

External Review of the Department of Curriculum and Instruction  
October 16-17, 2023

Review Committee:

- Dr. Sandra Scott, Chair and External Reviewer, Professor of Teaching, Science & Environmental Education, University of British Columbia
- Dr. Jerine Pegg, External Reviewer, Professor of Science Education, University of Alberta
- Dr. Li-Shih Huang, Internal Reviewer, Professor of Applied Linguistics, University of Victoria

Executive Summary

It was evident from the documents reviewed and the virtual site visit that EDCI is a lively department of dedicated and committed members whose rich, broad, and in-depth experience and expertise and exemplary work in teaching, research, and service are commendable. Under the leadership of the current Chair Dr. Todd Milford, the department has experienced increased engagement in teacher education within the faculty, department, and provincial contexts, graduate and teacher education programming, and Equity, Diversity, Inclusion, and Decolonization (EDID) initiatives. It was also evident that EDCI members are dedicated to ensuring a positive and inclusive faculty, staff, and student experience and are actively engaged in course development and program renewal and revision. The body of work involved in the teacher education refresh initiative was notable and represents the department's efforts to stay current and responsive to the field.

Drawing upon our review based on the information provided, the committee offers the following summary of key recommendations. Please refer to the complete document for the full list of recommendations.

In the area of administrative structures and resources:

1. Review the administrative structure and governance including location of the Teacher Education Program;
2. Work with the Dean's office and department leadership to make the department-level budget more transparent and plan a series of discussions to explore ways to arrive at shared vision and goals;
3. Develop an actionable concrete hiring plan to guide future decision-making regarding sessional complement, retirements, and resource prioritization and assess urgent research and teaching needs and priorities;
4. Enhance administrative transparency and communication related to decision making (e.g., budget, workloads, hiring);
5. Develop community among staff, faculty, sessional instructors, and students to build and sustain collegiality and collaboration, support advancement and advocacy, and ensure equity, diversity, and inclusion; and

6. Plan a retreat to determine and shape the department's strategic plan, including vision, mission, and program coherence, for the next 5 to 10 years.

In the area of academic programs and learning environment:

1. Engage in curriculum mapping in graduate and undergraduate programs to identify program competencies and outcomes and to determine the scope and breadth of how Indigenous perspectives and ways of knowing and being are embedded within and across courses and programs;
2. Collect additional survey data related to current and former students' experiences,
3. Obtain feedback on programs, and postgraduate outcomes;
4. Review graduate student funding, resources, research, teaching opportunities, and mentorship quality, and prioritize strategies for strengthening the department's graduate student community;
5. Conduct an independent review of the Ed Tech program to ascertain impact, success, and sustainability and to ensure equitable teaching and research supports are in place;
6. Review online offerings in terms of needs of the department and responsiveness to the field, as well as the success and sustainability (e.g., enrollment) of programs; and
7. Develop initiatives for community building post-pandemic and further the commitment to involve sessional instructors in the community of the department.

In the area of program development:

1. Identify areas of program strengths and explore opportunities for alternative course delivery modes to promote student enrolment and increase student access;
2. Engage in long range planning to identify graduate programs supported by the department to ensure graduate offerings will be both successful and sustainable; and
3. Prioritize equity, diversity, inclusion, and decolonization in program design, course curricula and pedagogies, student support, and hiring initiatives.