THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education
2125 Main Mall
Vancouver, B.C. Canada V6T 1Z4

5 November 2008

TO: Working Group on Cross-Border Collaboration
Faculty of Education

FROM: Stephen Petrina, Professor
Faculty of Education

RE: What is "the Faculty"?

Dear Working Group on Cross-Border Collaboration,

I am following up on the Dean's invitation to formally participate in the Working Group on Cross-Border Collaboration's review process. I appreciate the opportunity to have formal input, conversation, and a response. Many of us are wondering: what is "the faulty" in "cross-faculty inquiry" and where or what are "the borders" in "cross-border collaboration"?

Thankfully, an analysis and discussion of what is meant by "the faulty" in "cross-faculty" and "the borders" in "cross-border" are *squarely* within the Dean's functions and of the Working Group and its members: "Generate recommendations concerning how we might foster cross-border collaborations... prepare a Report outlining a series of recommendations for cross-border collaboration for the Faculty."

Included in this input into the Working's Group's deliberations are an analysis of current trends for courses and programs in "the faculty" and recommendations for culminating a process of migrating courses that began about thirty years ago.

Amidst the whirlwind of administrative plans for "Cross-Faculty Inquiry" and "Cross-Border Collaboration" over the past six years, the planners have yet to ask "what is the faculty?" Since 1956 at UBC, only the worst of agnostics can deny the existence of the Faculty of Education, and few within lose sleep over the question of proof. Personally, I care little about the ontological issues of "the faculty," but I know I'm not alone in caring a lot about troubling signs and trends pointing from and toward desires to migrate select courses, degrees, and programs out of departments and into some nebulous space called "the faculty."

To provide definition to "the faculty," the CCFI, DNSO, EPLT, OGPR, and TEO are typically granted recognition rarely given to ECPS, EDCP, EDST, LLED, or HKIN.

"Faculty-level" all too "naturally" defaults to CCFI, DNSO, EPLT, OGPR, and TEO. Rarely do we hear or speak of "the faculty" in terms of departments or the School of HKIN. Indeed, more and more we hear of Dean Tierney referring to the departments as "columns" and "silos" (e.g., overview of the Working Group given at the EDCP Department meeting on 18 September 2008). A case could be made that the "Working Group on Cross-Border Collaboration" has inscribed within its name and terms of reference a marginalization of departments as "borders." Granted, this current contempt for departments as something other than "the faculty" is more budget panic than intellectual critique or deconstruction, given administrative demands for cost-recovery, revenue-generating ideas.

An indication of how wishful this notion of units such as CCFI as "the centre" of "the faculty" is found in the Dean's *Snapshots* report of the Faculty of Education to central administration (February 2008) (Figure 1).
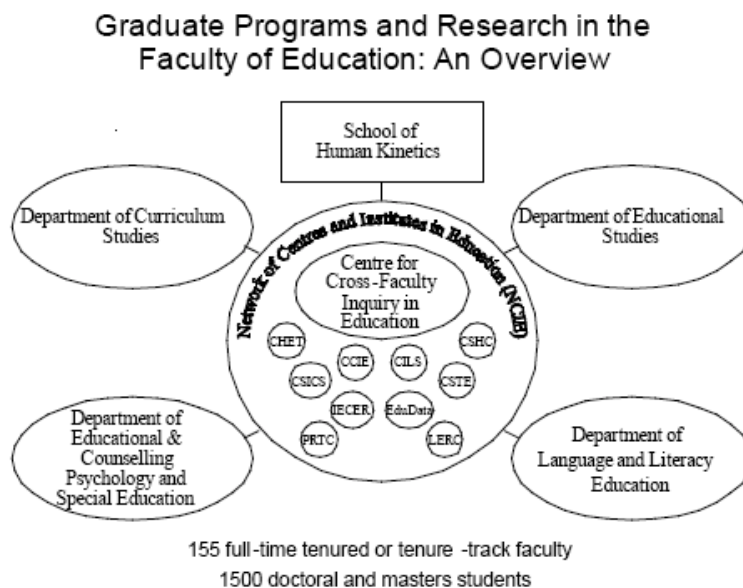

Figure 1. "Graduate programs and research in the Faculty of Education," (Tierney, 2008, p. 37).

Hence, it appears as paradoxical that a process of migrating courses, degrees, and programs from "the faculty" into departments or HKIN is actually a migration to "the faculty." I encourage the Working Group on Cross-Border Collaboration to nevertheless concur that moving academic courses, degrees, and programs from the CCFI, DNSO, EPLT, OGPR, and TEO and to the departments and HKIN is a migration to "the faculty"— this direction is always already a facilitation of "cross-*faculty*" inquiry, collaboration, programming, etc. Resourcing, reinforcing, and renewing courses, degrees, and programs (and faculty members) *in* the departments and HKIN enable "cross-*faculty*" collaboration, programming, and research.

In fact, there is a thirty-year process of migrating from "the faculty" *qua* service units to the departments. For example, in the spirit of coordination of expertise in "the faculty,"

once CSCI was recognized as redundant, a suite of six graduate curriculum studies courses was transferred from CSCI to CUST in 1999. In a previous letter to the Working Group, I described the conditions for initiating Ph.D. programs in Language Education and Curriculum Studies in 1994 and 1995 that amounted to a transfer of programs from CSCI to these two departments. In 2002, two research courses in the OGPR were transferred to CUST and ECPS created 'introduction to research methodology' requirements to effectively displace the OGPR's EDUC 500. The process was basically stalled or reversed under Dean Tierney's administration. For example, sixteen courses and a program now reside in EPLT, the result of a six-year process of transferring expertise out of departments while dismissing academic or intellectual oversight as unnecessary or cumbersome (see letter to Working Group, forthcoming).

Obviously within a research university, it is extremely important to avoid conflating academic or intellectual oversight with bureaucratic oversight. There are functions that offices and service units serve, but academic or intellectual oversight is typically something that is invested in faculty members and not the staff or associate deans presiding over an office. With 93 courses now residing in service units and the CCFI, the Faculty of Education too readily conflates bureaucratic with academic forms of oversight. To be sure, there are courses requiring intensive staff coordination that are best placed in service units, such as practicum courses, but the vast majority of these 93 ought to be transferred to the departments where intellectual expertise resides and where academic oversight can be most dynamic and effective, albeit with administrative governance in the faculty's standing committees and university units such as FOGS and Senate.

Under this new era of interdepartmental cooperation, the question "what do we have in common a/cross 'the faculty'?" need not reduce to the CCFI, DNSO, EPLT, OGPR, and TEO. One recommendation in this new era is to re-initiate a process begun in another era. Please seriously consider the outlines attached for re-initiating this process and reversing the current administration's direction.

Thank you very much for responsively attending to this input. I am willing to help facilitate conversations and hard decisions on transferring courses from the CCFI and service units to departments in the spirit of collaboration within "the faculty." Please make this report available as one of the public documents forwarded. I look forward to a response and an invitation to talk with the Working Group about "the faculty" of "cross-faculty inquiry" and "the borders" of "cross-border collaboration."

EDUC Courses as of 5 November 2008

EDUC 140 (3) Introduction to First Nations Studies
EDUC 141 (3) Cultural Studies
EDUC 143 (1) Seminar and Classroom Observation I
EDUC 240 (3) Issues in First Nations Education
EDUC 244 (2) Seminar and Classroom Observation II
EDUC 300 (7) Integrated Practicum Experience: Elementary I
EDUC 301 (3) Integrated Practicum Experience: Two-year Elementary Program II.
EDUC 302 (6) Integrated Practicum Experience: Secondary I
EDUC 303 (7) Integrated Practicum Experience: Middle Years I
EDUC 310 (4) Principles of Teaching: Elementary and Middle Years
EDUC 311 (4) Principles of Teaching: Secondary
EDUC 315 (0) Pre-practicum Experience
EDUC 316 (1-3) d Communication Skills in Teaching
EDUC 319 (0) Orientation School Experience: Secondary
EDUC 321 (0) Orientation School Experience: Elementary
EDUC 323 (0) Orientation School Experience: Middle Years
EDUC 329 (18) Extended Practicum: Secondary
EDUC 342 (6) Teaching First Nations Languages in Elementary Schools
EDUC 344 (0) Issues in First Nations Education
EDUC 345 (0) First Nations Curriculum: Field Experience
EDUC 390 (3) Teaching and Learning in Digital Environments
EDUC 395 (3/6) d Regional Field Studies in Education
EDUC 399 (0) Field Experience and Practice
EDUC 400 (13) Integrated Practicum Experience: Twelve-Month Elementary Program II
EDUC 401 (16) Integrated Practicum Experience: Two -Year Elementary Program III
EDUC 402 (14) Integrated Practicum Experience: Secondary II
EDUC 403 (13) Integrated Practicum Experience: Middle Years II
EDUC 418 (6-18) d Extended Practicum: Elementary
EDUC 419 (6-18) d Extended Practicum: Middle Years
EDUC 420 (2) School Organization in its Social Context
EDUC 432 (3/6) d The Supervision of Teaching
EDUC 441 (3) History of First Nations Schooling
EDUC 442 (3) Critical Issues in First Nations Education
EDUC 449 (3/6) c Supervised Study
EDUC 480 (1-3) d Program Synthesis: E- Portfolio
EDUC 490 (1-6) d Special Studies in Education
EDUC 492 (6/12) d Critical Analysis of Teaching
EDUC 495 (4-18) c Teaching Practicum (Elementary)
EDUC 496 (4-18) c Teaching Practicum (Secondary)
EDUC 500 (3) Research Methodology in Education
EDUC 503 (3/6) c Ethnography and Education
EDUC 504 (3) Seminar in Qualitative Data Analysis
EDUC 566 (6) Principles of Secondary Education
EDUC 601 (6/12) c Doctoral Seminar
EDUC 699 (0) Doctoral Dissertation

Recommended EDUC Course Changes
5 November 2008

Principle Governing Course Transfers / Changes:
Academic or intellectual oversight for courses is invested in Departments and the School of HKIN; and more specifically in many respects, the program within a Department or HKIN. Academic oversight committees within respective departments may be Undergraduate Advisory or Graduate Advisory committees. Core teacher education practicum courses should be overseen by the Teacher Education Office and the Faculty's Committee on Curriculum Admissions, Standing and Appeals or pending Undergraduate Council.

Retain as TEO Courses
EDUC 300 (7) Integrated Practicum Experience: Elementary I
EDUC 301 (3) Integrated Practicum Experience: Two-year Elementary Program II.
EDUC 302 (6) Integrated Practicum Experience: Secondary I
EDUC 303 (7) Integrated Practicum Experience: Middle Years I
EDUC 315 (0) Pre-practicum Experience
EDUC 319 (0) Orientation School Experience: Secondary
EDUC 321 (0) Orientation School Experience: Elementary
EDUC 323 (0) Orientation School Experience: Middle Years
EDUC 329 (18) Extended Practicum: Secondary
EDUC 399 (0) Field Experience and Practice
EDUC 400 (13) Integrated Practicum Experience: Twelve-Month Elementary Program II
EDUC 401 (16) Integrated Practicum Experience: Two-Year Elementary Program III
EDUC 402 (14) Integrated Practicum Experience: Secondary II
EDUC 403 (13) Integrated Practicum Experience: Middle Years II
EDUC 418 (6-18) d Extended Practicum: Elementary
EDUC 419 (6-18) d Extended Practicum: Middle Years
EDUC 495 (4-18) c Teaching Practicum (Elementary)
EDUC 496 (4-18) c Teaching Practicum (Secondary)

Transfer / Change to ECPS Courses
EDUC 143 (1) Seminar and Classroom Observation I
EDUC 244 (2) Seminar and Classroom Observation II
EDUC 500 (3) Research Methodology in Education
EDUC 504 (3) Seminar in Qualitative Data Analysis

Transfer / Change to EDCP Courses
EDUC 390 (3) Teaching and Learning in Digital Environments
EDUC 432 (3/6) d The Supervision of Teaching
EDUC 492 (6/12) d Critical Analysis of Teaching
EDUC 566 (6) Principles of Secondary Education

Transfer / Change to EDST Courses
EDUC 140 (3) Introduction to First Nations Studies
EDUC 141 (3) Cultural Studies
EDUC 240 (3) Issues in First Nations Education
EDUC 344 (0) Issues in First Nations Education
EDUC 345 (0) First Nations Curriculum: Field Experience
EDUC 420 (2) School Organization in its Social Context
EDUC 441 (3) History of First Nations Schooling
EDUC 442 (3) Critical Issues in First Nations Education
EDUC 503 (3/6) c Ethnography and Education

Transfer / Change to LLED Courses
EDUC 316 (1-3) d Communication Skills in Teaching
EDUC 395 (3/6) d Regional Field Studies in Education
EDUC 480 (1-3) d Program Synthesis: E- Portfolio

Delete
EDUC 449 (3/6) c Supervised Study
EDUC 490 (1-6) d Special Studies in Education
EDUC 601 (6/12) c Doctoral Seminar
EDUC 699 (0) Doctoral Dissertation

ECED Courses as of 5 November 2005

ECED 405 (3) Foundations of Curriculum and Instruction in Early Childhood Education
ECED 406 (3) Pre-kindergarten Curriculum
ECED 407 (3) Pre-kindergarten Instruction
ECED 415 (3) Supporting Learning in The Primary Years
ECED 416 (3) Kindergarten Curriculum
ECED 417 (3) Supporting Learning in the Kindergarten Year
ECED 420 (3) History of Early Childhood Education
ECED 421 (3) Home, School, and Community Relations
ECED 425 (3/6) c Advanced Studies in Early Childhood Education
ECED 438 (3) Observation and Recording
ECED 480 (3-12) c Selected Topics in Early Childhood Education
ECED 508 (3-12) c Review of Research in Educational Methods
ECED 561 (3-12) c Laboratory Practicum
ECED 565 (3/6) d Special Course in Subject Matter Field
ECED 580 (3-12) c Problems in Education
ECED 585 (3-6) d Advanced Seminar on Research in Early Childhood Education
ECED 590 (3) Graduating Paper
ECED 598 (3-12) c Field Experiences
ECED 599 (6-12) d Master's Thesis

Recommended ECED Course Changes
5 November 2008

Principle Governing Course Changes:
Academic or intellectual oversight for courses is invested in Departments and the School of HKIN; and more specifically in many respects, the program within a Department or HKIN. Academic oversight committees within respective departments may be Undergraduate Advisory or Graduate Advisory committees. Core teacher education practicum courses should be overseen by the Teacher Education Office and the Faculty's Committee on Curriculum Admissions, Standing and Appeals or pending Undergraduate Council.

Transfer / Change to ECPS Course
ECED 438 (3) Observation and Recording
ECED 415 (3) Supporting Learning in The Primary Years
ECED 417 (3) Supporting Learning in the Kindergarten Year
ECED 508 (3-12) c Review of Research in Educational Methods
ECED 480 (3-12) c Selected Topics in Early Childhood Education
ECED 585 (3-6) d Advanced Seminar on Research in Early Childhood Education

Transfer / Change to EDST Course
ECED 420 (3) History of Early Childhood Education

Transfer / Change to LLED Courses
ECED 405 (3) Foundations of Curriculum and Instruction in Early Childhood Education
ECED 406 (3) Pre-kindergarten Curriculum
ECED 407 (3) Pre-kindergarten Instruction
ECED 416 (3) Kindergarten Curriculum
ECED 421 (3) Home, School, and Community Relations
ECED 425 (3/6) c Advanced Studies in Early Childhood Education

Delete
ECED 561 (3-12) c Laboratory Practicum
ECED 565 (3/6) d Special Course in Subject Matter Field
ECED 580 (3-12) c Problems in Education
ECED 590 (3) Graduating Paper
ECED 598 (3-12) c Field Experiences
ECED 599 (6-12) d Master's Thesis

CCFI Courses as of 5 November 2008

CCFI 501 (3) Living Inquiry in Learning Communities
CCFI 502 (3) Theorizing Knowing in Education
CCFI 508 (3-12) c Review of Research in Educational Methods
CCFI 561 (3-12) c Laboratory Practicum
CCFI 565 (3/6) d Special Course in Subject Matter Field
CCFI 567 (3/6) c Problems and Issues in Elementary Education

CCFI 572 (3/6) d Advanced Seminar in Cross-Faculty Inquiry in Education
CCFI 580 (3-12) c Problems in Education
CCFI 590 (3) Graduating Paper
CCFI 598 (3-12) c Field Experiences
CCFI 599 (6-12) c Master's Thesis
CCFI 601 (3-12) c Doctoral Seminar
CCFI 699 (0) Doctoral Dissertation

Recommended CCFI Course Changes
5 November 2008

Principle Governing Course Changes:
Academic or intellectual oversight for courses is invested in Departments and the School of HKIN; and more specifically in many respects, the program within a Department or HKIN. Academic oversight committees within respective departments may be Undergraduate Advisory or Graduate Advisory committees. Core teacher education practicum courses should be overseen by the Teacher Education Office and the Faculty's Committee on Curriculum Admissions, Standing and Appeals or pending Undergraduate Council.

Transfer / Change to ECPS Course
CCFI 572 (3/6) d Advanced Seminar in Cross-Faculty Inquiry in Education

Transfer / Change to EDCP Course
CCFI 508 (3-12) c Review of Research in Educational Methods

Transfer / Change to EDST Course
CCFI 502 (3) Theorizing Knowing in Education

Transfer / Change to LLED Courses
CCFI 567 (3/6) c Problems and Issues in Elementary Education
CCFI 501 (3) Living Inquiry in Learning Communities

Delete
CCFI 561 (3-12) c Laboratory Practicum
CCFI 565 (3/6) d Special Course in Subject Matter Field
CCFI 580 (3-12) c Problems in Education
CCFI 590 (3) Graduating Paper
CCFI 598 (3-12) c Field Experiences
CCFI 599 (6-12) c Master's Thesis
CCFI 601 (3-12) c Doctoral Seminar