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TO: Mike Mahon
President and Vice Chancellor

DATE: July 10, 2020

FROM: Alan Siaroff
Chair, Academic Quality Assurance Committee

RE: Bachelor of Education Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Bachelor of Education program at its June 19th, 2020 meeting.

The Self Study Committee for this review comprised: Robin Bright, Richelle Marynowski, Greg Ogilvie, and Sharon Pelech.

The review produced four documents¹:

1. Self Study Report. Written by the Self Study Committee and received February 5, 2020.
2. External Review Report. Written by Shelly Stagg-Peterson (University of Toronto) and Kirk Anderson (Memorial University of Newfoundland) based on a site visit on March 9 – 10, 2020 and received April 1, 2020.
3. Program Response. Written by the Self Study Committee and received May 11, 2020.
4. Dean's Response. Written by Craig Loewen, Dean of the Faculty of Education and received June 1, 2020.

The Program Review Committee was given the opportunity to respond to the Dean's Response and they indicated that they did not feel the need to do so. An Action Plan was crafted based on these four documents to provide guidance from the Provost & Vice-President (Academic) to the Dean of the Faculty of Education.

1. Self Study Report

The body of the report noted many **strengths** of the Bachelor of Education program:

- ☐ Program structure and cohort model in PS I provides scaffolding, community, support, and retention for student teachers from EDUC 2500 to PS III.
- ☐ Good communication and collaboration among units that advise, guide, and support students from application to graduation.
- ☐ Amount of time devoted to practicum (27 weeks), ability to teach across a variety of grade levels, and the uniqueness of the PS III Internship to prepare student teachers for the first year of teaching.
- ☐ All Faculty are involved in practicum supervision and all have teaching experience in the Kindergarten to grade 12 school system; some faculty members maintain a vision of the Faculty that includes supporting the work of sessionals to carry out Field supervision, citing time and expertise challenges.
- ☐ Practicum placements are made with students' information in mind including family status, where students live, involvement in University sanctioned events, access to a vehicle, teaching major and minor, etc.

¹ All documents are available upon request.

- ☐ Superintendents appreciate the Faculty's connection to students while in the Field and the U of L's work establishing strong connections with their school divisions especially in the south of the province (Zone 6).
- ☐ Availability and variety of placements due to wide geographic area, rural and urban schools, alternative/outreach, and Hutterite Colony schools.
- ☐ Practicum fee contributes to quality and equity in practicum; enables FE to provide billets for students placed greater than 100 kms away; billet homes are evaluated by the student teachers.
- ☐ Faculty and staff are dedicated and appreciated by students who report positive relationships with everyone who works in the Faculty.
- ☐ Students and faculty believe the withdrawal process for struggling students is supportive and leads to remediation or other kinds of supports.
- ☐ Students appreciate the pre-education outreach that is done each semester to connect them to the Faculty before admission.
- ☐ In practicum, the quality of university consultants (UCs) is appreciated by students for support and to check on progress.
- ☐ Students, faculty, and external community applaud the Niitsitapi Program and the focus on Indigenous Education for all students, through workshops, curriculum integration, and study tours.
- ☐ EDUC 2500 is a unique and valuable course for students deciding if teaching is for them and in preparing them for the Faculty.
- ☐ Students appreciate the e-portfolio development and its contribution to their growth.
- ☐ Reputation of program matters to students applying (they say they feel proud to say they are from U of L).
- ☐ Collegial governance-decisions and changes are made through committee structure, collaborative planning, and pilot projects.
- ☐ Program is responsive to the Field's needs in a variety of areas. Those mentioned in this review include early childhood education, First Nations, Metis, and Inuit foundational knowledge, approaches, and resources, rural education, second language practicum opportunities and assessment learning options.
- ☐ Commitment to the Field through ATA collaboration: Lethbridge and Area Field Experiences Committee/ Teacher Education Advisory Committee, EPOP workshops, visits to ATA Locals, administrator groups. There is strong support of & encouragement for students to belong to the Education Undergraduate Society (EUS).
- ☐ Curriculum Laboratory (Lab) as a teaching centre for the Faculty including teaching space and extent of resources. Curriculum Lab Librarian is a former teacher and tremendous resource to students & faculty.
- ☐ Professional code of conduct is adhered to by faculty, students, and staff; it is used as a teaching/learning tool in the program.
- ☐ Wellness initiative in Faculty (partnered with Ever Active Schools) – one of a few Canadian sites to pilot wellness activities and support.
- ☐ Alignment of our program to the competencies of the new Teaching Quality Standard (TQS) in the province.

The following **weaknesses and challenges** were listed the report:

- ☐ As a Faculty, we need to standardize core courses to ensure students receive same content and experiences in professional semesters.
- ☐ Students declare minors, but we do not offer Curriculum & Instruction courses regularly in all minors.
- ☐ Some students are disappointed that they cannot satisfy the requirements for graduating with distinction/great distinction because of Grade Point Average (GPA) entering our Faculty.

- ☐ Student teachers sometimes feel overwhelmed by the diversity they face in classrooms.
- ☐ TMs, administrators, and UCs are not congruent in their feedback (students say older teachers sometimes give different advice than younger teachers; teachers sometimes contradict advice from UCs).
- ☐ At times, there is a perceived disconnect between what is taught on campus and what is expected in the Field (i.e., assessment). On campus, new ways are taught but students are expected to use traditional forms (courses focus on philosophy of evaluation and less on practical knowledge due to time available).
- ☐ The administrator's role in PS III for supervision and report-writing is not always fully understood by those working with us in Calgary and other areas outside of Zone 6. Others say that it is becoming more difficult for administrators to fulfill the supervision/evaluation role needed in PS III due to time constraints.
- ☐ GPA as defining factor in admissions; some students ask if other criteria could be taken into consideration.
- ☐ Communications Technology course in PS I must constantly change to meet changes in schools; some students feel it is redundant given their technology use coming into the Faculty.
- ☐ Need a cohort model in PS II like in PS I for support and community.
- ☐ Foundations courses are very broad; students would like more choice in what courses they take as electives. They especially like the C&I courses for preparation for teaching.
- ☐ PIP might not be well-understood in terms of its purpose.
- ☐ TAs not always well-versed on expectations in the professional semesters.
- ☐ Disparity among UCs in terms of feedback provided-some were very specific and others vague.
- ☐ Need to address classroom management strategies in a more direct manner.
- ☐ Some three-hour classes seemed too long for students.
- ☐ Need a software platform/database for the work of Field Experiences (FE) and Student Program Services (SPS), for practicum placements, admissions, and graduation.
- ☐ PS II is overwhelming for some students who say they would like the social context course at another time in the program, and more time in the assessment course.
- ☐ Number of specializations is decreasing.
- ☐ There are concerns regarding the discrepancy of the quality of the experiences in practicum. Feedback from some student teachers indicated they would like to provide feedback about their practicum experiences.
- ☐ Only a minority of students experience a distance learning component either as a course or in distant learning practicum.

The Self Study Report asked for External Reviewer **feedback** in several areas:

1. Given that we hire sessionals on an as-needed basis every year, how can we ensure continuity and consistency in role and responsibility expectations and uphold these in practicum?
2. How can we maintain the cohort structure while being pressured to increase our enrolment numbers?
3. Should we consider changes to PS II by moving Social Context out of this professional semester and maintain it as a stand-alone mandatory course? This would enable us to increase the credit hours in Assessment and Evaluation, as requested by students, and redistribute credit hours for the practicum to be congruent with PS I.
4. Do our students need more time on campus to help connect practicum and courses more deliberately?
5. Is it still appropriate to admit students by major?
6. Is it appropriate to consider giving students practicum experiences in either EDUC 2500 or PS I above the grade 6 level, in order to meet students' interests to teach upper grade levels early on in their teacher education programs?

7. Since the percentage of tenure-track and continuing faculty members supervising in the Field is decreasing and sessional work in supervision is increasing, should we reconsider the principle that everyone supervises at least once a year. Is this principle still embraced by the Faculty?
8. How can our Faculty move forward with an articulated vision that represents educational research and the voices of administration, students, faculty, and the Field?
9. Now that 1/3 of our students come from Calgary, how can we ensure there is consistency in practicum expectations at all levels of practicum?

The self-study report identified **key priorities** for the area in the next two years:

1. Continue the implementation of the Teaching Quality Standard (TQS) in all six competencies throughout the program;
2. Support Faculty initiatives to strengthen the relationship between on-campus courses and the practicum;
3. Seek a mechanism for students to provide feedback regarding their practicum experiences;
4. Take time for an articulation of the vision of the Faculty that examines both the 15 Principles of Teacher Education listed in the U of L Calendar and the Strategic Plan;
5. Focus on our professional relationships with schools, teachers, and administrators in Calgary;
6. Focus on diversity issues that our students will experience in schools;
7. Consider the data from student exit and alumni surveys for PS II regarding the placement of the Social Context course, the need for more emphasis on assessment and evaluation, and increasing the contact hours in practicum to be congruent with those assigned to PS I;
8. Continue and improve EPOP to ensure high-quality practicum experiences for our students; and,
9. Consider how we might contribute to internationalization initiatives at the university.

2. External Review Report

The External Reviewers' Report noted many **strengths**:

- The Bachelor of Education at U of L is a very successful teacher education program with an excellent reputation.
- The B.Ed. program is exemplary in its curriculum and practicum offerings, and in its supportive learning environment.
- Students' professional learning is supported through observations of classroom interactions and abundant opportunities to carry out a wide range of classroom teaching activities in 27 weeks of field experience.
- All students experience the mentorship that decades of research on teacher education has recognized as optimal.
- Reflective practice, long advocated in research on professional learning, is an integral component of courses, field experiences, and the Professional Inquiry Project (PIP).
- A student-centered decision-making approach contributes greatly to overall high levels of satisfaction among students regarding their learning experience in the program.
- The U of L is taking a leadership role in developing an Indigenous Initial Teacher Education program, the Blackfoot Teacher Education Program, with extensive input from local Indigenous community members.
- Particularly noteworthy is the Niitsitapi program, created in partnership with Red Crow Community College and the Blood (Kainai) First Nation.
- Faculty are to be commended for their ongoing initiatives in response to issues and needs identified by affected stakeholders, whether they are students, faculty, UCs, TAs, or field placement school administrators.

- The Curriculum Lab provides outstanding resources and support.
- A “culture of relationship and of giving” was evident, with collaboration and putting students first being integral to the program, and a strong sense of collegiality and connectedness among all who contribute to the program
- While in the program, students have extraordinary support not observed in other initial teacher education programs and students show leadership in enhancing their learning experience as well.
- The final seminar includes information sessions on hiring, substitute teaching, graduation and teacher certification, and a symposium where students may choose to present the results of their Professional Inquiry Project contributes to students’ high levels of satisfaction.

The External Reviewers’ Report also discussed **challenges** in the report:

- It is crucial to protect the excellent reputation of teacher education at U of L within the context of pending budget cuts, as anything less would impair both the Faculty of Education and U of L from reaching their future goals, particularly in terms of increasing undergraduate enrolment and expanding graduate programming.
- The reputation of the U of L B.Ed. is important for recruitment and for relationships within the field, so regardless of budget cuts, it is important not to erode the distinctive strengths of the program.
- Actions to increase enrollment in undergraduate programs and grow graduate programs within the context of resource reductions may harm U of L’s B.Ed. reputation in the field.
- Classes of 40 students are large for a professional program and funding cuts could put pressure on the Faculty to further increase class size, to the detriment of students.

The External Reviewers’ Report contained 14 **recommendations** for improving and/or maintaining the Bachelor of Education program:

1. That the Faculty of Education considers a faculty-specific strategic plan inclusive of all programs and related Faculty activities.
2. That the Faculty of Education consider moving the Social Context course outside the PSII, creating more space within the PSII for the assessment course or reduced workload for practicum students during that time. Course instructors need to be consulted as part of any decision to move it.
3. That the Faculty of Education further develop the Indigenization strategy.
4. That the Faculty of Education create a multidisciplinary elementary major (perhaps with a literacy and numeracy emphasis) as one of the options for student majors.
5. That the Faculty of Education follow the model used for out-of-province placements where University Consultants meet with students electronically every other week, could be employed for local placements in PS III.
6. That Instructors have a path to more secure and long-term employment, such as tenure or conversion to tenure track.
7. When addressing budget cuts, the Faculty of Education should not increase cohort size, due to lack of classroom space and class sizes that are already large.
8. To prevent further resource challenges to the undergraduate program, the Faculty of Education could consider opening Masters courses to PhD students.
9. That the Faculty investigate the feasibility of creating a process, or incentive, for faculty and students to collaborate in a scholarly dissemination using research from the PS III/PIP.
10. That the Faculty of Education develop an Internationalization strategy in terms of enrollment, partnership, possible revenue, and research interests.
11. That the Faculty of Education reviews its graduate programs and their alignment to B.Ed. enrollment, and capacity to enhance faculty-based research.

12. That within the PAR or as a distinct process, the Faculty of Education creates a research profile with metrics to gauge faculty research effort and connection to the Faculty of Education mission to support teaching and learning.
13. The reputation of the U of L B.Ed. is important for recruitment and for relationships with the field, so regardless of budget cuts, it is important not to erode the features of the program regarded as its strengths.
14. As part of the QAR, that University of Lethbridge consider a process of unit review rather than the degree-centric review process.

The External Reviewers Report also included four **commendations**:

1. We commend the FE and UL for its work in teacher education.
2. We commend University of Lethbridge faculty and staff for creating an environment where such collaboration seems an expectation and not merely a rarely attained goal.
3. Faculty are to be commended for their ongoing initiatives in response to issues and needs identified by affected stakeholders, whether they are students, faculty, UCs, TAs, or field placement school administrators.
4. We commend faculty for developing a response to ensure that its field-related dissemination as part of the B.Ed. is recognized as research in the context of any UL processes measuring research intensity or for the purposes of tenure and merit.

3. Program Response

In their Program Response, the Self Study Committee addressed the recommendations from the External Review Report:

Recommendation:	Response:
1. <i>That the Faculty of Education considers a faculty-specific strategic plan inclusive of all programs and related Faculty activities.</i>	The report is helpful in identifying that the student experience is one of the most important aspects of our program and states that it is apparent we put students' learning needs first in our decision-making processes. The recommendation to ensure a Faculty Strategic Plan that continues this focus is key to moving forward.
2. <i>That the Faculty of Education consider moving the Social Context course outside the PSII, creating more space within the PSII for the assessment course or reduced workload for practicum students during that time. Course instructors need to be consulted as part of any decision to move it.</i>	The Self-Study Committee agree that if a change is made to where this course is placed, that it be a mandatory elective course and to be completed outside of the Professional Semesters. In addition, this would not reduce the workload of our students, but redistribute it to the Evaluation course.
3. <i>That the Faculty of Education further develop the Indigenization strategy.</i>	The report states that "while not citing the 'Call to Action,' the Faculty of Education is actively dealing with locals' needs related to Indigenization," the Committee would like to point out the TRC 'Calls to Action' have provided the foundation for the changes made to the program over the past three or four years. Dawn Burleigh, our faculty member working in this area, consistently refers to the TRC when providing a rationale for the work we are doing related to integration.
4. <i>That the Faculty of Education create a multidisciplinary elementary major (perhaps with a literacy and numeracy emphasis) as</i>	The Committee notes that all our students graduate with a generalist degree. We do not have an elementary focus yet. This is currently being discussed by faculty, and it must be acknowledged that this recommendation has implications for all aspects of the teacher

Recommendation:	Response:
<i>one of the options for student majors.</i>	education program (five year versus four year, generalist versus elementary and secondary focus).
5. <i>That the Faculty of Education follow the model used for out-of-province placements where University Consultants meet with students electronically every other week, could be employed for local placements in PS III.</i>	The Committee acknowledges that out-of-zone supervision has been problematic in the past. The quality of support provided in out-of-zone placements is dependent on the experience and expertise of our university consultants, and we often need to bring in new people to supervise. Helping them understand our program expectations takes time and professional development. The only rationale for this change would be to save money.
6. <i>That Instructors have a path to more secure and long-term employment, such as tenure or conversion to tenure track.</i>	The Committee agrees that this is an important recommendation. Increasing permanent instructors should be considered alongside with an increase in full-time faculty, since these numbers have been reduced by 10 since the previous QAR in 2012.
7. <i>When addressing budget cuts, the Faculty of Education should not increase cohort size, due to lack of classroom space and class sizes that are already large.</i>	The authors suggest that class sizes of 40 in a professional program seems large, but we have recently had to move to this size on the basis of central administration directives. However, with the recommendation of the review team, we agree that it would not be advantageous to enlarge these classes any further going forward.
8. <i>To prevent further resource challenges to the undergraduate program, the Faculty of Education could consider opening Masters courses to PhD students.</i>	The suggestion to combine course work for Master's and Ph.D. students, is a worthwhile one and will help to combat the isolation of working alone for our small number of Ph.D. students.
9. <i>That the Faculty investigate the feasibility of creating a process, or incentive, for faculty and students to collaborate in a scholarly dissemination using research from the PS III/PIP.</i>	The External Review report acknowledges that even though the review is focused on the undergraduate program, there are tensions that need to be examined between the undergraduate and the graduate programs. The review team has, we feel, very important and worthwhile ideas about addressing this. One way in particular is to help faculty members see the value and potential in working with students in their final internship on their research- and field-based Professional Inquiry Projects. By creating a process to facilitate this collaboration, there could be increased opportunities for scholarly dissemination of research emerging from the undergraduate program.
10. <i>That the Faculty of Education develop an Internationalization strategy in terms of enrollment, partnership, possible revenue, and research interests.</i>	The Self-Study Committee appreciates the value of the development of an Internationalization strategy but feel it needs to be weighed against the reduced number of faculty, increased undergraduate student enrollment, and pending increases in teaching in response to budget cuts. The external reviewers acknowledge that the faculty is working at capacity, so this suggestion would require significant resources.
11. <i>That the Faculty of Education reviews its graduate programs and their alignment to B.Ed. enrollment, and capacity to enhance faculty-based research.</i>	The Self-Study Committee acknowledges the perception that graduate programs are more prestigious and provide more opportunities for research development. As the external reviewers indicate, the challenge is to ensure the great work performed in the undergraduate program is not compromised through greater focus on the graduate program.
12. <i>That within the PAR or as a distinct process, the Faculty of Education creates a research profile with metrics to gauge faculty research effort and connection to the</i>	The Committee agrees that promoting the research profile of the Faculty of Education be raised not only internally through the Legacy magazine and the Turcotte Hall monitors – as is currently done – but beyond the campus and into the community and schools to share faculty research as a distinct process.

Recommendation:	Response:
<i>Faculty's mission to support teaching and learning.</i>	
13. <i>The reputation of the University of Lethbridge B.Ed. is important for recruitment and for relationships with the field, so regardless of budget cuts, it is important not to erode the features of the program regarded as its strengths.</i>	The External Reviewers note that one of our advantages is "an extensive field development process, and a faculty strongly connected to this in practice and research." This, according to the external report, is what contributes to our "value added" component and why "students would choose U of L's B.Ed." Simply put, because we are not like other teacher education programs. The Self-Study Committee strongly agrees with these statements.
14. <i>As part of the QAR, that University of Lethbridge consider a process of unit review rather than the degree-centric review process.</i>	This recommendation is for the University of Lethbridge's AQAR focus and process generally rather than for the Faculty of Education specifically. While the QAR process is lengthy and rigorous, it is important for faculties to not only be involved in this type of self- and external-assessment process, but to lead it.

4. Dean's Response

The Dean of the Faculty of Education responded to the 14 recommendations from the External Review Report:

Recommendation:	Response:
1. <i>That the Faculty of Education considers a faculty-specific strategic plan inclusive of all programs and related Faculty activities.</i>	Agreed. The Faculty retreat originally planned for May will now likely be rescheduled to the Spring of 2021. The retreat will include a review of the recent outcomes of the MC, MEd, and BEd QAR as well as a review of the outcomes of the Ed 2500, PS I, PS II, PS III, and graduate surveys which the faculty routinely conducts. The retreat will also include the Budget Committee's review of future funding and will culminate in a review of specific policies and a strategic plan. The recommendation that the plan bridge undergraduate and graduate programs is useful given that the size of the faculty continues to diminish and changes in any program has implications for all.
2. <i>That the Faculty of Education consider moving the Social Context course outside the PSII, creating more space within the PSII for the assessment course or reduced workload for practicum students during that time. Course instructors need to be consulted as part of any decision to move it.</i>	Agreed. This recommendation actually appears in our current Unit Academic Plan. The recommendation is non-trivial as it does have significant implications for faculty who teach in these areas, furthermore, such a change requires CAQC review and approval. Additionally, it would necessitate changes in our two specializations (Educational Technology and Inclusive Education). The recommendation is slated for a faculty-wide discussion at a Committee of the Whole in 2020-21.
3. <i>That the Faculty of Education further develop the Indigenization strategy.</i>	Under the new Teaching Quality Standard, Faculties of Education are required to address the the indigenization of curriculum at both the undergraduate (for teacher certification) and graduate (for leadership certification) levels. Our faculty received about \$1.4 M from the Ministry of Education to fund the Niitsitapi Teacher Education Program, as well as fund research activities regarding best practices, and the reconstruction of practicum handbooks, practicum evaluation forms, and teacher associate orientations. This one-time, non-renewable funding will expire in 2021. The Faculty will not have the same

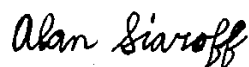
Recommendation:	Response:
	<p>resources to support ongoing activities or additional iterations of the Niitsitapi program.</p> <p>The faculty aspires though to more than meet minimum requirements but given pending budgetary reductions and the need for additional teaching faculty, we will want to leverage working relationships, and pursue collaborative activities with the Kainai Board of Education (KBE) and Red Crow Community College (RCCC).</p>
<p>4. <i>That the Faculty of Education create a multidisciplinary elementary major (perhaps with a literacy and numeracy emphasis) as one of the options for student majors.</i></p>	<p>Disagree in part. The development of a multidisciplinary elementary major would be inconsistent with the existing program, and there is no existing counterpart in the Faculty of Arts & Science to support a combined initiative. The faculty has considered developing a multidisciplinary Elementary <u>program</u> with a focus on literacy and numeracy. Such a program was the subject of a recent faculty retreat, and the only genuine impediment is the definition of the content courses taken prior to admission. The Faculty of Education has also considered such an initiative within the context of re-introducing a four-year Bachelor of Education program (not a combined-degree program), but (depending on its popularity) this would have significant budget implications for the Faculty of Arts & Science. The Faculty has been asked to pursue funding to partner a four-year program with the next iteration of the Niitsitapi program.</p>
<p>5. <i>That the Faculty of Education follow the model used for out-of-province placements where University Consultants meet with students electronically every other week, could be employed for local placements in PS III.</i></p>	<p>Disagree. The existing COVID-19 pandemic will force this pilot on the faculty in Fall 2020 regardless of the recommendation. But pandemic aside, this recommendation needs to be cautiously considered as a long-term strategy. Advantages include a reduction in overall supervision cost and a reduction in faculty/instructor/sessional workloads, however, given that most of our PS III placements occur within Zone 6 (mostly within the local Lethbridge area), the cost savings are comparatively small. Likewise, the reductions to workload would be minimal, especially given that faculty members teach relatively few sections of PS III. More importantly, the disadvantages could be significant. Teachers would perceive this as a reduction in commitment to the practicum program, with potential severe repercussions to our ability to make placements. A cost/benefit analysis may preclude consideration of this recommendation.</p>
<p>6. <i>That Instructors have a path to more secure and long-term employment, such as tenure or conversion to tenure track.</i></p>	<p>Disagree. There is no provision with the U of L Collective Agreement for a transition between instructor positions and tenure track faculty positions. It is already the case within the Collective Agreement that instructors may be appointed to Continuing Appointments, and we have three such individuals currently on our faculty. It is anticipated that additional positions will be re-advertised next year.</p>
<p>7. <i>When addressing budget cuts, the Faculty of Education should not increase cohort size, due to lack of classroom space and class sizes that are already large.</i></p>	<p>Agree in principle. Over the next three years the Faculty will lose at least five additional faculty members due to retirement, with no commitment for replacement due to pending reductions. The Faculty of Education is not unique in this regard either within the university or within the province. Furthermore, under current and continuing budget pressures, the faculty may be asked to increase its student numbers — something we have already done twice in the last few years (going from 180 to 216 to 240 yearly admission). If we are to maintain current class sizes while admitting more students, then we would simply need additional faculty members, or we would need to increase teaching loads for faculty. The realities of the Alberta context may mean it is not</p>

Recommendation:	Response:
	attainable, and the recommendation would need to be held in balance with other strategies for meeting the challenges ahead.
<p>8. <i>To prevent further resource challenges to the undergraduate program, the Faculty of Education could consider opening Masters courses to PhD students.</i></p>	<p>Disagree. This recommendation appears to be a way to reduce instructional requirements in the graduate program, however, it is not clear that limiting teaching opportunities in graduate programs improves teaching in the undergraduate program, and it is not consistent with the Collective Agreement whereby administration should reasonably support teaching opportunities and interests of faculty.</p> <p>Most of the students in our doctoral programs complete their Masters programs at the U of L, and therefore would be repeating the courses. Also, while it is presumed that combining doctoral and master's courses would generate teaching capacity, it cannot be presumed that this capacity would be allocated to the undergraduate program.</p> <p>A better solution to ongoing teaching capacity shortages would be to investigate ways to further involve our doctoral students in the instruction of undergraduate programs where possible — a highly successful practice to date. This enhances both the opportunities of our faculty members and our doctoral students.</p>
<p>9. <i>That the Faculty investigate the feasibility of creating a process, or incentive, for faculty and students to collaborate in a scholarly dissemination using research from the PS III/PIP.</i></p>	<p>Agreed. There is currently no impediment to faculty collaborating with interns on these projects, but likewise there is no particular incentive. It would be possible to provide some (limited) financial support for larger projects, perhaps ones shared among a group of interns, but we would have to ensure the evenness of experience among the students.</p> <p>It would be necessary to have faculty members suggest a project that would resonate across classroom contexts, apply for funding, and then allow students to opt into the appropriate section of the course. This approach would maintain student autonomy in engaging inquiry into their own professional practice. As an example, this was successfully piloted with a Career Education cohort a number of years ago.</p>
<p>10. <i>That the Faculty of Education develop an Internationalization strategy in terms of enrollment, partnership, possible revenue, and research interests.</i></p>	<p>Disagree. The recommendation already appears in our Unit Academic Plan, for discussion whereby an ad hoc committee would investigate internationalization opportunities and potential.</p> <p>A significant impediment to this recommendation is that Teacher Certification is jurisdictionally driven. For example, a teacher trained in Alberta is not necessarily eligible to teach in Ontario without meeting further certification requirements. The case is even more significant for international requirements and regulations.</p> <p>This impediment makes it very difficult to recruit international students unless a specific government-to-government agreement is pre-established. It is not impossible, and there are obvious benefits to a more diverse student body; however, it would almost certainly come about through a wider university approach to attracting international students.</p> <p>Finally, faculty sees this as a workload issue, and finds it hard to justify recruiting international students to our undergraduate program when we cannot accommodate all of the domestic students who apply now.</p> <p>The faculty has considered a few internationalization strategies in recent years and rejected each, e.g., international PS III, a student exchange program, and professional development for practicing teachers. There is more interest and opportunity for internationalization strategies at the graduate level than there is at the undergraduate level.</p>

Recommendation:	Response:
11. <i>That the Faculty of Education reviews its graduate programs and their alignment to B.Ed. enrollment, and capacity to enhance faculty-based research.</i>	Not feasible. The pool of graduate students with an Education background available to accept Graduate Assistantships is extremely small, and this is a frustration and disappointment to faculty members wanting assistance in their Education research activities. The potential for full time graduate students in MEd (General) programs would have been a subject of the more recent MEd QAR, but such a full time program structure lies outside our current cohort model — a preferred model as validated in the review. It is uncertain as to the degree of interest that exists in local school jurisdictions for full time graduate programs.
12. <i>That within the PAR or as a distinct process, the Faculty of Education creates a research profile with metrics to gauge faculty research effort and connection to the Faculty of Education mission to support teaching and learning.</i>	Agree. This recommendation encourages a mechanism to document and report the collective volume and impact of faculty research activities. The inclusive nature of our research would make this an interesting challenge, particularly given the small size and necessary diversity of the faculty (that is, there is generally only one faculty member in most specialist areas). This recommendation together with a review of the faculty Research Policy and our Supplementary Policies to Article 12 could bring focus to a highly worthwhile and informative Faculty Retreat on this topic. A review of both policies could be entered into our Unit Academic Plan.
13. <i>The reputation of the University of Lethbridge B.Ed. is important for recruitment and for relationships with the field, so regardless of budget cuts, it is important not to erode the features of the program regarded as its strengths.</i>	Agree. In some ways this recommendation is more of an affirmation within a very positive quality assurance review. The recommendation stands as both an acknowledgement of a very strong and well-received program, and a warning that the challenging budget times ahead could force decisions that compromise the quality of the program as it exists today.
14. <i>As part of the QAR, that University of Lethbridge consider a process of unit review rather than the degree-centric review process.</i>	This recommendation is not specific to the Bachelor of Education QAR (or any assurance review for that matter), and its viability is therefore left for consideration by AQAC.

The Academic Quality Assurance Committee is satisfied that the Bachelor of Education program's Academic Quality Assurance Review has followed the U of L's academic quality assurance process appropriately and acknowledges the successful completion of the review.

Sincerely,



Dr. Alan Siaroff
Chair, Academic Quality Assurance Committee
Professor, Department of Political Science

cc Erasmus Okine, PhD., PAS, FICN
Provost & Vice-President (Academic)