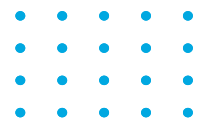


DEPARTMENT OF CURRICULUM & PEDAGOGY

STRATEGIC PLAN

2025-2030



edcp.educ.ubc.ca



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Curriculum & Pedagogy

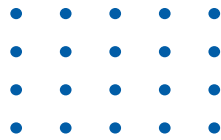
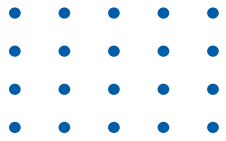


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LAND ACKNOWLEDGMENT

UBC Vancouver is situated on the traditional, ancestral and unceded territory of the Musqueam people. That land has always been a place of learning for the Musqueam people, who have passed on their culture, history, and traditions from one generation to the next on that site.



FOREWORD

DEPARTMENT HEAD, DR. SAMSON NASHON

The Strategic Plan charts the course for EDCP over the next five years within the framing of the refreshed 2018 UBC Strategic Plan and the Faculty of Education (FoE) Strategic Plan 2019-2024 to demonstrate that EDCP's enduring focus is grounded in its academic excellence and its emphasis on Indigenous engagement, equity, diversity, inclusion and decolonization (EDID), sustainability and well-being.

The Strategic Plan builds on the previous EDCP Strategic Plan 2019-2024 to create a vision, purpose and set of values around:

- The three central themes of inclusion, collaboration, and innovation in the 2018 UBC Strategic Plan.
- The vision, purpose, and nine priorities of the Faculty of Education (FoE) Strategic Plan 2019-2024.

The values of the Department of Curriculum and Pedagogy (EDCP)—intellectual curiosity and community engagement, decolonization, and care-- are strongly aligned with the aspirations in the Faculty of Education (FoE) Strategic Plan 2019-2024 and beyond by embodying the critical notion of learning transformed, and the priorities of education as a social good; diversity and diverse scholarship, knowledge practices, and intellectual traditions; research-transformed teacher education; educational leadership; and engagement with local, national, and international partners. They also align with the values expressed in the refreshed UBC Strategic Plan 2018-2028, *Shaping UBC's Next Century*—excellence, integrity, respect, academic freedom, and accountability.

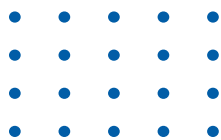


With a strong commitment to acknowledging that UBC is thriving on the unceded, ancestral land of the Musqueam People, EDCP has made decolonization central to its practices, which resonates with the following FoE priorities and UBC values: education as a social good; diversity and diverse scholarship, knowledge practices, and intellectual traditions; research-transformed teacher education; educational leadership; engage with local, national, and international partners; foster sustainable relationships, collaborations, and partnerships with Indigenous communities; acknowledge and challenge barriers to educational access, while promoting high quality, socially responsible educational opportunities; enhance the wellbeing of our community. Care resonates with the following FoE priorities and UBC values: education as a social good; diversity

and diverse scholarship, knowledge practices, and intellectual traditions; research-transformed teacher education; foster sustainable relationships, collaborations, and partnerships with Indigenous communities; acknowledge and challenge barriers to educational access, while promoting high quality, socially responsible educational opportunities; provide responsible, equitable, transparent, and accountable review and stewardship of provincial, university and donor resources; and enhance the wellbeing of our community.

Dr. Samson Madera Nashon





CORE VALUES



INTELLECTUAL CURIOSITY AND COMMUNITY ENGAGEMENT

We engage rich and diverse traditions of thought and practice. We embrace different histories of scholarship, and we are committed to disciplinary, interdisciplinary and transdisciplinary study. We seek to create rich discursive communities with our students, whose lived particularity, diverse perspectives, and provocative questions animate the curriculum in our face-to-face and online classrooms. We value the mystery and the ritual that characterizes educational experience and welcome the arrival of the new and the unanticipated.

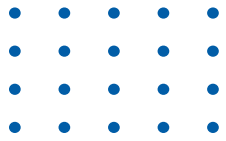


DECOLONIZATION

In acknowledging our responsibility for and experiencing our implication in the suffering of Indigenous peoples, the department is committed to reparation and reconciliation. As per the Truth and Reconciliation Commission of Canada: Calls to Action (2015), we take up the challenge of creating conditions for learning that are ethical, socially just and inclusive. This involves challenging the entropy and inertia characterizing our current industrial and colonized educational system by attending to systemic and personal erasures, eliminating those structures that limit, and advancing multiple ways of being and knowing in the world.

CARE

Our first duty of care is to children and youth—those students of our students—acknowledging the singularity of their histories, circumstances and potentialities; and embracing our responsibility for generating understandings and practices that facilitate their growth and wellbeing. Our second duty of care is to our students and colleagues; we strive for a form of regard between and among us that is independent of personal qualities, however admirable, or academic achievements, however praiseworthy. Such respect reflects an understanding that each member of the department, whatever their role, has something significant to contribute to the collective. Finally, care is threaded through our efforts to find creative, inventive ways of organizing and operating in the department, being open to doing things differently, and to “teaching against the grain” when our values and commitments call for it.



ACHIEVEMENTS



In the department's *Plan for Strategic Thinking and Action 2019-2024*, a series of long- and short-term goals and requisite actions were identified. Taken together, the seven long-term goals and their associated actionable items, constituted the unifying vision for the department over the past five years and set the backdrop for our collective aspirations. Here we revisit those goals and describe a selection of the actions taken.

Above | Image credit: Dreamstime



GOAL 1

We will endeavour to support Indigenous Education as a field of study in the department. This requires that we not essentialize Indigeneity and that we recognize its inherent diversity and non-universality. Moreover, EDCP is committed to fostering sustainable relationships, collaborations, and partnerships with Indigenous communities through teaching, research, and public pedagogical and intellectual pursuits.

In addition, in line with one of the objectives of the Faculty of Education, EDCP will commit to providing professional educational opportunities for students, faculty, and staff to deepen their understandings of Indigenous issues, histories, cultures, and research methodologies.

Inclusion, diversity and fairness are also expected outcomes of departmental leadership, decision-making, and institutional policies.

Action 1.1

EDCP has hired two Indigenous faculty members since 2017. Dr. Shannon Leddy was hired as an Assistant Professor of Teaching in 2017 and is presently an Associate Professor (research stream). Dr. Leddy is committed to working at finding new and effective avenues for including Indigenous content within school curriculum in meaningful ways and helping non-Indigenous teachers to learn from Indigenous people. She believes strongly in the power of dialogue to affect transformative change, and works to create learning environments in which each person is both

student and learner. Dr. Leddy has served as both instructor and Coordinator of EDUC 440: Indigenous Education in Canada, a required course in the teacher education program. She also serves on the Dean's Task Force for Race, Indigeneity and Social Justice, the mandate of which is to research the current environment for racialized and marginalized students, staff and faculty, and to form a final report that includes recommendations for updating policies and procedures in our faculty to address systemic racism. Dr. Joaquin Munoz was hired as an Assistant Professor (research stream) in 2022. Dr. Munoz's research focuses on

Indigenous Education and teacher education, with a focus on supporting teachers to be effective when working with diverse Indigenous populations, through cultural awareness, critical pedagogy practices, and culturally responsive pedagogy. He uses methods such as Indigenous Circle Work,

Theatre of the Oppressed, and various forms of art, dialogue and literacy tools. He consults with schools internationally, working on anti-racist education, cultural competency and culturally responsive approaches in the U.S., Germany, Israel, and Mexico.

Action 1.2

Non-Indigenous faculty members are engaging in a number of Indigenous-related initiatives. These initiatives involve research as well as professional education opportunities for faculty and students. Dr. Cynthia Nicol 's work is one example. Her scholarship bridges mathematics education, teacher education, Indigenous education, and education in conflict areas. She explores approaches to teaching that build upon students' cultural and community experiences and histories mainly within rural and Indigenous communities. She is co-founder of the Indigenous Mathematics Education Network that connects teachers, community members, and Indigenous

educators to explore innovative research and pedagogies for supporting students through culturally responsive, strength-based approaches. Dr. LeAnne Petherick provides a second example. She is a co-applicant on a Social Sciences and Humanities Research Council of Canada (SSHRC) funded project that is examining Indigenous masculinities and physical cultures in Fisher River Cree Nation (Manitoba). Please refer to Department of Curriculum & Pedagogy, *Self-Study Report, Department Review, 2023*, pp. 378-389 for descriptions of projects involving engagement with Indigenous communities.





GOAL 2

We will endeavour to assert the importance of inclusion, diversity and fairness in all departmental decisions with regard to workload responsibilities.

Action 2.1

Dr. Nashon, as Head, keeps the above priorities in mind when he allocates workload responsibilities. Dr. Nashon:

- Distinguishes between responsibilities of faculty in research vs. leadership streams, while providing support for both.
- Strives for flexibility in terms of FTE workload and collaboration, online resources and accessibility, and a more balanced calendar year (e.g., avoid overwhelming workloads in Winter term 2).
- Ensures fairness in assigning service tasks emphasizing quality over quantity.
- Cultivates positive relationships with colleagues with a view to intellectual engagement and collaboration by cultivating cross-cultural and cross-disciplinary competence.
- Ensures the health and wellbeing of faculty by creating more sustainable work conditions for all with special attention to those on short-term contracts such as lecturers.



GOAL 3

We will endeavour to lead in the fields of Curriculum, Pedagogy and Teacher Education by discovering, creating, and sharing knowledge that is diverse in intellectual focus, responds with criticality to educational contexts and evolving societal challenges, including unpacking commonly used terms such as social justice, postmodern, postcolonial, etc., and promotes the translation of new knowledge. A particular focus attached to this goal was to create transdisciplinary and interdisciplinary research clusters and to de-emphasize disciplinary foci accordingly.

Action 3.1

The department has implemented this goal where it has made sense to do so. Faculty members conduct transdisciplinary work in such areas of scholarly inquiry as curriculum theory, history of curriculum, teacher education, digital media and learning technologies, curriculum and pedagogy in higher education, and teaching and learning in informal settings. However, it is reasonable to state that it is not necessary for recognition of such work to also involve a de-emphasis on disciplinary endeavours. Going forward, we do not intend to promote a goal of de-emphasis of disciplinary-related work unless warranted by the nature of the particular research foci.

The department has created transdisciplinary and interdisciplinary foci particularly in the areas of STEM Education and HOPE Education. The program areas of Mathematics Education, Science Education and Media and Technology Studies Education have joined forces to create a STEM area. For example, Dr. David Anderson and Dr. Marina Milner-Bolotin have been leading a research study of the international trends in education research with respect to STEM over the past 10 years. The program area of Physical Education has been transformed over time in order to take on an interdisciplinary focus comprised of Health, Outdoor Education and Physical Experiential Education (HOPE).

Across | Image credit: UBC Faculty of Education Mathematics and Science Day.





GOAL 4

We will endeavour to be bold, creative, and solidly justifiable risk-takers in our approach to intellectual programming.

Action 4.1

Faculty members across the department attain the above goal in various ways. We will highlight only three examples here. Refugee Education is a new and innovative area of both teaching and research endeavour in the department. Dr. Sofia Noori was hired as an Assistant Professor in 2022. Her research, writing and teaching focus on young refugees who move to Canada and work to establish a stable sense of self and belonging. Her work provides her students and her readers with a better understanding of how refugee youth navigate various systems including, but not limited to schooling, health and healing, and procedures to citizenship in the aftermath of living in civil unrest, war, migration, transitory states, refugee camps and resettlement.

A second area where EDCP provides innovative leadership is in Rural Education. Dr. Leyton Schnellert, Eleanor Rix Professor of Rural Teacher Education, conducts community-based collaborative research that contributes a counterargument to top-down approaches that operate from deficit models, instead drawing from communities' funds of knowledge to build participatory, place-conscious, and culturally sustaining practices.

Museum Education, under the leadership of Dr. David Anderson, provides a third example. Significant research contributions have been made in areas of: 1) long-term impact of informal learning experiences, 2) Studies of young children's behavior and





learning in museum settings, 3) educational reforms bridging the divide between museums, universities and schools systems, 4) teacher professional development in museum spaces, 5) decolonization and first Nations issues, museum education programs and exhibitions, and 6) engagement of youth, teen and disenfranchised audiences in museums. The outcomes of these commonly themed research foci have changed museum practices at programmatic, exhibit and organizational policy levels both in Canada and internationally, and are advancing and shaping the current scholarly research agenda within the field of museum education.

Above | Image credit: Dreamstime



GOAL 5

We will endeavour to contribute to the operation and reassessment of teacher education in the Faculty of Education.

Action 5.1

This goal focuses on the teacher education program. EDCP is the department that is most involved in this program. However, changes to the program such as those listed in the Strategic Plan, 2019-2014 (academic oversight of the B.Ed. program in the department; 2-year B.Ed. program; engagement in educational research by B.Ed. students; diversification of the delivery model of the undergraduate program; creation of opportunities for mentoring of teacher candidates; and development of a B.A. in Education) are beyond the scope of the department in the absence of broader faculty support.

However, faculty members in EDCP do what they can to influence the teacher education program. For example, we have a representative on the Teacher Education Advisory Committee (TEAC), which meets regularly throughout the year. We also invite a representative from the Teacher Education Office to attend our Undergraduate Advisory Committee meetings from time to time. It is also important to note that we have grassroots influence due to our heavy involvement in instruction of teacher education courses. We meet face-to-face with teacher candidates over extended periods. EDCP faculty members strive to have greater influence on the teacher education program.

Across, left | Image credit: Shutterstock

Across, right | Image credit: iStock





GOAL 6

We will endeavour to continue developing a scholarly, research-informed outreach role at local, provincial, national, and international levels by becoming a public forum for dialogue on issues of educational aims, ethics, and diversity, as they affect the practice and public policy of education.

Action 6.1

Many opportunities for intellectual engagement are available to faculty members. Department monthly seminars provide opportunities for engagement with scholars from around the world. Faculty members participate in international, national, regional, and local conferences. For example, Wayne Ross, a professor in the area of social studies education, frequently presents internationally on issues of social justice and citizenship education. (See individual faculty profiles at www.edcp.educ.ubc.ca)

Right, across | Image credit: Paul Joseph / © UBC Brand & Marketing.





GOAL 7

We will endeavour to articulate a long-term plan for a post-carbon curriculum in light of potentially catastrophic climate changes.

Action 7.1

We have not articulated this plan. We suggest that it would be more appropriate for this endeavour to be developed at the faculty level, with input that includes faculty, staff and students from all units.

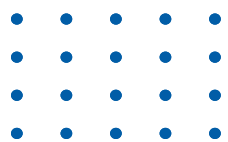


We will endeavour to articulate a long-term plan for a post-carbon curriculum in light of potentially catastrophic climate changes.

Across, left | Image credit: The Orchard Garden workshop participants.

Across, right | Image credit: EDCP Outdoor Environmental Education students.





STRATEGIC GOALS



EXECUTIVE SUMMARY

The Department of Curriculum and Pedagogy has articulated four goals that underpin the 2025-2030 Strategic Plan.

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Enhance Organizational and Administrative Efficiency

The department aims to constructively examine its organizational and administrative relationships within the Faculty of Education, with the goal of more efficient and effective ways of working together. Through our actions, taken in support of this goal, we want to develop and refine frameworks that support the administration and functionality of the department's structures and initiatives.

Prioritize Strategies for Strengthening Departmental Community and Engagement

The department recognizes the importance of fostering a strong sense of scholarly community among its members; faculty, sessional instructors, staff, and graduate students. EDCP aims to prioritize strategies for communication, collaboration, and mentorship that will enhance a more supportive and collaborative environment; enriching the scholarly experience for all members of the department.

Foster Meaningful Decolonization

Aligned with UBC Indigenous Strategic Plan, the department plans to take specific and purposeful steps towards meaningful decolonization of our research, curricula, and pedagogy. Additionally, EDCP is committed to fostering sustainable relationships, collaborations, and partnerships with Indigenous communities through teaching, research, and public pedagogical and intellectual pursuits, including the recruitment and retention of Indigenous department members.

Communicate and Represent the Department's Activities Locally and Globally

We seek to better communicate and represent our activities through knowledge mobilization and public scholarship. In amplifying the contributions of faculty, sessional instructors, and graduate students, the department will highlight the diverse ways that we contribute to the intellectual, academic, and social life of the university.

GOAL 1:

Enhance Organizational and Administrative Efficiency

Constructively examine the organizational and administrative structural relationships, with the goal of more efficient and effective ways of working together.

The Department of Curriculum and Pedagogy acknowledges the importance of fostering efficacy, transparency, and optimal functionality in its relationships with service units and the Dean's office. Recognizing potential longstanding structural and functional issues within the faculty and service units, the department is committed to examining and improving these areas across our undergraduate courses, graduate cohorts, and budget. Therefore, we aim to critically evaluate our relational strategies with the Teacher Education Office (TEO), Professional Development and Community Engagement (PDCE), and the Dean's Office (DNSO) to guide our future direction. Our goal is to develop and refine frameworks that support the administration and functionality of the department's structures and initiatives.

Teacher Education Office (TEO)

Objective: Through the Undergraduate Advisory Committee (UAC), improve communication to enhance the oversight of teacher education courses.



Actions:

Re-examine oversight structures and policies

- Revisit department representation on Teacher Education Advisory Committee (TEAC) to better reflect the departmental contribution to the Teacher Education Program.
-

Organize Regular Meetings:

- Schedule regular meetings with the Teacher Education Office (TEO) to discuss oversight structures and policies, with a view to affirming our academic oversight. Topics: EDUC 440: Aboriginal Education in Canada, EDUC 450: Inquiry Seminar I, EDUC 451: Inquiry Seminar II, EDUC 452: Inquiry Seminar III.
-

Engage Key Stakeholders:

- Invite the Associate Dean of Teacher Education to attend pertinent Undergraduate Advisory Committee (UAC) meetings.
 - Ensure all department program areas are represented on the UAC.
-



Professional Development and Community Engagement (PDCE)

Objective: Achieve departmental autonomy over M.Ed. cohorts and improve administrative efficiency.

Actions:

Organize Regular Meetings:

- Constitute a standing committee of M.Ed. cohort coordinators who will meet regularly.
 - Schedule regular meetings involving EDCP and Professional Development and Community Engagement (PDCE) to discuss departmental management of M.Ed. cohorts.
-

Negotiate Administrative Autonomy:

- Discuss and negotiate departmental management of M.Ed. cohorts, including recruitment, enrollment procedures, website management, and ongoing administrative activities.
 - Secure funding allocation from cohort revenues to support hiring (or transfer) of administrative staff within EDCP in order to perform the above duties.
-



Dean's Office (DNSO)- Budget

Objective: Department Head and Head's Advisory Committee (HAC) will strengthen communication and collaboration to improve administrative frameworks.

Actions:

Organize Regular Meetings:

- Schedule and participate in regular meetings with the Dean's Office
-

This strategic plan aims to enhance the collaborative efforts between the Department of Curriculum and Pedagogy and its associated service units, fostering an environment of efficiency, transparency, and optimal functionality.



GOAL 2:

Prioritize Strategies for Strengthening Departmental Community and Engagement

Prioritize strategies for strengthening the departmental faculty, sessional, and graduate student communities

The Department of Curriculum and Pedagogy recognizes the importance of fostering a strong sense of scholarly community among its members. Through this strategic plan, the department aims to prioritize strategies that will enhance engagement and collaboration among faculty, sessional instructors, and graduate students. By implementing these strategies, the department seeks to create a more supportive and collaborative environment, enriching the scholarly experience for all members of the department.

Across | Image credit: Martin Dee / © UBC Brand & Marketing.





Faculty

1. Establish Clear Communication Channels

Action:

- Review the format of departmental meetings - Permit time in departmental meetings to discuss ongoing projects, challenges, and opportunities for collaboration.
 - Investigate the benefits of virtual collaboration tools and platforms. Review opportunities for the use of digital platforms (e.g., Slack, Microsoft Teams) for continuous communication, sharing resources, and informal interactions within the department.
 - Highlight the Deputy Head's Report, the Graduate Coordinator's Report and Undergraduate Coordinator's Report at each department meeting.
 - Review and re-imagine feedback mechanisms: Review and establish regular feedback mechanisms to understand faculty concerns and areas for improvement.
-

2. Encourage Collaborative Research and Teaching

Objective: Enhance the department's organizational model by implementing discipline clusters, fostering interdisciplinary projects, and facilitating team-teaching opportunities.

Action:

- Revisit the organizational model of the department in order to identify possibilities for interdisciplinary clusters. Where it seems feasible and desirable, create structure across boundaries of curriculum coordinators and curriculum clusters.
 - Encourage interdisciplinary projects within and external to the department. Promote and support interdisciplinary research projects that involve multiple faculty members within and across clusters.
 - Foster team teaching models: Implement team-teaching opportunities where faculty can co-teach courses, blending their expertise and pedagogical styles.
 - Encourage and fund cross-disciplinary clusters to participate in annual retreats focused on capacity building and strategic planning.
-



3. Develop Avenues for Faculty Mentorship

Objective: Establish a comprehensive mentorship program for junior faculty, utilizing a group/collective model, to support their research, teaching, and career development.

Action:

- Establish a mentorship program where senior faculty members guide junior colleagues in research, teaching, and career development, in a group/collective rather than an individual model.
 - Situate new faculty within the homes of program areas and curriculum clusters.
 - Work with program area coordinators and curriculum clusters to help junior faculty integrate and engage within their home clusters.
 - Provide teaching support and offer guidance on course development, classroom management, and student engagement strategies, as well as opportunities for observation and feedback on teaching performance.
 - Schedule check-ins through regular meetings between junior faculty and their mentors or program area chairs to discuss progress, challenges, and goals.
-

4. Foster Greater Social Cohesion

Objective: Enhance the social cohesion and community within the department by charging the Social Committee to expand and innovate its initiatives.

Action:

- Charge the Social committee to re-imagine its department initiatives.
 - Plan regular social events such as coffee hours, luncheons, and holiday parties to build personal connections with faculty as well as sessional and graduate students.
 - Create or improve common areas within the department where faculty can meet informally.
-



5. Recognize and Celebrate Achievements

Objective: Sustain a robust awards and recognition program within the department to acknowledge outstanding achievements in research, teaching, and service.

Action:

- Awards and Recognition: Celebrate achievements in departmental newsletters and meetings.
 - Spotlight Success: Highlight faculty achievements and milestones in a dedicated section of the department's website or in newsletters.
-

6. Develop a Shared Vision and Goals

Objective: Facilitate a collaborative strategic planning process within the department to develop a shared vision and strategic goals, ensuring that the input of all faculty members is valued.

Action:

- Annually revisit the departmental Strategic Plan: Engage faculty in developing a shared vision and strategic goals for the department. Ensure everyone's input is valued and considered.
 - Regularly review and update the strategic plan based on feedback and evolving departmental needs.
-

Across | Image credit: Paul Joseph / © UBC Brand & Marketing.





Graduate Student Community

1. Student Engagement Discussions

Objective: Understand and cater to the preferred level of engagement of each graduate student.

Action:

- Task the 2024-25 Graduate Student peer advisors to investigate and report on EDCP graduate students' preferred level of engagement and involvement with the department.
 - Document these preferences and modes of involvement in a report to the Graduate Advisory Committee (GAC) outlining a concrete set of involvement opportunities accordingly, as recommended by the EDCP graduate student body.
 - Task the Graduate Advisory Committee (GAC) with reviewing the outcomes of the report and formulating a plan to enhance student engagement in keeping with, and beyond, the strategies outlined below.
 - Task the GAC with discussing and proposing further strategies to promote a sense of community among graduate students.
-

2. Summer Virtual Seminar Series

Objective: Better prepare incoming EDCP doctoral students and provide more sustained support.

Action:

- Task the Graduate Advisory Committee (GAC) and the instructor of the mandatory doctoral seminar, EDCP 601, to co-develop a series of optional PhD-relevant virtual seminars to be offered during the summer months prior to September commencement of their programs.
 - Consider a credit-based model for enacting the Virtual Seminar series, i.e., EDCP 580, together with department FTE support faculty member in the role of PhD Mentor.
 - Topics may include applying for SSHRC grants, accessing internal funding, and preparing for comprehensive exams.
 - Target Year One doctoral students but open to all doctoral students.
-

3. Broaden Seminar Committee Mandate

Objective: Increase graduate student engagement through department seminars.

Action:

- Expand the current seminar committee's responsibilities to include organizing an additional monthly seminar focusing on topics of particular interest to graduate students.
 - Appoint a graduate student co-chair to work alongside the department seminar committee chair.
 - Each academic year, charge the Graduate Student peer-advisors to poll EDCP graduate students for topic suggestions to ensure relevance and interest.
-



4. Monthly Graduate-Faculty Seminars

Objective: Foster collaboration and knowledge sharing.

Action:

- Charge the Seminar Committee Chair and the Graduate Student Peer advisors with the task of offering monthly seminars presented by both graduate students and faculty.
 - Topics could include thesis defense test runs, graduate supervisor responsibilities, applying for academic positions, and other career opportunities.
-

5. Increase PhD Admissions Funding

Objective: Admit more PhD students and enhance the department's capacity for supervision.

Action:

- Charge the Graduate Advisory Committee (GAC) to actively explore strategies for increasing funding to enable the admission of more PhD students.
-

6. Enhance Research and Teaching Assistant Funding

Objective: Support students financially and enhance their academic experience.

Action:

- Charge the Graduate Advisory Committee (GAC) to actively explore strategies to increase funding for graduate student research and teaching assistantships.
 - Encourage tenure-track and tenured faculty to apply more frequently for Tri-Council funding to support graduate students.
-



7. Increased Funding for Peer Advisors

Objective: Provide additional support to graduate students.

Action:

- The Head's Advisory Committee (HAC) and the Graduate Advisory Committee (GAC) will work together to allocate increased funding to Peer Advisors to assist other graduate students in various ways as needed.
-

8. Website and Online Presence Revision Relating to Students

Objective: Improve communication and accessibility.

Action:

- Through the Head's Advisory Committee (HAC), revise the EDCP website to enhance communication with students.
 - Ensure information is current and easily accessible.
 - Create clear paths for engagement with the broader EDCP community.
-

Across | Image credit: Dreamstime





Sessional Instructors

Enhance the involvement of sessional instructors in the department community through mentoring, sharing of engagement strategies, and regular communication.

1. Sessional Mentoring Program

Objective: Establish a mentoring program for sessional instructors, through program area coordinators, pairing senior instructors or program coordinators with newer instructors to provide integration support.

Action:

- Implement a mentoring program in which senior sessional instructors or program area coordinators mentor newer sessional instructors.
 - Provide guidance, support, and resources to help newer instructors integrate into the department's community.
-

2. Sharing Engagement Strategies

Objective: Enhance sessional instructor engagement and support through Undergraduate Advisory Committee (UAC) strategy sharing, regular new instructor meetings, Canvas resource-sharing, and exit interviews for feedback and improvement.

Action:

- Utilize the Undergraduate Advisory Committee (UAC) to share successful strategies for engaging sessional instructors.
 - Encourage program area chairs to establish regular meetings with new sessional instructors to offer ongoing support and connect them with resources.
 - Utilize technology, such as Canvas, to create a platform (e.g., a “sandbox”) where sessional instructors can share resources, lesson plans, and readings.
 - Conduct exit interviews with sessional instructors at the end of each term to gather feedback and improve engagement strategies.
-

3. Regular Communication

Objective: Enhance departmental communication by highlighting the Undergraduate Coordinator’s report and promoting open communication with sessional instructors.

Action:

- Highlight the monthly report from the Undergraduate Coordinator at the monthly department meeting to keep all department members, including sessional instructors, informed of department activities related to the Teacher Education program.
 - Encourage open communication channels between sessional instructors, area coordinators, and department leadership to address any concerns and foster a sense of belonging.
-



Summary

In summary, the Department of Curriculum and Pedagogy aims to strengthen its community and enhance engagement among faculty, sessional instructors, and graduate students. Strategies include improving communication, fostering collaboration, establishing mentorship programs, enhancing social cohesion, recognizing achievements, and developing a shared vision. For graduate students, efforts focus on tailored engagement, virtual seminars, and increased funding opportunities. Sessional instructors will benefit from a new mentoring program, shared strategies, and improved communication channels. These initiatives aim to create a more supportive and collaborative environment, enriching the scholarly experience for all members.



GOAL 3:

Foster Meaningful Decolonization

Decolonization in Research, Curriculum, and Pedagogy

EDCP is committed to fostering sustainable relationships, collaborations, and partnerships with Indigenous communities through teaching, research, and public pedagogical and intellectual pursuits. In acknowledging our responsibility for and experiencing our implication in the suffering of Indigenous peoples, the department is committed to reconciliation. We take up the challenge of creating conditions for learning that are ethical, socially just and inclusive. This involves aligning our work with the Goals and Actions of the UBC Indigenous Strategic Plan (2020).

1. Supporting research Initiatives

Objective: Supporting research initiatives that are reciprocal, community-led, and legitimize and amplify Indigenous ways of knowing (ISP Goal 3).

Action:

- Continue to partner with Indigenous communities, locally and globally, to develop research programs that serve and enhance Indigenous knowledge (ISP Goal 4 Action 18).
 - Encourage and support research opportunities in the advancement of Indigenous knowledge systems in education (ISP Goal 3 Action 12).
-



2. Indigenizing curriculum and pedagogy

Objective: Indigenizing our curriculum and pedagogy includes incorporating Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum and pedagogy delivered in EDCP (ISP Goal 4). Faculty members should continue to assess their course outlines and instructional plans to ensure that both Indigenous and international students can engage with culturally relevant readings in ways that invite their inclusion and success.

Action:

- Undertake curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated (ISP Goal 4 Action 15).
 - Connect, offer, and publicize instructional opportunities within and outside the department that demonstrate Indigenous pedagogies. For example, Centre for Teaching, Learning, and Technology Indigenous Initiatives group, or CTLT syllabus workshops.
 - Publicize and suggest resources and professional development opportunities for all course instructors to decolonize and foster inclusive curriculum and pedagogy (ISP Goal 7 Action 33).
 - Organize a study group across the department and/or within each program area that would offer support with regard to course outline development. Invite guest speakers from across campus to share current practices and initiatives.
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3. Recruit and retain Indigenous people

Objective: Continue to support and develop Indigenous faculty and graduate students as world leaders (ISP Goal 6). The department will continue to hire where possible, qualified Indigenous scholars. We note that the department has hired two Indigenous faculty members in the past seven years (2017-2024).

Action:

Faculty

- Develop Indigenous recruitment, retention, and advancement processes, which strategically increase Indigenous faculty and staff numbers (ISP Goal 6 Action 25).
 - Integrate competence in supporting Indigenous graduate students into graduate supervision (ISP Goal 6 Action 27) including the Indigenous Initiatives Classroom Climate Toolkit.
 - Incorporate Indigenous knowledge systems into internal peer review of teaching procedures (ISP Goal 6 Action 24). Connect with the CTLT Peer Review of Teaching for resources and professional development.
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Graduate Students

- Develop recruitment, retention, and advancement processes, which strategically support Indigenous graduate students in EDCP (ISP Goal 6 Action 25).
 - Aligned with the goal to decolonize curriculum and pedagogy, encourage senior faculty members to mentor junior faculty and graduate students (TAs and instructors) on ways to decolonize their curriculum and pedagogy.
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GOAL 4:

Communicate and Representing the Department's Activities Locally and Globally

Reconsider how the department is represented and communicate our contributions and scholarship

In amplifying the contributions of faculty, sessional instructors, and graduate students, the department will highlight diverse and varied ways that we contribute to the intellectual, academic, and social life of the university.

1. Knowledge mobilization/public scholarship

Objective: Work towards more effective knowledge mobilization of faculty members' and department contributions.

Action:

- Through the Faculty's research centres and programs, promote new research collaborations.
 - Identify resources to support collaborative programming and research. Reach out to the Office of Research in Education and VPRI Knowledge Exchange staff to share resources.
 - Encourage dissemination in traditional and public scholarship fora. This could include the EDCP seminar series, sharing on the screens in the Scarfe building, and creating an updates section in the department reports.
 - Articulate a long-term plan to support the research and visibility of faculty in the leadership stream (i.e. professors of teaching). Develop a committee to support and implement this plan.
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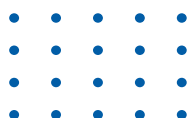
2. Communicating and sharing department activities

Objective: The department will develop strategies to better communicate and share its activities. The development of a communication hub (most likely the department website) to share this information will become a connection point for all members of the department community. It is also beneficial to direct external partners and collaborators to one location for information about the people and activities that are part of EDCP.

Action:

- Create, with appropriate mechanisms to maintain, a departmental social media presence.
 - Create more content for the website. This could include soliciting input from Area Coordinators for updates from the B.Ed. and graduate programs, linking to a X (formerly Twitter) or Instagram feed on the website.
 - Identify a regular schedule to update the website with current information.
 - Spotlight Success: Highlight faculty, sessional instructor, and student achievements and milestones on the department's website, as well as in its monthly reports and newsletters.
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