

# Appendix A: Self Study Terms of Reference

## Purpose of the Review

To review the strengths and potential of the Okanagan School of Education's (OSE) mission as articulated and embodied through the Scholar-Practitioner vision that encompasses teaching, scholarly and professional activities, academic programs, service, and community connections and partnerships; to evaluate the School's leadership, administration, and overall work and education environment; to assess the School's standing within the UBC community, and then provincially, nationally and internationally; and to advise on the future development of the OSE.

## Background Material

Self-study 2021 document

## Terms of Reference

- 1. Scholar-Practitioner Community-Making:** To review and assess the Scholar-Practitioner community vision and aims that form the overarching framework for the work and education carried out and offered in the Okanagan School of Education (OSE). Reviewers should consider the Scholar-Practitioner vision and aims in relation to: the intersections and connections across programs in process and to be developed; partnerships developed and sustained within and through the Scholar-Practitioner model, paying attention to school districts, community, university, and alumni connections, among others; and in relation to the mission and vision of the Faculty of Education and campus as a whole.
- 2. Undergraduate, Post-Bac and Graduate Programs of Study and Student Learning:** To review and assess the quality, extent, format, enrollment, and completion rates for the School's academic programs, paying attention to unique organization and teaching strengths that highlight and model a Scholar-Practitioner approach throughout all programs; to decolonize programs and practices across the School, experiential and community experiences, and the integration of English as an Additional Language (EAL), Post-Baccalaureate and Summer Institute programs within and through the offerings in the School.
- 3. Indigenous Engagement:** To review and assess the quality, extent, and future development opportunities for Indigenous engagement that is respectful, reciprocal, relevant and relational. Reviewers should consider the engagement for and with student learning and teaching opportunities across all programs in the School, research, scholarship, professional learning and service engagements, and local, national, and internationally community partnership engagements.
- 4. Student Experience and Support:** To review and assess the quality of student experiences across the School, from initial interest to admission through to alumni status. Consider the resources and opportunities available to students from awards and scholarships, to commitments to EDI woven throughout School experiences including attention to race, indigeneity, social justice, SOGI, to social emotional learning support through B.A.R.K. programs and EAL offerings, as well as graduate community offerings, experiences, and spaces.
- 5. Research, Scholarly and Professional Activity:** To review and assess the quality, extent, reach, and influence of the scholarly and professional activity in the School, where scholarly activity includes, but is not limited to, research, creative and professional scholarship and service, and professional activity refers to career development and

promotion. The reviewers should consider local, national and international partnerships that grow and sustain scholarly and professional activities in the School, including the Centre for Mindful Engagement (CME), the EAL Lab, the Indigenous Education Council, the Learning Garden, Field Experiences, and collaborative research engagements with School Districts and other Community Partners.

**6. Leadership and Administration:** To review and assess the leadership and administrative structures that govern the School, including opportunities for faculty, staff, and student leadership, relevant support systems within and available to the School. Reviewers should consider the size of the School in relation to the roles and responsibilities needed to carry out the work of the School and the relationship of OSE to UBC Okanagan and the Faculty of Education.

**7. Staff and Support Experiences:** To review and assess the quality, extent, and range of work experiences for staff and support services within the School, paying attention to roles and responsibilities, training and professional development opportunities, leadership and administration in relation to staff and support roles, and career development and promotion opportunities.

**8. People, environment, and culture:** To consider and assess the working and educational environment, morale, wellness, and scholar-practitioner culture of OSE, as reflected in the experiences and perceptions of faculty members (including Field Advisors, adjunct professors, lecturers, and sessional instructors), staff, students, and alumni.

**9. Infrastructure and Resources:** To review and evaluate the physical and financial resources of the School, including its financial base (i.e., levels of university funding, funding by external agencies, tuition revenue, and donor support), its capacity for enrollment management, its plans for revenue diversification, its facilities for teaching and research, and its equipment and space.

**10. Future Development:** To identify the challenges and opportunities facing the School, and to make recommendations about possible directions for its future growth and development.