

Response to the External Review of the Faculty of Education

Dr. Blye Frank, Dean

With input from the Faculty of Education
Senior Leadership Team and
Heads/Director

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1. Scholarly and professional activities

Recommendation 1 (Pg3):

The Faculty needs to consider recalibrating the leadership and services offered in the Research portfolio to support faculty in new types of research endeavours internally, across campus, and internationally.

Agree Disagree In progress

Comments:

The post external review period provides a significant opportunity to further calibrate the senior leadership team and related support offices (e.g., Associate Dean, OGPR with Office of Graduate Programs and Research) with the strategic mission of the Faculty of Education, and to achieve additional operational efficiencies. This calibration provides opportunities to right-size centralized Research and Graduate Programs services in the Faculty of Education. In all likelihood, with such a strong relationship between GPS and Departments/School, we can add significantly to the provision of Office of Research support services portfolio and concurrently downsize Graduate Program support that is centralized.

There has been a significant expansion in research infrastructure (services and expertise) in the past 3-5 years and further investment is proposed. We have prioritized multisite and partnership research proposals, jumping from 0 – 6 applications over two years. To facilitate further progress and a greater number of collaborative projects, we also recommend dialogue on incentives and reward structures for faculty and attention to capacity building. We need to manage expectations and reward structures, and do more capacity building (i.e., attention to individual faculty member readiness, which relies on hiring decisions, mentorship) and support superlative Tri-Council funding applications.

Recommendation 2 (Pg 3):

Future hiring should keep a balance between senior, research active, and junior faculty to build new fields, particularly in the area of educational technology.

Agree Disagree In progress

Comments:

The budgetary landscape requires us to further optimize our capacity for operationally strategic hiring. This will in all likelihood require our current academic search strategy to further refine how it is that we configure positions across both the Research and the Educational Leadership streams, and also, the careful deployment of additional 12-month Lecturer positions. We need balance, and certainly agree with building in areas of strategic importance (e.g. educational technology). The 3 categories of “senior, research active, junior” are important, although we would be remiss if we did not point out that in the Faculty of Education @UBC, both senior and junior faculty are already “research active”. In key areas where our strategic plans require that we make additional hires, e.g., Digital Media & Learning, we will probably make cluster hires that include multiple ranks and streams. We are carrying out extensive orientations with Search Committees charged with carrying out new hires to ensure that research capacity, excellence and readiness are fully assessed and prioritized, particularly in new faculty members’ readiness to carry out a rigorous trajectory of peer-reviewed publication and to develop research plans/grant applications. We are moving very carefully to a consideration of academic unit-specific budget models to assess the relationship between faculty appointments, teaching workload, research productivity and related revenues and costs.

2. Academic programs and teaching

Recommendation 3 (Pg4):

The Faculty is advised to consider its undergraduate teaching education offerings as laboratories to connect graduate students and research from across the academic units.

Agree Disagree In progress

Comments:

There are currently a number of opportunities for graduate students to participate in the teacher education program as TA's where they are supported by tenure stream faculty to observe and assist professors as they also learn to teach. In some of these instances, TA's or GRA's engage in their own research or assist their supervisor in their research, and these activities should be expanded. In one recent study, teacher candidates' learning around mental health literacy (and retention of this learning) was documented, analyzed and published. As we move forward, we are prioritizing the refinement of budget models that will allow us to use flexible learning strategies so as to create multi-sections course offerings where the tuition revenue will allow us to employ more graduate students as TA's than has historically been the case in the Faculty of Education, where undergraduate courses remain limited in scope.

Given the rich landscape afforded by a teacher education program of this size and quality, with its diversity of options, approaches and faculty interests, more can be done to encourage graduate students to develop and research questions pertaining to curriculum and pedagogy, educational studies, multi- and digital literacies social justice and equity, and more. As well, given the extent of curriculum change in schools in this province at this time, UBC's Faculty of Education has much to offer in generating and mobilizing knowledge for the field.

Recommendation 4 (Pg 4):

The Faculty and the University are advised to give attention and resources toward leadership and investment for e-learning and digital ecologies.

Agree Disagree In progress

Comments:

One of the knock on benefits of the Faculty of Education Short Term Academic Planning initiative (2015-2016) is that we are building consensus that revenues need to be aligned with investing in new infrastructure and therefore, in so doing, that there's a concrete benefit to identify and eliminate operational inefficiencies. And so another positive outcome of this planning initiative is that we are also now fully engaged with the redesign of critical centralized infrastructure e.g., Learning Technologies, Communications. We have begun a process of consultation widely in the Faculty (and outside) to determine the best mix of e-learning and digital capacity that is centralized in the Faculty of Education, in addition to capacity located elsewhere, such as UBC-IT or CTLT. It's clear that we need a unit that is akin to the Faculty of Arts' "Arts-ISIT" a unit that provides services as well as builds capacity in the crossover domains linked with student engagement, faculty research and teaching, and research productivity and knowledge mobilization. This project of designing and building "EDUC-ISIT" presents numerous budgetary challenges, since it will not be inexpensive. However, to support our various core

institutional activities and to promote innovation, the time has come to go “back to the future” and invest in both leadership and a service infrastructure in this core area.

Recommendation 5 (Pg4):

The Faculty is encouraged to initiate (with campus support) a planned, staged, approach to diversification of educational offerings and price points.

Agree Disagree In progress

Comments:

The Faculty of Education already provides diverse undergraduate, graduate and professionally oriented educational offerings available at multiple price points, which are constrained in some respect at every point by the University’s models for tuition in on campus, online and professional programs. The initiation of new educational offerings is constrained by budget and other resources. That said, we are certainly already involved in planning at every step relative to revenue diversification and program offerings. We are also looking at how we can strategically re-purpose program elements – where we are able to offer, for example, a Certificate or Diploma as part of an already existing graduate program. We are concerned at every step along the way to pay close attention to the sustainability of our programs in the long term, and their careful curation in relation to our research expertise and the various communities we serve. We need to prioritize, showcase and accelerate the contributions to knowledge, best practices and community engagement in those programs, both undergraduate and graduate, that are the most successful and significant relative to the Faculty of Education strategic mission and key University quality control and assessment metrics.

Recommendation 6 (Pg4):

The Faculty should consider the size of the graduate program and its relationship to the core mission of the Faculty.

Agree Disagree In progress

Comments:

The Faculty of Education Short Term Academic Planning Initiative is providing us with the data that allow for a consideration of the differential costs and revenues for our varied graduate programs. We need to bring this analysis into alignment with our Strategic Plan so that we can carry out evidence-informed program prioritization and manage the need for further revenue diversification. We are definitely paying even greater attention to aligning the number of graduate students – and number of graduate programs—to the core mission of the Faculty and, in particular, to its research mission. We also need to discuss related issues such as: active recruitment of highly competitive graduate students and postdocs; attention to quality of graduate supervision and supervision loads, differentiation between graduate programs/degrees that have a primary focus on professional preparation or research preparation. At present, these decisions are primarily left to departments and programs and we would benefit from further collaborative engagement across the senior leadership team, including Program Coordinators, on the desired balance between professionally oriented and research oriented graduate admissions. A related and not insignificant issue is the need for some of the departments in the Faculty of Education to recognize and expand their role in Teacher Education and Undergraduate Education, so that all units are making contributions to the workload linked with revenue generation and sustainability.

Recommendation 7 (Pg4):

In addition to program size, creative attention should be given to new ways of generating funding for graduate students.

Agree Disagree In progress

Comments:

We agree. This recommendation will encourage us to significantly focus our attention to the number of graduate students admitted (re: how many can be supported) and the criteria used to admit students and to award funding. Active recruitment of graduate students whose interests are aligned with faculty research would permit assembling funding packages that include RA and potentially TA appointments as part of admission offers. We have more work to do to articulate a robust approach to the coordination of large or multi-section classes in Teacher Education and Undergraduate Education, where the tuition revenue would fund TA appointments and therein increase graduate student funding.

Recommendation 8 (Pg4):

Greater collaboration between the Faculty of Education programs and those of Kinesiology is encouraged.

Agree Disagree In progress

Comments:

A very positive relationship exists between the School of Kinesiology and the Faculty. The Dean, his leadership team and staff in the Faculty are very supportive of the interdisciplinary programs in the School, and The Dean has been a tremendous supporter of the School's strategic vision moving forward, facilitating effective and efficient progress towards implementing proposed growth initiatives. Notable example initiatives are the successful approval and implementation of the new Masters in High Performance Coaching and Technical Leadership, support for the new Gunn Sports Medicine Pavilion, the revitalized prioritization of UBC Health initiatives, the Executive 1 proposal for a new Kinesiology Research and Education Centre, the Aboriginal Scholar and Indigenous Studies in Kinesiology proposal, and coordinated efforts on for the MET program. The School of Kinesiology is enthusiastic about continued collaborative work within the Dean and Faculty towards further growth and vitalization of our academic, research and community engagement programs.

3. Aboriginal/Indigenous engagement

Recommendation 9 (Pg5):

Succession planning related to the upcoming retirement of the Associate Dean should be an immediate priority, and this should occur with the assistance of the current Associate Dean.

Agree Disagree In progress

Comments:

There is a succession plan in place for the role of Associate Dean for Indigenous Education (ADIE). An internal Indigenous faculty member has agreed to take on this Associate Dean role on July 1, 2016. However, the faculty slot held by Dr. Archibald, the current ADIE, is in the Department of Educational Studies (EDST), which needs to be filled with either an associate or full professor, as soon as possible. EDST has the largest number of Indigenous PhD/EdD students and a growing number of masters' students; as well, this department is planning on increasing its Indigenous graduate programming.

Recommendation 10 (Pg 5):

The Faculty and University must consider ways to increase the complement of academics in the area of Aboriginal/Indigenous education. As the MOOC offering may begin to generate resources, these funds might assist in establishing much needed additional academic positions.

Agree Disagree In progress

Comments:

The current ADIE is completing an environmental scan of Indigenous education within the Faculty of Education. This scan will be completed by the end of January 2016. The various departments and school within the Faculty have some innovative and ambitious plans for new Indigenous education programs and research clusters, which require additional faculty. There are currently two Indigenous faculty positions that have not been filled: a Canada Research Chair, Tier 2 in Indigenous Health, Healing, and Psychological Wellness in Education and an assistant position in the School of Kinesiology focused on Aboriginal Health, Exercise, and Physical Activity. The environmental scan reinforces this recommendation of increasing the numbers of Indigenous faculty in the area of Aboriginal/Indigenous education.

4. Governance, organization, and administration

Recommendation 11 (Pg6):

The Faculty should continue re-structuring its administrative team to achieve its goals in a sustainable way. Specifically, it is recommended that the Faculty reconsider the need for a full-time Senior Associate Dean for International Relations. Such activity could be taken by other Associate Deans, or by a manager working to establish international relations connections.

Agree Disagree In progress

Comments:

The recalibration of the senior leadership team includes attention to the "International" portfolio. Having a senior academic in a leadership role with "international" in the title is very important in the sustainability, credibility and expansion of our international engagement activities. A "manager" is certainly required to support many of these initiatives. Prospective international partners expect to work with someone in a leadership position who knows a great deal about academic programs; university structures, policies and procedures; and who can negotiate/collaborate with Heads, Associate Deans, faculty members, and other senior leaders at the university and in our community engagements.

Recommendation 12 (Pg 6):

The committee recommends a re-evaluation of the office of the Associate Dean for Research and Graduate Studies, to bring the expertise necessary to develop a strategic plan for high-level research.

Agree Disagree In progress

Comments:

Our redesign of the senior leadership team will prioritize a strategic plan calibrated towards our capacity to intensify research excellence and to drive an increased success rate and funding from tri-council and other programs, especially team-based, partnership and strategic grants competitions. The Associate Dean of Research has functioned with a reduced staff complement over the last number of months, presenting a challenging time and limiting the support to faculty, and clearly allowing no time for the development of a strategic plan.

The post external review period provides a significant opportunity to right-size the senior leadership team. This calibration in the direction of an Office of *Research* in Education puts research excellence in its proper place – which is in first place – and will provide opportunities to redesign and intensify the provision of centralized research leadership and research services in the Faculty of Education. By putting the support of research as the first and major priority for the related position in the Senior Leadership team, we will be able to make further investments in supporting faculty members’ engagements with applications for research funding, knowledge mobilization initiatives, and coordination of the research culture in the Faculty of Education and make visible and operational already existing and new interdisciplinary cluster areas of networked research expertise.

5. Interactions and service outside the Faculty

Recommendation 13 (Pg7):

The Faculty should pursue creative engagement with alumni around expertise/services as well as fundraising.

Agree Disagree In progress

Comments:

The alumni engagement team’s role is to create and deliver strategic and innovative alumni engagement programs. An alumni engagement strategic plan was produced for the Faculty including pilot programs for regional chapters and to identify/create opportunities for alumni to share their expertise.

South of the Fraser (Surrey), Victoria, Nelson, Kamloops, Calgary, Edmonton, and Hong Kong were identified as key regions based on number of alumni living in these areas. The Faculty’s alumni work plan includes alumni engagement by disciplines/departments. The Education team works to connect recent graduates to regional alumni for assistance and networking and launched a LinkedIn group for Education alumni.

A South of the Fraser alumni group entered discussions to create their own regional chapter. The group identified they would like to support professional development, networking, mentoring and social relationships. The alumni team strategically supported this emerging group as a pilot to grow and connect the alumni community in the region and will continue to assess effective tools and programs prior to engaging in larger

local, national and international alumni chapters. Creating engagement tools and identifying additional regional alumni leaders will continue.

A Department of Language & Literacy Education (LLED) alumni chapter was formed this year with an alumni lead and successfully hosted an alumni event. The Department Head was in attendance and is supportive of this new group that will aim to host two to three events annually.

Education alumni have been provided with opportunities to lend their expertise. The Faculty provides information on UBC initiatives such as the call for Broad-based student application readers. The Faculty was noted for having the most active alumni response to the volunteer opportunity.

The Department of Professional Development & Community Engagement (PDCE) worked collaboratively with the Alumni Mangers to identify opportunities for alumni to participate in ProD programs, workshops, and online forums as leaders, and participants and will continue to develop the engagement opportunities.

Recommendation 14 (Pg 7):

To enhance such engagement, the Faculty might introduce a mentoring program or initiate an annual conference that brings together alumni and graduate students.

Agree Disagree In progress

Comments:

The Education alumni team has not introduced an in-house mentorship program as there is a Provincial wide program and as a Faculty, we connect with and support this Provincial group. *alumniUBC* has extensively researched mentorship programs and the limited impacts for alumni engagement. As a result *alumniUBC* will be launching a University-wide online forum this coming fiscal that will enable alumni and students to interact directly. This new tool will be measured and evaluated for the potential of Faculty specific online forums.

Biannual conferences have been initiated with Department of Educational Studies (EDST) and its Educational Administration and Leadership Program which will bring alumni and graduate students together in a professional setting and provide the opportunity for current students to showcase research to a wider community. This is in the pilot phase to ensure the engagement is meeting alumni/student needs. It has been recommended to grow these opportunities in a sustainable and cost effective manner.

The School of Kinesiology engages alumni through a mentorship program for students. The program is led by the School's Student Engagement Office and supported by the Alumni Engagement Officer.

6. Infrastructure and resources

Recommendation 15 (Pg8):

The Faculty should put in place mechanisms in which the budget, including different sources of revenues and distribution of finances, is better understood by the Faculty members, so it can develop a collective motivation and effort to continue growing in the coming years.

Agree Disagree In progress

Comments:

In the Faculty of Education this year, we have put in motion an intensive process of Short-Term Academic planning (2015-2016). We are fully engaged in this recommendation and are working with the Senior Associate Dean, Administration & Innovation and the Director, Finance to carry out a sustained program of building capacity in fiscal matters very broadly amongst Faculty stakeholders, which includes regular and detailed communication. We are carefully utilizing multiple communications media to purposively determine how best to disseminate enrollment, budget and financial information to Heads of departments/School for them to have a better understanding of the University's tuition allocation model and various sources of revenue. Our rigorous program of innovation requires that all Faculty of Education executives, as well as faculty more generally, be able to make informed evidence-based decisions. Greater efforts are already being made towards the goal of budgetary transparency and Head's and faculty members understanding of the technicalities of the budgeting process and the University's budget models.

Recommendation 16 (Pg 8):

The budget of the School of Kinesiology should not be separated from that of the Faculty, so its central administration can have a better control over the finances. The Faculty should create mechanisms to reward financially those units (and in this particular case the School of Kinesiology) that attract more revenues for the Faculty.

Agree Disagree In progress

Comments:

We wholeheartedly support the argument that the Faculty needs to be very adept with Finances generally, and that the centralization of many Finance functions improves compliance with basic University policies and provides efficiencies in compiling financial data and reporting. However, it's not clear that centralization is invariably a better model moving forward. We would tread very carefully before taking on a growth trajectory that starts with the assumption that the School of Kinesiology budget should be folded in directly with the Faculty of Education budget regarding the Departments.

In fact, at a consolidated level, all budgetary data regarding the finances of the Faculty of Education are de facto reported at the consolidated level. And therefore, the disadvantages of budgetary centralization may outweigh the advantages. Therefore, in all matters of the structure of our relationships with academic units, we will take heed of the advice and proceed with caution and extensive consultation without assuming up front, that a one-size fits all budget model is necessarily better.

We will review the School of Kinesiology current budget model and work with the Director of the School of Kinesiology to determine a budget model that will align Kinesiology's budget with that of the other academic units in the Faculty of Education.

In fact, to match revenues and costs, we need to design and implement a modified academic-unit-based differentiated budget model that recognizes that the responsibility for academic governance that is vested in Departments/School needs to be paired with agency relative to fiscal prioritization and decision-making. We need, then, to provide all of the Department/Academic Units in the Faculty of Education with differentiated operating budgets; operating budgets that are carefully calibrated to undergraduate/Teacher Education revenues, tuition and program enrolments as well as research productivity. By means of our differentiated

academic unit budget model, we will ensure that the budget model works for each of the academic units in such a way as to share responsibility with the academic units to ensure that all major decisions (e.g., allocation of workload) are engineered and optimized towards fiscal sustainability.

It's not entirely clear what it would mean to "financially reward" academic units. We would prefer to think about how to enhance fiscal well-being, to remove any unnecessary barriers to investing revenue (e.g., a taxation model) and continue to encourage innovation by the School of Kinesiology as with all of the academic units in the Faculty.

Recommendation 17 (Pg 8):

The Faculty should carefully plan the future infrastructure of the School of Kinesiology, seeking expert advice so the School can efficiently build on its obvious strengths and potential in the future.

Agree Disagree In progress

Comments:

We will follow up on this recommendation by working with Director of the School of Kinesiology and faculty colleagues, to plan the School's future infrastructure needs. One aim is to ensure that the Faculty can provide the necessary research infrastructure support to facilitate the research grant support required by the School of Kinesiology. To provide specialized research support, a dedicated research grant facilitator is required. Such a position can be funded on a 50/50 basis using the Faculty's core funding and Kinesiology's indirect cost program (ICP) generated through Kinesiology tri-council grant funding. Another goal is to develop a strategic plan to address the inadequate physical infrastructure of the School to modernize and develop a strong central core unit.

In the School's summary report to the External Review Committee, highlights and key findings of the School's own External Review (2014-2015) included progress on the Chan Gunn Pavilion building which has received sufficient financial support to proceed with construction in April 2016. A dedicated space of 2000 sq ft will house a new Physiology Research Laboratory. Also indicated in this report is the Executive 1 proposal being developed for a new Kinesiology Research and Education Centre.

7. Environment and culture

Recommendation 18 (Pg9):

Although there was considerable testimony that the campus, the local community, and the province value the Faculty, a task force should be established to consider even greater inclusiveness in the scholarly and business trajectories of the University and the Province. For example, the Faculty outreach and education offerings to Indigenous communities and refugee camps are laudable and a true pride point for the whole University. This needs to become central to the UBC story.

Agree Disagree In progress

Comments:

A task force will be struck in the spring of 2016 to consider greater inclusiveness in both scholarly and business trajectories of the University and the Province and will provide a report with recommendations to the Dean and Senior Leadership team by the end of June 2016.

Recommendation 19 (Pg 9):

The faculty will continue to go through significant change as it implements its strategic plan. It will need to accompany this plan with a strong and wide communication strategy that is both internal and external to the Faculty.

Agree Disagree In progress

Comments:

The faculty will, through wide consultation, be developing a new strategic plan for 2016-2021. We have advertised for a Director of Communications with whom the Dean and Senior Leadership team will work closely to develop a strong wide communication strategy that is both internal and external.