

Teacher Education

Faculty of Education, Community, & Human Development

Dean's Summary

Submitted by:

Dr. Allyson Jule, Dean, Faculty of Education, Community, & Human Development

Accepted by:

Senate in January 2023

Academic Planning and Priorities Committee in December 2022

MEMORANDUM

Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

TO: Dr. Joanne MacLean, Chair, Senate

FROM: Dr. James Mandigo, Chair, Academic Planning and Priorities Committee

CC: Dr. Allyson Jule, Dean, Faculty of Education, Community and Human Development
Dr. Claire Carolan, Associate Director, Program Development and Quality Assurance

DATE: January 3, 2023

RE: Teacher Education Program Review

The Teacher Education Program Review within the Faculty of Education, Community, and Human Development underwent a program review in 2021-22. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its December 14, 2022 meeting and recommend to Senate for approval.

The APPC recognized this excellent program review and notes that the external reviewers provided minimal recommendations, all of which have a reasonable action plan. The reviewers recognized that “there is a strong curriculum embedding a social justice lens, EDID, and Indigenous ways of knowing.” Discussion was had regarding some improvements that could be made, which include social justice, utilization of current resources, hiring of Indigenous faculty, review of how FTE’s are counted, and work/life balance for instructors. It was also noted that discussions are in place for potential five-year Bachelor of Education program which could potentially help with the Ministry’s current mandate regarding labour shortages through International recruitment.

SUGGESTED MOTION:

THAT Senate accept the Dean’s Summary Report of the Teacher Education Program Review as presented.

Attachments:

- Dean’s Summary Report

Remainder of the documents located:

- UFV Drive: H:\UFVinfo\APPC\TED Program review
- Blackboard: COM-APPC (Senate Committee – APPC)

To: Dr. James Mandigo, Chair APPC

From: Dr. Mary Saudelli
Associate Dean, Faculty of Education, Community, & Human Development

CC: Dr. Allyson Jule
Dean, Faculty of Education, Community, & Human Development

Date: October 12, 2022

Re: **Dean's Response Report** - Program Review of the Teacher Education Department
(Faculty of Education, Community, & Human Development)

Based on the Report of the External Review Panel (panel) of the Teacher Education Department (TED) program review (BEd), and the Departmental (TED) Response and Action plan to the panel's Report, I share the following observations.

Process

The Dean's scope letter was used as the basis for the conduct of the review with the purpose to identify the strengths and weaknesses of the BEd program, to highlight factors which contribute to or inhibit the success of the program, ensure institutional learning outcomes are being addressed and to use the recommendations from the review to shape the vision of the program over the next five years.

It should also be noted that at the same time as TED was proceeding through the UFV internal program review process, they were also engaged with the BC Teacher Council Maintenance Review who are responsible for ensuring Teacher Education programs meet Provincial standards and requirements for accreditation. TED received full renewal of its accreditation with minimal recommendations or suggestions for change and we congratulate them on this achievement.

The panel was comprised of two members external to UFV and one member from within UFV but external to the program areas. As part of the review process, TED completed a self-study review of their program, and this information was provided to the panel. The self-study review included information on the history of the program, detailed description of the program, description of the TED administrative structure, data from surveys conducted with students and the external community on the effectiveness of the program offered and TED's own reflections on their challenges and opportunities. The panel conducted a two-day in person site visit on April 22 & 23 and met with stakeholders including students, faculty, sessional instructors, staff, members of UFV's senior administration, and members of the external community. At the request of the panel a Zoom meeting was added on May 2 to meet with the sessional instructors. The Vice Provost joined via Zoom on April 23 for the closing comments.

The panel found several significant themes (6) that were identified in the TED self-study and have provided their recommendations accordingly.

Please note that while the recommendations listed under each of the themes totals 21, the panel starts with an executive summary indicating they are making 7 recommendations and then in conclusion

indicates that there are 12 recommendations. Due to the inconsistency in determining which recommendations are priority, the Department chose to respond more generally to the 21 recommendations provided by the panel under each of the 6 themes.

All themes and recommendations identified by the panel are summarized here with the Departments Action Plan noted in conclusion.

General Observations:

Overall strengths identified by the panel include the TED commitment to equity, diversity, inclusion, and decolonization (EDID), Indigenization, social justice, and anti-racism.

Overall challenges for TED identified by the panel include the upcoming move to the Mission campus, faculty workload, and the need for more faculty, in particular Indigenous faculty.

Theme 1: Programs' Contribution to the University's Vision, Mission, Values, and Strategic Goals and Plans

Highlighted comments by the panel:

The External Review Panel appreciates the ongoing commitment the TED has made to prioritizing EDID, and commends TED faculty for their leadership in modelling an embedded, holistic, and responsive approach to this work.

Recommendations for changes or improvements:

1. Continue to explore opportunities to create access pathways into the BEd program for priority populations.
2. Continue to explore opportunities to develop further supplemental practicum opportunities in international settings.
3. Continue to regularly review course offerings to ensure the curriculum is emergent and responsive to the priorities in the field.

Theme 2: Alignment with Institutional Learning Outcomes

Highlighted comments by the panel:

The panel commends TED on exemplary work demonstrating that the BEd is outcomes-driven, ILO-aligned, and purpose-driven. It delivers what it promises and more. Since its 2013/2014 program review, TED has dedicated itself to an annual, cyclical process of visioning and improvement and deep and sustained scholarly inquiry into relevant issues around teaching and teacher education.

The panel appreciates how TED is fine-tuning course offerings to exceed institutional standards; adapt to disciplinary developments; reflect departmental goals, values, and commitments; and eliminate redundancies.

The panel also recognizes that the BEd remains a packed 10½ month program. As such, without completely changing the program structure and duration, there are limits to how much the department can make further adjustments to the program to alleviate systemic issues identified in other parts of this report (e.g., faculty sustainability, workload issues).

Implicit in any program review process is the notion that departments need to measure up to institutional standards. Yet, this review suggests an opportunity for the rest of UFV to also measure up to TED:

- i) other academic units by learning from TED's application of high-impact curriculum and program improvement practices and
- ii) the leadership/administration by exploring how the institution could evolve to better support the BEd, and other professional programs, in fostering student achievement of UFV's Institutional Learning Outcomes in unison with TED's commitments, values, and goals.

Recommendations for changes or improvements:

1. Continue to seek opportunities to fine-tune course offerings to improve alignment with own commitments, values, goals and UFV's ILOs.
2. Consider how knowledge and skills of teachers working in middle-school grades (6-8) can be better supported in the program. District administrators pointed to this as currently underserved in the Fraser Valley. Exploring this need would enhance TED's achievements of its commitments, values, and goals and its achievement of the ILOs.
3. As the COVID-19 pandemic becomes endemic, seek opportunities BEd students to engage in short practicum extensions in international contexts (e.g., like STAMP in 2018, LENZ in 2012), in Indigenous contexts in BC, and in rural contexts in BC to rekindle TED's commitment to UFV ILO #9: *Contribute regionally & globally*. The Review Panel accepts that this development may be severely constrained by available resources and time limitations inherent in this packed program.
4. Seek opportunities to tune TCs into regional diversities (e.g., socioeconomic status, cultural, linguistic, gender) and the real-life contexts, circumstances, and experiences of K-12 students outside of school hours (UFV ILO #9: *Contribute regionally & globally*). EDUC 410's community ethnography assignment is a good example. Similar course level and "extra-programmatic" opportunities (e.g., LINC program visit where some students' parents learn, tour of community services such as Archway) may help TCs understand K-12 students' lives and their family/community contexts.
5. TED is a champion of EDID in action (Appendix M) and invites TCs to engage in critical self-reflection in many aspects of their coursework (UFV ILO #4: *Think critically*). This important emphasis on EDID tends to position identity/identity politics as a dominant theme in TED's social justice commitments. Yet, the Panel encourages other important and intersecting lenses and concepts (e.g., SES/social class, urban-rural divide/inequities, feminization of schooling & impacts on boys) such that TED's commitments to the first D (diversity) in EDID do not overshadow TED's commitments to E (equity). Engaging with a range of intersecting lenses and concepts enhances TCs' opportunities to think in a critical and balanced way about social justice issues and their relevance to personal and professional development.
6. TED considers offering its expertise to the institution once revision of UFV's ILOs is timely (last revision 2012). TED holds valuable expertise and insights that the overall institution would benefit from should ILOs be rethought and respecified.

Theme 3: Ministry, Professional/Industry and Academic Standards

Highlighted comments by the panel:

The self-study provided a detailed description of the BEd program's curriculum and structure and provided evidence of curriculum mapping highlighting that the curriculum is rigorous and outcome-driven and demonstrating clear alignment between the course offerings and the BEd program's commitments, values, and goals.

Recommendations for changes or improvements:

1. Given the current condensed course load and timeline of the BEd program and the increasing expectations to prepare graduates to address Ministry and industry trends and community needs, this Panel recommends the TED continue to explore opportunities to expand program offerings.
2. Given the TED's strategic commitment to EDID and its adherence to the University's standards and policies, this Panel recommends that the TED continue to explore alternate admissions pathways and opportunities to increase access into the program for priority populations.

Theme 4: Standards of Educational Practices

Highlighted comments by the panel:

The BEd program strives to be flexible in its programming, and is committed to equity, diversity, and inclusion. The program ensures that its course offerings are current, relevant, and forward looking and recognizes growth as central to teaching and learning.

Recommendations for changes or improvements:

1. Continue to focus on attracting and retaining faculty who can support EDID scholarship and programming.
2. There is a need for recognition for the unique nature and scope of scholarship and EDID work, as well as the condensed teaching load required of TED faculty. The expectations within the current program model have made attracting and retaining new faculty challenging. The Panel encourages the TED to continue to consider, and advocate for ways to make faculty workload more sustainable.
3. Continue to focus on creating pathways for priority populations into the BEd program.
4. Consider the development of a program model which could provide greater access and flexibility for students. A concurrent model could serve as a critical pathway to teaching for Indigenous students and other underrepresented populations.

Theme 5: Utilization of Resources

Highlighted comments by the panel:

Observations during the site visit offers a picture of an exceptional team – “a family” – that is dedicated and passionate about delivering a high-quality BEd program, often to the extent that burnout, low morale, and mental and physical wellbeing are issues of great concern for faculty. TED identified faculty sustainability and workload as the prime concern going forward.

Recommendations for changes or improvements:

1. That TED acquires the space they need to properly run the BEd.
2. That permanent faculty workload and contributions (teaching, service, scholarship) – documented in TED’s Self-Study - be examined and acknowledged by UFV. This includes reviewing how FTEs in the 10½-month BEd are counted so to clarify the amount of work TED does and the resourcing it receives.
3. That measures be taken to alleviate faculty workload issues. Reducing the current teaching load requirement from 21.0 could be considered. TED is sustaining a quality program with a relatively low number of highly qualified, hardworking employees. Yet, the Panel assesses current workloads as unsustainable and a threat to the quality of the BEd.
4. That TED employees review their workloads and prioritize sources of work at UFV that are essential to the sustainability of the BEd while refusing work that is of lower priority and/or detracts from their work-life balance.
5. That TED and the institution work together to examine ways to make a permanent Indigenous faculty hire a reality.
6. That UFV engage in understanding BEd’s (meta)disciplinary culture and demands to support TED in delivering this professional, applied post-baccalaureate credential that is distinct from most other UFV programs. The BEd is designed to ensure that skills and knowledge from a range of disciplines are brought together, sequenced, built, and applied to the demands of K-12 schools in a narrow window of time so that students succeed in practicums and the profession. This understanding is shared by other applied, professional fields and disciplines such as social work, nursing, and engineering. This understanding can also be shared by the university leadership with a view to increasing institutional flexibility and better support professional programs like the BEd.

Theme 6: Building on Strengths

Highlighted comments by the panel:

The UFV Bachelor of Education (BEd) program has distinguished itself as a unique teacher education program to prepare teacher candidates for the challenges of teaching in a diverse society. The UVF BEd has significant ties to the surrounding school districts and local communities, serving Abbotsford, Chilliwack, Mission, and the Fraser Valley. Furthermore, the TED faculty have demonstrated a strong commitment to the core principles of equity, diversity, inclusion, and decolonization (EDID) as evidenced in the self-study, interviews and supporting documents. TED has shown leadership in EDID. In particular, the BEd faculty are strong advocates for EDID. In addition, there is a strong curriculum embedding a social justice lens, EDID, and Indigenous ways of knowing. This is clear in the five program values and goals: pedagogical sensitivity, reflective practice, critical mindedness, social justice, integration of knowledge and practice.

Recommendations for changes or improvements:

There is a unique opportunity to add/change/revise the TED with the move to Mission. But with opportunity comes challenges and stress for faculty. Any recommendations for support mechanisms are welcomed. Faculty have suggested that a concurrent BEd model might be better than the current model. This is something to explore.

Conclusion

In response to the panel recommendations, TED has provided the following Action Plan:

- Finalize revisions to course outlines as outlined in this report, as well as those recommendations that emerge from the new teacher education program standards from the BCTC (completion 2022-2023 cohort year).
- Develop and implement a concurrent, five-year BEd with multiple entry points.
 - Proposal: 2022-2023 cohort year
 - Course design and marketing: 2023-2024 cohort year
 - Faculty hires: 2024 – 2025 cohort year
 - Begin the implementation of years one and three: 2025 - 2026 cohort year
- Develop multiple, local, no-cost supplemental practicum options for teacher candidates (2022 – 2024 cohort year).
- Seek out additional international practicum opportunities for teacher candidates (ongoing).
- Examine the possibility of a second elementary cohort (e.g., with a middle school focus) for the 10½ month program (dependent on space and additional faculty) (2023 – 2024 cohort year).
- Immediate:
 - Creation of appropriate faculty offices near one another and designated classrooms.
 - Approval of a three-credit release for the design, delivery, and implementation of extra programmatic activities supporting EDID in the BEd.
- Over 2022 – 2023 Cohort year
 - Revision of faculty workload credit calculation to better align with the delivery of a 10½ month, 55 credit program.
 - Revision of faculty workload credit for Indigenous faculty hire to recognize the importance of supporting local Indigenous communities.
 - Dean's Office and Provost Office continue to work with TED faculty to guarantee necessary space at the Mission campus.