adult Learning & Global Change (MEd)  
Art Education (MA, MEd)  
Counselling Psychology (MA, MEd, PhD)  
Cross-Faculty Inquiry in Education (MA, MEd, PhD)  
Curriculum Studies (MA, MEd, PhD)  
Early Childhood Education (MA, MEd)  
Educational Administration & Leadership (MEd)  
Educational Administration & Leadership & Curriculum Studies (MEd)  
Educational Leadership & Policy (EdD)  
Educational Studies (MA, MEd, PhD)  
Educational Technology (MET)  
Higher Education (MEd)  
Home Economics Education (MA, MEd)  
Human Development, Learning, & Culture (MA, MEd, PhD)  
Kinesiology (MA, MKin, MSc, PhD)  
Language & Literacy Education (PhD)  
Literacy Education (MA, MEd)  
Mathematics Education (MA, MEd)  
Measurement, Evaluation & Research Methodology (MA, MEd, PhD)  
Modern Languages Education (MA, MEd)  
Museum Education (MM Ed)  
Music Education (MA, MEd)  
Physical Education (MA, MEd)  
School Psychology (MA, MEd, PhD)  
Science Education (MA, MEd)  
Social Studies Education (MA, MEd)  
Society, Culture & Politics in Education (MEd)  
Special Education (MA, MEd, PhD)  
Teacher Librarianship (MA, MEd)  
Teaching English as a Second Language (MA, MEd, PhD)  
Technology Studies Education (MA, MEd)  
Vocational Rehabilitation Counselling (MA)  
Reading Education (EdD) pending approval  
Indigenous Education (MIEd) pending approval

policy for the University at large in areas such as requirements for admissions and graduation. Faculty members who provide research supervision are required to be members of G+PS. The Associate Dean, Graduate Programs and Research, is the primary policy liaison between the Faculty and G+PS; within Departments and the School, a faculty graduate advisor provides a direct link to G+PS for graduate admissions, program completion, and academic concerns.

At the Faculty level, decisions related to curriculum and graduate funding rest with the Graduate Curriculum Advisory Committee (GCAC). Its membership consists of the Graduate Advisor from each academic unit plus two graduate student representatives and is chaired by the Associate Dean, Graduate Programs and Research. The GCAC is engaged in policy implementation and consults on Faculty-level strategic graduate initiatives.

Student engagement in graduate affairs is facilitated by the Graduate Student Council in the Faculty of Education (GSFE). The GSFE consists of a student coordinator, representatives from each academic unit, plus an international student representative. The group's mandate is to provide a voice for graduate students in Faculty affairs. Its representatives and activities are funded through the Office of Graduate Programs and Research and complement graduate student engagement at the departmental/school level. Its members participate in Faculty-level search committees coordinated by the Office of Graduate Programs and Research.

The Office of Graduate Programs and Research (OGPR), under leadership of the Associate Dean, Graduate Programs and Research, has a tri-partite mandate in support of graduate education within the Faculty:

- Delivering strategic and policy leadership to the Faculty on matters of graduate education, student recruitment and curriculum;
- Operating as a service unit in support of departmental graduate programs and graduate

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TABLE 2: GRADUATE STUDENT FUNDING ADMINISTERED BY OGPR

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<b>DIRECT FUNDING</b>	
PhD Entrance Scholarship (\$14K/dept.)	\$84,000
PhD Department GSI Strategic (weighted formula)	\$80,000
PhD Kinesiology GSI Strategic	\$86,900
Aboriginal PhD Awards (\$20k/year ea. for 4 years)	\$320,000
<b>APPOINTMENTS</b>	
GAA Allocation (38, est. \$7800 ea.)	\$296,400
<b>AWARDS</b>	
Endowed Awards	\$26,200
GTA Awards (1 award from the Dean's Office x \$1000)	\$1,000
<b>GRANTS</b>	
Student & Postdoc Travel Awards (Grad \$750 ea. PDF \$1000 ea.)	\$50,000
Faculty of Education Graduate Student Research Grant (\$1000 ea.)	\$20,000
<b>OTHER FUNDS</b>	
GSFE Budget (\$900 from the Dean's Office, \$360 from Office of Graduate Programs and Research)	\$1,260
Graduate Student Award Recognition	\$1,500
<b>TOTAL</b>	<b>\$967,260</b>

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students in areas such as admissions, graduate funding, curriculum development, and research engagement; and

- Providing academic oversight and governance for three Faculty-wide graduate programs (i.e., graduate programs offered with participation across the Faculty and not housed in an individual department/school).

In the past five years, a primary strategic objective has focused on Faculty-wide graduate courses and programs. New infrastructure in the OGPR and revisions to the program in Cross Faculty Inquiry permitted reallocation of teaching resources to support graduate course offerings in several priority areas. Specifically, reallocated course credits have supported development of new courses in Indigenous education (including courses proposed for the new Masters of Indigenous Education and a potential PhD specialization) and electives in Sustainability/Environmental education. Additional investment at the masters' level, for additional sections of the introductory research methods course, has helped ensure that students receive instruction in research design early in their program of studies. Courses offered under the revised Faculty-wide model have been well-subscribed and students have reported high levels of satisfaction with the expanded offerings.

## INFRASTRUCTURE SUPPORT FOR GRADUATE EDUCATION

The Office of Graduate Programs and Research is a central unit that supports both research and graduate education within the Faculty. For graduate programs, it provides an overarching source of knowledge and support for all graduate programs in the faculty. This office has a broad perspective of the Faculty's many graduate programs, which affords the opportunity to positively impact a student's

graduate school experience. Following is a list of specific foci and activities:

- Plays an important role in recruitment and student support by acting as a visible contact point for initial inquiries about Education graduate programs, via the OGPR website and targeted publications.
- Coordinates and supports graduate student funding provided by UBC and by the Faculty of Education (UBC Four Year Fellowships, Graduate Strategic Initiative, student research and travel grants, Graduate Academic Assistants allocated to departments and faculty-level activities). The office supports student applications for tri-council funding through group information sessions, individual proposal review with faculty, and IT support.
- Coordinates the Faculty's Graduate Curriculum Advisory Committee (GCAC), which approves all graduate curriculum changes and makes recommendations on graduate program policies and elective coursework in research methods.
- Enhances student selection of graduate courses by providing current information (via the OGPR website) on special topics courses and research methods courses offered across the faculty.
- Provides opportunities for students to engage in community building and scholarly inquiry outside of their home department or unit. Faculty-wide workshops and information sessions for graduate students are delivered on a number of topics (e.g., academic writing and publishing; developing research proposals; careers paths in education). An annual Research Week is offered with involvement from graduate students across the Faculty.
- Supports faculty, staff, and students in interpreting, evaluating, and making recommendations for UBC policy related to graduate studies. This includes alerting the faculty to important policy changes, as well

as acting as a liaison between the Faculty of Education and the Faculty of Graduate and Postdoctoral Studies.

- Supports the Graduate Council of the Faculty of Education (GSFE) and provides supervision for the Graduate Academic Assistant who serves as Coordinator.
- Represents the Faculty, through the Associate Dean, Graduate Programs and Research, on UBC's Graduate Council, Graduate Policy Committee, Scholarship Committee, and Graduate Admissions Steering Committee.
- Generates statistics for the Faculty and departments/school (e.g., course enrollments, student funding).

#### **FACULTY-WIDE GRADUATE PROGRAMS: ACADEMIC OVERSIGHT AND GOVERNANCE**

The Office of Graduate Programs and Research provides academic oversight and a governance structure for three Faculty-wide graduate programs whose focus cuts across departments and disciplinary boundaries within education: Early Childhood Education, Educational Technology, and Cross Faculty Inquiry. Graduate student experiences, availability of funding, and times to completion tend to vary by program, as described below.

In the past three years the Faculty has implemented an enhanced governance structure for Faculty-wide programs, within the portfolio of the Associate Dean, Graduate Programs and Research. The new infrastructure has increased support and communication to the directors and instructors affiliated with the Faculty-wide programs, and includes assignment of a full-time faculty member as formal graduate advisor for all Faculty-wide programs. The new structure was first implemented for graduate programs in Cross-Faculty Inquiry (CFI) and has produced significant changes in its operations. Over the past year, greater support and oversight has been provided to Early Childhood Education (ECED) and, with



the recent change in ECED leadership, significant steps are being taken to increase involvement by full-time faculty. The Master of Educational Technology (MET), which is by far the largest Faculty-wide program, has a substantial existing infrastructure; the Associate Dean and the Senior Graduate Advisor are members of key MET Advisory Committees.

A priority for all Faculty-wide programs is to achieve a greater level of full-time faculty involvement in curriculum design, teaching, and strategic advice provided through advisory committees and integration with Faculty-level academic structures. These issues are being addressed directly as part of the external reviews for the MET and ECED programs.

**Master of Educational Technology (MET).** The MET is the largest Faculty-wide program, and offers a fully online graduate degree that explores the use and impact of learning technologies in a variety of contexts. The MET admits students

on a rolling basis, and tuition is paid per course, which allows students to complete the program at their own pace. The MET is the largest graduate degree program in the Faculty, with 365 students in 2014–15. MET students tend to be professionals who are completing the program on a part-time basis. These students are not eligible for most funding opportunities available in the Faculty and University. The average time to completion for MET students is 2.5 years. Regarding the environment for MET students, despite the online, piecemeal nature of it, students do seem to develop a sense of community. Much of this happens within each course, but there is evidence to suggest that the collegiality extends beyond the coursework and that there is a common experience that students can tap into should they wish.

Faculty members from all departments are involved in teaching MET courses, as are sessional faculty. Full-time faculty are involved in course development, review, and revision.

During the 2014–15 academic year, the MET program engaged in its first external review. The recommendations of this review will direct ongoing development of this program.

**Early Childhood Education (ECED).** Early childhood education within the Faculty involves an Early Childhood Education graduate program (ECED), as well as undergraduate course offerings (delivered in the Teacher Education program), a diploma, certificate offerings, and an active summer institute program. The graduate program, ECED, offers both MA (on campus) and MEd degrees (online and on-campus), and is designed for educators and child care professionals who wish to explore issues in early childhood research, theory, and practice. The ECED MEd program is delivered in a cohort-based model. There are currently 3 active cohorts, each with a range of 14 to 18 students. In total, there are 78 MEd students and 6 MA students.

The majority of ECED students are professionals who are completing the program on a part-time basis. On average, completion rates are 2.3 years for MEd and 3.0 for MA. The average level of funding for ECED MA students (the only students

eligible for funding) is \$4300 for their program. Regarding the students' environment, great effort is made to help create an ECED community. For online students, large numbers participate in the on-campus summer institutes hosted by IECER; for on-campus students, efforts are made to engage students in social and academic community activities.

With respect to teaching, both the online and on-campus courses rely heavily on two 12-month lecturers and sessional instructors, with limited instruction by full-time faculty. However, the ECED program, which experienced a change in leadership in July 2015, is currently engaged in a self-study, with a focus on governance and increased faculty involvement. The ECED Advisory Committee (which includes faculty from each department, as well as representatives from other Faculty and UBC units and the community) will help with this process. The ECED program is closely aligned with the Institute for Early Childhood Education and Research (IECER). Until recently, the programs and Institute were not differentiated but recent restructuring has established independent mandates and budgetary



structures for the two. Please see Institutes and Centres, Page 76, for an overview of IECER.

### **Cross Faculty Inquiry in Education (CFI):**

This interdisciplinary program was established to offer MEd, MA, and PhD degrees that allowed students to address educational topics from inter- and trans- disciplinary perspectives. The program has undergone significant change in the past five years. Program operations are now focused on the PhD, which has shifted to a wholly individualized program of study under the direction of a research supervisor and supervisory committee. The MEd has been offered for many years as an off-campus cohort titled “The Urban Learner.” Over the past several years, CFI has decreased in size and no longer offers courses. Where possible, prospective students have been encouraged to apply to departmentally housed programs. This means that admissions to CFI have greatly reduced. At present, there are 17 enrolled students (2 MA and 15 PhD). Given the declining enrolment, the CFI advisory committee, which includes representatives from every department, unanimously decided to not accept admissions applications for Fall 2016. During the current year (2015–16), the advisory committee intends to formalize a plan for the future of CFI.

**Master of Indigenous Education (MIE).** A curriculum proposal for a new graduate degree in Indigenous Education (MIE) has been approved by the Faculty and is awaiting approval from the University and the British Columbia Ministry of Education. For more information on this degree, please see Page 110.

## **OPPORTUNITIES AND CHALLENGES**

Reallocation of resources for strategic course design and program investment is creating opportunities to build upon areas of Faculty strength and respond to student demand. Funds have supported course development in the areas of Indigenous education, sustainability, and research methods.

Graduate students across the Faculty of Education report that access to funding is a primary concern. The Faculty has maintained its above average level of success with graduate Tri-Council Fellowships (relative to the national average in education). However, the balance between available funding and the number of graduate students admitted in many programs results in a significant number of students with limited or no funding for their graduate studies. This challenge is particularly acute for international students, who are not eligible for the full range of fellowships. In response, the Faculty has increased its investment in graduate funding.

Attention to the role of research in graduate education creates an opportunity to achieve greater alignment between graduate curriculum and student career paths, primarily through greater differentiation between the MA and MEd, and the PhD and EdD. This was a recommendation in recent external reviews and is under discussion in the Graduate Curriculum Advisory Committee (GCAC) and within departments.

Faculty-wide programs present both a significant opportunity and a challenge. Implementation of the new governance structure is providing greater support to lecturers and sessional instructors (peer reviews of teaching; support for personnel issues, and attention to graduate policy) but clarifying the relationship between Faculty-wide programs and departmental structures is an ongoing topic of discussion. The unique character of each Faculty-wide program suggests that no single solution is appropriate for all, yet all agree that greater oversight is a priority.

Approval of the Master of Indigenous Education (MIE) presents a tremendous opportunity and can provide a base for proposed development of an Indigenous specialization within Faculty MA and PhD programs. The new program will greatly enhance Indigenous education within the Faculty and at UBC; indeed, it will be one of the first of its kind in Canada.



# Teacher Education

**THE CHARGE OF TEACHER EDUCATION AT A RESEARCH-INTENSIVE UNIVERSITY IS TO PREPARE TEACHERS FOR THEIR RESPONSIBILITIES AS EDUCATORS IN BOTH LOCAL AND GLOBAL CONTEXTS.**

## MISSION AND FOCUS

To achieve the goal described above, the Faculty of Education at the University of British Columbia provides programs in both initial and continuing teacher education that foreground disciplined professional inquiry while complementing the best of current classroom practice with the results of recent research on teaching and learning. Therefore, the Faculty is committed to preparing teachers who will be knowledgeable, skillful,

flexible, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society.

Teacher educators at UBC are aware that enacting global citizenship necessitates a dialogical approach to issues of social and ecological justice, equity, sustainability and social action. Teacher candidates need to inquire systematically into their own practice, with an eye toward enhancing learning experiences for

## Program Options

### BEd Elementary Option Cohorts

- Arts-Based & Creativity Cohort
- Community of Inquiry
- French Specialization
- International Baccalaureate
- Kindergarten – Primary Program
- Montessori
- Personalized Learning and Technology
- Social and Emotional Learning
- Teaching English Language Learners

### Dual Degree Options

- Bachelor of Science/Bachelor of Education (Mathematics, Physics, Home Economics)
- Bachelor of Kinesiology/Bachelor of Education (Physical Education)
- Bachelor of Music/Bachelor of Education (Music Education)

### BEd Middle Years Option

- Self-Regulated Learning in the Middle Years

### Secondary Option

- Art
- Business Education
- Computer Science
- Culinary Arts
- English
- English Language Learner Education
- French
- Home Economics
- Mathematics
- Modern Languages
- Music
- Physical Education
- Science
- Social Studies
- Technology Education
- Theatre

all students in school settings and other learning environments and an understanding about teaching as a moral activity guided by ideals of human good, conceptions of what is educationally valuable, and views about how persons ought to treat one another. Systematic inquiry is essential because it provides tools to observe and analyze judgements about curriculum and pedagogy. The UBC program is designed to engender in beginning teachers a strong sense of professional inquiry and appreciation of the importance of research in understanding teaching and learning.

## PROGRAMS AND TEACHING

UBC's Teacher Education Office (TEO) is a dedicated service unit that collaborates with the departments of Language and Literacy Education, Educational Studies, Curriculum and Pedagogy, Educational Counselling and Psychology, and Special Education to offer BC's largest and most comprehensive teacher education program. It is the only program that includes all teachable subjects for secondary education, along with elementary and middle years options. UBC also offers the only International Baccalaureate and Montessori teacher education program.

UBC offers a one-year teacher education program at its Vancouver campus, its West Kootenay Teacher Education Program (WKTEP) and, in conjunction with Moi University, at the Dadaab refugee camps in Kenya. UBC-Vancouver and UBC-WKTEP offer elementary, middle years, and secondary options that lead to a Bachelor of Education and BC teacher certification. UBC-

Dadaab leads to a secondary teaching diploma. For more information on the Dadaab initiative, please see Page 101.

## GOVERNANCE

The Teacher Education Office is a service unit with the Faculty of Education, coordinating the work of the four academic departments with respect to delivering courses within the Teacher Education Program, liaising with the Professional Development and Community Engagement unit and Institute of Early Childhood Education and Research to provide student advising and registration for diploma and certificate programs.

Instructor appointments overseen by the TEO are seconded teachers (adjunct teaching professors) and adjuncts and sessionals who act as faculty advisors as well as some graduate teaching assistants and one continuing sessional. The TEO Co-Director, Administration, liaises with departmental administrative managers and deputy heads to coordinate appointments to EDUC courses, which include inquiry seminars, the Aboriginal education course, and practicum supervision, as well as all courses offered in the West Kootenay and Dadaab Teacher Education Programs.

Decision-making with respect to the Teacher Education Program is made in consultation with the four departments through a number of committees that meet regularly: Committee on Curriculum, Admissions, Standings, and Appeals; Teacher Education Advisory Committee; and Associate Dean's External Advisory Committee. Table 1 lists the mandates of these committees.

## WEST KOOTENAY TEACHER EDUCATION PROGRAM (WKTEP)

Located in Nelson, BC and serving surrounding communities, WKTEP has been offered for 26 years. Over WKTEP's history, more than 650 students have graduated from the program and received their Bachelor of Education degree from the University of British Columbia. These graduates have found employment in over 80 different communities within BC, as well as in many other provinces and countries. The program maintains a high employment record, with an average of 80% of all graduates having attained full or part-time work as teachers.



TABLE 1: COMMITTEES IN TEACHER EDUCATION

COMMITTEE	MANDATE
Committee on Curriculum, Admissions, Standings, and Appeals	<ul style="list-style-type: none"> <li>advising on and approving changes to the BEd curriculum, changes in admission policies and procedures and changes in information about programs,</li> <li>facilitating communication about curriculum, admissions and changes as well as for teacher candidates to appeal decisions about their course standing or status,</li> <li>investigating and adjudicating cases where there are allegations of unprofessional conduct.</li> </ul>
Teacher Education Advisory Committee	<ul style="list-style-type: none"> <li>providing oversight to the BEd program through review, analysis, and providing input on all aspects of the program,</li> <li>providing a forum for each department to bring forward questions, concerns or suggestions,</li> <li>reviewing possible changes to admissions, cohort themes, program organization, program assessment and other matters,</li> <li>advising the Associate Dean regarding aspects of the program.</li> </ul>
Associate Dean’s External Advisory Committee	<p>This external advisory committee serves the Faculty by providing a forum for faculty members to interact with members of the teaching profession in an effort to understand the needs and activities of the Faculty and the profession at large by providing:</p> <ul style="list-style-type: none"> <li>a venue for the Associate Dean to share ongoing developments, ideas and challenges within the BEd program,</li> <li>a venue for members of the profession to share ongoing professional engagements, questions and/or concerns,</li> <li>advice to the Associate Dean regarding program directions.</li> </ul>

On a broader scale, the Teacher Education Program is approved by the BC Ministry of Education - Teacher Regulation Branch, which ensures the graduates who apply for teaching certificates meet the Standards for the Education, Competence and Professional Conduct of Educators in BC (stipulated by the BC Teachers’ Council).

beyond ([teach.educ.ubc.ca](http://teach.educ.ubc.ca) → Alumni → Hear From Our Grads). Table 2 shows the six-year graduation rates from the program, with data from [pair.ubc.ca](http://pair.ubc.ca).

TABLE 2: SIX-YEAR GRADUATION RATES FOR EDUCATION

2008	84.0%
2007	82.8%
2006	84.8%
2005	81.6%
2004	81.1%
2003	92.1%
2002	92.6%
2001	95.2%
2000	85.3%

## STUDENT EXPERIENCE

Student satisfaction surveys are conducted each year; results from 2012–15 (since the start of a completely revised BEd program) indicate a very high degree of satisfaction (return rate of approximately 55%). Reports from those who have graduated from the program indicate that opportunities are found both in K-12 contexts and



The financial resources that support the program come from tuition fees and the Ministry of Education complement. The breakdown is shown in Table 3, below.

TABLE 3: 2014–15 TUITION AND MINISTRY OF EDUCATION COMPLEMENT REVENUE

Domestic UG (BEd)	\$4,663,972
Domestic UG at Differentiated Rate (BEd)	\$488,592
International UG to teaching Faculty (BEd)	\$178,199
International UG to home Faculty (BEd)	\$142,630
Undergraduate Complement	\$4,869,000
<b>Total revenue</b>	<b>\$10,342,393</b>

### *Course topics in Aboriginal Education (EDUC 440)*

- our relationship to Indigenous peoples and Indigenous education
- Indigenous knowledge in education
- looking back, looking forward: Aboriginal education in Canada
- teaching residential school history and texts
- integrating Indigenous content, perspectives and knowledge into the curriculum
- pedagogical approaches in Indigenous education
- Aboriginal family and community engagement
- Indigenous languages and the classroom
- sharing responsibility for transforming Indigenous education

### **ABORIGINAL ENGAGEMENT: THE NATIVE INDIAN TEACHER EDUCATION PROGRAM**

The Native Indian Teacher Education Program (NITEP) is an important part of UBC-Vancouver’s teacher education program. For over 40 years, NITEP at UBC has delivered a teacher education program in an environment that honours diverse Aboriginal traditions and philosophies.

Graduates of the BEd program (elementary or secondary) are prepared to be effective educators for public, band-operated, and independent schools. The First Nations Education Council, which developed and advises the program, is made up of Aboriginal educators, UBC faculty, coordinator representatives, a BC Teachers’ Federation representative, and NITEP student representatives.

In addition to the Urban Centre on the UBC Vancouver campus, NITEP is also offered at field centres in Duncan, Lillooet and the Fraser Valley (opening September 2016). These centres allow students to maintain their connection to home and community while pursuing their education. The cohort structure of NITEP allows students to bond and become a family as they experience the program together. Students have likened their experience to a canoe journey; the more they pull together the easier it becomes.

Other features include:

- Elders in Residence Program, created by Dr. Jan Hare and piloted by NITEP;
- Professorship in Indigenous Education for Teacher Education NITEP;
- NITEP participation in annual provincial and national Indigenous or Aboriginal events, including, the annual



conference hosted by BC's First Nations Education Steering Committee (800 attendees), National Aboriginal Day, and Gathering Our Voices Youth Conference (1000 attendees); and

- EDUC 440 – Aboriginal Education in Canada.

This course, taken by all teacher candidates in the Teacher Education Program, is intended to provide teacher candidates with opportunities to explore how to respectfully and meaningfully integrate Aboriginal/Indigenous history, content, and world views. Candidates examine the role of Indigenous knowledge and ways of knowing in Aboriginal societies and learn how to make use of this knowledge in their planning for the classroom, school, and community. The goal is to assist all educators in making a contribution to transforming Aboriginal education in order to improve educational outcomes for Aboriginal/Indigenous learners and enhance learning for all students.

## COMMUNITY AND INTERNATIONAL ENGAGEMENT

UBC's Community Field Experience (CFE) is a three-week experience during which teacher candidates discover new sites of teaching and learning that are quite different from their practicum placements. Research informs us that such "non-formal" educational involvement helps teachers develop a broader more holistic view of education. Some field experiences take place in a school context that is very different from the extended practicum site, and others take place in locations in the province, across the country, and internationally.

By taking part in the CFE, teacher candidates expand their concept of potential learning sites, with an understanding of educational community connections and how they might get involved in non K-12 contexts as a career option. Over 200 teacher candidates participate in a rural or international CFE each year, for example:

Rural School District Partnerships  
Cariboo-Chilcotin School District

Haida Gwaii School District  
Prince Rupert School District  
Peace River North School District  
Vancouver Island West School District  
Nechako Lakes School District, among others.

## International Partnerships

Mexico  
Hong Kong  
Germany  
Australia  
China  
UK, among others

An overview of CFE may be found at: <http://www.cea-ace.ca/education-canada/article/teaching-and-learning-beyond-classroom>

## INFRASTRUCTURE AND RESOURCES

The Teacher Education Office features an Associate Dean, a Co-Director of Administration, a Co-Director of Practicum and Field Experiences, four Program Coordinators, an Administrative Manager, two Admissions Officers, a Program Planning Manager, a Web and Communications Coordinator, and support staff. Figure 1 shows this information in graphic form.

The work in the Bachelor of Education Program is primarily supported by seven faculty members, five management and professional staff and five unionized employees. The Associate Dean of Teacher Education is responsible for the overall direction and vision of the program in consultation and collaboration with the four departments of the Faculty as well as guidance from the Dean. The Co-Directors help implement this vision and direction with the help of the faculty members, professional staff and unionized employees within the Teacher Education Office.

The TEO also secondments teachers from local school districts on a part-time basis to teach and mentor teacher candidates. These secondments ensure that candidates are taught and mentored by those who have current teaching experience and active networks within the school districts. Faculty advisors, who are mostly sessionals or adjunct

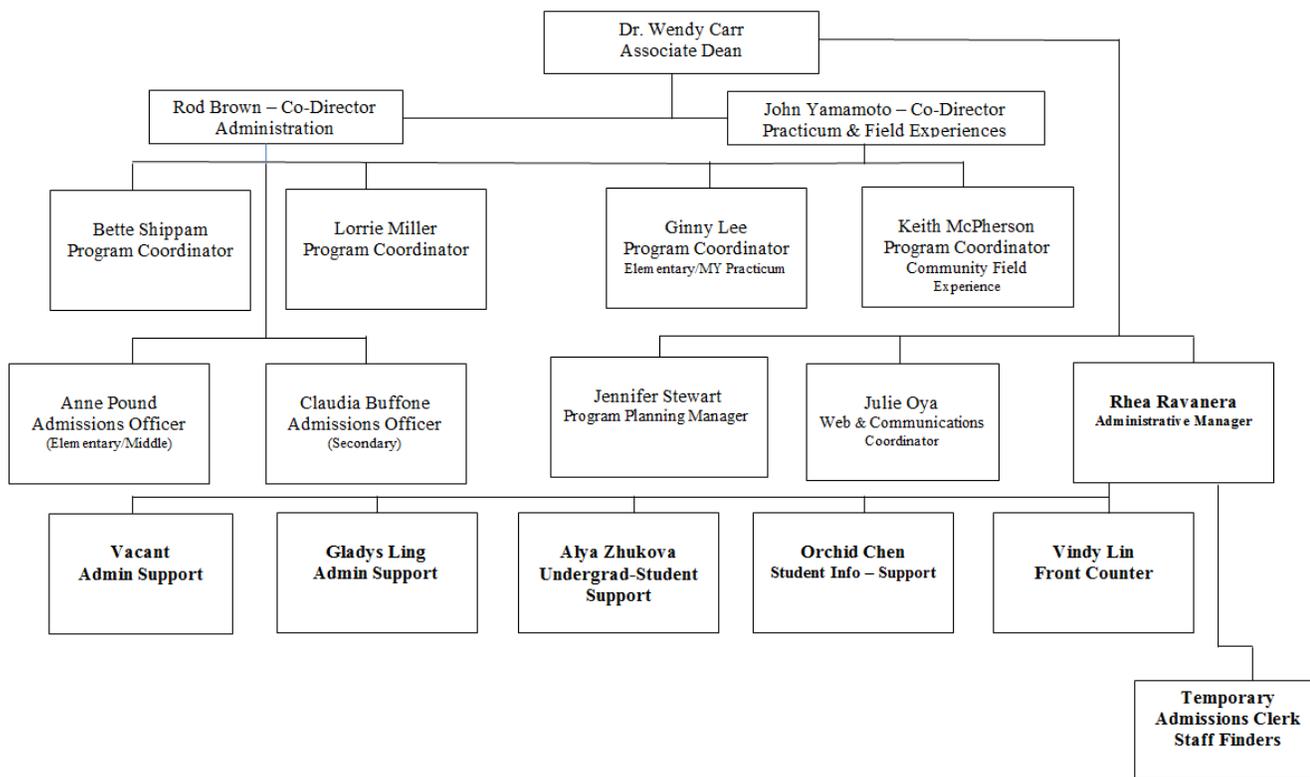


FIGURE 1: ADMINISTRATIVE STRUCTURE OF THE TEACHER EDUCATION OFFICE.

appointments, supervise teacher candidates during practicum.

The financial resources that support the program, as previously mentioned, come from tuition fees and funds from the Ministry of Education. The TEO is allocated \$4.2 million out of the \$10 million revenue to operate the program. Table 4 provides details of the budget for operating the teacher education program.

TABLE 4: TEACHER EDUCATION BUDGET BREAKDOWN

Operating Budget	\$286,260
Total Salaries	\$2,270,925
Tuition Fee Certificates	\$200,000
Secondments	\$1,500,000
<b>Total Budget</b>	<b>\$4,257,185</b>

## STRENGTHS, OPPORTUNITIES, AND CHALLENGES

### Strengths

- Outstanding faculty involved in the program
- Teaching personnel, including a team of seconded educators who are current and innovative practitioners
- Canada’s only International Baccalaureate teacher education program
- Canada’s only university-level Montessori teacher education program
- TEO faculty actively connected to the field (school districts, Ministry of Education, Teacher Regulation Branch, BC Teachers’ Federation)



## Teacher Education at a glance

Number of full time, tenured and tenure-track faculty; sessional faculty	<b>Bargaining Unit</b> 1 tenured 6 term positions 60 sessionals
	<b>Non-bargaining Unit</b> 18 secondments 30 adjunct professors 6 student appointments/others
Number of full time staff	<b>Management &amp; Professional</b> 4 full time 1 part time (65%)
	<b>Unionized (CUPE 2950)</b> 5 full time
Number of students enrolled (total)	261 elementary (includes WKTEP, NITEP & updaters) 13 middle years 330 secondary (includes WKTEP, NITEP & updaters) 575 in Diploma in Education program 152 Dadaab teacher education program

- Successful university-school district partnerships
- Indigenous perspectives integrated throughout teacher education program
- International connections through the community field experience
- Integration of mental health literacy within the program
- Place-based education for rural educators through a specialized rural program and via rural community field experiences
- Cohort structure for elementary and middle years options
- Secondary – specialized preparation in all subject areas
- Enhanced Review (eReview app)—technological innovation developed by the TEO to facilitate dynamic, paperless evaluation practices for practicum supervision—used by all faculty advisors and soon by all school advisors
- Involvement in Teaching and Learning Grant-funded projects (technology integration, Aboriginal education, community field experience research)
- Key partners in BC's New Teacher Mentoring Project (with Ministry of Education, BC Teachers' Federation and BC School Superintendents)
- Additional information: [teach.educ.ubc.ca](http://teach.educ.ubc.ca) → About → Program Highlights

### Opportunities

- Expand the number of students enrolled in Middle Years option

- Increase UBC's profile in West Kootenay region
- Increase International Baccalaureate option numbers and reach (field connections locally and internationally)
- Increase local, rural and international CFE partners
- Refine recruitment strategies—locally and internationally
- Review and renew elementary and middle years cohort theme

### *Challenges*

- Securing specialized practicum placements
- Aligning practicum schedules with those of certain school districts and independent schools
- Continuing to lead innovation in teacher education (time/other priorities)
- Need for a discrete appointment structure for seconding teachers (currently prohibited by Faculty Association regulations)



# *Professional Development and Community Engagement*

## ENGAGING LEARNING COMMUNITIES LOCALLY, NATIONALLY, AND GLOBALLY.

### MISSION AND FOCUS

As the largest education faculty in British Columbia, the Faculty plays a leading role in the professional development of educators across the province. The mandate of Professional Development and Community Engagement (PDCE) is to facilitate this role and support the Faculty's commitment to engage communities locally, nationally, and globally. PDCE supports the achievement of these important ends through developing and maintaining robust relationships with all stakeholders in K-12 education and other education sectors, while acting as a service unit within the Faculty to support academic units in the design and delivery of research-based, responsive, and innovative programs, courses, and educational events. PDCE has functioned largely as a “cost-recovery” unit with the added goal of diversifying revenue for the Faculty.

Collaboration and co-construction are defining principles of PDCE's engagements, as it works with faculty members, academic departments, and stakeholders to make possible the mobilization of new knowledge. PDCE strives to leverage the affordances of educational technology and the University's commitment to flexible learning, to respond to the diverse learning needs and contexts of educators in British Columbia and elsewhere. PDCE's services include administrative support, marketing, educational technology support, instructional design, program assistance, and program budgeting support.

### PROGRAM SUPPORT

PDCE “cost recovery” support is organized into four categories: MEd cohort programs, Direct Instruction, Distance Education, and Master of Educational Technology (MET). In addition to these categories PDCE also supports international programs, and non-cost recovery Faculty-wide services in marketing, communications, and educational technology support.

**MEd cohort programs** are generally located off-campus and in recent history have been on Vancouver Island, Haida Gwaii, and the Okanagan, as well as in school districts across the lower mainland. In addition, there are two fully online MEd cohort programs and two hybrid (mostly online) programs. PDCE provides administrative and infrastructure support for the delivery of these department-based master's programs. In 2014–15, 20 cohort programs were running with 346 students.

**Direct Instruction** covers the range of singleton off-campus specialty credit courses to on-campus summer institutes, to non-credit courses, conferences, and workshops. These educational events are highly customized and are generally targeted at working educators but may include on-campus students. PDCE provides whatever administrative services are needed to deliver these educational events. There were 653 enrollments in last year's events across 19 offerings. Direct Instruction also included 3 conferences with 490 participants last year.

## *PDCE at a glance*

Full-time staff  
14.3 FTE

Total enrollment 2014–15  
11,758

Distance education  
3,348 enrollments  
51 courses in multiple sections

Direct instruction  
653 enrollments  
19 offerings  
summer institutes, credit, and non-credit

MEd cohorts  
1121 enrollments  
20 cohort programs  
98% completion rate

Master of Educational Technology (MET)  
997 enrollments  
365 students in program  
15 courses offered  
83% completion rate

MOOC: Reconciliation through  
Indigenous Education  
5137 enrollments  
625 completed  
453 certificates issued  
11.43 % completion rate  
(best completion rate at UBC)

109 online undergraduate and graduate  
courses in catalogue

7 new online courses, 10 revised

460 online credit course shells with  
13,390 enrollments

**Distance Education** refers to the primarily post-baccalaureate and undergraduate courses that are offered online by the academic departments of the Faculty. PDCE's support has included course administration, instructor support, and, through Educational Technology Support, online course development and maintenance. Student registration in these courses has grown from 8 to 15% each year for the past 8 years, with last year's enrollments in 51 courses (with multiple sections) reaching 3348.

**Master of Educational Technology.** PDCE and the Office of Graduate Programs and Research (OGPR) administer the Master of Educational Technology (MET) program on behalf of the Faculty of Education and the Centre for Teaching, Learning and Technology (CTLT). Please see Page 83 for additional information.

PDCE provides various administrative and program supports to the International office. There were 446 participants across 4 different programs last year.

Notably, the Educational Technology Support unit gained its expertise in developing and maintaining the over 100 online courses offered by the Faculty, and now provides this expertise Faculty-wide in its support of the Connect learning management system, as well as through numerous professional development workshops and tutorials for faculty. Last year the ETS group created the Faculty's first Massive Open Online Course (MOOC), Reconciliation through Indigenous Education. Please see Page 1112 for more information.

Realized tuition revenue (after Central overhead) of PDCE supported academic courses in 2013–14 was \$4,326,400. Non-credit and other fees totaled \$477,200. Operational grant totaled \$810,000. Recovered costs for Faculty-wide service work totaled \$271,100. Thus, PDCE revenue inputs equaled \$5,884,700.

## GOVERNANCE

Oversight of all PDCE activity is provided by the Senior Associate Dean, International, and

by the Dean. Academic governance of PDCE supported programs resides with departments, with the exception of Faculty-wide programs such as Early Childhood Education and the MET, which have unique academic governance. Thus, PDCE may liaise with an academic department, the School of Kinesiology, the Office of Graduate Programs and Research, the Teacher Education Office, or the Dean's Office in the performance of its services, any of which may share in the governance of a program offering. Policies governing PDCE have historically been generated and reviewed by the External Programs Advisory Committee, which, in recent years has included all of the Department Heads and the Director of Finance. The Assistant Dean of PDCE chairs the Professional Development Working Group (PDWG), also comprised of the Heads and including the Associate Dean for Teacher Education, the Associate Dean for Graduate Programs and Research, and the Senior Associate Dean, International. The mandate of the PDWG is to generate and review professional development opportunities and activities, keeping partners within the Faculty involved and informed. The Assistant Dean also chairs the Community Engagement Working

Group, made up of faculty, staff, and graduate students interested in supporting and challenging community engagement by the Faculty. The MET program has two governing committees. The MET Management and Budget Committee manages the MET budget and administration and is made up of representatives from the Provost's Office, Continuing Studies, and the Centre for Teaching and Learning Technologies (CTLT), the Dean of Education, and the Coordinator of the MET program, and the FoE Director of Finance (ex officio). The MET Advisory Committee provides academic governance for the MET and is made up of tenure track faculty members from each academic department, and also includes the MET advisor and the MET coordinator. Please see Page 83 for more information on the MET program.

## STUDENT EXPERIENCE

Another key operating principle of PDCE is making programs accessible to diverse learners, anytime, anywhere. Programs are delivered using a variety of formats that respond to the learning preferences and life circumstances of learners.

### *Conferences and International Initiatives*

490 conference participants in 3 major conferences:  
Investigating our Practices (IOP)  
Technology Enhanced Classroom (TEC) Expo  
Promoting Mental Wellness in BC School Communities

446 participants in 4 international initiatives:  
East China Normal University – Excellent Teacher Training Program.

National Academy of Educational Administration – Overseas Study Program  
for University Leaders in Central and Western Regions (of China).

Vancouver Summer Program

STEM 2014 Conference

Consider the thousands of enrollments in online programs and the off-campus programs as good examples. Further, PDCE seeks to support the design and delivery of Faculty and department programs in ways that permit academic staff and program participants to concentrate on the learning experience rather than administrative details. The MEd cohort programs, delivered in educators' working contexts and built upon learning community theory, have a remarkable completion rate: above 97%. In the MET program, 83% of students complete their degree. Summer institutes are intended to be relevant and of high interest to educators, and they provide the Faculty with important spaces for program innovation and 'market' testing, all of which contribute to the offering of relevant programs for working educational professionals.

ETS also contributes significantly to improving students' learning experiences in the Faculty by providing a range of education technology learning opportunities for students and their faculty. These include e-portfolio, Connect, and wordpress sessions, supporting peer-to-peer learning with teacher candidates, and orientations.



## ABORIGINAL ENGAGEMENT

PDCE works closely with the Associate Dean of Indigenous Education and the Professor in Indigenous Education for Teacher Education in the development of courses and programs suited to the life circumstances and pedagogical needs of Indigenous learners. ETS has provided instructional design support for the new NITEP 2.0 program, which requires more courses online to enable NITEP delivery at a wider range of locations across BC. These courses include:

- EDUC 140 Introduction to Indigenous Studies
- EDUC 141 Indigenous Studies
- EDCP 362 Curriculum Design and Evaluation: Practical and Theoretical Issues.

PDCE supports the planning of summer institutes with an Indigenous focus. In 2014, Place-Based Learning in Huu-ay-aht Territories was offered at the Bamfield Marine Centre. The previous summer a series of Indigenous language revitalization institutes were supported along with an institute on ecology, technology, and indigeneity in the high Amazon at the Sachamama Centre in Sachamama, Peru. This past summer, a second such institute was hosted in Peru, along with an institute building on the MOOC Reconciliation through Indigenous Education, and a course titled Indigenous Existential Resistance: the Sundance Practice, hosted by the Kanai people in Southern Alberta. All of these programs received logistical and administrative support from PDCE. ThMOOC Four cohorts with Indigenous foci have been supported:

- Indigenous Knowledges and Pedagogies, 2012–14.

- Ecojustice and Sustainability Education, 2014–16.
- Leadership, Mentorship, and Engagement for Contexts of Diversity and Indigenous Education, 2014–16.
- Leadership in Indigenous Education Skwxwú7mesh Úxwimixw Ns7éyxnitm ta Snewéyalh with the Squamish Nation, 2015–17.

## INFRASTRUCTURE AND RESOURCES

The PDCE team has a complement of 14.3 FTE members organized as follows:

- Assistant Dean (1.0 FTE)
- Professional Development Manager (1.0 FTE)
- Marketing and Communications Team (1.8 FTE)
- Senior Program Assistants Team (4.0 FTE)
- Educational Technology Support (ETS) Team (4.0 FTE)
- Administrative Management/Support Team (2.5 FTE)

The wide range of activities supported by PDCE requires the team to be flexible and highly integrated as skill sets and knowledge are shared across multiple initiatives.

## STRENGTHS, OPPORTUNITIES, AND CHALLENGES

Above all, PDCE's primary strength lies in the academic quality of the courses and programs that faculty members and departments bring to the conversation with educational stakeholders, and the willingness of all to collaborate and co-construct programs of significance. Internally, the unit is driven by a deeply shared commitment

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### PDCE BUDGET BREAKDOWN (SALARIES PLUS OPERATING COSTS), 2013–14

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Non-cost recovery services to the Faculty	\$271,100
MEd Cohorts	\$440,960
Direct Instruction	\$120,893
Distance Education	\$437,835
Conferences	\$50,317
International programs	\$55,330
MET	\$138,520
Other programs	\$12,100
Contingency (Risk management)	\$24,442
<b>Total Budget</b>	<b>\$1,551,497</b>

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by each member of the team to improving the educational experience of students everywhere. A further strength lies in the unit's resilience and capacity to pursue this vision and achieve its mandate with whatever resources are available. From these strengths emerge the unit's history of innovation and service to students and departments. PDCE's level of activity and scope of responsibilities have grown every year for a decade. It achieved this growth with a strong team concept that allowed everyone to own the work and share the unit's successes, and because of the quality of the people who work together in PDCE.

### *Opportunities*

- Reorganization and renewed mandate emerging from the PDCE Review.
- MET Review implementation.
- Bill 11: New professional development requirements for BC Kindergarten to Grade 12 teachers
- Increasing demand for blended learning environments
- New BC Curriculum for K- 9 and upcoming changes in assessment and the 10 – 12 curriculum.
- The new Ponderosa building with updated educational technologies and increased capacity for professional development and conference offerings.
- Ongoing relationship building and networking with educational partners locally, provincially, and nationally.
- High Performance Coaching and Technical Leadership (HPCTL) certificate development and delivery support 2015W1 and W2.
- HPCTL master's degree new course development 2015W2 and 2016S.

- Transformative Educational Leadership program (TELp)–support.
- Proposed Shreemati Nathibai Damodar Thackersey (SNDT) Women's University (Mumbai) partnership for a joint online Master's degree in Global Educational Leadership.
- Proposed online master's degree in literacy education.
- Proposed online master's degree in teaching English as an additional language.
- Educational technology driven innovation and research including for example exploring a teacher education badging process and experimentation with other learning management system platforms such as EdX, Moodle and Ldash.

### *Challenges*

- Market shift: redefinition of professional development through government legislation.
- Internal Faculty and University reorganizations regarding professional education.
- Length of time and resources required to develop a new program limits innovation and responsiveness.
- Capped tuition limiting margins on programs and consequently choking previously successful programs as tuition does not increase as quickly as costs.
- Educational technology innovation that gets ahead of or moves in a different direction than central university priorities results in uneven support from central.
- Faculty fiscal constraints could potentially limit risk-taking and innovation.



# International Engagement

International engagement has been and remains an important strategic priority for the Faculty. The Faculty's current strategic plan identifies six broad goals that guide international engagement activities. They are:

1. Ensure undergraduate and graduate curricula and research reflect the global diversity of learners, learning, and educational concerns.
2. Celebrate noteworthy international engagements.
3. Identify priority regions and countries in which to expand Faculty engagement, the specific problems or issues to be addressed, and the principles that will guide the work.
4. Engage with global scholars, educators, and communities to inform and advance intercultural understanding.
5. Recruit more international students to enrich our programs.
6. Enhance educational opportunities throughout the world.

International student enrolment in the Faculty of Education showed steady increases from a total

of 208 in 2010 to 326 in 2014 (UBC Planning and Institutional Research, 2015).

Following is a summary of the primary international engagement activities that speak to these broad goals. The Faculty has made significant progress on most of these goals, but has the most work to do on the first.

## DADAAB REFUGEE CAMP TEACHER EDUCATION PROGRAM, KENYA

The Faculty of Education is a partner in the York University-led project, Borderless Higher Education for Refugees (BHER) funded by Canada's Department of Foreign Affairs, Trade and Development (DFATD). UBC is partnering with Moi University in Kenya to offer a diploma in secondary education primarily to untrained teachers in Dadaab's secondary schools. Dadaab Refugee Camps, established 20 years ago, currently have nearly 350,000 residents, mostly Somalis, half of whom are under 18 years of age. Most of the teachers in the camps' secondary schools are untrained secondary school graduates. The UBC/Moi collaboration is offering this two-year diploma program to two cohorts of

TABLE 1: INTERNATIONAL STUDENT ENROLLMENT IN THE FACULTY OF EDUCATION, 2010–14

DEGREE	2010	2011	2012	2013	2014
Post-baccalaureate	1	6	3	4	9
Masters	100	120	140	131	148
Doctoral	55	65	73	83	82
Diploma & Certificate	7	4	3	7	10
Baccalaureate	45	53	58	64	77
Totals	208	248	277	289	326

students over a three year period using a combination of on-site and on-line delivery.

This is a complex project that also involves Kenyatta University, the UN High Commissioner for Refugees (the UN Refugee Agency), and Windle Trust, Kenya. Faculty members are learning a great deal about international collaboration, teaching in challenging, insecure conditions, and how immediate and positive the impacts on teaching and learning can be when teachers adopt culturally-appropriate, research-based approaches to instruction.

UBC and Moi have developed a Diploma in Teacher Education with the following goals in mind:

- to improve education for the children (particularly girls) of Dadaab;
- to support teachers to develop and augment their teaching competencies;
- to broaden opportunities for children/youth and teachers through enhanced education so that both the children/youth and the teachers qualify for subsequent academic opportunities; and
- to interrupt the loss of further generations of Dadaab refugees to the limitations of the camp.

A SSHRC-funded research project is running in parallel with the diploma program and much is being learned that can be applied to the growing challenge of providing continuity of education to refugees around the world who are displaced by violence and political upheaval.

For more information on the Dadaab/BHER Project, please see <http://international.educ.ubc.ca/dadaab-kenya-refugee-camp/>

## COLLABORATIVE MASTER'S PROGRAMS

UBC's first two online master's programs were developed collaboratively with universities outside Canada. The Master of Educational Technology (MET) program was originally developed in collaboration with



a university in Mexico. The award-winning online Master's in Adult Learning and Global Change (ALGC) was developed collaboratively with universities in South Africa, Sweden and Australia. This program remains one of our more successful international collaborations because students enroll through all four universities and courses are taught by faculty from all four universities.

For more information on the ALGC, please see: <http://edst.educ.ubc.ca/programs/adult-learning-and-global-change/>

Other master's programs are offered (e.g., Museum Education and Curriculum Studies) wherein students transfer in coursework from universities in their home countries (primarily China), then attend UBC for one year to complete UBC degree requirements.

Discussions are currently underway with SNDT Women's University in Mumbai, India, to jointly develop an online master's program in global educational leadership. With funding from the Shastri Indo-Canadian Institute, the Faculty was able to bring three leaders from SNDT to Vancouver in 2014 to discuss this project. Recently, the lead faculty member from UBC went to Mumbai for a month to develop detailed plans for the program.

### **SCHOLARSHIP OF TEACHING AND LEARNING (SoTL) LEADERSHIP IN HIGHER EDUCATION**

UBC through the Faculty of Education offers a Certificate in Curriculum and Pedagogy in Higher Education designed for educational leaders (e.g., senior administrators, program directors, curriculum leaders, national and institutional teaching fellows) who wish to add a focus on the scholarship of teaching and learning (SoTL) leadership to their professional roles, responsibilities, and other research interests. During the past five years, the Faculty of Education has hosted four cohorts of about 25 each of early-career faculty from postsecondary institutions in the Beijing area. They have come to Vancouver for a four-month concentrated

version of the program, which helps educational leaders critically analyze their approaches to curricula and pedagogical practices, while they develop research-informed, evidence-based plans for enhancing high quality student learning experiences and outcomes. Program graduates include educational leaders from universities in Australasia, China, Europe, UK, Middle East, North America, SE Asia, and the West Indies.

For more information on the International SoTL Leadership Certificate, please see: <http://international.educ.ubc.ca/sotl/>

A proposal is currently under consideration in India for what will be the first cohort of Indian academics in the International SoTL Leadership Certificate program.

### **PROFESSIONAL DEVELOPMENT FOR UNIVERSITY LEADERS**

During the past two years, the Faculty has submitted successful proposals for short professional development programs for university leaders from China and Saudi Arabia. Two groups of leaders from central and western regions of China have attended a three-week program on academic leadership organized by the Faculty of Education. The delegations were organized by the National Academy of Education Administration in Beijing on behalf of the Chinese Ministry of Education. A third group of senior academic leaders from King Saud University in Riyadh, Saudi Arabia, attended an intensive one-week program in August, 2015. The Faculty of Education has learned much about the organization and administration of higher education from these valuable interactions.

### **INTERNATIONAL CONFERENCE COLLABORATIONS**

The Faculty of Education is a member of two active partnerships established to host periodic scholarly conferences and promote research collaboration and exchanges. These are:

## *Active Statements of Cooperation (MOUs)*

The Faculty of Education seeks out prospective partners with similar goals to pursue research and programmatic collaborations. In addition to various university-level MOUs and student mobility agreements, the Faculty of Education (including the School of Kinesiology) has the following active Statements of Cooperation that reflect the intention to negotiate projects and programs that will be of mutual benefit:

### **Australia**

Deakin University  
Griffith University  
Wollotuka Institute, University of Newcastle

### **Brazil**

State University of Campinas (UNICAMP)  
Faculdade de Educacao Fisica da Associacao  
Crista de Mocos de Sorocaba

### **China**

Southwest University  
Shanghai University of Sport (KIN)  
National Academy of Education Administration  
Tsinghua University, School of Social Science  
(KIN)  
Beijing Huanyu Zhida International Education  
Consulting Co. Ltd. (Chaoyang District)

### **Colombia**

Institucion Universitaria Escuela Nacional del  
Deporte (IUEND)  
Universidad de Antioquia

### **Ethiopia**

Addis Ababa University

### **Hong Kong**

Hong Kong Baptist University (KIN)  
City University of Hong Kong, College of  
Liberal Arts

### **India**

International Institute of Adult and Lifelong  
Education  
Shreemati Nathibai Damodar Thackersey (SNDT)  
Women's University

### **Japan**

Ritsumeikan University, Graduate School of  
Language Education and Information Science

### **Kenya**

Moi University

### **Korea**

Gyeongin National University of Education

### **Sweden**

Linnaeus University, School of Social Science

### **United Arab Emirates**

United Arab Emirates University

### **United Kingdom**

Loughborough University, School of Sport,  
Exercise and Health Science (KIN)

### **United States**

Western Washington University, College of  
Education

Tri-Nations Deans of Education Conference—Other partners are the University of Sydney, Southwest University (Chongqing), Beijing Normal University and Northeast Normal University (Changchun). The Faculty of Education hosted the conference in 2014

STEM in Education Conference Collaboration—Other partners are Queensland University of Technology and Beijing Normal University. The most recent conference was held in Vancouver in July, 2014.

### **INTERNATIONAL BACCALAUREATE (IB EDUCATOR STREAM)**

In September, 2013, the Faculty of Education began offering students in our BEd program the option to enter the “IB Educator Stream.” Throughout the 12-month program, IB-stream candidates participate in regular seminars with IB educators as they prepare for field experiences and practica in leading IB World schools in and around Vancouver. Graduates receive not only a UBC Bachelor of Education but also an IB Certificate in Teaching and Learning for the Primary Years Programme, Middle Years Programme or Diploma Program. These credentials are recognized world-wide and open up additional job possibilities for globally-minded BEd graduates.

UBC has also received approval from the IB organization to offer a master’s program with an IB focus leading to the IB Advanced Certificate in Teaching and Learning Research.

Link to IB Educator Stream: <http://teach.educ.ubc.ca/ib-educator-stream/>

### **INTERNATIONAL COMMUNITY FIELD EXPERIENCES**

UBC’s 12-month teacher education options (elementary, middle years, secondary) involve an extended practicum in BC schools but the required shorter three-week community field experience

may be spent in a context outside Canada. UBC and the Faculty of Education have agreements that allow field experience placements in many different countries. With approval, students may also initiate their own international community field placement. The Faculty is developing new international field experience placements to keep pace with the growing demand from BEd students. Two recent examples are with Addis Ababa University in Ethiopia and with Chaoyin Schools in Quindao, China.

### **VANCOUVER SUMMER PROGRAM**

The Faculty of Education is a participant in the Vancouver Summer Program (VSP), a four-week academic program offered by various faculties in Vancouver for cohorts of students from partner universities, primarily in China but from a growing number of other countries. The program provides the opportunity to take two academic courses while learning about Canadian educational practices and culture.

Link to VSP: <http://vancouversummerprogram.ubc.ca/>

### **RITSUMEIKAN UNIVERSITY (JAPAN) PARTNERSHIP**

The Faculty of Education is an original partner, with the Faculty of Arts, in the Ritsumeikan Academic Exchange Program and Global Citizenship Program. Operating for 25 years, the Education portion of this program is run by the Department of Language and Literacy Education. The program brings as many as 100 Ritsumeikan undergraduate students to UBC annually to take 24 credits of coursework offered by Arts and Education, and to improve their English.

In addition, the Faculty of Education offers a collaborative Teaching English as a Second Language (TESL) certificate program that involves students taking coursework in both Japan and Canada and UBC faculty teaching in Japan.

## PROFESSIONAL DEVELOPMENT FOR TEACHERS IN CHINA

Last year, the Faculty was contacted by representatives of Chaoyang District in Beijing about offering professional development courses for practicing teachers. After several proposals, two courses were selected for a first UBC offering. Three faculty members travelled to Beijing in May, 2015 to deliver these two-week courses. The response from Chaoyang was very positive, leading to a possibility that additional requests—on these and other topics—will be forthcoming. A relationship such as this provides a wonderful opportunity for interested UBC faculty to experience teaching teachers in China and to learn more about the rapid developments in the education sector there.

## HOSTING TEACHER EDUCATION STUDENTS FROM CHINA

In both 2014 and 2015, the Faculty of Education hosted two groups of about 30 teacher education students each from East China Normal University in Shanghai for a three-week immersion experience focusing on teaching approaches used in BC schools, classroom observations, and Canadian culture. The faculty leads for this project have learned a great deal about education in China from working with these students and their accompanying faculty members. ECNU will be sending another group of students to UBC in 2016.

## HOSTING VISITING FACULTY AND RESEARCH STUDENTS

The Faculty of Education hosts faculty members and students from other countries who usually come to UBC for study leaves to spend time with a particular researcher and occasionally sit in on classes. Prospective visitors typically contact the person they wish to visit directly, but can also contact the Dean's Office for assistance in identifying someone with a particular area of expertise. These visits often result in longer-term

research collaborations and opportunities for faculty and students to make reciprocal visits.

One recent example of this is a two-way faculty exchange program established between UBC and the Freie Universität Berlin. A professor from the Faculty of Education was successful in receiving funding for a visit to FUB this past spring, and a colleague from FUB was successful in receiving funding for a visit to UBC this fall. This collaboration, in the area of sustainability education, promises to expand beyond the Faculty of Education. Modest funding offered on a competitive basis—rare at UBC—may improve prospects for substantial engagement of both faculty and students.

## INTERNATIONAL RESEARCH COLLABORATIONS

Unfortunately, UBC does not have an accurate way to track international research collaborations. A recently redesigned International website (see next column) has a built-in database and form on which faculty can record basic information about their collaborations. What is known informally is that faculty members are actively involved in collaborative research projects around the world including Asia, South America, the Caribbean, Europe, Africa, and the Middle East.

## INTERNATIONAL ENGAGEMENT WORKING GROUP

The Faculty's growing international engagement work has, understandably, raised concerns among some faculty and students about how decisions are made about which institutions are engaged with and to what ends. The institutional motives behind increased international engagement are a subject of some concern. In 2015, the Dean approved the formation of an International Engagement Working Group tasked with developing guidelines and a process for reviewing proposed forms of engagement. The group has assembled a wide range of published materials



and will be working through those and developing proposed guidelines and a process later this academic year.

While the Faculty develops its own guidelines, it is using as a reference point the *Accord on the Internationalization of Education* produced in 2014 by the Association of Canadian Deans of Education.

## INTERNATIONAL WEBSITE

In mid-2015, work was completed remodeling the International section of the Faculty of Education website. This site is now designed following current UBC and web-design standards and, when fully populated, will provide valuable information for prospective international students, faculty, and others who wish to learn more about Education's activities. The new site contains a form and related database so that faculty can easily summarize their international engagement activities, which can then be featured on the site. For the first time, the Faculty will be able to systematically collect information—albeit self-reported—about faculty international engagement activities that would otherwise be invisible.

For more information on international engagements, please see: <http://vancouversummerprogram.ubc.ca/>

## INTERNATIONAL STUDENT SUPPORT

Each year, the Faculty hires a Graduate Academic Assistant (GAA) to develop programs and other supports for our international students. The current GAA in this role has developed a monthly newsletter for international students, has organized a new student orientation and city tour, and is planning monthly social events and academic workshops in response to student suggestions. The student in this role is also liaising with UBC's International House to coordinate sessions on visa and work permit issues.

## CHALLENGES AHEAD

Following are the primary challenges we face in the final year of our current strategic plan:

- Encourage a systematic review of our curricula to ensure students are exposed to global scholarship and multiple worldviews and ways of knowing.
- Develop a template for an annual summary of our international engagement activities.
- Complete development of principles and process for making decisions about proposed engagements.
- Continue to expand revenue-generating activities to provide resources to support priority international engagement projects that require subsidy.



# *Indigenous Education*

**INDIGENOUS EDUCATION ENGAGES IN INNOVATIVE SCHOLARSHIP AND PROFESSIONAL PRACTICE TO MAKE SIGNIFICANT POLICY, EDUCATIONAL, AND RESEARCH CONTRIBUTIONS TO IMPROVE INDIGENOUS EDUCATION AT ALL LEVELS.**

## **THE UBC CONTEXT FOR INDIGENOUS EDUCATION**

UBC's Strategic Plan, *Place and Promise*, includes a section about Aboriginal Engagement, which has informed the University's Aboriginal Strategic Plan. The Faculty of Education's Strategic Plan 2011–16 has a section on Aboriginal Engagement that is consistent with the major goals and strategies of the wider University's plans, but has some items of particular application to the Faculty of Education.

## **PROGRAMS AND OPPORTUNITIES FOR INDIGENOUS STUDENTS**

### *Undergraduate*

The Native Indian Teacher Education Program, NITEP, was established in 1974. NITEP is an option or concentration within the Faculty's BEd degree program. NITEP includes two to three years at a regional field centre and a final year at the Vancouver campus. More information may be found at [www.nitep.educ.ubc.ca](http://www.nitep.educ.ubc.ca).

In 2012, the core required course, Aboriginal Education in Canada, was offered and will continue to be a requirement for 600+ teacher candidates per year. For more information about NITEP, please see Page 90.

There are 8 NITEP awards and scholarships offered annually. The total disbursed annually is approximately \$9500.

### *Graduate*

The Ts`kel graduate studies concentration was established in 1984. Historically, Ts`kel, a Halq'emeylem word that means "golden eagle" as a symbol of high achievement, was created out of the success of the Native Indian Teacher Education Program. Many teachers were returning to university for master's degrees in administration, and needed a program that focused on the specific conditions and realities of Aboriginal communities. Ts`kel was established in 1984 through the

cooperative efforts of Dr. Verna J. Kirkness, then Director of Native Education, and members of the Department of Educational Studies. The initial years of this program focused on MEd degrees but was expanded to address MA, PhD, and EdD pathways in various Faculty of Education programs. It includes two Indigenous education research courses and two Indigenous course electives. The option is open to all graduate students, and many from outside the Faculty of Education take these courses

In 2005, a province-wide student peer support network was established. Supporting Aboriginal Graduate Enhancement (SAGE) is open to graduate students involved in Indigenous research in any university and any discipline. There are four sites in BC, offered in partnership with Simon Fraser University, the University of Victoria, and the University of Northern British Columbia. Approximately 150 students participate in SAGE regional activities and the annual Indigenous Graduate Student Symposium.

The Faculty of Education offers several themed graduate MEd and EdD cohorts. In 2006, the EdD in Educational Studies offered an emphasis in Indigenous Educational Leadership & Policy. In 2013–15, the Department of Language and Literacy Education offered an MEd with an emphasis in Indigenous Knowledges & Pedagogy. In 2015–17, Educational Studies began offering an MEd with an emphasis in Indigenous Educational Leadership and Administration. These cohorts are open to all, but the majority of students enrolled are Indigenous.

A proposal for a Master of Indigenous Education (new degree) has been approved by the Faculty of Education and is being considered at the University level. The Master of Indigenous Education will focus on school and classroom processes and practices that support Aboriginal learners using educational frameworks, theory, and approaches that focus on Indigenous knowledge systems. The program was offered successfully as a pilot MEd within the Department of Language and Literacy; on receiving formal



## *Indigenous Education at a glance*

### **Full time, tenured, and tenure-track faculty (Faculty wide)**

12; 3 positions currently vacant

Associate Dean for Indigenous Education  
established 2005

Professorship of Indigenous Education for  
Teacher Education  
established 2013

### **12-month lecturers**

3-4 annually

### **Full time staff**

4

### **Academic and support programs in Indigenous education:**

NITEP, Ts'kel, SAGE, and Indigenous  
Education Institute of Canada (IEIC)

### **Student Numbers**

380 NITEP graduates with BEd

NITEP enrollment: 55 to 70 students  
annually for the past 5 years

Doctoral enrollment: 30 Indigenous students  
annually for the past 5 years

Master's enrollment: 30 MEd and MA  
students in the past 2 years

### **Indigenous Post-Doctoral Fellowships**

1

### **Indigenous Graduate Academic Assistantships**

1 or 2 per year, at a .5 appointment

### **Indigenous Graduate Research Assistantships**

2 to 3 per year

### **Elders in Residence**

4; 1 at each NITEP regional centre  
and 1 on campus

UBC and Ministry approval, an advisory committee will be formed and student recruitment will begin. A proposed Indigenous Education PhD Concentration will be considered by the Faculty during this academic year.

Since 2008, the Faculty of Education has given four-year scholarships to 25 newly admitted Indigenous PhD students. Currently \$1.8 million has been allocated. Approximately \$80,000 per year is allocated as four-year funding for a total of four packages.

## **RESEARCH & POLICY**

The Indigenous Education Institute of Canada (IEIC), a Faculty approved and Faculty-wide institute, was established in 2005. The purposes of the IEIC are to stimulate Indigenous education research, inform education and policy development, and host events to share and mobilize Indigenous education scholarship. For more information on IEIC, please see Page 76.

Since 1985, an annual theme issue of the peer-reviewed *Canadian Journal of Native Education* has been edited and collated by the Associate Dean for Indigenous Education.

## **OUTREACH ACTIVITIES**

*Musqueam Excellence in Education Project.* Activities for students in K-12, linkages between school students and Faculty of Education graduate students, and research are determined by Musqueam. The Associate Dean for Indigenous Education facilitates involvement of graduate students and faculty in these activities and projects.

*Aboriginal Mathematics Symposium.* In 2009, the IEIC established a province-wide consortium and network of educators interested in K-12 Aboriginal mathematics learning. An annual K-12 Aboriginal Mathematics Symposium is held each year with 150 teachers throughout BC attending.

*Year of Indigenous Education.* In 2012–13, the Year of Indigenous Education, more than 30 events and projects were held with over 3000 participants. Many practicing teachers, post-secondary staff and faculty, and community members from outside UBC attended and participated as resource people.

*MOOC.* In 2014, a Massive Open Online Course (MOOC) was developed, entitled Reconciliation through Indigenous Education. This MOOC achieved the highest completion rate of all UBC MOOCs, with 5,137 registered participants and 625 completions.

Over 5000 students from around the world enrolled. The second offering of this MOOC began September 29, 2015.

## OPPORTUNITIES AND CHALLENGES

*Financial Challenges.* Limited financial resources for Indigenous students at both undergraduate and graduate levels restrict their application and hinder their completion of programs. Many NITEP students have difficulty transitioning from the regional field centres because of the high cost of living in Vancouver and leaving family and

community responsibilities for their final year of study. The climate of financial restraint within the University and the Faculty of Education has been difficult for NITEP.

*Programmatic Opportunities.* NITEP is beginning to implement a major change in its program delivery. NITEP 2.0 uses flexible learning approaches (online and face-to-face), a master-teacher mentoring project, and student mental health and holistic wellness. NITEP 2.0 will increase access for Aboriginal people who are working and who want to study part-time or who cannot move to a regional centre.

*Provincial Curriculum Changes.* The BC Ministry of Education is implementing a major change in the K12 provincial curriculum relative to Aboriginal education. Currently, each grade and each subject area from Kindergarten to Grade 9 has recommended Aboriginal topics and resources. This integrated curricular approach will continue to Grade 12. The implication is that teachers will need more professional development and preparation for teaching this new curriculum.

There is an increased interest in MEd, MA, and EdD cohort programs that are delivered outside of the Lower Mainland.









Chapter 6

# SUPPORT & ANCILLARY UNITS



# *Education Library and Xwi7xwa Library*

One of the strengths of the Faculty of Education at UBC is that its students and faculty are served not only by the entire UBC Library system but also by two unique libraries: the Education Library and Xwi7xwa Library (pronounced *whei-wha*). These libraries offer collections, services, and programs that support and enhance the Faculty of Education's research and teaching.

Located in the Neville Scarfe Building, the Education Library is an embedded library offering learning and technology resources, spaces and an information literacy program tailored to meet the curricular requirements of the Faculty of Education. With a collection of over 210,000 print/multimedia resources and access to over two million e-book and e-journal titles, the Education Library ranks as one of the top education libraries in Canada. The collection focuses on educational research, theory, and practice while placing a high priority on Canadian content, approaches, policies, Indigenous knowledge, and resources pertaining to BC education. Three special collections include an historical collection of BC textbooks and programs of study dating back to 1896; a regional



Canadian Children's Book Centre collection of over 6000 children's books; and a French language collection of over 2000 curriculum and teaching materials. The professional staff possesses master's degrees in education and sociology as well as library science. The library's information literacy program is integrated into graduate and teacher education courses on campus, online, and as part of off campus cohorts. The sessions focus on finding and evaluating scholarly literature, citation management, content curation, scholarly output assessment, as well as, inquiry, use of educational technologies in teaching and

learning, learning with children's and young adult literature and critical evaluation of curriculum resources. Collaboratively planned and taught with faculty and teacher educators, the library's program of instruction is designed to contribute to teacher candidate and graduate student success.

The Faculty of Education is also served by the Xwi7xwa Library which is the only dedicated Aboriginal branch of an academic library in Canada. It is a centre for academic and community Indigenous scholarship. Its collection of approximately 15,000 items includes books,

videos, curriculum resources, journals, theses and archival materials and services reflect Aboriginal approaches to teaching, learning, and research. Xwi7xwa collects materials written from First Nations perspectives, such as, materials produced by First Nations, First Nations organizations, tribal councils, schools, publishers, researchers, writers, and scholars. As part of their professional staffing, there is an Aboriginal Engagement librarian who supports Indigenous education initiatives, digitization projects and community outreach.

# *Educational Technology Support*

## **MISSION AND FOCUS**

The Educational Technology Support (ETS) unit is responsible for providing assistance with the design, development, and deployment of innovative teaching practices in the Faculty of Education. ETS works with faculty members, sessional instructors, course developers, teaching assistants, graduate students, staff, and other members of the instructional community in order to provide consultation and support on teaching and learning issues, within distance, online, mixed mode, and face-to-face learning environments. Educational Technology Support provides services within three broad areas: curriculum support and instructional design, professional development for faculty and staff, and research and implementation of learning technologies.

ETS builds capacity within the instructional community by offering one-on-one tutorials, workshops and group training, and by sharing cutting-edge research and teaching practice via educators' café, facilitated TED talk sessions, and other online conferences. ETS also hosts the monthly Technology in Transit events and an annual Technology-Enhanced Classroom Expo to celebrate exemplary teaching and learning with technology in the Faculty of Education.

Educational Technology Support unit often provides additional assistance with special projects. Recently, it assisted with developing and supporting a Massive Online Open Course (MOOC) on Reconciliation through Indigenous Education (for more information please see Page 108) and courses for the Dadaab Teacher Education Program in Kenya (for more information, please see Page 101).

ETS members sit on different governing committees and bodies, and make decisions on educational technology issues on behalf of FoE.

## **INFRASTRUCTURE AND RESOURCES**

ETS has four permanent, full-time staff members in the Management & Professional category and one co-op student. The co-op hire spends two terms in the Faculty, and is then replaced by another hire. The Educational Technology Support Senior Manager reports to the Assistant Dean of Professional Development and Community Engagement office. In the past, the members of ETS

worked only on online courses supported by PDCE. Beginning in June 2013, ETS expanded its services to the whole Faculty. ETS works closely with UBC Information Technology and Audio-visual Services, the UBC Centre of Teaching, Learning, and Technology and other service units. The main client groups are department and units, faculty members, staff, students and community.

## OPPORTUNITIES AND CHALLENGES

Educational technology is an area of constant growth, innovation and change. All ETS team members are dedicated to improving educational practices and supporting faculty members in doing so. They are committed to keeping up with changes and assisting instructors feeling comfortable using diverse technologies for teaching and learning. Being in a position

to empower and celebrate educators in the Faculty, ETS members see it as an opportunity to help Faculty of Education in developing and maintaining high quality, innovative, and flexible programs.

The main challenge the team faces is the lack of resources to meet the growing demand and requests. ETS holds a unique insight on educational technology priorities and requirements from its close work with educators who are leaders in educational research and pedagogical practices. However, this perspective is often not shared by the wider UBC community. ETS would benefit from clearer input from the departments about their priorities and needs. ETS is often assigned to manage projects without being given operational control over resources, deadlines, or budget.

# *Edudata*

## **MISSION AND FOCUS**

Edudata's mission is to leverage data to inform decisions to positively impact student outcomes. Edudata Canada is the only education "big data" public utility in Canada (CFI funded -2003). Edudata's analysts work with researchers, practitioners, and the BC Ministry of Education to mine education data sets for scholarly research. They design and build Software as a Service (SaaS) Reporting Tools. Sample clients include the Saskatchewan and British Columbia ministries of education (confidential online student incident reporting systems) and Garth Homer Society Life Streams – Learning Management System (support for students with disabilities).

## **INFRASTRUCTURE AND RESOURCES**

The staff and physical environment from which their big data research and software services are offered is a secure facility located in the Scarfe Building. A secure network operating centre houses their equipment including hardware (servers, routers). There are three staff positions, with an average annual all-in cost of \$380,000. Ongoing fee for service and contract work covers all operational costs.

## **OPPORTUNITIES AND CHALLENGES**

The promise of data-informed educator decision-making is now being recognized broadly, and there is growing enthusiasm for "big data" research and services. Our most important challenge is to ensure privacy and security with the growing capacity to integrate and analyze identifiable data.



# Psychoeducational Research & Training Centre

The Psychoeducational Research and Training Centre (PRTC) was established in 1967. It provides a setting for the training of educational specialists (e.g., school psychologists, reading specialists, counselors, special educators), and is maintaining a test library to serve as a resource for teaching and clinical training. It operates as a multi-disciplinary centre for clinical training and research, and it supports the professional community and provides service to the public.

Among its tasks, the PRTC:

- provides facilities, resources and services to support graduate and undergraduate training for various specialists in education including school psychologists, counsellors, special education and learning assistance teachers, and reading specialists; approximately 350 registered student users per term, with over 16,000 items circulated by the test library this year
- Over 17,400 hours of student dyads and clinician client uses of video-therapy rooms, and over 3330 hours of small group uses of conference and supervision spaces in the past year (~120 full psychoeducational assessment clients, 110 counselling clients from the community)
- maintains a library of psychological and educational tests, assessment instruments, and reference materials, educational, career and vocational counselling materials classroom intervention materials, as well as the Great West Life Vocational Rehabilitation Resource Library, and the Social-Emotional Learning resource collection;
- maintains a small computer lab (and related technology) with access to psychological, educational, counselling and vocational rehabilitation resources;
- provides psychoeducational assessment and consultation services to adults in post-secondary education, and to school-aged children and youth and their families through practicum classes and PRTC Clinics;
- hosts the British Columbia School Psychology Internship Consortium (BCSPIC) and the related pre-doctoral and Master's-level internship programs;
- provides a site for counselling clinics that serve post-secondary students and adults in the community, including a collaboration with the UBC Student Counselling Services for advanced training of doctoral counselling students;
- provides service and leadership in the profession and community related to psychological and educational research, professional development, workshop and conference facilitation in psychoeducational assessment and intervention, including a psychoeducational "hotline" to support research and consultation for community professionals.

## INFRASTRUCTURE, SERVICES AND RESOURCES

The centre maintains an up-to-date test library of more than 1000 current standardized tests and assessment instruments, as well as reference materials and other educational and psychological assessment and intervention resources, including relevant technologies. The currency, breadth and depth of the test library and resource

collection and online catalogue are key quality indicators of the PRTC test library operation.

The PRTC houses a suite of 6 video/therapy rooms for research and training (each equipped with a folding table and comfortable chairs as well as video and audio recording and monitoring equipment), 2 seminar rooms equipped for monitoring, supervisory and clinical teaching purposes, a large group teaching and supervision room with one-way mirrors, a separate viewing gallery and a remote controlled video camera, office for the BCSPIC and PRTC Assessment Clinics. The PRTC also manages booking and AV support for 5 video-therapy rooms and a supervision control room located on the 3rd floor (306 suite). The PRTC training facilities are open with supervision 60 hours per week, 9:00 AM – 8:00 PM Monday to Thursday, and 9:00 AM – 4:00 PM Friday and Saturday.

The PRTC has developed and supported the BC School Psychology Internship Consortium since 2007. The consortium identifies internship placements for Master's and Doctoral School Psychology students, develops and implements common standards for practice and outcome competencies in the internship experience, provides an ongoing professional development program for interns and professional supervisors, and supports the implementation of exemplary practice in supervision and training for the student interns. Over 60 Master's and 5 Doctoral interns have completed their year-long internship with the BCSPIC and all have been employed before completion or shortly thereafter.

The PRTC, like the Education Clinic before it, has provided psychoeducational assessments and supports for school-aged clients who have difficulties in learning and development. The emphasis has been primarily on provision of service to clients as companion to UBC student and faculty training and research activities. In 2011 the PRTC received a TLEF grant to develop an Adult Assessment Clinic to provide psychoeducational assessment and consultation to post-secondary students with disabilities. The goal of the clinic was to provide efficient and high quality services to this underserved population,

particularly UBC students who required assessment information to support and plan instructional accommodations from UBC Access & Diversity office. Students who had completed internship and doctoral students provide services under supervision of a Registered Psychologist or Certified School Psychologist. Both clinicians and supervisors are paid a stipend for the assessment and follow-up services, and clients pay a fee for service (much of this reimbursed by the institution or Student Aid BC). The PRTC Clinics have expanded to providing services to children and adolescents, as well as the adult students group targeted in the original TLEF grant. The PRTC continues to see 25 to 50 school-aged clients each year through practicum training activities (with fees set to recover test materials and overhead costs only), and approximately 85 to 90 fee-for-service clients through the PRTC Clinics.

PRTC graduate student staff (GAAs) support test library and clinic room users, provide assistance with equipment and technology, and provide overall support for clinics, practicum and class groups. PRTC staff also provide reception services for PRTC clients and counselling clinics and manage referrals to the PRTC clinics and practicum classes.

The Director has responsibility for all PRTC activities and for financial and personnel matters. The PRTC Secretary maintains financial accounts related to centre activities, under direct supervision of the Director. The Dean allocates the annual operating budget for supplies and expenses related to PRTC operation (2014-2015 operating budget: \$14,400), as well as FTE for administration (12 credits for the Director) and secretarial support (0.6 FTE Financial Processing Specialist), and budget for GAA positions over the academic year (\$30,000.00 May – April).

The Associate Dean, Graduate Programs and Research provides (4 8-month) GAA allocations to staff the Test Library and provide support for PRTC services. As part of the School Psychology (and Special Education) expansion funding from AVED, the Faculty has also provided support to the PRTC for part-time post-doctoral fellowship and adjunct professor appointments (\$90,000.00

total) to support the BC School Psychology Internship Consortium and development of the PRTC Assessment Clinics. In addition to the operations budget provided by the Faculty, the PRTC generates some revenue through fee-for-service activities (primarily psychoeducational assessment and intervention services through practicum classes and PRTC Assessment Clinics), and through professional development and community conferences and workshops. Annual income from these activities varies substantially, depending on the number of clients served through practicum and clinic activities and the nature of the conference and workshop offerings. In addition to the normal operating expenses (telephone, fax, photocopy, printing) the major PRTC expenses are for purchase of psychoeducational assessment materials, including replacement materials and new tests, and related training materials and resources, and AV and computer equipment, costs that far exceed the operating budget.

## OPPORTUNITIES AND CHALLENGES

The PRTC can substantially expand the level and type services offered through the unit, with a concomitant increase in the capacity to support training, research, and professional development goals of the Faculty. The demand for current services offered by the PRTC far exceeds the capacity of the current facilities and structures of the PRTC. All BC universities and most other post-secondary institutions refer their students to the PRTC clinics, most paying UBC directly for the assessment and consultation services we provide. There are similar and perhaps greater needs for psychoeducational services for children and youth. The current emphasis is on assessment and consultation, but there is very significant need for intervention support for learning and development needs for this population.

There is considerable interest in the Faculty in the provision of integrated educational, psychological, mental health, social and health services. The PRTC is ideally placed to support expanded training and related research agendas: PRTC is

well-suited as a site for the provision of integrated services, building on the current expertise both within the Faculty and University and the network of professionals in the community. The current infrastructure does not provide the capacity to realize this.

In addition to the development of the PRTC as an Integrated Services Centre, the PRTC is an ideal site to establish structures to support key advanced training and research opportunities, primarily structures to support funded doctoral internships, doctoral internship supervision, post-doctoral clinical and research fellowships, as well as increased service delivery by expert faculty members. In addition to the obvious pedagogical and service provision benefits of these activities, these developments will likely substantially impact recruitment of top graduate students, researchers and faculty.

The major and current challenges faced by the PRTC are space and funding structure to support increased services and required supervision. The PRTC has put forward requests for expansion, seeking to modestly increase individual and group clinic rooms and relocation of the test library to a larger space to facilitate the increased use of centre facilities, particularly at peak times, 3:30 PM – 7:30 PM. Despite the obvious success of the Master's-level internship program, the Doctoral internship program requires significant effort to meet the infrastructure standards required for accreditation by the Canadian Psychological Association. The consortium is currently exploring collaborations with other agencies and providers to support the BC School Psychology Internship Consortium to develop stable funding for per-doctoral internships and suitable professional training rotations. Increased space, increased numbers of faculty and advanced clinicians providing services, and an expanded mandate for clinical training and services would contribute significantly to the future success of the PRTC and the Faculty of Education as a pre-doctoral internship setting and anchor for an accredited doctoral internship program.



## Chapter 7

# Faculty Affairs and Human Resources

**ACADEMIC FACULTY AFFAIRS AND STAFF HUMAN RESOURCES INCLUDES APPOINTMENTS, RECRUITMENT, PROMOTION AND TENURE, RETIREMENT, SALARIES, AND LEAVES. IN ADDITION, THE OFFICE ADVISES ON POLICIES, GUIDELINES, AND PROCEDURES PERTAINING TO FACULTY AFFAIRS AND HUMAN RESOURCES FOR BOTH STAFF AND FACULTY.**

Academic faculty affairs and staff human resources fall under the portfolio of the Senior Associate Dean, Administration and Innovation, supported by the Senior Manager, Faculty Affairs and Human Resources. In consultation with the Dean, this office works closely with heads, directors, and administrative managers in academic and service units on matters related to human resources and faculty affairs.

### ACADEMIC FACULTY

Based on the University's definitions of ranks and titles ([www.hr.ubc.ca/faculty-relations/recruitment/titles-ranks-descriptions/](http://www.hr.ubc.ca/faculty-relations/recruitment/titles-ranks-descriptions/)), the Faculty of Education's academic faculty complement includes several categories of appointments, as shown in Table 1.

Tenure-stream faculty comprise the core of the Faculty's research and teaching strength. Table 2 provides a summary of the numbers of tenure-stream faculty in each rank from 2010 to 2015. Figures 1 and 2 illustrate the gender distribution in the two streams.

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TABLE 1: ACADEMIC FACULTY RANKS/TITLES

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#### **Tenure-stream (With Review) Faculty**

Research stream faculty  
Assistant Professor  
Associate Professor  
Professor

Teaching stream faculty  
Instructor I  
Senior Instructor  
Professor of Teaching<sup>1</sup>

#### **Without Review Faculty (term, full-/part-time)**

Regular w/o review faculty  
Assistant Professor w/o review  
Associate Professor w/o review  
Professor w/o review  
Instructor I w/o review

12-month Lecturer  
Part-time contract instructors<sup>2</sup>  
Postdoctoral Research Fellow  
Research Associate  
Visiting Faculty

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<sup>1</sup>The Professor of Teaching rank was introduced in July 1, 2011

<sup>2</sup>Part-time contract instructors include Sessional Lecturers, Adjunct Professors, Postdoctoral Teaching Fellows, and visiting faculty who are hired to teach on a credit basis.

TABLE 2: TENURE STREAM FACULTY HEADCOUNTS FROM 2010 TO 2015 (AS OF JULY 1 EACH YEAR)

YEAR	RESEARCH-STREAM FACULTY			TEACHING-STREAM FACULTY			TOTAL
	Assistant Prof.	Associate Prof.	Professor	Instructor I	Sr. Instructor	Prof. of Teaching	
2010-2011	20	58	65	6	5	N/A	154
2011-2012	18	58	72	7	5	0	160
2012-2013	19	53	77	7	4	0	160
2013-2014	18	49	74	7	5	0	153
2014-2015	24	46	75	6	6	1	158
2015-2016	28	38	79	4	9	1	159

The overall headcount of tenure-stream faculty has not fluctuated much in recent years, with a total of 154 in 2010 and 159 in 2015, as of July 1 each year. Over 90% of tenure-stream faculty are in the research stream, with a focus on teaching and scholarly activity. About 8% are in the teaching stream, with a focus on teaching and educational leadership. Faculty in both streams contribute to the service function in the internal and external academic communities. Women faculty consistently outnumber male faculty in both streams (see Figures 1 & 2).

With the elimination of the mandatory retirement by the provincial government in 2008, more and more tenure-stream faculty members work past the previous retirement age, which was 65. It poses a challenge in planning for faculty renewal. The financial constraint thus created also limits

the Faculty's growth in its faculty complement. Over the last five years (as of June 30, 2015), 35 tenure-stream faculty retired or resigned and 40 re-defined positions were filled to meet the Faculty's hiring needs (see Figure 3). A faculty hiring freeze was implemented in November 2014 and remains in effect.

As of July 1, 2015, a total of 28 (18%) of current tenure-stream faculty are working past the age of 65 (see Figure 4). Strategic renewal plans are being made with a number of anticipated retirements in the next five years to address the Faculty's academic priorities as soon as the hiring freeze is lifted.

Apart from the tenure-stream faculty, each year the Faculty also has a large number of academic

Gender Distribution in Research Stream



Gender Distribution in Teaching Stream



FIGURES 1 AND 2: GENDER DISTRIBUTION IN THE RESEARCH AND TEACHING STREAMS.



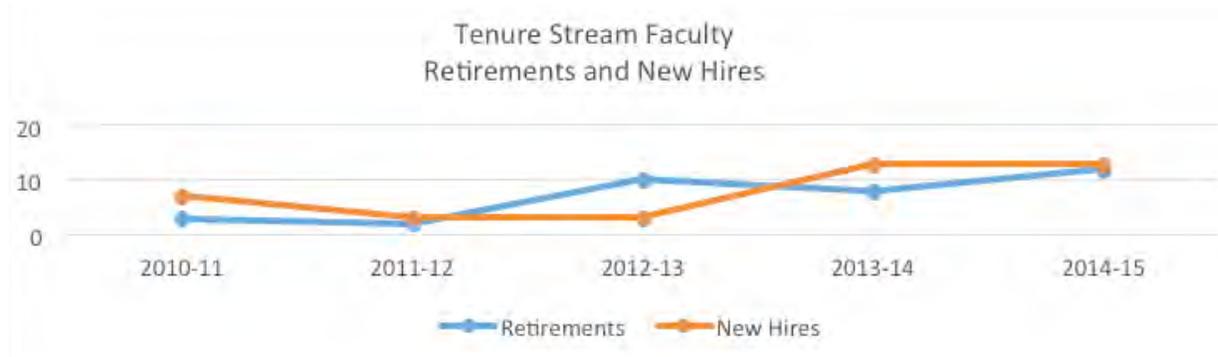


FIGURE 3: TENURE STREAM FACULTY RETIREMENTS AND NEW HIRES, 2010 TO 2015.

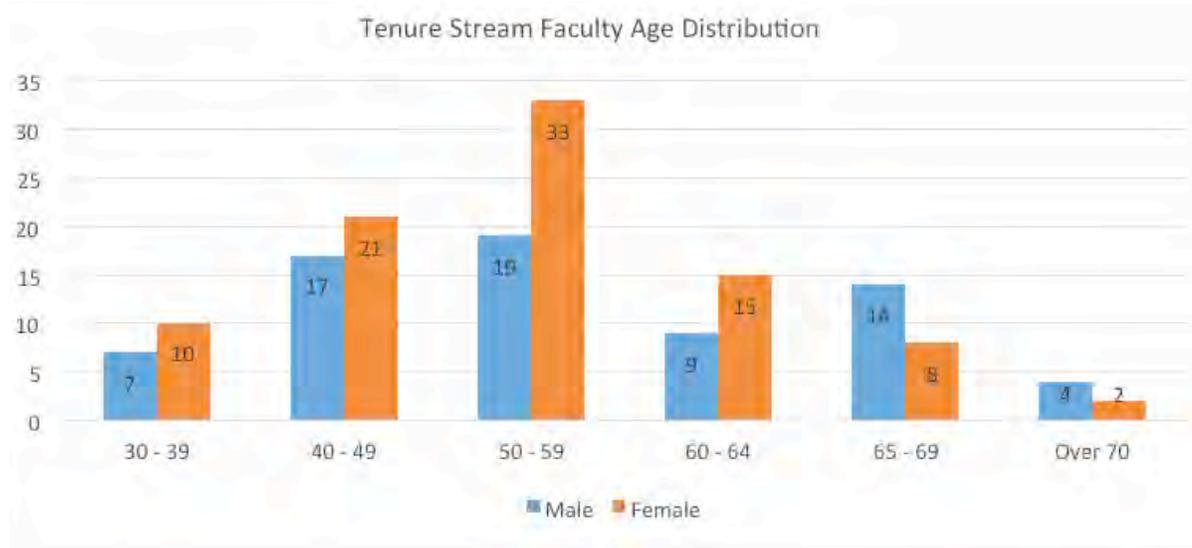


FIGURE 4. AGE DISTRIBUTION AMONG MALE AND FEMALE FACULTY (AS OF JULY 1, 2015).

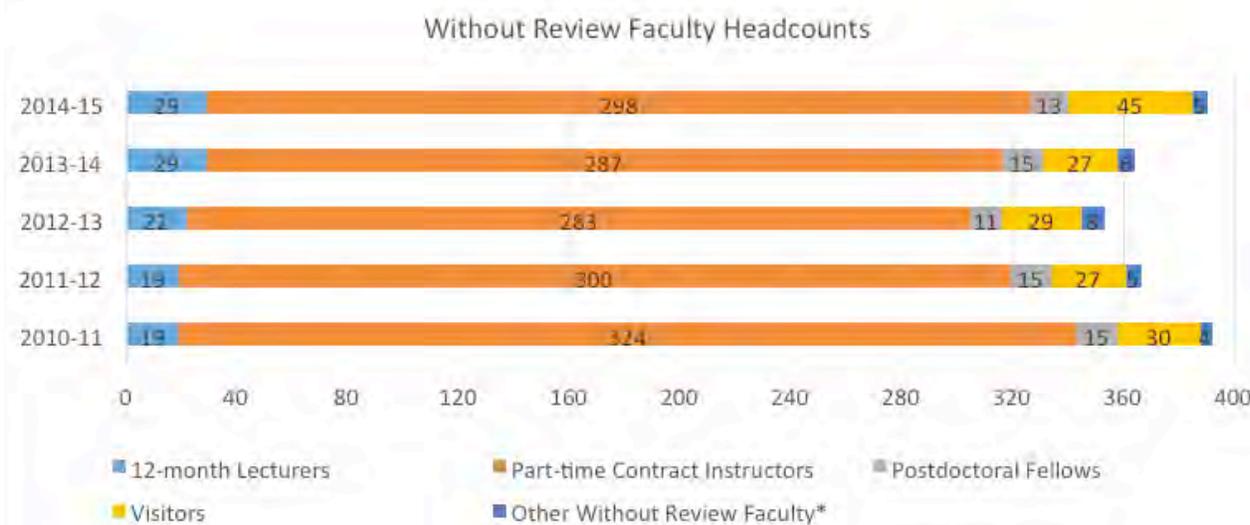


FIGURE 5. WITHOUT REVIEW FACULTY HEADCOUNTS (\*OTHER WITHOUT REVIEW CATEGORIES ARE NOTED IN TABLE 1).

term appointments of faculty without review, in order to support the mandate in teaching and research excellence. Figure 5 provides a summary of the headcounts in each without review appointment category.

In the Faculty of Education, a tenure-stream faculty member in the research stream carries an annual teaching load of 12 credits, while one in the teaching stream teaches 24 credits a year. As a research-intensive Faculty, tenure stream faculty members may buy out their teaching load using their grant funds so their research time is protected. As a result, without review faculty play an important role in delivering our programs to students. A full-time 12-month lecturer carries an annual teaching load of 30 credits. Contract instructors are paid on a per-credit basis. On average, approximately 1800 credits in Faculty programs are taught by contract instructors each year.

## STAFF

Staff provide extraordinary support to ensure efficient and smooth operation and administration of the Faculty in fulfilling its mandate and goals. The majority of staff positions are in the employee group of Management and Professional (M&P) or CUPE 2950 (administrative and financial support). Most of these positions are funded by the Faculty’s general operating budget. Less than 10% are funded externally, mostly through research grants. Eighty percent of staff members are women.

Table 3 provides a summary of the number of staff members in each employee group from 2010 to 2015. Figure 6 illustrates the breakdown of staff positions by funding source.

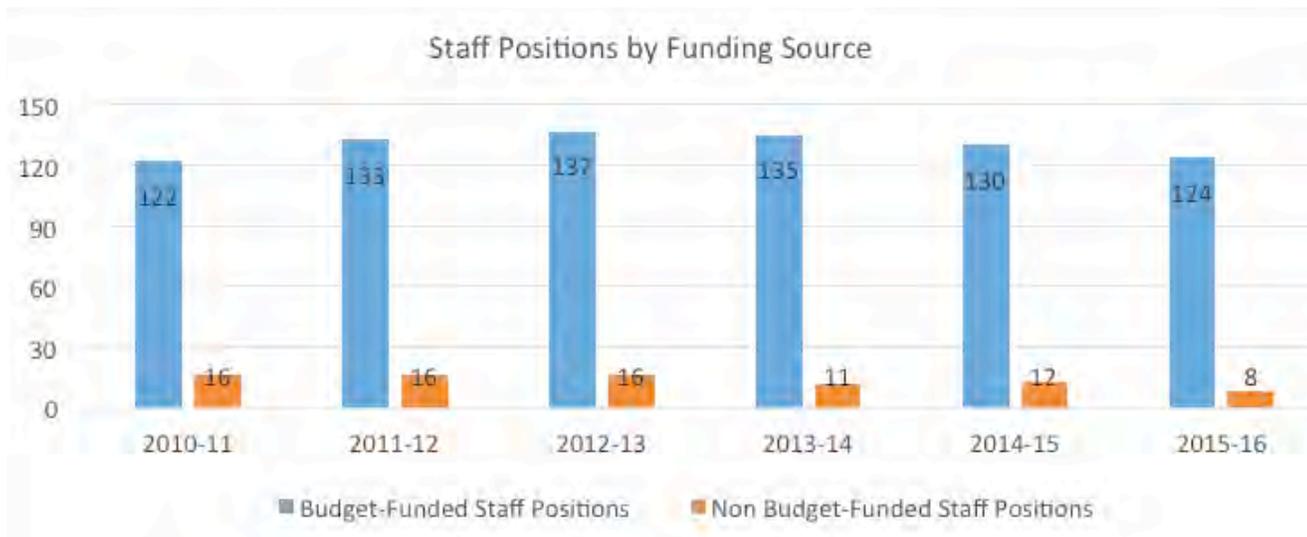


FIGURE 6. STAFF POSITIONS BREAKDOWN BY FUNDING SOURCES (DATA AS OF JULY 1 EACH YEAR).



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TABLE 3. STAFF HEADCOUNTS FROM 2010 TO 2015 (DATA AS OF JULY 1 EACH YEAR).

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EMPLOYEE GROUPS						
YEAR	M&P	CUPE 2950	CUPE 116 TECH/RA	NON-UNION	OTHER	TOTAL
2010-2011	54	58	6	8	12	138
2011-2012	59	60	6	7	17	149
2012-2013	65	53	5	5	25	153
2013-2014	60	58	3	3	22	146
2014-2015	61	55	1	6	19	142
2015-2016	59	49	0	8	16	132

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## Chapter 8

# *Budget and Financial Management*

## THE FINANCE OFFICE PROVIDES CENTRALIZED FINANCE AND ACCOUNTING SERVICES TO THE FACULTY.

### MISSION AND FOCUS

The post-secondary sector receives significant funding from government, and as such, is accountable to taxpayers for the effective and efficient use of these resources. The primary function of UBC's Central Finance is to provide and present financial information to enable decision-making that will ensure the University's financial sustainability.

The Faculty of Education's Finance Office provides centralized finance and accounting services to the Faculty. These services include departmental/unit budgeting, program forecasting, reports to UBC central and external agencies, accounts payable, accounts receivable, cash deposits, purchasing, record keeping, and data entry in the University's Financial Management Information System (FMIS). Financial records are maintained centrally in the Dean's Office. The Finance Office ensures that expenditures throughout the Faculty are reasonable, appropriate, and directly support the core mandate of the institution and Faculty while providing a high level of customer service to internal and external users in the University.

### UBC CONTEXT

Under the University Act, UBC is mandated by government to return financial statements for the year that do not reflect a deficit on a consolidated basis. UBC achieved a balanced budget for 2014–15. The improved financial outlook was the result

of short-term control of central administration expenses (reduction of ~ \$6m), which included a formal review process for all hiring activity.

The budget for 2015–16 demonstrates UBC's commitment to maintaining a balanced budget and having a framework that ensures long-term financial sustainability. It also outlines key strategic investments to support the University's aspiration of being counted among the best institutions in the world. These include \$16m investment in faculties (financial support to Medicine and Law); \$4.5m investment in UBC's Strategic Priority Fund, \$6m investment in student financial aid, mental health, and campus life. The 2015–16 budget illustrates that funding from the BC Provincial Government is being reduced by an estimated 1.35%. The majority of this reduction will be absorbed by the faculties, with the remainder absorbed by the central budget on both UBC campuses.

### FACULTY OF EDUCATION CONTEXT AND FINANCIAL PLANNING PROCESS

The Faculty of Education has an annual operating budget of roughly \$41m and \$4m in other sources of operational funding, including international activities, application fees, Ministry contracts, and summer programs, for a combined annual operating budget of roughly \$45m. The Faculty also administers \$14m of funding in 19 endowments.

The main drivers in the University’s budget are undergraduate program and course enrolments, graduate program enrolments, undergraduate complement, recovered costs of research (Indirect Costs Program), and an operating grant. The University’s tuition allocation model returns a percentage of the tuition revenue (74.25% in the 2014–15 fiscal year) to the faculties along with a fixed operating grant (approximately 42% of the Faculty of Education’s operating budget). The funding is then assigned to the faculties as their annual operating budget.

The Faculty of Education’s Finance Office provides centralized budgeting function for the whole Faculty. Departments and service units are provided with an annual operating budget for non-salary related expenses and are assigned faculty and staff positions (FTE). Departments and units are provided with an FTE budget for non-tenured department instruction costs. At the central level, the Faculty budgets for all salary-related expenses and increases, including general wage increase (GWI), merit, PSA, CPI increase. All department

and unit faculty and staff hiring requests are submitted to the Dean’s Office for review and approval. In November 2014, at the request of the Provost’s Office, the Faculty implemented a faculty and staff hiring freeze to address the structural deficit.

Schools are interim administrative units that operate within faculties in a manner similar to departments but have unique lines of authority. Schools report to Senate on undergraduate curriculum and student affairs and to the Faculty of Graduate and Postdoctoral Studies on graduate curriculum and student affairs. The School of Kinesiology has been assigned a separate budget under the University’s tuition allocation model and operates semi-autonomously with regards to its operating budget. Kinesiology receives its budget directly from the University based on the tuition allocation model.

The Faculty at a consolidated level is forecasting a \$1.5m deficit for the 2015–16 fiscal year (from -\$2.0m deficit in the 2014–15 fiscal year and

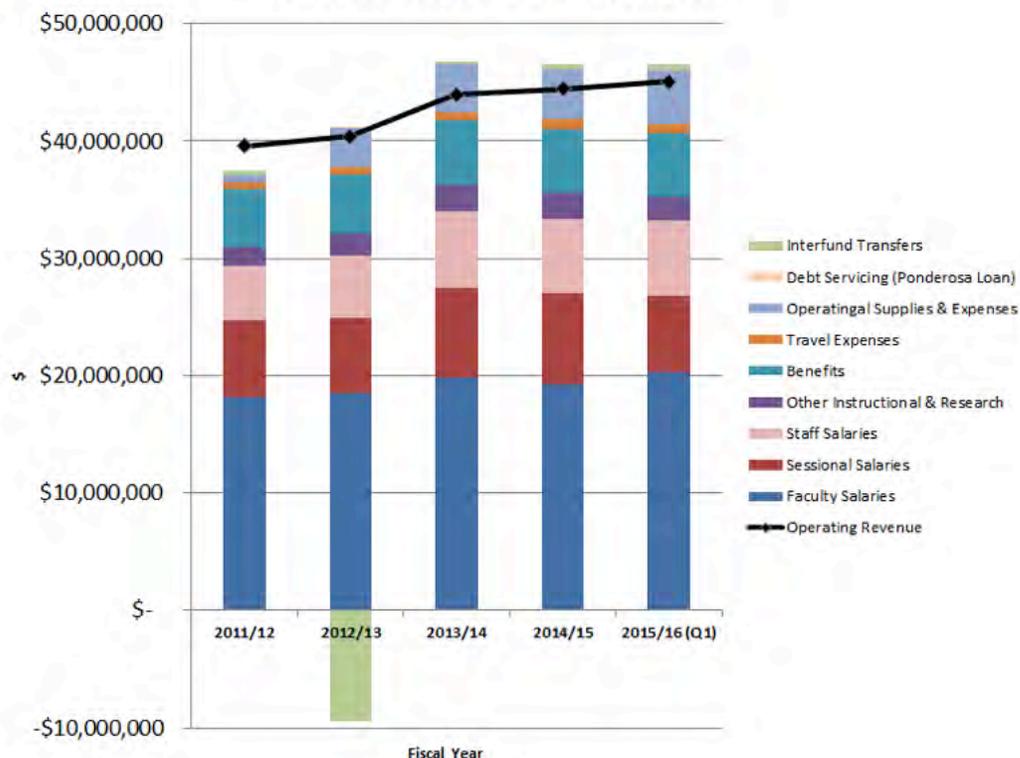


FIGURE 1: FACULTY OF EDUCATION REVENUES AND EXPENSES OVER FIVE YEARS.



-\$2.8m deficit in the 2013–14 fiscal year). The Faculty has been aggressively reducing the deficit through cost containment strategies implemented in the 2014–15 fiscal year, including:

- 25% reduction non-tenured department instruction costs
- 10% reduction in operating expenses
- Hiring freeze for faculty and staff effective November 2014
- Increased external buy-out rates to reflect the cost a faculty member's salary (increase from \$7,500 to \$10,000)
- Wind down of Pacific Education Press (PEP), closure on October 2015
- Staffing reduction and streamlining staff duties (approximately 20 staff positions have been eliminated in FY 14/15)

## OPPORTUNITIES

- Internal opportunities include reducing graduate programs and course offering to reduce non-tenured instruction costs.
- Enhance programming that supports core academic mission.
- Reviewing faculty workload and non-tenured instruction costs
- External revenue diversification opportunities include IB Program, Executive Leadership Program, Kinesiology's High Performance Coaching Masters, Vancouver Summer Program, and Professional Development in School Districts.
- Position the Faculty for research funding success through the Office of Graduate Programs and Research and the Faculty Research Infrastructure Grant Support program.
- Continual evaluation of fees.

- The long-term sustainability requires government flexibility (e.g., on domestic tuition and program fees).
- Revenue diversification from international programs, tuition, and professional programs

## CHALLENGES

- Provincial grant declining.
- Domestic tuition capped below rate of inflation.
- Restriction on use of consolidated reserves.
- Research funding becoming more competitive.
- University's current budget model does not account for faculties that have significant professional graduate programs that require additional funding.
- Imbalance between revenue (growth at 2%) and expenses (growth at 3-4%).
- GWI and salary increases disproportionate to revenue increases.
- Limited revenue diversification opportunities in Education sector.
- Domestic market for teachers is stagnant, if not shrinking.
- Ability to deliver and launch new initiatives with positive financial contribution to budget with little or no start-up funding.
- Lack of funding to renew faculty positions.
- Financing a 30 year mortgage for the Ponderosa Commons building due to fundraising shortfall (\$310k/year).

The Faculty has been drawing down the carry forward reserves to bridge the structural deficit for the past three years and will need to continue to draw down any unrestricted reserves to bridge the shortfall. While the implementation of new programs will provide some relief, the structural deficit is significant and unsustainable in the long term.

TABLE 1: FACULTY OF EDUCATION GENERAL PURPOSE OPERATING FUND

E	Actuals 2011/12	Actuals 2012/13	Actuals 2013/14	Actuals 2014/15	Forecast 2015/16 (Q1)	Forecast 2016/17
Revenue Budget (A)	\$ 39,158,446	\$ 39,188,114	\$ 39,542,750	\$ 40,204,614	\$ 41,303,189	\$ 42,129,253
Revenue Operating (A)	\$ 409,427	\$ 1,204,587	\$ 4,384,608	\$ 4,236,971	\$ 3,755,798	\$ 3,607,612
<b>Subtotal:</b>	<b>\$ 39,567,873</b>	<b>\$ 40,392,701</b>	<b>\$ 43,927,358</b>	<b>\$ 44,441,586</b>	<b>\$ 45,058,987</b>	<b>\$ 45,736,865</b>
Faculty Salaries (A)	\$ 18,176,108	\$ 18,463,667	\$ 19,828,214	\$ 19,300,694	\$ 20,286,993	\$ 22,962,390
Sessional Salaries (A)	\$ 6,485,829	\$ 6,422,648	\$ 7,674,581	\$ 7,697,111	\$ 6,540,176	\$ 6,540,176
Staff Salaries (A)	\$ 4,651,624	\$ 5,343,376	\$ 6,485,346	\$ 6,339,490	\$ 6,432,417	\$ 5,198,386
Other Instructional & Research (A)	\$ 1,750,785	\$ 1,881,277	\$ 2,181,013	\$ 2,237,258	\$ 2,009,130	\$ 2,009,130
Benefits (A)	\$ 4,782,706	\$ 4,993,948	\$ 5,546,583	\$ 5,362,484	\$ 5,362,049	\$ 5,077,978
Travel Expenses (A)	\$ 571,673	\$ 634,074	\$ 735,025	\$ 889,977	\$ 752,240	\$ 650,000
Library Acquisitions (A)	\$ 6,249	\$ 6,781	\$ 6,800	\$ -	\$ -	\$ -
Operational Supplies & Expense (A)	-\$ 588,752	\$ 1,640,417	\$ 2,001,960	\$ 2,368,875	\$ 2,488,334	\$ 2,200,000
Grants to Other Agencies (A)	\$ -	\$ -	\$ -	\$ -	-\$ 5,500	-\$ 5,500
Professional Fees (A)	\$ 173,828	\$ 414,465	\$ 897,564	\$ 823,453	\$ 1,021,395	\$ 900,000
Internally Contracted Services (A)	\$ 77,196	\$ -	\$ -	\$ -	\$ -	\$ -
Scholarships, Fellowship, Bur (A)	\$ 485,082	\$ 360,342	\$ 455,576	\$ 478,596	\$ 415,606	\$ 415,606
Debt Servicing (A)	\$ -	\$ 28	\$ -	\$ -	\$ 51,689	\$ 310,132
Utilities (A)	\$ 222,325	\$ 234,537	\$ 273,843	\$ 270,905	\$ 194,025	\$ 194,025
Capital Expenditures (A)	\$ 287,744	\$ 738,108	\$ 459,858	\$ 324,115	\$ 452,859	\$ 300,000
Interfund Transfers (A)	\$ 387,801	-\$ 9,410,676	\$ 171,291	\$ 426,650	\$ 546,387	\$ 546,387
<b>Subtotal:</b>	<b>\$ 37,470,196</b>	<b>\$ 31,722,992</b>	<b>\$ 46,717,653</b>	<b>\$ 46,519,608</b>	<b>\$ 46,547,799</b>	<b>\$ 47,298,710</b>
<b>Surplus/(Deficit)</b>	<b>\$ 2,097,677</b>	<b>\$ 8,669,710</b>	<b>-\$ 2,790,295</b>	<b>-\$ 2,078,022</b>	<b>-\$ 1,488,812</b>	<b>-\$ 1,561,845</b>
<b>ALOCFW - R-CFWD Allocation</b>	<b>\$ 827,377</b>	<b>\$ 2,889,320</b>	<b>\$ 11,559,030</b>	<b>\$ 8,768,735</b>	<b>\$ 6,690,715</b>	<b>\$ 5,128,870</b>

TABLE 2: FACULTY OF EDUCATION ENDOWMENTS

Fund Description	Current Year Budget (3.5% spend allocation)	Fund Description	Current Year Budget (3.5% spend allocation)
Carley "Kitty" R. Kennedy Mem	\$ 1,052	Fac of Educ ECE Endowment	\$ 236
Vocational Rehab Counselling	\$ 28,207	Fac of Educ End-App of Tech Ed	\$ 32,211
Andrews J H M & D D Awd in Edu	\$ 4,384	Mcintosh John Endow	\$ 21,149
Cromer M Memorial Endowment	\$ 932	Lam Chair Multicult Ed	\$ 92,727
MB Nevison professorship	\$ 40,258	Lam Dorothy Chair Spec Educ	\$ 57,942
Eleanor Rix Prof-Rural Teach E	\$ 114,719	Dean of Education Endowment	\$ 64,786
J. Farquhar End-Child Men Hlth	\$ 6,428	Literacy & Tech Prof	\$ 7,798
Winifred & Thomas Craig Endow	\$ 2,044	Spencer Fdn Dyslexia	\$ 14,856
Adam Wilda J Educ	\$ 1,428	Education Students' Endowment	\$ 1,581
Boughton Rex Fund	\$ 5,836	Educational Leadership	\$ 7,211
		<b>Subtotal:</b>	<b>\$ 205,289</b>







## Chapter 9

# *Development and Alumni Engagement*

THE FACULTY OF EDUCATION'S DEVELOPMENT & ALUMNI ENGAGEMENT OFFICE WORKS WITH DONORS AND ALUMNI TO ENHANCE STUDENT LEARNING, RESEARCH EXCELLENCE, AND COMMUNITY ENGAGEMENT IN PURSUIT OF UBC'S *PLACE AND PROMISE*, AND THE FACULTY OF EDUCATION'S STRATEGIC PLAN.

### UBC CONTEXT FOR DEVELOPMENT AND ALUMNI ENGAGEMENT

Development and Alumni Engagement's five key objectives and strategies are:

*Outstanding stakeholder experience*: to create inspiring opportunities for alumni and donors to help realize UBC's Strategic Plan.

*Ambitious fundraising*: to maintain fundraising at the new, ambitious level derived through the campaign - \$200M+ per year.

*Engaged alumni*: to double engagement of UBC alumni, enriching the lives of alumni and advancing UBC's vision.

*Effective resources*: to build the tools, systems, practices and environment to effectively and efficiently achieve results.

*Motivated staff*: to be recognized by our employees and prospective employees as the most engaging development and alumni organization in Canada.

## Development and Alumni Engagement at a glance

### Number of full-time staff

4 with 50% funding from Central  
1 affiliate funded by Kinesiology

### Number of Education alumni

50,000

### Number of alumni contactable by email

17,000

### Percent of alumni engaged by Faculty of Education

34%

### Percent of UBC alumni engaged by UBC

30%

### Total \$ raised in 2014–15

\$1,690,640

### Funding Designations:

- Student aid (annual)
- Student aid (endowments)
- Endowments (academic)
- Programs
- Research
- Facilities, Equipment, & Collections



## INFRASTRUCTURE AND RESOURCES WITHIN THE FACULTY OF EDUCATION

The Faculty's Development and Alumni Engagement (DAE) team appreciates the support of Faculty Communications staff for specific web maintenance. The Dean has been supportive with additional resources to carry out the Year of Alumni and Education's 100. The DAE team also appreciates the additional support from central Development and Alumni offices for Education activities, including wide scale qualification of donors for the Education Centre at Ponderosa Commons and recent job sharing for the Year of Alumni's specific projects.

## OPPORTUNITIES AND CHALLENGES

The Education Development and Alumni Engagement team has seen several leadership and staff changes over the past five years. Among the 4 staff positions there have been 12 changes in the past five years. The School of Kinesiology is on its third staffing change for the officer position in five years.

The Faculty started a faculty-based alumni program with the hiring of an 80% alumni manager position in 2011–12. To support the program development and needs, the position became fulltime in 2013–14.

TABLE 1: ALUMNI ENGAGEMENT IN EDUCATION

	2011–12	2012–13	2013–14	2014–15
Education	3413	4157	5496	6178
Kinesiology	546	701	870	928
Totals	3959	4858	6366	7106

In addition to staffing challenges, the 2014–15 fiscal year was interrupted by BC teacher job action, disrupting fundraising for five months.

The Development team is currently resourced to implement a wide scale qualification of potential donors with a focus on gaining support for the Education Centre at Ponderosa Commons and the Faculty’s Strategic Plan. With the Education Centre opening in January 2016, fundraising opportunities diminish for the building. The Development team will work with the Faculty to focus on new opportunities.

The University’s *Start an Evolution* dual campaign closes this fall, creating both opportunities for new

discussions with potential donors and also the challenges of not actively being in a campaign.

UBC’s Centennial launches this September, creating opportunities to engage with donors to the University and the Faculty of Education more broadly.

The Year of Alumni will create unique opportunities to engage and reconnect with education alumni and stakeholders. The nomination and selection of 100 alumni for the Year of Alumni’s Education’s 100 generates opportunities to showcase 100 outstanding alumni and their impacts on their communities demonstrating the diversity of Education graduates and their professions.

TABLE 2: FUNDRAISING DATA FROM 2010 TO 2015

DESIGNATION	2010–11	2011–12	2012–13	2013–14	2014–15
Student Aid - Annual	56,750	172,904	22,045	102,151	82,171
Student Aid - Endowments	258,060	478,727	438,763	509,896	307,361
Endowments - Academic Programs	4,225	37,747	3,067	2,142	44,779
Research	1,788,325*	750,092	900,806	349,642	335,632
Facilities, Equipment and Collections	470,067	477,394	218,528	156,749	763,266
Totals	24,470	14,424	114,332	132,755	157,431
	\$ 2,601,898	\$ 1,931,288	\$ 1,697,541	\$ 1,253,334	\$ 1,690,640

\*\$1M pledge - Royal Canadian Legion Professorship in Group Counselling and Trauma



The new Director of the School of Kinesiology will provide fresh opportunities to engage alumni and donors.

The Development and Alumni research team has recently created new tools that were introduced to the Faculty development staff that could help to identify potential donors.



WE INVITE YOU TO VIEW A VIDEO SHOWCASING SOME OF THE  
EXCITING INITIATIVES THAT THE UBC FACULTY OF EDUCATION  
IS COMMITTED TO NOW AND INTO THE FUTURE.

WHILE ONE MINUTE AND FIFTY-EIGHT SECONDS CANNOT  
TELL YOU OUR ENTIRE STORY, IT DOES PROVIDE A TASTE OF  
INITIATIVES THAT ARE SHAPING THE FUTURE OF EDUCATION IN  
BRITISH COLUMBIA, CANADA, AND BEYOND.

[HTTPS://WWW.YOUTUBE.COM/  
WATCH?V=M8UVAEYSAPQ&FEATURE=YOUTU.BE](https://www.youtube.com/watch?v=M8UVAEYSAPQ&feature=youtu.be)

