


OKANAGAN SCHOOL OF EDUCATION:

# Self-Study Response

*Developed from June to December 2022*







**k<sup>w</sup>u tə cúləl'uʔs iʔ | təm<sup>w</sup>ulaʔx<sup>w</sup>s iʔ syilx  
tali əc haʔ stim aʔiʔ əc mistim axaʔ iʔ  
təm<sup>w</sup>ulaʔx<sup>w</sup>selx lut pənkiŋ k'í swit tə  
x<sup>w</sup>ic'xmselx**

We respectfully acknowledge that the land on which we gather is the unceded territory of the Syilx (Okanagan) Peoples

Nous tenons à souligner que les terres sur lesquelles nous sommes rassemblés font partie du territoire non cédé des Syilx (Okanagan)

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# Overview

## Context

A self-study was conducted over winter term 1 and winter term 2, 2021-22, by the Okanagan School of Education (OSE), Faculty of Education, UBC. The study was approached as an opportunity to build on our strategic plan (2020) and provide a road map for the future of the OSE. To do so, the OSE leadership team<sup>1</sup> at their September 16, 2021 meeting determined that the conduct of the study ought to purposefully entail a participatory stance; with all OSE community members positioned to take part on an ongoing basis through multiple related phases. At the OSE unit meeting on October 21, 2021, the conduct of the self-study was discussed and mapped out. OSE community agreed and supported this participatory stance with multiple phases attending to process manifesting a self-study for reviewer feedback. Terms of reference (see Appendix A) for the self-study were finalized in Nov. 2021.

## Conduct and Development of Self-Study

### PHASE ONE

Phase One participation over September-December 2021 included faculty and staff working groups comprising an Undergraduate Program committee, a Post-Baccalaureate and Summer Institute committee, Graduate Studies and Research in Education committee, an English as an Additional Language committee, and Support Staff committee. Each working group met several times, documenting their relations given specific aims to the OSE strategic plan (2020), the Faculty of Education Strategic Plan (2019), the UBC Strategic Plan (2018), and UBC Indigenous Strategic Plan, (2020).

### PHASE TWO

In conversation with OSE leadership team, Phase Two entailed the Academic Lead for the self-study developing a document that articulated the ongoing conversations with each working group over winter term 1, 2021. A draft self-study was first shared with OSE leadership with feedback incorporated, and then a revised draft was shared with OSE community in preparation for unit meeting on February 17, 2022. Working groups (listed in Phase 1) each met and discussed sections of the self-study and reported back to the whole community at this unit meeting held on February 17, 2022.

### PHASE THREE

Phase Three entailed addressing all feedback and finalizing the document to share first with our OSE community and then our external reviewers.

### PHASE FOUR

Phase Four entailed the review itself with external reviewers visiting on April 28 and 29, 2022. An agenda (see Appendix B) that engaged many voices and perspectives grounded the external review visit. Reviewers submitted a report to OSE in June 2022.

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<sup>1</sup> OSE Leadership team 2022-23: Dr. Peter Arthur, Director Professional Programs; Dr. John-Tyler Binfet, Director of Centre for Mindful Engagement; Dr. Sabre Cherkowski, Director of Graduate Programs in Education and Academic Lead for Self-Study; Dr. Scott Roy Douglas, Director of English as an Additional Language Programs; Dr. Wendy Klassen, Director of Undergraduate Programs in Education; Dr. Margaret Macintyre Latta, Director of Okanagan School of Education; and Kristin Schuppener, Manager, Administration and Operations.



## PHASE FIVE

Phase Five was an opportunity for the leadership team, over summer 2022 followed by the OSE community at the unit meeting on August 25, 2022, to discuss the strengths alongside the concerns noted by reviewers and each working group developed action plans with a timeline contributing to our road map ahead.

## PHASE SIX

Phase Six gathered all of these plans, and through consultation and discussion across all faculty and staff, shaped what follows as our OSE Response to the Self-Study Review.



*Kendra Blakely, gr. 2/3 teacher , OSE alumni (right) with a student (left) at Peter Greer Elementary School*

# Overall Response from OSE

The OSE leadership team and faculty/staff community found the self-study report to offer much affirmation for the directions the School has worked towards in recent years. In many ways, this report celebrates and invests in the distinctiveness honed and the potential that this incites for the School, the Faculty of Education, and for UBC as a whole.

Reviewers noted that OSE is one of six units comprising the Faculty of Education, UBC, and is fully committed to growing and supporting educators as scholar-practitioners — an educator identity understood as students of lifelong learning. Thus, educators ought to be continually discerning how best to incite and further students' learning, given the particulars of context, content, and individuals involved. The School's scholar-practitioner identity was recognized as a distinctiveness that in many ways could be characterized as a signature pedagogy.

Reviewers further noted that the potential arising from OSE bringing educators together from across diverse settings, multiple disciplines, and varied interests, stems from embracing the formative nature of professional knowledge. There is much to be gained by OSE's undergraduate, professional development, English as an Additional Language (EAL), and graduate education programs continuing to build and sustain communities of scholar-practitioners, strengthening these journeys of professional growth through intertwining philosophical, theoretical, content, and pedagogical knowledge, placing primacy on ethical, experiential, relational and holistic educative traditions, approaches, and research.

The School is offering an important practice ground, generating teaching/learning insights, habits, conditions, and





*The first gathering of the Co-Curricular-Making — Honouring Indigenous Connections to Land, Culture and the Relational Self project team, participants and educators at Bertram Park, Kelowna, BC. on Sept. 28, 2021.*

practices, informing education across the Okanagan region and in the research literature locally, nationally, and internationally. Situated on the territory of the Syilx Okanagan Nation, reviewers commended OSE's commitment to seek ways that honour local Indigenous histories with pedagogies responsive to the relational connections to land, culture, and understandings of self in the world holds much potential. OSE is contributing to the research literature locally and globally through foregrounding classrooms as sites to address civil, racial, ecological, and social tensions and concerns, and inspire transformation and reconciliation. To respond accordingly is the School's and our profession's responsibility. The OSE community is investing accordingly, embodying pedagogies and practices attentive to equity, diversity, inclusion, and decolonization. Reviewers noted how OSE could foster further learning contexts that invite all learners to grow their potential — embodying learning with, from, and through each other.

Reviewers further articulated how OSE's insistence on the needed educator capacities regarding student learning conditions and supports that value inclusion, collaboration, experimentation, observation, and multiple learning paces could be expanded upon. Classroom practices must value multiple strengths and varied challenges, with many ways to learn, embracing assessment as an ongoing accompaniment of all learning. Overall, reviewers affirmed OSE's goal of graduates across all phases of professional growth, gaining a heightened sense of the importance and lived commitments and responsibilities of being an educator, and seeking to embody the necessary pedagogical reasoning and adaptive expertise.

Reviewers noted the research base grounding OSE programs and the research growth over the last few years. OSE has benefited greatly by increased support and resources offered by the Office of Research Services (ORS) on the Okanagan campus. The contrary is noted by reviewers' report stating "lack of SSHRC oriented research support in the Office of Research Support." OSE leadership team unanimously agreed that this reflected a misunderstanding by the reviewer team. Indeed, ORS has been responsive to OSE requests and provided needed supports for growing research grant success over the past five years. The knowledge and resources offered to researchers applying for SSHRC grants has been very helpful and an important part of our connection to ORS. OSE appreciates the ways ORS continues to connect with faculty members to inquire about needs and inform of funding opportunities. Care has been taken to foster complementary efforts with research services within the Faculty of Education and UBC on the Vancouver campus and these relations can be further strengthened. This reviewer team misunderstanding probably reflected needs expressed from some faculty for greater coordination across all research facilitation processes. And, given that OSE has recently invested in a very part-time research facilitator hire, the advantages of heightened attention to grants and research opportunities alongside the additional supports and resources during the development phases, oriented conversations towards the missing possibilities.



# Recommendations Identified by External Review Team

## PROGRAMMATIC:

1. Enhance the focus on criticality within the undergraduate teacher education program to strengthen understanding of multiple and intersecting forms of oppression.
2. Create intentional and sustained opportunities for graduate students to connect and build community throughout their programs.
3. Explore opportunities for revenue generation through the creation and expansion of programs that serve UBCO students and support professional learning in school divisions.
4. Work with the Faculty of Education at UBCV to explore opportunities for students to access courses and programs in more fluid, synergistic ways.

## OPERATIONAL:

1. Deepen and expand equity, diversity, inclusion, and decolonization (EDID) capacity. Increasing the number of Black and Indigenous People and People of Colour amongst faculty, staff and students is essential.
2. As the research intensity of the OSE increases, invest in a full-time research facilitator position.
3. Consider creative and innovative approaches to manage the challenges of limited space, including off-site possibilities.
4. Review the current leadership structure of the OSE and consider how it may need to adapt to meet the future needs of the School, especially as programs and funded research continue to expand.

## INSTITUTIONAL:

1. Expand the budget for OSE and also reconsider current funding distributions for faculty, staff, and projects to make spending more efficient.
2. Enhance research supports that are available across the institution especially given the aim to increase external funding.
3. Work with the OSE to identify innovative and creative approaches to the challenges of limited space at a time when the opportunities for growth are significant.
4. Enhance institutional support for Indigenization efforts, including financial processes.



# Summary Actions/Timelines

## Framework for gathered data

All recommendations were revisited by OSE working groups using the framework noted as follows:

Working Group	Recognition and affirmation of strengths	Areas for further development and growth	Needed resources or supports	Action Steps/ Timeline
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Each working group discussed their action plans with OSE community at unit meetings on August 25 and October 20, 2022.

The following summary actions and timelines were then generated in discussion with OSE leadership team.

## Program Level

### BACHELOR OF EDUCATION

#### Areas for Further Growth

- Learning opportunities enhanced regarding criticality to strengthen students’ understanding of multiple and intersecting forms of oppression
- NITEP: Currently waiting on Senate approval for Okanagan-based NITEP students to ladder into the OSE Bachelor of Education (BEd) with a 90 credit UBCV NITEP certificate

#### Needed Resources/Supports

- Continue to strengthen partnerships with UBCV for events, speakers, webinars, etc. that we can collaborate with and connect further
- Budget alignment ensuring some support for these efforts
- Seeking grant funding to augment these ongoing efforts
- Agenda time/space at OSE unit meetings to account for and reassess action steps

#### Action Steps/ Timeline

##### 2023S1 / 2023W1 & purposefully revisited each term over three years<sup>2</sup>:

- Conduct review of how the area of criticality is currently being addressed within BEd program. Summarize and identify gaps and opportunities and adapt course syllabi
- Working with students and faculty to develop equity, diversity, inclusion, and decolonization (EDID) statement
- Working to consciously incorporate EDID content and teaching theories into our courses

##### W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Resurrect student-led committees as means for students to delve deeper into chosen areas of criticality

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<sup>2</sup> Action steps will be revisited each term as part of the ongoing process generated through the self-study to ascertain ways to thoughtfully proceed; explicating the specific goals and achievements derived through action steps taken to date. Time will be allocated at OSE unit meetings to create the needed deliberative time/space.



- Weekly memo initiated identifying opportunities within and outside OSE for all OSE community to attend to areas of criticality
- Strengthen SD 23 connections regarding Sexual Orientation and Gender Identity (SOGI)

## GRADUATE STUDIES/POST BACCALAUREATE

### Areas for Further Growth

- Create intentional and sustained opportunities for graduate students and practicing educators to connect and build community throughout programs.

### Needed Resources/Supports

- Strategic planning and organizing to ensure follow through on multiple related efforts
- Targeted recruitment efforts: MEd international students, and Doctor of Education (EdD) domestic and international students
- Laddering pathways for post bac to grad study
- Hiring of coordinator for EdD

### Action Steps/ Timeline

#### W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Indicate courses over multiple years to be offered online for planning purposes
- Deliberately incorporate international students on grad and OSE committees
- Plan hybrid grad events
- Examine EDID across grad and post bac syllabi
- Clarify and expand thesis and capstone options to be more diverse attending to EDID
- Clarify and promote laddering opportunities
- Promote Summrt Institute in Education (SIE) across campus

#### W2. 2024 & Ongoing, purposefully revisited each term over three years:

- EdD program of study finalized
- International MEd cohort operating

## ENGLISH AS AN ADDITIONAL LANGUAGE

### Areas for Further Growth

- Commitment to EDID and OSE connections

### Needed Resources/Supports

- Conscious inclusion of English for Academic Purposes (EAP) within OSE



*Dr. Sabre Cherkowski (right) with meeting with Zainab Tariq, MA alumna (left).*

### **Action Steps/ Timeline**

**W2. 2023 & Ongoing, purposefully revisited each term over three years:**

- Increase community field experience opportunities with both domestic and international options.
- Ongoing Teaching English and Additional Languages (TEAL) course offerings during the SIE
- Create a diverse pool of sessional lecturers Increase representation in undergraduate and graduate teaching assistants as a pathway to the EAL teaching profession
- Create land-based education opportunities and optimize resources for EAL students

### **ACROSS ALL OSE PROGRAMS**

#### **Areas for Further Growth**

- Revenue generation through the creation and expansion of programs that serve OSE students and support professional learning in school divisions.

#### **Needed Resources/Supports**

- Budget model revisited to ensure OSE sustainability
- Institutional leadership/guidance needed regarding budget

### **Action Steps/ Timeline**

**W2. 2023 & Ongoing, purposefully revisited each term over three years:**

- OSE 5-year budget forecast asks for guidance



## FACULTY OF EDUCATION

### Areas for Further Growth

- Embeddedness with the Faculty of Education at UBCV to explore opportunities for students to access courses and programs in more fluid, synergistic ways.

### Needed Resources/Supports

- Faculty of Education leadership continues to include OSE to expand and deepen connections

### Action Steps/ Timeline

W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Seeking ways to promote cross campus connections

## *Operation Level*

## OKANAGAN SCHOOL OF EDUCATION

### Areas for Further Growth

- Consider creative and innovative approaches to manage the challenges of limited space, including off-site possibilities.

### Needed Resources/Supports

- Advocacy and education as to why space matters

### Action Steps/ Timeline

W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Seeking long term solutions for flex space that aligns with OSE mission and program intents

## CENTRE FOR MINDFUL ENGAGEMENT

### Areas for Further Growth

- Accessible and inclusive events

### Needed Resources/Supports

- Seek funding sources to augment efforts

### Action Steps/ Timeline

W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Closer connections with Building Academic Retention thru K9's (BARK) and OSE programming
- Balance of attention to in- house research and cross campus research and beyond

## ENGLISH AS AN ADDITIONAL LANGUAGE

### Areas for Further Growth

- Enrollment growth

### Needed Resources/Supports

- Funding and supports for program renewal and development

Supports for generating revenue

### Action Steps/ Timeline

W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Meeting with Deans and admissions faculty/staff across campus to share English Foundation Program
- Collaboration with professional and grad programs within OSE
- Collaborate with English Language Institute (UBCV) to develop programming across campuses

## STAFF

### Areas for Further Growth

- Contributing to positive culture

### Needed Resources/Supports

- Funding/grants and professional development (PD) supports
- Increased training
- Staff roles clarified
- Workplace maltreatment procedures clarified
- Career advancement

### Action Steps/ Timeline

W2. 2023 & Ongoing, purposefully revisited each term over three years:

- Seeking supports for staff PD
- Identifying training needs and opportunities
- Review of protocols and policies in support of staff and positive culture
- Seeking connections with Human Resources for improved communications and career progression

## ACROSS ALL OSE PROGRAMS

### Areas for Further Growth

- Deepen and expand EDID capacity Increasing the number of Black and Indigenous People and People of Colour amongst faculty, staff and students is essential.



- As the research intensity of the OSE increases, invest in a full-time research facilitator position.
- Review the current leadership structure of the OSE and consider how it may need to adapt to meet the future needs of the School, especially as programs and funded research continue to expand

### **Needed Resources/Supports**

- Central support

### **Action Steps/ Timeline**

#### **W2. 2023 and over 5 years, purposefully revisited each term over three years:**

- Hiring for diversification of faculty/staff, to support program development, and to support EDID efforts
- Investigating ways to combine part-time hiring
- Invest in long term plan with Faculty of Education leadership and UBCO leadership for OSE sustainability regarding leadership structure

## ***Institution Level***

### **ACROSS ALL OSE PROGRAMS**

#### **Areas for Further Growth**

- Cross-campus and cross faculty course enrollment
- Expand the budget for OSE and also reconsider current funding distributions for faculty, staff, and projects to make spending more efficient.
- Enhance research supports that are available across the institution especially given the aim to increase external funding.
- Work with the OSE to identify innovative and creative approaches to the challenges of limited space at a time when the opportunities for growth are significant.
- Enhance institutional support for Indigenization efforts, including financial processes.

#### **Needed Resources/Supports**

- Time/investment in identifying barriers with participants across campuses/faculties
- Support from Central and Faculty of Education with OSE
- Research Facilitator hired
- Central support

#### **Action Steps/ Timeline**

#### **W2. 2023 & Ongoing, purposefully revisited each term over three years:**

- Cross-campus course pathways created
- Budget Model planning
- Coordination and ongoing communication with ORS and Faculty of Education research services
- Continued efforts seeking solutions to spaces for OSE programming
- Ways to work across campus with all units to facilitate curricular Indigenization

# Future Planning and Decision-Making Process

OSE will share the recommendations and action plans with leadership of the Faculty of Education and UBC Okanagan for input and directions in December 2022.

OSE will revisit the recommendations and action plans at unit meetings held each term, over the next three years starting Fall 2023, to adapt as needed and account for ongoing progress and next steps.

## Linkages to UBC Strategic Plans

In association with the 2018 UBC strategic plan, *Shaping UBC's Next Century*, the 2019 UBC, Faculty of Education's strategic plan, *Learning Transformed*, and the UBC Indigenous Strategic Plan, the core areas identified of People and Places; Research Excellence; Transformative Learning; & Local and Global Engagement, serve as operative mediums for the Okanagan School of Education's goals and objectives, shaping a road map for the future. OSE is committed to these core areas and will invest further.

### People and Places

*"At the heart of the university's identity are the mutually reinforcing groups of people and locations (physical and virtual) that endow UBC with its special qualities and define how our work is accomplished." (Shaping UBC's next century: Strategic Plan 2018-2028).*

The Okanagan School of Education (OSE) foregrounds people and places as the necessary catalyst for all teaching, research, and service commitments. Our collective efforts orient towards preparing educators to work in respectful and responsive ways with students, families, care-givers, and local communities, building in productive ways on the resources that all individuals and contexts offer. World-wide, Indigenous connections to land, culture, and the relational self, convey the wisdom of such pedagogically attuned stances. It is within such attuned stances that the kinship of Indigenous commitments to interconnectedness, reciprocity, relationality, reverence, and respect, emerge and offer the needed learning conditions, supports, and participation, framing OSE's efforts. In particular, as OSE is situated on the territory of the Syilx Okanagan Nation, Syilx Peoples' sacred, inherent responsibility to care for the *tmxwulaxw* ("our land") according to principles embedded in traditional knowledge, stories, teachings, ceremonies, medicines, dances, and the arts, provides an integral learning context for decolonized and Indigenized curricular pathways. All of our OSE programs are committed to healthier ways to live in the world with others that are generated through attending to people and places as the necessary ground to incite all learning.





In September 2022, BARK (Building Academic Retention thru K9's) celebrated 10 years on campus.

## Research Excellence

*“We are among the world’s leading universities for research across many fields. Our research has had a profound impact on several areas of society.” (Shaping UBC’s next century: Strategic Plan 2018-2028).*

OSE houses exemplary professors, leading and actively involved in associated research and scholarship from across disciplines, methodologies, ideological perspectives, and interests. OSE invests in questions concerning what it means to teach, to learn, and the nature and role of teaching/learning contexts alongside the needed leadership. Collectively, our research brings these questions to life, documenting and analyzing the opportunities and challenges within educational sites of all kinds and envisioning education for the future. Individually, distinct research efforts cultivate needed insights and expertise to build and sustain the scholarly community to contribute to the future. Most importantly, our collective and individual efforts model research as a habit for all educators — helping to approach our practices and articulate understandings of teaching and learning with increasing breadth and depth. At the heart of OSE, embodied within the notion of a scholar-practitioner, is the formative nature of professional knowledge. As scholar-practitioners, OSE engages multiple research-based perspectives through studying, documenting, and analyzing the cultivation of thoughtful teaching/learning practices and policies. Grounding all efforts in research, attention is oriented towards growing OSE community capacities for discernment and practical wisdom. Undergraduates alongside post baccalaureate and graduate students contribute to a research-based scholar-practitioner community committed to professional growth and leadership within the profession. Situated within OSE, the Centre for Mindful Engagement provides an exemplar of such a research community. The Centre fosters mindful places-spaces for studies focusing on pedagogical excellence, collaborative connections across practitioners and researchers, and scholarship, research and community engagement locally, provincially, nationally, and globally. As a whole, OSE actively engages multi and inter-disciplinary inquiry, drawing on the resources of the local and greater research communities and contributing to the Faculty of Education’s world-class reputation as a research institution.



## Transformative Learning

*"UBC is renowned for the excellence and breadth of its education and has a long-established track record in teaching and learning innovation. But changes in learner demographics and interests are reshaping the university." (Shaping UBC's next century: Strategic Plan 2018-2028).*

OSE places ongoing professional knowledge as primary to strengthening and transforming the field of education locally and globally. Across the inter/intra-disciplinary design of OSE programs of study, learning opportunities purposefully revisit understandings of professional knowledge through varied traditions, perspectives, methodologies, and platforms. These recursive opportunities are understood as key to enlarging and deepening thinking, and catalytic to individual/collective creative and critical meaning-making, with learners/learning transforming on an ongoing basis. OSE faculty members are committed to enabling prospective and practicing educators to create the conditions and supports for cultivating and guiding such transformative learning experiences across multiple disciplines, interests, contexts, and formats, as the scholar-practitioner's task. As such, the OSE community of scholar-practitioners is invested in continually cultivating a philosophical and pragmatic language for what educators are orienting their practices toward and why. To do so, faculty members offer exceptional teaching and learning experiences that embody inclusivity, collaboration, and innovation in action, connecting practitioners and researchers, and furthering scholarship, research and community engagement locally, provincially, nationally, and globally. The School prides itself in providing exceptional leadership in this regard, deliberately negotiating theory/practice intersections and orienting learners/learning towards individual/collective growth and well-being, across all teaching, research, and service commitments.



Bachelor of Education interns teaching their peers math methods in Mathematical Growth through Number Sense







*Teacher candidates travelled to India to participate in Sport for Development India: Empowering Children through Sport and Play program, as part of their Community Field Experience in May 2019*

## Local and Global Engagement

*“UBC is locally integrated and globally connected; it has always been a place of community engagement. Indeed, global perspective is embedded in the histories and communities that have shaped the local context in British Columbia and at UBC.”  
(Shaping UBC’s next century: Strategic Plan 2018-2028).*

OSE is invested in developing a culture of engagement through ongoing accountability, responsiveness, and sustained communication across all programmatic teaching, research, and service undertakings. OSE’s valuing of varied expertise and resources, strengthens and optimizes engagement and mobilization efforts. A key shared understanding of OSE is that teaching and learning must reflect local traditions, perspectives, and concerns. The School evidences such engagement with the particulars of people and places as concomitantly revealing national and international implications entailing multiple modes and multiple stakeholders. For example, the design of our BEd program embedding curricular Indigenization throughout the 16 months of study mirrors the needs in education for responsiveness to local contexts and conditions while attending to the opportunities, resources and requirements of broader provincial and national requirements and expectancies. OSE understands such engagement to individual/societal learning/unlearning as the task of reconciling pedagogies. Such engagement brings the OSE community into conversation with educators and students from individual classrooms, professional inquiry groups, community partners and resources, shaping the ongoing engagement that comprises the tasks of reconciliation. Engaging accordingly reflects OSE’s ethical commitment to openness, willingness to challenge values, assumptions and beliefs, and boldness to grapple with difficult and complex issues. Engagement as investment in process is integral and a commonly held Indigenous ethic worldwide that is informing the OSE scholar-practitioner community.



# Acknowledgments

Thank you to all OSE community members. Participation by all was integral.

Thank you to external reviewers for their time, care, and expertise. OSE deeply appreciated their investment in our strengths and potential.

Thank you to students, Faculty of Education, campus community and greater community across the Okanagan region. OSE is indebted to all that gave their time offering insights and perspectives to inform our efforts.









# 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.



# Appendix A: External Review Visit Agenda

## Self-Study Site Review Thursday, April 28

Time	Conversation Group	Location
9:00-9:30	UBC Okanagan - Senior Administration	EME 3112
9:30-10:00	Community Partners - Group 1 - SD23	EME 3112
10:00-10:30	Community Partners - Group 2 - SD22, SD83	EME 3112
10:30-10:45	<i>Break</i>	
10:45-11:15	Community Partners - Group 3 - SD67	EME 3112
11:15-11:45	Community Partners - Group 4 - Research	EME 3112
11:45-12:15	OSE Staff	EME 3112
12:15-1:00	<i>Lunch</i>	
1:00-1:30	Dr. Margaret Macintyre Latta	EME 3112
1:30-2:00	Professional Development, Summer Institute in Education and English and Additional Languages Programs	EME 3112
2:00-2:30	Research in OSE	EME 3112
2:30-3:00	College of Graduate Studies and Office of Research Services	EME 3112
3:00-3:15	Graduate Programs Committee	EME 3112
3:15-3:45	Lecturers, Adjunct Professors and Sessional Instructors	EME 3112

# Self-Study Site Review

## Friday, April 29

Time	Conversation Group	Location
9:00-9:30	Undergraduate Programs Committee	EME 1123
9:30-10:00	Field Advisors & Coordinators	EME 1123
10:00-11:00	Open dialogue: Coffee and Conversation	EME 1123
11:00-11:30	OSE Students	EME 1123
11:30-12:00	OSE BEd alumni and graduate student alumni	EME 1123
12:00-1:00	<i>Lunch with OSE Leadership Team</i>	
1:00-1:30	Dr. Jan Hare	EME 1123
1:30-3:30	External Team Debrief	EME 1123

*To attend the Open dialogue: Coffee and Conversation session, please contact Karen Switzer, karen.switzer@ubc.ca.*



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