UBC THE UNIVERSITY OF BRITISH COLUMBIA
Department of Educational Studies
Faculty of Education

EXTERNAL REVIEW SELF-STUDY

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Preface

The Department of Educational Studies in the Faculty of Education at the University of British Columbia is located on the traditional, unceded, and ancestral territory of the xʷməθkʷəẏəm (Musqueam) people. This acknowledgement confirms our commitment to decolonization through our research, teaching, service, and community engagements.

Our Mission and Values

The mission of the Department of Educational Studies (EDST) is to advance knowledge about critical issues facing education, educators, and learners in multiple contexts. We strive to provide students with learning opportunities that are transformative and that support their life goals. Through our multi-disciplinary scholarship, teaching, service and our community engagement, we provide and develop leadership to address complex issues throughout and within a wide variety of educational domains, including Indigenous education, life-long and life wide learning, K-12 contexts, educational policy and governance, higher education, and the cultural, historical, sociological, political, and philosophical foundations of education.

In pursuit of our mission, students, faculty, and staff in EDST value equity, diversity, inclusion, anti-racism, and social justice, support for Indigenous educational advancement and decolonization, respectful engagement with our community partners, criticality in our approach to educational orthodoxies, and integrity in our relationships.

Our academic mission, values, and strategic planning align with the goals articulated in both the UBC's strategic plan (*Shaping UBC's Next Century*, 2018-2028) and the Faculty of Education's strategic plan (*Learning Transformed*, 2019-2024). These synergies will be highlighted in this self-study document.

Introduction

In 1994, EDST was formed through the merger of two departments. At the time of the merger, the Department was comprised of 35 full time faculty members, seven programs, and 321 students. As of the 2018-2019 academic year, EDST has 29 full time faculty members, ten programs, and 356 (298 on campus and 67 off campus) graduate students. Through our contributions to undergraduate education, including the Teacher Education program and Adult Education and Higher Education diploma, certificate, and Arts Minor pathways, EDST faculty engage with thousands of undergraduate students each year.

Since the time of our last formal External Review in 2010, EDST has had six different Department Heads. Dr. Mona Gleason, a faculty member in EDST since 2000, was appointed to the Headship of EDST in September of 2018. She is currently in the second year of her three-year appointment. The legacy of a great deal of turnover in the Head's role has made continuity in long-range change management and planning within the Department difficult. Despite this, EDST continues to offer programs that attract large numbers of applicants. Faculty members in EDST produce research of the highest quality, receive funding from prestigious agencies, both nationally and internationally, present keynote addresses around the world, mentor graduate and undergraduate students, and are rightfully recognized as leading scholars in their fields, including Canada Research Chair scholars.

In the sections to follow, our programmatic structure and our engagement with graduate and undergraduate education in the Faculty will be outlined. Following this, the recommendations that emerged from our last External Review in 2010, and the Department's response to the recommendations, will be summarized. Included in this section is a response from the current Department Head, Mona Gleason. The last sections of the EDST self-study provide some reflections on the current state of the Department through reports from faculty members associated with each of our program areas and department-wide committees. This section engages explicitly with our strategic priorities and both the UBC and Faculty of Education strategic plans. The last section summarizes key challenges and opportunities going forward.

Structure and Programs

The Department of Educational Studies is organized into four program areas, including Adult Learning and Education (ALE), Educational Administration and Leadership (EDAL), Higher Education (HIED) and Society, Culture and Politics in Education (SCPE). There are three cross departmental faculty service committees closely associated with graduate education: the PhD Management and Admissions Committee, the EdD Management and Admissions Committee, and the MA Committee. The Undergraduate Program Advisory and Curriculum Committee (UPACC) provides feedback and guidance on our undergraduate teaching contributions.

Graduate Education

Currently, EDST offers ten graduate education programs along four different degree pathways (PhD, EdD, MA, and MEd). In 2012, the Department combined its four separate MA programs in each of the four program areas (ALE, EDAL, HIED, SCPE) into one single MA degree with concentrations in each of the areas. Students enrolled in the MA degree take two required courses to introduce them to the academic culture of research and writing in educational studies. The remaining courses are taken in one of the four program areas (concentrations). A generalist option for the MA is also available and consists of the required courses and courses chosen in concert with research supervisors.

The PhD program consists of three core seminar courses, comprehensive examinations, a research proposal, and dissertation. Additional course work is undertaken in consultation with the student's supervisor. The doctoral curriculum is designed to orient students to the policies and procedures related to doctoral studies and to examine critical theoretical and methodological traditions in the humanities and social sciences as applied to education. The final core course focuses on the development of scholarly writing skills, preparation for the comprehensive examination, and for the dissertation proposal. PhD students in EDST are expected to undertake comprehensive exams at the end of their second year in the program. The exam typically consists of three papers written over a three-month period, each negotiated with students' research committee members and built around a comprehensive bibliography. In January of 2020, a PhD Program Review Committee, chaired by the Deputy Head, Dr. Lesley Andres, will engage in a broad process of consultation within the Department regarding key aspects of the current program, including its purpose, curriculum, and student engagement. In concert with this program review, the challenge of ensuring that PhD students are fully funded for their first four years is an ongoing consideration. This latter point will be revisited in the sections to follow.

The EdD in Educational Leadership and Policy is a specialized professional doctoral program that attracts educational practitioners with leadership and policy responsibilities across a range of sectors. The program focuses on improving practice through engagement with educational scholarship and involves a cohort model, with ten to twelve students admitted two years out of every three. The last intake of students was July, 2018 and the next intake is July, 2020. EdD students enrol in six required courses and two elective courses, undertake a comprehensive examination based on a paper and oral defense, and write a dissertation. Coursework is taken primarily on weekends and in the evenings to allow for the continuation of students' professional employment. Five key topics provide the framework for the program: education, leadership, ethics, research, and policy. Course offerings, comprehensive exam papers, research proposals, and dissertation topics explore a wide range of questions related to the relationship between scholarship and practice. The EdD program is currently focussed on efforts to recruit and mentor more EDST faculty to participate as instructors and supervisors within the program and to build stronger ties with students in other graduate programs, most particularly the PhD.

The Department also offers four MEd degrees, one in each of the four program areas (ALE, EDAL, HIED, and SCPE) with an additional concentration in the Ts"Kel program, and an on-line MEd in Adult Learning and Global Change (ALGC). Ts"Kel, originally established in 1984, engages with Indigenous content, methodology, methods, and theory in educational studies. We also offer an MEd option in partnership with the Department of Curriculum and Pedagogy (CULE - Curriculum and Leadership).

EDST offers one diploma program in Adult Learning and Education and three certificate programs (EDAL Graduate Certificate Program, ALE Graduate Certificate Program, and the HIED Graduate Certificate Program).

On Campus Program	# of active students (SISC)
EdD	46
PhD	58
MA	33
ALE MEd	26
ALGC MEd	45
HIED MEd	11
SCPE MEd	26
EDAL (total)	37

GC ALE	4
GC EDAL	1
GC HIED	2
Total students	298

(Sourced in October, 2019)

Our off-campus MEd programs, mounted with assistance from the Professional Development and Community Engagement (PDCE) unit of the Faculty of Education, have included those led by faculty within the EDAL program area in partnership with various BC school districts, a MEd in Education for Sustainability (EfS), and various programs aimed to support Indigenous educational leadership development. Currently a new off-campus MEd program organized by the ALE program area for professionals working at the Justice Institute of British Columbia (JIBC) is being developed for 2020.

External EDST MEd Cohorts	# of active students (SISC)
EDAL (EDST)	15
EDAL (SEAL)	20
EDAL (NVIT)	1
EDAL (EDL1)	1
EDST EfS	20
JIBC - ALE	tba
Total	67

(Sourced in October, 2019)

Our experience mounting successful off-campus MEd programs has resulted in the Department being approached often to act on new opportunities. However, in order to ensure our on-campus commitments are met, combined with limits on faculty capacity for teaching and supervisory duties, we have more recently approached such opportunities with caution and have turned down some requests. In 2019, the Department developed a set of principles and processes to guide how we engage with off campus MEd program opportunities.

Undergraduate Education

Faculty in EDST also contribute to undergraduate teaching in the Faculty's initial Teacher Education Program and to on-line and face-to-face undergraduate courses in Adult and Higher Education (ADHE). All faculty members in the Department are expected to teach at least one undergraduate course per year. Three to four faculty regularly teach more than one undergraduate course per year. ADHE courses support the diploma and certificate in Adult Education but the majority of students registered in those courses are undergraduates from across the University who require an elective course. In the 2018 -2019 academic year, EDST offered 124 sections of undergraduate courses, both face-to-face and through the UBC on-line learning platform, Canvas. Courses are taught by faculty members and sessional lecturers. Between 2018 and 2021, the Dean's office has committed to providing funding to support the hiring of advanced doctoral students as Teaching Assistants primarily in Teacher Education courses. This support has been key not only to providing doctoral students with experience in instruction, but also for contributing to their financial support.

EDST Contributions to Initial Teacher Education	EDST Contributions to ALE Diploma and Certificate and Undergraduate Electives
EDST 401 *Education, Schools, and Social Institutions*	ADHE 327 *Teaching Adults*
EDST 403 *Education, Knowledge and Curriculum* (1 credit)	ADHE 328 *Institutions of Adult Education*
EDST 404 *Ethics and Teaching* (1 credit)	ADHE 329 *Developing Short Courses, Workshops, and Seminars*
EDST 427 *Philosophy of Education*	ADHE 330 *The Community Practice of Adult Education*
ADHE 330 Community Practice of Adult Education	ADHE 412 *Introduction to Adult Education*
	EDST 493 *Introduction to the Study of Higher Education*

Recommendations from our Last External Review, Departmental Response (2010), and Response from the Department Head, 2019

Introduction

The External Review committee, Maenette Ah Nee-Benhan (University of Hawai'I, Mānoa), George Dei (Ontario Institute for Studies in Education, University of Toronto), Gert Biesta (University of Stirling) and Neil Guppy (University of British Columbia) provided the last external review of EDST in February of 2010. A series of key recommendations were offered under five major headings: 1) research; 2) teaching; 3) service and outreach; 4) governance and administration and 5) staff, facilities and resources. The Department responded to each of the key recommendations of the External Review in a document submitted to the Dean's office in May of 2010.

At that time, the Department acknowledged the overarching challenge posed by the External Review committee regarding the need to "define and accurately label the academic territory that is Educational Studies" and to "be clear about what constitutes good and worthwhile research in the areas of expertise within the Department" (*EDST External Review – Departmental Response, 2010*, p. 1.) The Departmental response identified five overarching themes that cut across the External Review recommendations and provided an organizing framework for its response. These themes included: 1) the need to "streamline" programs, clusters, courses, governance, and administration, 2) to need to "set priorities" in all aspects of our work, 3) the need to address concerns of "unevenness and inequities" in faculty contributions to research and supervision, 4) the need to develop an "outcomes/accountability orientation" to guide faculty and student achievements, and in terms of workload, and 5) the need for faculty to "fulfill their promise," within the University, nationally and internationally (*EDST External Review – Departmental Response*, 2010, pp. 1-2). The five key recommendations made by the external reviewers, the main Departmental responses to them, and reflections of the current Department Head are briefly summarized in the sections below.

1) Research

The External Review committee recommended that the Department address unevenness in research achievement and develop more effective means for monitoring research. It encouraged EDST faculty members to pay closer attention to defining a coherent research portfolio and to addressing tendencies for the Department to spread itself too thinly. The reviewers were supportive of the development of research clusters

within the Department, but noted that their relationship to the existing program areas (ALE, EDAL, HIED, SCPE) was unclear. They also encouraged the Department to make appointments at the senior level in order to ensure the quality of research and supervisory duties were spread equally across all ranks. (*Review of the Department of Educational Studies – Faculty of Education – University of British Columbia, February, 2010,* p. 11).

In its response, the Department did not support the External Review committee's characterization of research unevenness, stating that "we value traditional modes of scholarly activity….as well as scholarly activity that is 'non-traditional'…" (pp. 2-3). The Department noted that that both types of scholarly activity were aligned with the 2009-2018 UBC strategic plan, *Place and Promise* and in particular focused on the idea of "community engagement" as a central pillar of the mission of both the Department and of the UBC Strategic Plan. The reviewers' contention that while many faculty members were doing work of "the highest academic standards" others were not, was dismissed in the Departmental response. The Department stated that "research that places emphasis on praxis and social justice is not captured very well by the discourse of efficiency." Ultimately, the Department noted that "we do self-consciously try to articulate the connection between traditional scholarship and activism, and to occupy the role of public intellectual, thus challenging the narrowly conceived notion of research and broadening the scope of scholarship" (*EDST External Review – Departmental Response*, 2010, pp. 6-7).

Despite this insistence on the importance of the co-existence of "traditional" and "non-traditional" scholarship within EDST, the Departmental response also noted "student concerns with regard to inequities in research funding and the need for help in getting their scholarly papers published" (*EDST External Review – Departmental Response*, 2010, p. 9). The Department also agreed that its research culture needed to be supported and strengthened: "we rarely have time or space to discuss our research." "This," the response concluded, "has much to do with our other commitments, to heavy student supervision loads, heavy administration commitments, and lack for clear leadership at the Faculty level." (*EDST External Review – Departmental Response*, 2010, p. 9). The Department acknowledged the potential for research clusters to support a stronger research culture across the Department but also pointed out that their relationship to existing program areas – the major organizing framework within the Department – remained unclear and not easily resolvable. Lastly, the Department acknowledged the wisdom of hiring senior level colleagues who could contribute to research and supervisory strength.

Response from the Department Head, 2019

As is the case with all academic departments in the Faculty of Education, EDST faculty in the professoriate stream are expected to focus on scholarship, research, publication/dissemination as a major part of their workload. EDST faculty in the Educational Leadership stream are expected to take a leading role in influencing educational change and demonstrate impact of teaching activity beyond the classroom. A significant strength of the Department lies in faculty's multi-disciplinary research and scholarly approaches. This has resulted in a wide range of scholarly contributions to the study of education by EDST faculty informed by various disciplines in both traditional and non-traditional forms. Faculty in the department publish in top-tiered journals and academic presses in their fields, they have been awarded international recognition for their scholarship, and for leadership in professional associations. Faculty in EDST engage with research projects that are international in scope and mandate. Closer to home, our faculty are routinely asked to engage with educational questions in the mainstream media and on various publicly accessible digital platforms.

The "research unevenness" amongst faculty that was identified in our last External Review and that was problematized in the Department's response in 2010, is a still-relevant and unresolved dynamic within EDST. This relates to how so-called "traditional" and "non-traditional" scholarly activity are understood, made visible

within the reward structures of the University and in workload planning, relate to graduate student support, and contribute (or not) to existing commitments that depend on buy in from all faculty members. While some faculty members in EDST maintain a steady cycle of receiving scholarly grants, supporting graduate students, giving conference presentations, and publishing their work in academic journals or presses, other faculty members engage in this cycle far less. At least some of this unevenness in the scholarly realm is due to differing expectations for publication that exist across the different disciplines and research foci within the Department (e.g., some disciplines value single-authored books over journal articles). Nevertheless, many faculty members in EDST do community engaged research, including engagement with Indigenous communities or marginalized populations, and are successful in publishing and disseminating that work in ways that successfully meet UBC Collective Agreement (CA), Department, Faculty, and Senior Appointments Committee (SAC) expectations for the professoriate stream. While it is not always appropriate for such community-based activities to focus on traditional scholarly publication in journals and books, there are varieties of ways that faculty at UBC make the outcomes of their scholarly activity available to communities, the public, students, and fellow scholars. This scholarly engagement is valued in tenure and promotion processes.

The Department has been attentive to the need to hire at senior ranks and in different streams, particularly in areas of high need such as Indigenous education and in the Educational Leadership stream.   Our most recent faculty advertisement in the area of Indigenous Education and Advancement is an open rank position and thus has the possibility of attracting applications from more senior scholars. Currently, we have made hiring requests for one Instructor in the Educational Leadership (EL) stream in Indigenous Education and one Associate or Full Professor in the professoriate stream in the area of Educational Leadership, Governance, and Policy with research and teaching strengths in diversity, equity, social justice, and decolonization.

2) Teaching

The External Review committee encouraged the Department to streamline its teaching efforts in order to "achieve synergy and coherence in its teaching focus" (*Review of the Department of Educational Studies – Faculty of Education – University of British Columbia, February, 2010,* p, 11). They praised the efforts of the Department to development a single, Department-wide MA program and encouraged comprehensive reviews of all existing programs (including external, cost-recovery programs). They further recommended that reviews of programs by students, more robust peer reviews of teaching and advising work, as well as more opportunities to gauge and respond to student satisfaction and progress be put in place within the Department. The reviewers also pointed out that if research clusters were further developed within the Department, they could provide support for teaching and learning goals.

The Department response to the encouragement of reviewers to streamline its degree-bearing programs and to provide clarity regarding specializations was positive. The Department acknowledged that such an exercise could lead towards "looking more critically at ways to target programmatic areas for growth, reorganize/restructure other areas, reduce and even eliminate course work/programs, and to define a robust method for assessing quality." (Quoting from *Review of the Department of Educational Studies – Faculty of Education – University of British Columbia, February, 2010,* p. 7). The Department acknowledged that its efforts to streamline its programmatic offerings to students, regardless of whether the research clusters took shape, was necessary: "(w)e as a Department do take to heart the message in the Review that we cannot teach everything we do and therefore we have to make some choices." (*EDST External Review – Departmental Response*, 2010, p. 5).

Response from Department Head, 2019

The imperative to look towards streamlining our programmatic offerings has not been prioritized within the Department to date. Since our External Review in 2010, the Department instituted a single MA degree with four concentrations, one in each of the existing program areas, as well as a generalist area that cuts across program areas. Students come together in two 3-credit core courses, EDST 571 Educational Research: Relating Questions, Theory and Methodology and EDST 572 Research, Writing, and Representation, but the bulk of their courses remain in their particular concentration. These concentrations, in turn, equate with existing program areas (ALE, EDAL, HIED, or SCPE).

Our program areas have proven to be tenacious frameworks for teaching and governance within the Department. This is, of course, for good reasons given our past history and in light of faculty areas of research and teaching expertise. It is time, however, for the Department to embark on an ambitious review of its programs and course offerings. While a review of the PhD program will begin within the Department in 2020, all of our programs would benefit from this kind of generative attention. Such reviews could help produce data on how well our programs are serving our students (as recommended in the 2010 External Review) and how well our current curriculum is keeping pace with faculty interests and strengths. Programmatic reviews could be oriented towards satisfying our desire to engage with educational challenges that are present and pressing in the world around us. Lastly, programmatic reviews could reveal whether we are fully capitalizing on opportunities for more collaboration across areas and degree pathways. These efforts would also be in keeping with the 2010 Departmental view stated early: "we cannot teach everything we do and therefore we have to make some choices."

Two recent initiatives promise to begin to surface possible benefits of more cross-programmatic cooperation within the Department. The first is the new off campus MEd programs policy, *Process for Guiding EDST's Engagement with Off-Campus MEd Programs*, which will encourage and foster initiatives across programs and interests and will encourage more accountability and transparency. The second is the increasing openness in the Department to establish convergences between the PhD and EdD programs. For instance, there is interest in articulating experiences and courses, such as student- led joint courses between the PhD and EdD programs, which can capitalize on cross-programmatic interests and strengths to the benefit of our students.

Attention to PhD program is particularly pressing given new funding arrangements at UBC. In 2017, the UBC Senate approved a minimum funding policy for PhD students which came into effect in September, 2018. The policy is applied to both domestic and international students and guarantees funding of $18,000 CDN for each of the first four years of their program. Graduate programs (and research supervisors if they have pledged support) in Departments and units are responsible for ensuring that doctoral students admitted receive minimum funding. The new funding requirement has raised significant questions and discussion within the Department regarding a host of issues related to our PhD program: What are our criteria for admitting strong PhD students, and how are these criteria operationalized in our decision making? How many doctoral students can we reasonably support, and how might we coordinate our minimum funding packages to ensure top students are recruited? Should all faculty be applying for grants in order to support our PhD students? Does our current PhD curriculum sufficiently showcase our Departmental strengths and priorities and serve students well?

The EdD program was externally reviewed in the spring of 2008, and a response from the EdD Management and Curriculum Committee offered in the fall of 2008. The key issues identified in the response for further attention in the program at that time included: an acknowledgement of the need to ensure that scholarship on leadership and policy were woven throughout course offerings; responding to the needs of a changing demographic of

students entering the program, that is, younger with fewer years of workplace experience, in terms of program structure and curriculum; increasing the use of learning technology to better serve students' needs; taking advantage of faculty interested in leadership outside the Department; diversifying student supervision; adopting a coherent budget model and structure for the program that best serves the interests of students and faculty within and beyond the Department. In the intervening years, the EdD program has taken up the opportunity to weave scholarship on leadership throughout all aspects of the program, and has revised the program structure. For example, the comprehensive exams are now done as a 7500-word paper and oral exam. In the written portion, students individually explain and document the educational concern from their practice that impels their proposed research as well as complete a critical analysis of a body of scholarship relevant to their proposed research. This move away from the portfolio and portfolio guide format has connected students more explicitly to their dissertation research topic. The current Chair of the EdD program, Dr. Deirdre Kelly, and the current program coordinator, Dr. Garnet Grosjean, work closely with the Department Head and Administrative Manager, Ms. Shermila Salgadoe, to produce a budget that is coherent from year to year, fully transparent, and in line with Faculty and Departmental policies and priorities.

Faculty supervision loads across the Department continue to be uneven with some members carrying a heavier, and in some cases much heavier, load than others. While this is to be expected to a certain degree, it is the case that we have not had open discussions about how we might distribute our supervisory duties in more equitable and strategic ways. An additional benefit of engaging in systematic program reviews is the opportunity they offer to ask questions about our admissions numbers and time to completion for our students, in relation to our supervisory capacity. Reviews also help in the development of processes that aim to ensure that all qualified and interested faculty are given opportunities to advise students.

The recommendation from the 2010 External Review regarding the need for more robust peer reviews of teaching and advising work has since been taken up at the Faculty level. With input from all of the Departments, a new Summative Peer Review of Teaching (SPRoT) process was instituted in 2019. The process is now more clearly described and justified and is linked explicitly to provisions within the UBC Collective Agreement. The scheduled review of our PhD program will draw on student input. If the Department is willing to work towards reviews of additional programs, the involvement of our graduate students will be equally paramount.

3) Service and Community Engagement

The 2010 External Review Committee limited their recommendations to three points in this area. The Department was encouraged to 1) strengthen its links on campus, 2) develop its "outreach" to other communities (e.g. Aboriginal communities, K-12 leadership, and so on) and to 3) encourage the Faculty and University to make more effective use of the unique expertise in the Department.

The Department acknowledged the key importance of community engagement in its educational mission. In its response, it reiterated the importance of a broad range of community engagement priorities: commitments to Indigenous education, both within the Department and in relationships through research and teaching in external cohorts, teaching within the Adult Learning and Global Change (ALGC) MEd program, serving educational leadership professionals through the EdD program in Educational Leadership and Policy, and through the numerous MEd cohorts in provincial school districts led by faculty associated with the Educational Administration and Leadership (EDAL) program area. The Department agreed that forging links both within and outside the university was of considerable value. The response also stated, however, that "we must be realistic and pragmatic about how much energy we should invest in these endeavours…(w)e need to balance our involvement in intellectual debates with the need for sustained community and scholarly outreach." (*EDST External Review – Departmental Response*, 2010, p. 11).

Response from Department Head, 2019

Both UBC and the Faculty of Education focus on community partnerships, collaborations, networking, and various other kinds of engagement as critical pillars in their strategic plans. Many faculty members and students in EDST include community engagement as a major facet of their scholarship, teaching, and service. The level of community engaged involvement amongst a number of EDST faculty continues to be high and is located at the local, national, and the international levels. As part of their scholarly work, some EDST faculty have produced community-based research that is highly visible and disseminated across a mix of so-called traditional and non-traditional platforms. In so doing, EDST faculty have modeled how to build a successful scholarly profile that resonates with broader University expectations for tenure and promotion within the ranks. Those faculty members for whom community engagement is not undertaken as part of their scholarly or teaching portfolios, do so under the banner of service.

In terms of our engagement with off-campus MEd programs through Professional Development and Community Engagement (PDCE), our recently developed *Process for Guiding EDST's Engagement with Off-Campus MEd Programs* document will provide much more transparency for decision making in this regard. The purpose of the process document is multifaceted: 1) to determine if we have the capacity to respond, 2) to encourage the flow of information to all members of the Department, 3) to capitalize on opportunities to encourage more faculty to get involved with suitable off-campus MEd program opportunities, 4) to take advantage of possibilities to engage with opportunities that cut across program areas, 5) to offer opportunities for teaching and research for doctoral students, 6) to encourage accountability to workload equity, 7) to encourage responsibility in relationships with communities and 8) to create possibilities for more intra-departmental teaching collaboration.

4) Governance and Administration

The External Review committee was clear about its concern regarding the burden of administration and governance in the Department. They advocated for streamlining processes and procedures to ensure an appropriate division between academic and administrative dimensions of its governance. The committee also encouraged the Department to set a high standard of expectations for equal engagement of all faculty members to the core activities of the Department. Teaching and research within a well-defined number of areas, they suggested, needed to be given more prominence in EDST's core aims and objectives. Lastly, they recommended that the Department makes its policies concrete and sufficiently detailed.

The Department response acknowledged the faculty members spent too much time and energy on administration and faculty committee-work. However, it pointed to a tension within the recommendations of the External Review that, on the one hand, the Department reduce the burden of administration on the "shrinking number of full-time tenured and tenure-track faculty and, on the other, substantially increase the administrative oversight of research, teaching, and graduate student supervision" (*EDST External Review – Departmental Response*, 2010, p. 6.).

Response from the Department Head, 2019

Full-time tenured faculty members in the professoriate stream and educational leadership stream in EDST are required to carry a workload that is consistent across the university. Those hired into the professoriate stream take on 40% research, 40% teaching, 20% service while those in the educational leadership stream take on 40% teaching, 40% educational leadership activities and 20% service. Our typical teaching load for the professoriate

stream consists of four courses per year and contain a mix of graduate (average enrolment 10-15) and undergraduate courses (average enrolment 25-35). The teaching load for colleagues in the Educational Leadership stream is greater, with opportunities to pursue leadership projects through course releases built into their workload. Since EDST has two summer terms in addition to two fall/winter terms, this means that faculty teaching loads have a high degree of flexibility in terms of when teaching can be assigned.

Many faculty members in EDST perceive their service loads, in particular, as excessive, taking time away from other duties. Currently, however, EDST faculty members are asked to sit on an average of two departmental committees. The membership of EDST committees, including the role of Chair, typically rotates every two years. A small number faculty sit on more committees, including committees in other departments, faculties, and at the university level. The service work associated with EDST committees varies widely. Some committees have periods of intensive work, such as those that deal with the adjudication of student application files or faculty files (merit, tenure and promotion), scholarships and awards, and program management (e.g., PhD, EdD, MA, program areas). The Chair of the EdD Management Committee receives a one course release for their service role. Additionally, faculty members also occupy key service roles for the department on a rotating basis: Graduate Advisor (two course release) and Deputy Head (two course release). Cohort advisors for external programs run through PDCE typically receive a one course release.

In relation to service loads in EDST, a scan of faculty Summary of Activities for the years since our 2015 Internal Self-Study (2016-2018) suggests that faculty engage in activities that are in keeping with those typically associated with their stream (Professoriate and Educational Leadership) and that fall under the research/scholarship, teaching, and service categories: curriculum and program development, community engagement, conference and workshop activities, planning and organizational duties for new and existing off campus MEd programs, the management of internal and external research centres, public media engagement on websites, blogs, and in newspapers, international advocacy work, and knowledge translation activity. How (and whether) faculty members engage with these activities to support and build their scholarly profile varies across the Department.

In January of 2020, Dr. Claudia Ruitenberg will conduct a review of the Department's Graduate Advisor role with an eye to making recommendations regarding how we might think about that role differently in relation to the overall governance structure. The Graduate Advisor role is central to how we govern and structure ourselves in EDST, and I am hopeful that her recommendations will have broader ramifications for streamlining our governance in EDST. Dr. Ruitenberg is well-placed to offer such a review given her previous secondment to Vantage College at UBC as Academic Director and her past experience as EDST Graduate Advisor.

Given the perception that service work in EDST is needlessly onerous, some key questions regarding workload more generally have arisen: What are we doing in our teaching, scholarly work, and service roles currently that we should stop doing? How do faculty members in the professoriate stream in EDST justify their engagement in work that does not fit into the categories of 40% scholarship, 40% teaching, and 20% service? How might a comprehensive review of our curriculum across all programs give rise to opportunities to focus on our strengths, reduce redundancies, streamline program requirements, and ensure we are responding to student needs and our own research interests? Is it desirable to streamline, amalgamate, or cut some of our programs in order to concentrate on our priorities? Should we consider developing formal processes to ensure that graduate student supervision is more equitably distributed across the entire faculty?

5) Staff, Facilities, and Resources

The 2010 External Review committee made it very clear that the Department's then facilities were woefully inadequate. They called upon the Faculty and the University to address urgent issues pertaining to health and safety and accessibility, structural building problems, and ICT (Information and Communications Technology) facilities, support and infrastructure.

The Departmental response fully agreed with this recommendation and reiterated the call for the Faculty and the University to provide a new building for the Department.

Response from the Department Head, 2019

In 2016, the Department moved into the newly built Ponderosa Commons – Oak House with funding raised through efforts of the Dean's office. The building houses EDST and the Department of Language and Literacy Education with classroom space on the bottom floor and student residences above and adjacent. The move to the new building was highly anticipated given the inadequacies of our former space. We have found that the new space has both pros and cons and this is particularly the case in terms of building community within EDST. Our new EDST offices are clean, bright, and modern, although small. This is a considerable improvement over our former home. The biggest challenge that we face in our new space, however, is the lack of informal meeting space, lack of adequate space for student engagement, and particularly a lack of adequate research space. The faculty offices and main departmental offices are separated by a floor, with one communal kitchen on the second floor (accessible only via one staircase) and individual faculty offices on the third floor. Long hallways of offices without inviting spaces to congregate have meant that very little spontaneous interaction with colleagues and students happens in our new building. In fact, it is the case that many faculty members in EDST use their on-campus offices infrequently when they are not teaching or attending meetings. While lack of appropriate space is not the only factor working against a more collegial and collaborative atmosphere within the Department, it certainly makes a significant contribution.

While the 2010 External Review did not make much mention of our level of staff support within the Department, we have now emerged, after many years of staff turnover, with a highly competent staff team. Shermila Salgadoe, our EDST Administrative Manager, has worked tirelessly over the last two years to advocate for better qualified staff for our Department. This hard work has paid off, including the successful reclassification of our Web & Communications Coordinator position. This reclassification has meant a higher level of support for our Departmental web presence and needs. A second reclassification of the Graduate Program Assistant position has made a significant contribution to all the programs. The Department is fortunate to have such excellent staff members who serve our students, faculty, and community partners very well.

Next Steps: Strategic Planning and Program Area/ Department-wide Committee Contributions

Introduction

EDST has long claimed that a focus on social justice defines faculty teaching and scholarship. There is, however, no clear agreement within the Department about 1) what constitutes social justice in relation to our scholarship and teaching, and 2) whether these values adequately represent the variety of ways faculty conceptualize their own scholarship and teaching vis à vis global scholarly trends. In 2010, the Department experimented with organizing scholarly activity into research clusters. However, the cluster configuration failed to thrive in relation to pre-existing program areas (ALE, EDAL, HIED, SCPE). It added another layer of complexity, organization, and meetings for faculty who already felt overburdened. In our most recent self-study sessions dedicated to mapping where our scholarship and teaching areas might overlap with one another, the areas that faculty identified by and large coincided with our existing program areas: educational policy and governance, community engagement, foundations of education, lifelong learning, international and comparative education, leadership studies, social justice and equity studies, Indigeneity and decolonization, sustainability/climate crisis, teacher education and schooling.

In preparation for our self-study, members of EDST, including faculty, staff, and students, engaged in a number of meetings focused on discussing our core mission, values, and priorities. Given that our last External Review was in 2010, these discussions, although never producing an easy consensus, proved to be extremely rich and valuable. Members of the Department clearly valued the opportunity to begin conversations about a variety of issues, including those involving equity and workload concerns, ways to enhance and strengthen our programs, ways to better support our students, and ways to build a strong, collegial community.

Each of the EDST strategic priorities that emerged from our self-study process echo those articulated within the Faculty of Education's *Learning Transformed* and the University's *Shaping UBC's Next Century.* The Faculty's plan features nine priorities: to envision the advancement of education as a social good; to recognize, celebrate and promote diverse research, scholarship, knowledge practices and intellectual traditions; to ensure high standards in research-transformed teacher education; to provide educational leadership in BC, Canada and beyond; to engage with local, national, and international partners in the study, practice and advancement of education; to foster strong relationships with Indigenous communities; to challenge barriers to educational access and success; to steward donor resources responsibly and equitably; and to enhance the well-being of our community (Faculty of Education, *Learning Transformed – Strategic Plan, 2019-2024).*

UBC's new strategic plan, *Shaping UBC's Next Century,* identifies the following core areas that envelop the university community and its diverse kinds of work: People and Places; Research Excellence; Transformative Learning; Local and Global Engagement (University of British Columbia, *Shaping UBC's Next Century).* These four core areas are also central to the work the Department and Faculty.

EDST strategic priorities listed below are framed by and align with both the Faculty and University's plans:

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

Desire for better support for graduate students, both financial and academic, across our doctoral programs.

Desire to create more opportunities for community building in EDST by fostering our research culture and piloting cross programmatic opportunities.

Desire to better manage service workloads.

Desire to support our commitment to Indigenous educational priorities.

Desire to support our community engagement and international engagements so that they are more central to/visible in research, scholarship, teaching, and service.

To begin the process of turning our desires into action in these key strategic priority areas, each program area and Department-wide committee was asked by the Head to discuss and respond to two key questions: 1) please describe the learning goals and intellectual focus of your program area/degree pathway, and 2) please discuss which departmental strategic priority(ies) are most important to your program area/degree pathway and how your program area/degree pathway will engage with this (or these) strategic priority(ies).

In the sections to follow, responses received from faculty associated with the various program areas and Department-wide committees are presented. Together, these responses help us to determine how our strategic priorities are resonating across the program areas and how we can work together to achieve our goals.

RESPONSES FROM EDST PROGRAM AREAS

ADULT LEARNING AND EDUCATION (ALE)

Written by Members: Hongxia Shan (Coordinator), Jennifer Chan, André Mazawi, Judith Walker, Pierre Walter, Rob VanWynsberghe, Carolina Palacios, Michelle Stack, Kapil Regmi, Alison Taylor, Garnet Grosjean, Tom Sork, and with feedback from student representatives of the ALE program.

Learning Goals and Intellectual Focus

As one of the oldest programs in North America (est. 1957), the ALE program is concerned with the development of scholars and practitioners who will shape society in ways that promote lifelong learning for all. The program is oriented to lifelong education and to education and learning that supports social justice, community development, and democratic engagement in pluralistic and diverse societies. In the program, students learn about theories, philosophies, histories, practices, policies and current issues in the broad field of adult learning and education. The aim is to highlight the continuing role of education through the life cycle, as a human right, one associated with wider questions of political, social, and economic empowerment and inclusive participation in the public sphere and in building social solidarities.

Engaging with Departmental Strategic Priorities

ALE is committed to engaging with "wicked problems", i.e., complex, persistent, interrelated, and seemingly intractable problems that defy easy solutions. Examples of "wicked problems" include the erosion of human rights, growing inequality, forced migration and displacement, worsening climate crisis, social and economic dislocation, water scarcity and food insecurity, and distrust of science, media and the press. The UN's Sustainable Development Goals (SDGs) reflect the seriousness of these problems but do not necessarily surface the "real world" educational issues that must be addressed to mitigate their effects on people and the planet.

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

1) Alignment with the UNs' Sustainable Development Goals (SDG): SDGs reflect current global concerns about "wicked problems" listed above. Individual faculty members have addressed these issues as areas of concerns and research. The program is now collectively discussing how to better orient our teaching and research to critically engage with the discourse of SDGs at the same time that we address more directly the challenges represented in the SDGs and reports that document growing concerns about, for example, the environment, biodiversity, inequality and forced displacement.
2) Sustainable Cities: Cities and metropolitan areas represent the dominant form of contemporary social organization. Building on our work with communities within the cities, we are discussing how ALE can foster student experiences and learning in thinking of urban/metropolitan spaces as inclusive, sustainable spaces of civic participation. How can ALE best engage with the overwhelming challenges – human, cultural, economic, political – posed by cities in terms of opening up opportunities for collaboration within a wide range of professional and advocacy contexts? How can our courses and offerings foster the capacity of ALE students to work in-between contradictory spaces towards the articulation of hopeful forms of solidarity?

3) Engagement with global discourses of ALE: The Global Report on Adult Learning and Education (GRALE) is an attempt to monitor ALE progress from the perspective of equity and inclusion, focusing on three domains of ALE, i.e., (1) literacy and basic skills; (2) continuing education and professional development (vocational skills) and (3) liberal, popular and community education (active citizenship skills). While individual faculty members

have addressed different facets of ALE in our teaching and research, the program will engage with this framing discourse of ALE, along with the work of global and regional organizations and agencies to promote globally engaged perspectives and practices in ALE.

Desire for better support for graduate students, both financial and academic, across our doctoral programs.

4) New approaches to community-based leadership: How can ALE courses help students theorize and test ideas in the real world in proactive ways? To open up such possibilities, the program has offered dedicated cohorts and adapted courses to include opportunities for community-based leadership, such as community engagement (ADHE 330 F2F), and inquiry-based assignments, which have attracted students from outside of the program and department. The program will continue experimenting innovative programs and courses to support the development of community-based leadership.

Desire to support our commitment to Indigenous educational priorities.

5) Expanding the scope and breadth of ALE theories and research methods: Thinking about and engaging "wicked problems" require us to expose ourselves and our students to a robust and inclusive "ecology of knowledges" when approaching adult learning and education. Such an ecology should promote inclusive epistemic spaces, which open up not just possibilities for creative and innovative approaches to ALE, but also foster new modes of thinking. Adopting an "ecology of knowledges" approaches entails engaging a decolonial practices, grounded in a new pedagogic visions and teaching approaches. It also entails diversifying the contexts to which ALE applies beyond those of North America/Canada in order to expose students to critical, inclusive, and engaged bodies of knowledge.

Desire to support our community engagement and international engagements so that they are more central to/visible in research, scholarship, teaching, and service.

6) Activism and Advocacy: "Wicked problems" and the challenges they give rise to require a consideration of new pedagogies grounded in approaches to activism and advocacy. Engaging wicked problems represents an opportunity to imagine new ways of engaging ALE as a component of activism on public issues. This could take the form of new opportunities for student internships, courses and seminars on activism and advocacy, and the building of collaborative and cooperative networks with different communities and organizations both locally and internationally.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP (EDAL)

Members: Mark Edwards (Coordinator), Fei Wang, Gerald Fallon, Wendy Poole, Monica Pamer (Adjunct Professor)

Learning Goals and Intellectual Focus

The EDAL program area contributes to MEd, MA, EdD, PhD and programs in EDST for students who seek to exercise leadership in a wide array of formal and informal educational settings. The Program has been operating for over 40 years and has over 1000 graduates, many of whom occupy strategic educational leadership roles in schools, school districts, non-governmental organizations, and in other community settings. EDAL faculty contribute also to teaching and supervision in the EdD program.

The program area has two interconnected foci: researching areas of educational leadership; and, educating and preparing those who seek to exercise leadership in educational settings—from classrooms to educational systems. We have three commitments: 1) to help educational leaders improve the learning and well-being of the learners they serve; 2) to decolonizing education, seeking reconciliation and Indigenizing educational leaders' ways of knowing, being, and doing; and 3) to building capacity for contextualized knowledge generation by educational leaders by integrating research, scholarship, and practice. Programs prioritize student research and group inquiry into challenges and opportunities that benefit educational systems, teaching colleagues, and learners.

EDAL faculty are committed to both leadership practice-oriented programs, such as the MEd in Educational Administration and Leadership and EdD in Educational Leadership and Policy, and academic focussed programs, such as the MA and PhD in Educational Studies. All EDAL programs are open to collaboration and engagement with colleagues and programs across EDST, as well as the Faculty, emphasizing the importance of diverse academic disciplines for facing the complex challenges engaged by educational leaders. All six of the EDST strategic priorities are shared, sought, historically enacted, and critical to the future evolution of the EDAL program. As spokes on a wheel, they are all necessary to our forward motion.

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

EDAL students enroll in the program, in part, to specifically address and lead a response to the pressing educational issues of their communities. Issues have included diversity, anti-racism and anti-Islamophobia, Indigenous education, curriculum change, and social justice leadership. There is potential to address other issues (e.g. climate change, inclusion of students with special needs, early childhood education) through cross-department and cross-Faculty collaboration, creating opportunities for community building within EDST. Of necessity, EDAL continuously opens itself to diverse research, knowledges and practices in order to provide the basis for educators to engage the complex, even wicked, leadership challenges they face. Students' real-world problems are no less our own.

We are currently engaged in processes to foster greater collaboration with other program areas in EDST and the Faculty. The hiring of new EDAL oriented faculty members in targeted areas will contribute to research and programs that address real world problems.

Desire for better support for graduate students, both financial and academic, across our doctoral programs.

Historically, EDAL has played a vital provincial role in the qualification of school system leaders. In the past two decades, EDAL has built a strong reputation for its MEd cohort programs and community engagement. Cohort students experienced a customized educational experience in a highly optimized learning community environment that was specifically created to enhance the educational leadership capacity of diverse contexts and communities. Faculty resources have now diminished such that attaining those previous levels of quality, student/community-oriented programming is not possible. In some years, EDAL supported up to 80 MEd students; this year EDAL supports 25. EDAL aspires to continue as a provincial leader in educational leadership qualification and to deliver cohort programs in areas of strategic priority. In the next five years, we intend to address diminished resources through: the additional hiring of faculty capable of and interested in teaching in the program, greater collaboration with faculty across EDST, and program adjustments that will allow for further teaching by established and qualified educational leaders from the field.

Supervisory workloads in the EDAL program are typically high, especially for cohort advisors. This workload is manageable, in part, due to the group inquiry approach to the capstone/graduating paper requirement and

continued support and recognition for this supervisory work is important, as is support and recognition of the inquiry work of EDAL students. EDAL has an excellent track record with respect to graduation rates and time to completion. Opportunities for EDAL graduates to pursue doctoral level studies in the EdD program, however, need to be strengthened.

Desire to create more opportunities for community building in EDST by fostering our research culture and piloting cross programmatic opportunities.

The EDAL team would like to use its knowledge and expertise to develop educational leadership electives for the teacher education program and for the EdD. A course on teacher leadership at the BEd level and a course with a focus on the knowledge base in educational leadership is envisioned.

Desire to better manage service workloads. What do we need to streamline, change, reduce?

A further dimension to supporting students with cohort programs is how best to manage the workload of faculty members engaged in them. This has emerged as a critical concern for the sustainability of such programs, and thus extra attention needs to be paid to getting the teaching/service/research balance right for those involved. As happens with much community engagement work at the university, the extra efforts required are not recognized as service, research, or teaching, and thus not honoured by workload expectations, merit awards or promotion and tenure guidelines. EDST has a rich history with these challenges and the delivery of cohort programs, such that a robust conversation in the Department regarding community engagement, cohorts and workload challenges will provide a good basis for moving forward on this important issue.

Desire to support our commitment to Indigenous educational priorities.

To further achieve this priority, Indigenous scholars and educators are needed in EDST who can support and advance our programmatic commitments, while further deepening the decolonization and Indigenous dimensions of our research and curriculum. Within five years we would hope that there will be at least 3 Indigenous faculty members within EDST available and interested in researching and teaching in educational leadership (Dr. Ahenakew, who has taught in cohorts previously, plus two new Indigenous faculty members).

Desire to support our community engagement and international engagements so that they are more central to/visible in research, scholarship, teaching, and service.

EDAL's community engagement has predominately occurred through cohort programs, as mentioned above. Within the next five years, EDAL will increase its engagement with the field of BC K-12 education by rebuilding its working relationships with schools, school districts, professional associations, local and provincial unions representing teachers, and the government. Internationally, EDAL intends to increase its attention on cross-cultural understandings of educational leadership in curriculum and teaching. It will do this through curriculum review and professional development, and by engaging EDST faculty and the office of the Senior Advisor, International. EDAL envisions inviting visiting scholars more frequently to be involved with the program. EDAL will continue to participate in the Mastercard Scholarship program, which brings students from African countries, and will continue to admit international students into its on-campus program.

HIGHER EDUCATION (HIED)

Written by Members: Lesley Andres (Coordinator), Amy Metcalfe, Sharon Stein, Abraham Addy (student)

Learning Goals and Intellectual Focus

The Higher Education (HIED) Program focuses on the study of institutions of higher education and their members, activities, and policies. It draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, sociology, law, and administrative studies. From this multifaceted interdisciplinary base, the program revolves around a central core: the historical, philosophical, social, cultural, and economic foundations of higher education; the social, cultural, political and economic contexts in which institutions and systems of higher education operate; and the study of higher education systems in Canada. The core is supplemented by several elective courses (e.g., current issues in higher education; transitions and access across the life course; international and comparative perspectives on higher education policy.)

Students leave the HIED program with a strong grasp of higher education systems in general, and of the Canadian higher education context in particular. Students learn about theory in relation to higher education, various perspectives and structures within individual institutions, as well as the larger social, economic, and political contexts within which these institutions are embedded. Students also deepen their understandings of the practical, ethical, and relational challenges faced in day-to-day campus operations, as well as the more long-term, strategic considerations, and all of the layers in between.

A key strength of the higher education area within EDST is our research base. We have strong research programs as individual faculty and through collaborative activity, supported by competitive grants and commissions, which create opportunities for our students to have hands-on research experience from the Master's level to the doctorate. Another distinguishing element of the higher education area in EDST is our international orientation. Not only do we attract international students (e.g., Mastercard Foundation Scholarship students), but we also are a node for visiting faculty. Visiting scholars bring a distinctive international dimension to the program and provide opportunities for students to broaden their understanding of higher education within a global context.

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

Higher education institutions around the world are undergoing constant transformation in response to shifting social, political, and economic contexts. We update our courses regularly to ensure that our program reflects current issues, debates, and developments in the field. Further, our focus on analytical rather than instrumental approaches to the study of higher education is oriented by a commitment to prepare our graduates to tackle emergent and future challenges in critically informed, socially responsible, and innovative ways.

Desire to support our commitment to Indigenous educational priorities.

We seek to enhance both the core and elective components the Higher Education program by developing the curriculum in the following areas: globalization and politics of higher education with a focus on social inclusion and equity; economics of higher education with a focus on student financial aid; policy, governance, and planning of higher education. Also, pressing questions concern racial equity, decolonization, sustainability, and wellness. Issues of decolonization and Indigenization are only gaining more traction within the Canadian higher education landscape, and there is great opportunity to ask how our curriculum could be more responsive to these concerns. The demand for conversations about these topics is not only happening in higher education, but in other EDST program areas as well.

Desire to support our community engagement and international engagements so that they are more central to/visible in research, scholarship, teaching, and service.

Graduate programs in Higher Education studies are limited in number in Canada relative to the size of the sector and its influence globally, especially with regard to international education. The Higher Education Program continues to attract outstanding graduate students and visiting scholars. Higher Education faculty continue to integrate national and international perspectives into course content, through course readings and case studies, as well as by creating spaces for dialogue among students from diverse national and cultural backgrounds. Beyond specific international content, faculty seek to cultivate the intellectual and relational capacities of students to engage with diverse perspectives in generative, respectful, and rigorous ways. Our international engagements are robust: we are currently involved in ongoing collaborative research with communities and academic and community organizations in Canada, Germany, Mexico, and Brazil.

SOCIETY, CULTURE, AND POLITICS IN EDUCATION (SCPE)

Written by Members: Sam Rocha (Coordinator), Deirdre Kelly, Jason Ellis, Leslie Roman, Taylor Webb, Vanessa Andreotti, Cash Ahenakew, Mona Gleason, Ali Abdi, Bathseba Opini, Handel Wright, Michael Marker, Claudia Ruitenberg

Learning Goals and Intellectual Focus

SCPE offers students opportunities to understand education from the disciplines and multi and interdisciplinary fields of history, philosophy, sociology, political science, geography, anthropology, cultural studies, disability studies, Indigenous knowledge systems, policy studies, and comparative education.

We define education broadly to include the very idea of education and also concrete formal school contexts, as well as non-formal education and informal learning at all levels and life stages. SCPE courses examine theories of education, policies, and practices for public life in Canada and across the world. As scholars working within, between, and across many disciplines, we view education as a central question within the arts, social sciences, humanities, and beyond. We also value the contributions of the foundations of education to the study and practice of education within educational research and teacher education more broadly.

SCPE as a program is united in a collective sense of promoting an intellectual culture of scholarship and research—a culture that extends from the work of each member, including students and faculty, and its curriculum and teaching. The program agrees widely that our collective work is primarily manifest in our intellectual contributions to our respective fields, disciplines, communities, and the public at large as scholars and researchers. This focus is also present in the MEd and MA concentration coursework.

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

SCPE faculty are, as a whole, actively engaged in scholarship and research that is pressing and public-facing and this fact can sometimes exist in tension with the stated strategic priority of dealing with real world educational issues. SCPE is careful about using these kinds of priorities to minimize the work that may not seem to fit these categories. This is a longstanding dispute in the academic study of education and SCPE's view on that dispute are varied, but cautious as a whole.

Desire for better support for graduate students, both financial and academic, across our doctoral programs.

Although SCPE is not a doctoral program of study, better support for students is of constant value to keep in mind and informs many of programs initiatives, events, and curricular considerations. This support should continue to include opportunities for not only social and practical assistance but also for intellectual growth and the sharing of ideas. Graduate Teaching Assistant (GTA) mentorship and the ways our commitment to the Teacher Education Office can support doctoral students as GTAs and sessional instructors is also worth discussing at more length.

Desire to better manage service workloads. What do we need to streamline, change, reduce?

Service and transparency as a whole seem worthwhile in principle. We are presently reconsidering the MEd graduating paper and capstone arrangement, along with the MA concentration thesis option, even though this is ultimately a departmental decision.

Desire to enhance support for our commitment to Indigenous educational priorities.

Indigenous priorities, insofar as they consistent with the focus above, have been broadly supported, especially in modifying the program of study requirements. What this means is that SCPE will soon formalize what has already become the norm of allowing courses in Indigenous research and methodologies to substitute for methods coursework. Including courses that focus on Indigenous education priorities as on par with other methods courses would be a strong sign of support for Indigenous educational priorities.

Desire to support our community engagement and international engagements so that they are more central to/visible in research, scholarship, teaching, and service.

Many SCPE faculty members, students, and alumni have significant and active work in the local community and international engagement. Much of that work is quite visible in a variety of media. It is also important that faculty work that does not easily fit in either of these directions is also able to be seen and practiced, especially the scholarly work done in the foundations and humanities.

UNDERGRADUATE PROGRAM ADVISORY AND CURRICULUM COMMITTEE (UPACC)

Written by Members: Jason Ellis (Chair), Bathseba Opini, Carolina Palacios, Fei Wang

Learning Goals and Intellectual Focus

Teacher education: EDST offers three required courses in the B.Ed. teacher education program. These courses contribute to the professional initial teacher education of approximately 750 teacher candidates the B.Ed. program graduates yearly:

EDST 401 (3.0 cr.) Education, Schools, and Social Institutions;
EDST 403 (1.0 cr.) Education, Knowledge, and Curriculum;
EDST 404 (1.0 cr.) Ethics and Teaching.

EDST 401, 403, 404 are courses in "educational foundations," specifically with studies in "history, philosophy, and sociology" of education, which are a requirement that teacher candidates must demonstrate to meet the "acceptable professional preparation" condition to receive the British Columbia Certificate of Qualification.

Course objectives and content in EDST 401, 403, and 404 are further matched with the "Professional Standards for BC Education" that the British Columbia Teachers' Council sets for teachers and that the Teacher Regulation Branch of the Ministry of Education upholds.

The main topics in the courses are:
- Education and schooling and how they are related to one another and to social institutions such as the family, popular media, etc.;
- Competing aims of education; power; educational policy and politics; and their implications for teachers;
- Education and schooling's contemporary and historical relationships to identities: race, class, gender, sexuality, ability, etc.;
- Indigenous education;
- Social justice and anti-racism education;
- Philosophy of knowledge;
- Values, ethics, and how they are related;
- Legislation, policies, etc. that frame the teaching profession in British Columbia.

Other (non-teacher education) undergraduate courses are meant to offer opportunities to students in other faculties at UBC (e.g. Arts, Science, etc.) who are not enrolled in the B.Ed. program to learn about educational institutions, issues, and ideas through elective courses.

In Summer 2 2019, the department piloted offering EDST 427 Philosophy of Education, with an eye towards expanding the department's other undergraduate course offerings for non-B.Ed. students in other faculties. There are plans to pilot an additional other undergraduate course in Summer 1 2019 (EDST 426, History of Education).

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

A pressing educational issue is racism in schools. Two anti-racism education seminars were delivered in EDST 401 in the W1 2019 term. These seminars brought in academic experts and K-12 school district leaders to speak with all B.Ed. teacher candidates about racism in schools and anti-racist education as a way of addressing it. Currently, an educational leadership stream faculty member is the primary investigator on a proposal submitted to UBC's Teaching and Learning Enhancement Fund to design course modules to make these seminars a permanent part of the EDST 401 curriculum.

Desire for better support for graduate students, both financial and academic, across our doctoral programs.

Graduate teaching assistants (GTAs) work with full-time faculty who teach EDST 401, 403, 404. In 2019-20 there are approximately 13 GTAs employed in these courses. GTA positions are mentoring opportunities that benefit EDST graduate students and equip them with valuable teaching experience as well. We wish to continue to offer and possibly expand GTA opportunities.

Desire to create more opportunities for community building in EDST by fostering our research culture and piloting cross programmatic opportunities.

EDST wishes to expand this commitment to non-teacher education undergraduate course offerings by running more undergraduate courses like EDST 426 and 427. The department has discussed eventually packaging

courses into an additional stream of the existing Arts Minor in Education that would reflect cross department interests and strengths.

MASTERS OF ARTS COMMITTEE (MA)

Written by Members: Michelle Stack (Chair), Ali Abdi, Jennifer Chan, Sam Rocha, Hongxia Shan, Haruho Kubota (student)

Learning Goals and Intellectual Focus

The MA was created to provide a strong background in understanding, analyzing, and conducting scholarly work. The program also prepares students for continuing doctoral work in education (PhD and EdD) or other disciplines within the humanities and social sciences, should they wish to pursue this option. All students in the program take EDST 571 Educational Research: Relating Questions, Theory and Methodology and EDST 572 Research, Writing, and Representation (3 credits). Many of our students work full or part time and so required courses are often offered during evenings. Students can elect to concentrate in one of the 4 program areas offered in EDST (EDAL, SCPE, ALE or HIED). Students who choose a concentration will take additional required courses in their chosen area.

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

The MA provides students with opportunities to analyze and position themselves within scholarly discussions and debates related to education. Many of our students focus on issues such as education and climate change, poverty, racism, patriarchy, ableism, and heteronormativity. Students are exposed to ways of thinking through disciplines and fields including history, philosophy, sociology, political science, law and economics and Indigenous studies, cultural studies, gender, anti-racism and decolonizing studies. We welcome students from diverse life and work backgrounds and scholarly interests.

Desire for better support for graduate students, both financial and academic, across our programs.

There is a need for more financial and academic support to ensure qualified students are able to complete their MA in EDST in a timely manner. The high cost of living in Vancouver means many of our students are juggling multiple jobs and studies which makes it difficult for students to complete their MA studies within the suggested time frame.

Desire to create more opportunities for community building in EDST by fostering our research culture and piloting cross programmatic opportunities.

Faculty from all program areas supervise students in the MA program. A suggestion made at the 2019 EDST self-study session was to consider the idea of multiple faculty offering lectures in core classes to expose students to different perspectives and foster collaboration across program areas.

Desire to better manage faculty service workloads.

It seems worthwhile to review the MA process in terms of the thesis proposal and defense. The proposal and defense simulate the doctoral process which is useful for those seeking that option. For other students, the MA

may be the highest degree they obtain and the defense is a meaningful opportunity to have a conversation about their work. However, the current process is very time and workload intensive to supervise.

Desire to enhance support for our commitment to Indigenous educational priorities.

A review of the MA program that includes a focus on the number of Indigenous students admitted to the MA and their experience as students in the program would be useful. It would also be helpful to work across the department to explore possibilities of collaborative work with the Musqueam First Nation.

Desire to support our community engagement and international engagements.

Many MA students and faculty are involved in a wide range of research and teaching projects with diverse local and international communities. Graduate students have played a central role in creating opportunities for students and faculty to talk about their work. It would be helpful to highlight the work of a different student or group of students each month on the EDST website.

DOCTOR OF EDUCATION: EDUCATIONAL LEADERSHIP AND POLICY (EDD)

EdD Management and Admissions Committee

Written by Members: Deirdre Kelly (Chair), Mark Edwards, Sharon Stein, Tom Sork, Garnet Grosjean, André Mazawi, Student representatives: Henry Lee, Alana Williams, EdD Alumni: Joe Greenholtz, Marian Riedel, Nancy Twynam, Bill McMichael, Susan Kelsall.

Learning Goals and Intellectual Focus

The key distinguishing feature of the EdD program is its concern to engage students in the advanced study of educational leadership and policy in order that they can both critique and improve their own practice. It is this focus on practice—studying practice, trying to understand practice, being constructively critical of practice, improving one's practice—that primarily distinguishes the EdD from more traditional doctoral programs whose aim is to prepare people for scholarship and the extension of knowledge.

The program pays self-conscious attention to the scholarly dialogue about improving educational practice and attempts to incorporate those understandings in program policy. Special attention is given to the program's five key topics: education, leadership, ethics, research, and policy as embodied in the "Five Fundamental Questions": (1) What is education? (2) What is an educational practice? (3) How might we judge "improvements" of educational practice? (4) How can we study educational practice? (5) How has what we have studied informed and influenced our ability to critique and improve our own practice?

Desire for better support for graduate students, both financial and academic, across our doctoral programs. Desire to create more opportunities for community building in EDST by fostering our research culture and piloting cross programmatic opportunities.

During the past 3 years, the EdD has launched several initiatives aimed generally at providing better support for students and, more specifically, at improving times to completion: 1) the creation of an online Alumni Directory; 2) the creation of online theory and research method modules; and 3) the establishment of an annual on-campus writing retreat.

The Alumni Directory project grew out of a distinctive dimension of the EdD program, namely its pedagogic focus on networking, not only among current cohorts of students, but also among EdD student and alumni cohorts. Each cohort is composed of mid-career educational leaders and policy-makers across a number of sectors (K-12 schooling, higher education, public health, justice, etc.). To facilitate cross-cohort communication going back over 20 years, each alumni file in the Directory provides information about the graduate's dissertation. For current students, this directory will be a valuable resource as they think about their own dissertation topic and research methods. In addition, we obtained permission from a subset of alumni to include their email address and career information. This means that current EdD students and EDST faculty members who supervise graduate students in this program can contact these alumni for advice and additional information.

The *Strengthening Dissertation and Thesis Proposals through the Creation of Online Theory and Method Modules* project, supported by a Teaching and Learning Enhancement Fund (TLEF) grant (2018-2020), will inaugurate an online resource library to be housed within EDST but open to any UBC student with a campus-wide login. Currently, 4 modules have been completed, 3 are partially completed, and 5 are in the planning stage. The modules have been designed to aid in strengthening the learning experience of students, particularly those at the critical stage in their graduate programs when they have completed most of their coursework and are writing their research proposal. To that end, for example, each module includes activity and assignment suggestions that draw upon the specific tasks involved in thesis proposal and dissertation writing.

The annual spring Writing Retreat, begun in 2018, drew 28 student attendees (17 EdD, 9 PhD, and 3 MA) and 7 faculty members that year; similar numbers attended in 2019. The ratio of students to faculty members allowed for every student who wished to meet one-on-one with a faculty member to do so. In their feedback, students identified as helpful the time to focus, the balance of sessions with time to work (write), and the energy of the group.

The latter two initiatives have already benefitted MA and PhD students as well as those in the EdD program. A felicitous byproduct of the writing retreat is that EdD students (who are often working during the day and therefore not on campus) have the opportunity to get to know PhD and MA students.

Ideas Going Forward: At the October 2019 plenary meeting of the EdD Management Committee, members generated an idea to better support graduate students and promote cross-program community building. The proposal, aimed partly at opening conversational spaces between the EdD and PhD programs, is to create a doctoral-level summer elective, planned in advance with a faculty member "curator" and prospective students, who would discuss and co-create the directions and learning outcomes for the course.

The Management Committee also strongly urges the restoration in the EdD program of some team teaching, which was cut during the PSI exercise to address the FoE's deficit. This "redirected" significant EdD revenue away from activities that directly benefit EdD students and undercut the careful design of the program. Given that students are generally on campus when most faculty members are unavailable (i.e., on weekends and during summer sessions), having two instructors increases both the scope of perspectives included in EdD conversations and the range of possible research supervisors known to students.

Desire to enhance support for our commitment to Indigenous educational priorities.

Over the past few years, instructors in the EdD program have introduced more Indigenous materials into the core courses and have begun to question colonialist assumptions embedded in curricular and pedagogical practices. With the leadership of Aboriginal students in the EdD program, for example, we invited an elder to participate in the 2016 comprehensive exam of two students (one Nisga'a, one Métis). We obtained permission for a Nuu-chah-nulth student (2012 cohort) to defend her dissertation in her home territory in 2018, and a Métis student (2009 cohort) was enabled to perform a smudging ceremony at UBC prior to her doctoral exam in 2019.

The EdD program supports EDST's efforts to hire more Indigenous scholars. In the professoriate stream, a new hire would help us with teaching but—even more critically—enhance our research supervisory capacity. In the teaching stream, we envision hiring Indigenous elders with master's degrees, who have roots in the community and professional fields of practice and, thus, would be well placed to help students explore the reciprocal relationship between theory and practice—a defining feature of the EdD. Having senior practitioners involved with EdD student research committees would enrich the conversations for all involved.

DOCTOR OF PHILOSOPHY (PHD)

PhD Management and Admissions Committee

Written by Members: Pierre Walter (Chair), Vanessa Andreotti, Jason Ellis, Michael Marker, Jude Walker, Sonia Medel (student representative), Yeonjoo Kim (student representative)

Learning Goals and Intellectual Focus

The PhD is a research-oriented doctoral program that attracts students interested in the wide range of intellectual fields and specializations offered by faculty in the department. The PhD Program attracts and graduates a very diverse group of Canadian, Indigenous, and international students. It prepares students to make an original contribution to educational scholarship, research, policy and practice, frequently in support of the communities, organizations and institutions to which they belong and to forge new connections to new communities. In three required PhD courses, students learn: (a) critical theoretical traditions and conceptual problems in the social sciences as applied to education, (b) positivist, interpretive, historical and philosophical methods, and current methodological issues and debates, and (c) academic writing, research in the literature, and the preparation of PhD thesis proposals. Students also usually take courses in their areas of specialization on current theory, research and policy, and courses to develop their proficiency in research methodologies. They master bodies of disciplinary knowledge needed to pass their comprehensive exams, as well as the research methodologies needed to structure their PhD research proposals and dissertations. Many students also engage deeply with community-based knowledges that do not fit neatly into traditional Western disciplines, such as those who work with Indigenous elders and knowledge keepers.

 PhD students may also teach courses in the department and in other units as graduate teaching assistants or as sessional instructors. They are often employed as Research Assistants on faculty research projects, and generally publish and present academic papers on their work, individually, with their supervisors, and with other students. By the end of their PhD programs, students are experts in their academic fields, leading specialists in their particular areas of PhD study and research, and proficient academic researchers, presenters, teachers and writers. The PhD pathway leads students to become professors, researchers, educators, policy-makers, consultants and community and institutional leaders, activists and directors.

Desire to deal with pressing, "real world" educational issues that are facing people who are struggling.

Many of our PhD program faculty and PhD students engage in research, academic writing, teaching and often policy work or public activism related to social justice for marginalized peoples. These include, but are not limited to, refugees, migrant labourers, racialised and minoritized women, Indigenous peoples (including youth), poor adults and underserved communities, vulnerable children and families, LGBTQ+ peoples, and rural communities. The graduates of our PhD program are often agents of change as academics, community leaders and policy makers.

Desire for better support for graduate students, both financial and academic, across our doctoral programs.

Our PhD students are not adequately supported financially by UBC. Because of new mandatory 4-year funding requirement for all PhD admissions we were able to admit only about 6% of some 80+ PhD applicants in 2018. Many of the very qualified applicants we were forced to turn away are members of marginalized communities who intended to work on "pressing educational issues – real world problems facing people who are struggling" for their PhD studies. We are now allowing access to our PhD program only to a limited number of students, many of whom exceed any reasonable traditional academic qualifications for PhD entrance. This "elite" pool of applicants may mean that those applicants from marginalized backgrounds, who often have fewer structural opportunities (time, money, support, knowledge of the institutional system, prestigious academic training) to focus on building their resumes and their qualifications for PhD programs, we believe, are now less likely to be admitted. Moreover, when they are admitted, often they are "non-traditional students" who may have commitments to children and families, and must continue to work to support themselves. Thus, the amount of the guaranteed 4-year funding is not enough ($18,000 per year), nor is the duration of the awards (4 years). We believe this policy works against principles of equity and social justice in PhD admissions and is detrimental to the lives of non-traditional students accepted into our PhD program. There also needs to be more transparency around various processes and protocols, especially around awards applications and nominations (for self, peers and faculty); and step by step instructions and samples available online as resources.

Our department has to 'walk the equity talk' more, keep statistics and build structures to affirmatively support students from minoritized backgrounds, especially those that are low-income. There is a large current pool of students that were admitted prior to the 4YF policy, who are currently unfunded. Several of our doctoral students indicate they are at the poverty level, with only enough for "under-basic" living. Many PhD students have suggested that the department should set up partnerships with organizations and institutions, other than Mitacs, that could provide ongoing work and funding placements for students.

Desire to create more opportunities for community building in EDST by fostering our research culture and piloting cross programmatic opportunities.

The PhD Program is a cross-department program. We believe it builds community in EDST through its faculty, students, courses, committees and academic activities, but could do more in this regard.

Desire to better manage service workloads. What do we need to streamline, change, reduce?

The workload of the PhD Committee in adjudicating over 80 admissions last year was difficult, for committee members, support staff, and the Chair. We propose hiring a limited-term staff to streamline, coordinate, and manage the PhD adjudication process in cooperation with the Graduate Program Assistant and the PhD Chair. We could also reduce our workload by planning to admit fewer students, and raising admissions requirements so that we have fewer applications, or at least fewer qualifying applications that we have to review at length.

This kind of effort to reduce workload, however, runs the risk of contradicting our previous points regarding offering better opportunities for students from minoritized backgrounds.

Desire to enhance support for our commitment to Indigenous educational priorities.

We do not have enough Indigenous faculty members to supervise the many PhD students, both Indigenous and non-Indigenous, who would like to work with them. First Nations faculty cannot be made to carry the bulk of Indigenous faculty and students from Canada and other parts of the world, and we simply need to have more racialized faculty members. We need to hire at least two more Indigenous faculty in EDST who can serve as advisors and committee members on Indigenous PhD projects, and teach relevant courses in the areas of Indigenous education and decolonization. While certainly non-Indigenous faculty can serve on these committees and support Indigenous students, few have the methodological training, knowledge base, and community-based experience to alone adequately support students working closely with Indigenous communities.

Desire to support our community engagement and international engagements so that they are more central to/visible in research, scholarship, teaching, and service.

The PhD program has a large number of international and domestic students and faculty involved in international and community engagement. It is important for the Department to continue to provide a range of models of successful community engaged scholarship for our students.

Challenges and Opportunities Going Forward

A. Diversity, Equity, and Inclusion

The University strategic plan, *Shaping UBC's Next Century* and the Faculty of Education's plan, *Learning Transformed*, prioritize "inclusive excellence" in present and future academic planning. In terms of faculty recruitment, the Faculty of Education has revised hiring processes to include explicit attention to equity goals and concerns and EDST adheres closely to these processes. However, there are still many gaps and blind spots, structural and otherwise, that require sustained and committed attention at all levels of the university. In the context of the EDST self-study, the Department has begun to engage in more explicit discussions through dedicated dialogue about how we can attend to equity in all domains of our teaching, research, service, community engagement, and Department climate. EDST has long claimed social justice as central to its academic mission and we have key expertise in the Department in areas of racism and anti-racism, Indigeneity, diversity and inclusion. Nevertheless, the Department has not yet created a tailored, department-level strategic plan for ensuring that concerns about, and strategies for, equity, diversity, inclusion are explicitly woven into all aspects of our work. A dedicated EDST Equity Caucus, for example, could provide a forum for discussion and collegial deliberation regarding the development of meaningful approaches to advancing equity, diversity, in the areas of teaching, research, and service. The development of a concrete plan of action to move forward initiatives and changes is central to each one of our departmental strategic priorities.

B. Balancing Workload

In our 2010 External Review and in our current self-study, concerns regarding workload imbalance, particularly service workloads, were front and centre. Increasing the Department's faculty complement is paramount to ameliorating a widespread sense of being overburdened. Equally paramount, if not more so, is faculty members' willingness to ensure that the activities that engage their time, energy, and interest, build and contribute to their scholarly profile with an eye to the University's expectations associated with tenure and promotion. Our review of the Graduate Advisor role in January 2020 will provide a critical opportunity to make decisions about how we might organize our work differently and eliminate or reduce redundancies and to better achieve our goals, including those described in the previous section.

C. Supporting our Students

A major priority for EDST is to serve students well across our multiple graduate and undergraduate offerings. This includes ensuring that our programs provide the best possible foundation for students to thrive and that faculty offer effective mentoring and supervision. Concerns regarding the level of financial support we are able to provide to our incoming students in the MA and PhD programs continues to be paramount not only in terms of the well-being of our students, but also to efforts to recruit top students. Responses from the program areas and cross-departmental committees also include the following examples of how we can offer better support to our students:
- Offer courses that challenge students to take up "real world" educational challenges.
- Foster more collaboration across programs, e.g., between the EDAL program area and the EdD program; between the EdD program and the PhD program.
- Cultivate and mentor the intellectual growth of our students and the collegial sharing of ideas.
- Work towards more opportunities for graduate students to gain teaching opportunities through Graduate Teaching Assistantships (GTAs).
- Improve students' time to completion by providing active and attentive supervision.

- Ask students what kinds of support they need.
- Continue to provide resources beyond courses that support our students, e.g., EdD Alumni Directory, online theory and method modules, the annual EdD Institute, and writing retreats.
- Develop admissions criteria that promotes clearly delineated equity goals.
- Ensure robust student representation at our Department meetings and on all committees within the Department.

The strategic priorities that have emerged from our self-study process (p. 19) provide us with concrete opportunities to engage explicitly with all of the challenges and opportunities discussed throughout this self-study document. Our Departmental review of the Graduate Advisor role and our PhD program also provide opportunities to raise questions about how we are doing in terms of our commitments to diversity, equity and inclusion, how we are promoting our research agendas, how we might rationalize our workload, and how we are serving our students. They offer opportunities to make the changes necessary to fulfill our commitments.

Responding fulsomely to our strategic priorities will entail broadening our knowledge of equity, inclusion, and diversity, making hard decisions about how to prioritize our work so as to relieve the pressure of feeling overburdened, strengthening scholarly resources and infrastructure to support our students, and our research, teaching, and community engagement. Following through with our strategic priorities, and with dovetailing opportunities to operationalize the University and Faculty of Education Strategic Plans, provides ways to remain accountable to our educational mission, to all members of the EDST community, and to the public beyond the boundaries of UBC.

APPENDIX
EDST Faculty Bio: Self Study Report, 2020

Ali Abdi, Professor

Teaching and Research Interests

The general themes of my research fall within and selectively around the parameters of the role education in social development. I approach this with specialized emphases on Africa and African populations including African diaspora contexts in Canada. From this generalized perspective, I examine, inter alia, critically intersecting conceptual, theoretical and by extension practical possibilities that pertain to human rights and citizenship education, knowledge decolonization and accessibility, and postcolonial/anticolonial education. My teaching is fully informed by my research theorizations and practices with ongoing, primary questions for my students to interactively consider the role of education in ameliorating the lives of people locally and globally.

Selected Recent publications

- Abdi, Ali A. (in press). Reconstructing African philosophies of education: Historical and contemporary analyses. In J. Abidogun & T. Falola (Eds.), *The Palgrave handbook of African education and Indigenous knowledge*. New York: Palgrave.
- Abdi, Ali A. (2019). Critical teachings of comparative and international education. In M.A. Peters (Ed.), *Encycolpedia of teacher education*. Singapore: Springer
- Abdi, Ali A. (2018). The contradictions of international education and international development: Counter-Eurocentric perspectives. In L. Shultz & T. Pillay (Eds.), *Global citizenship: Common wealth and uncommon citizenship*s. Leiden, Netherlands: Brill/Sense.
- Abdi, Ali. A. (2017). The rhetorical constructions of global citizenship and the location of youth: Critical analyses. *International Journal of Development Education and Global Learning, 8*(2), 32-56.
- Ibrahim, Awad & Abdi, Ali A. (Eds.) (2016). *The education of African Canadian children: Critical perspectives*. McGill-Queens University Press.
- Abdi, Ali A. (2016). The education of African Canadian children: Historical, philosophical and socio-cultural analyses. In A. Ibrahim & A.A. Abdi (Eds.), *The education of African Canadian children: Critical perspectives*. Montreal: McGill-Queens University Press.
- Abdi, Ali A. (2016). The location of the public intellectual: Historical and contemporary analyses. In L. Shultz & M. Viczko (Eds.), *Assembling and governing the higher education institution: Democracy, social justice and leadership in global higher education*. New York, NY: Palgrave.
- Abdi, Ali A. (2016). The rhetoric of globalization and global citizenship: Reconstructing active citizenships in post-cold war Sub-Saharan Africa. In I. Langran & T. Birk (Eds.), *Globalization and global citizenship: Interdisciplinary approaches*. New York: Routledge.
- Abdi, Ali A., Shultz, Lynette & Pillay, Thashika (Eds.) (2015). *Decolonizing global citizenship education*. Rotterdam, Netherlands: Sense Publishers.

Cash Ahenakew, Associate Professor

Teaching and Research Interests

I'm a First Nations' scholar and a member of the Ahtahkakoop Cree Nation and I have been participating in Indigenous rituals and ceremonies for over 15 years. This academic/cultural background informs my positionality, as well as my program of international fieldwork and interdisciplinary research, both of which are based on a commitment to the co-creation of Indigenous theories and mixed-methods, community-based partnerships and programs and Indigenous practices of medicine, health and wellbeing. My work is grounded in a commitment to indigenize, decolonize and revitalize culturally responsive methodologies, ethical collaborative partnerships and holistic healing approaches. My research builds on community-centered and land-based participatory research designs that focus on engagement with Indigenous Elders, healers and community members. I am currently a PI on one and a Co-I on a second SSHRC community-based project. I am also a Co-I on a CIHR funded project and Co-I on two UBC cluster funded projects. This work has led to my nomination for the Canada Research Chair in Indigenous Peoples' Wellbeing. I was awarded the Killam Faculty Teaching Prize for my commitment to the revitalization of Indigenous education. In Indigenous education leadership involves the critical role of providing opportunities for students to experience culturally relevant education in their communities or organizations. At UBC my role was to co-create a relationship between UBC and the Squamish Nation to hold a Master's of Education degree program on their lands. I engaged in a similar process with NVIT Indigenous College. My commitment to the revitalization of Indigenous education is seen in the co-developed and facilitation of an Indigenous community-based, land-based and experiential learning course *Indigenous Existential Resistance: The Sundance Practice.* This is one of the very few courses that offers students the field experience that includes visits to sacred places, teachings in a safe community space, opportunities to witness traditional ceremonies and participate in Indigenous cultural practices.

Selected Recent Publications

- Ahenakew, C. (2019). Towards Scarring our Collective Soul Wound. Musagetes: Creative Commons. Available at https://decolonialfutures.net/towardsscarring
- Ahenakew, C. (2018). Sacred pain in indigenous metaphysics dancing towards cosmological reconciliations. *Special Issue of the Canadian Journal of Native Education,* 38(2), 176-188.
- Mika, C., Ahenakew, C., Andreotti, V., Cooper, G., and Silva, D. (2018). The ontological differences between wording and worlding the world. Critical Discourse Studies.
- Ahenakew, C. (2017). Mapping and complicating conversations about Indigenous education. *Diaspora, Indigenous, and Minority Education*, DOI:10.1080/15595692.2017.1278693.
- Ahenakew, C., Andreotti, V., Mika, C., & Hireme, H. (2017). Indigenous Knowledge Systems and Anticipation. In R. Poli (ed.), Handbook of Anticipation, Springer International Publishing, AG. (pp. 1-14). https://link.springer.com/referenceworkentry/10.1007%2F978-3-319-31737-3_40-1
- Naepi, S., Stein, S., Ahenakew, C., & Andreotti, V. (2017). A cartography of higher education attempts at inclusion and insights from pasifika scholarship in Aotearoa New Zealand. In J. Major and C. Reid (Eds.), Education dialogues with/in the global south (pp. 81-99). New York: Palgrave MacMillan.
- Ahenakew, C. (2016). Grafting indigenous ways of knowing onto non-indigenous ways of being: The (under-estimated) challenges of a decolonial imagination. *International Review of Qualitative Research,* 9(3), 323-340.
- Andreotti, V., Stein, S., Ahenakew, C., & Hunt, D. (2015). Mapping interpretations of decolonization in the context of higher education. *Decolonization: Indigeneity, Education and Society* 4(1), 21-40.
- Andreotti, V., Biesta, G., & Ahenakew, C. (2015). Between the nation and the globe: Education for global mindedness in Finland. *Globalisation, Societies and Education*, 13(2), 246-259.
- Ahenakew, C. (2014). Indigenous epistemological pluralism: Connecting different traditions of   knowledge production. *The Canadian Journal of Native Education, Theme Issue: Indigenizing the International Academy,* 37(1), 148-164.

Vanessa de Oliveira Andreotti, Professor, Canada Research Chair in Race, Inequalities and Global Change

Teaching and Research Interests

I have extensive experience working across sectors internationally in areas of education related to global justice, global citizenship and global change. My research focuses on analyses of historical and systemic patterns of reproduction of knowledge and inequalities and how these mobilize global imaginaries that limit or enable different possibilities for (co)existence. My scholarship examines geo-political economies of knowledge production, discusses the workings and ethics of international development, and explores possibilities for global justice, solidarity and decolonization in education. I am one of the founding members of the "Gesturing Towards Decolonial Futures Arts/Research collective (decolonialfutures.net) and the "In Earth's CARE" network of Indigenous led land based experiential learning initiatives in Latin America. Both initiatives focus on educational experiments that support people to engage with "human wrongs" and face their systemic complicity in harm. This work happens at the interface of questions and concerns related to historical, systemic and on-going violence, and questions and concerns related to the unsustainability of individualist metropolitan consumerist habits of being. These concerns include the climate emergency, biodiversity loss, racism, colonialism, imperialism, material and existential forms of poverty, wealth concentration, economic and political instability, migration, social polarization, violent conflict, global health, mental health and affordability/survivability crises. My current research explores how articulated wishes, hopes, ideals and aspirations related to the present and the future of the planet are interwoven with, on the one hand, learners' sense of status, security, belonging, self-worth, and, on the other hand, their capacity for facing their complicity in systemic harm and for staying open and learning through difficulty, discomfort and failure.

Selected Recent Publications

- Andreotti, V. (2011). *Actionable Postcolonial Theory in Education.* New York: Palgrave MacMillan.
- Andreotti, V. (2014). Conflicting epistemic demands in poststructuralist and postcolonial engagements with questions of complicity in systemic harm. *Educational Studies: A Journal of the American Educational Studies Association*, 50(4), 378-397.
- Andreotti, V. (2016). Research and pedagogical notes: The educational challenges of imagining the world differently. *Canadian Journal of Development Studies*, 37(1), 101-112.
- Andreotti, V., Stein, S., Sutherland, A., Pashby, K., Susa, R., Amsler, S. (2018) Mobilising Different Conversations about Global Justice in Education: Toward Alternative Futures in Uncertain Times', *Policy & Practice: A Development Education Review,* 26(Spring), 9-41.
- Andreotti, V. (2018). Renegotiating epistemic privilege and enchantments with modernity:The gain in the loss of the entitlement to control and define everything. In J. Paraskeva and S. Steinberg (Eds.), *The Curriculum. Decanonizing the Field.* Frankfurt: Peter Lang.
- Stein, S., Andreotti, V., & Suša, R. (2019). Pluralizing Frameworks for Global Ethics in the Internationalization of Higher Education in Canada. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieu*r, 49(1), 22-46.
- Andreotti, V. (2019). The enduring challenges of collective onto- (and neuro-) genesis. *Lapiz (Latin American Philosophy of Education Society Journal)*, 4: 61-78.
- Susa, R., Andreotti, V. (2019). Social cartography as a research methodology. Oxford Educational Research Encyclopedia. DOI: 10.1093/acrefore/9780190264093.013.528

Lesley Andres, Professor

Teaching and Research Interests

My research and teaching interests focus on the intersecting domains of participation in post-secondary education, equitable issues, and the relationship between institutional structures and individuals as agents. At the heart of my research program is my *Paths on Life's Way Project* – the only longitudinal study of its kind in British Columbia and one of the few longitudinal studies of youth transitions in Canada. The research, now spanning 28 years, provides a detailed account of individuals' lives, choices, and post-secondary education and work experiences across different points in time and in relation to changing social and cultural conditions. By examining how educational systems and related policies shape individual choices over time, and how the structure of the system is perceived and acted upon by individuals, the *Paths* and my other research projects have contributed to theory, research, practice, and the policy debate. My teaching reflects my interests and expertise in the areas of foundations of higher education, youth transitions/life transitions, access to and participation in post-secondary education, and quantitative and qualitative research methods. My teaching is intricately linked with my research program and my service activities. Several graduate courses that I have developed and teach have emerged from and are directly related to my research (e.g., Survey Research Methods).

Selected Recent Publications

- Andres, L. (2019). Stratification: Functional and conflict theories. In G. Ritzer & C. Rojek (Eds.), *Wiley Blackwell Encyclopedia of Sociology* (online), 2nd Edition.
- Pullman, A., & Andres, L. (2018). General and work-based extrinsic educational beliefs across time: From late youth to middle adulthood. *Journal of Youth Studies*, 22(3), 291-311.
- Andres, L., & Pullman, A. (2018)*. Vertically segregated higher education and the life course: Comparing patterns over 28 years. In M. Shah & J. Mckay (Eds.), *Achieving equity and academic excellence in higher education: Global perspectives in an era of widening participation?* (pp. 25-50). London: Palgrave Macmillan.
- Andres, L. (2017). The Paths on Life's Way Project: A mixed-methods longitudinal life course study. In B. Flettt (Ed.), *SAGE Research Methods Cases in* Education (online). London: Sage.
- Andres, L. (2016). Theories of the sociology of higher education access and participation*. In J. Côté & A. Furlong (Eds.), R*outledge Handbook of the Sociology of Higher Education* (pp. 29-39). Oxon: Routledge.
- Andres, L. (2015). Taking stock of 50 years of participation in Canadian higher education. In M. Shah, A.K. Bennett, & E. Southgate (Eds.), *Widening higher education participation: A global perspective* (pp. 15-33). Oxford: Elsevier.
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- Pullman, A., & Andres, L. (2015). Two sides of the same coin? Applied and general higher education gender stratification in Canada. In C. Imdorf, K. Hegna , & L. Reisel (Eds.), *Gender segregation in vocational education* (*Comparative Social Research*, Volume 31) (pp. 237-262). Bingley: Emerald Group Publishing Ltd.
- Jongbloed, J., & Andres, L. (2015). Elucidating the constructs happiness and wellbeing: A mixed-methods approach. *International Journal of Wellbeing*, 5(3), 1-20. doi:10.5502/ijw.v5i3.1

Jennifer Chan, Associate Professor

Teaching and Research Interests

My teaching and research Interests include international and comparative education, international development education, educational multilateralism and global governance, human rights, social movements, gender studies, post-colonial studies, multiculturalism, public health, civil society, citizenship and democracy, adult education, community-based research, sociology of education, and research methodologies.

Selected Recent Publications

- Jennifer Chan. 2019. "Employment Equity for Whom? Deconstructing the Canadian Paradigm." In *An Interrogation of Models of Diversity in a Multicultural Environment* ed., Michael Tonderai Kariwo, Neda Asadi, and Chouaib EL Bouhali. Palgrave Macmillan.
- Jennifer Chan. 2019. "External Influences of NGOs and Non-State Actors." In *The SAGE Handbook of Asian Foreign Policy*, ed., Takashi Inoguchi. Sage Publications.
- Jennifer Chan. 2017. "Human Rights." In *Handbook on Civil Society in Asia*, ed., Akihiro Ogawa. New York and London: Routledge.
- Jennifer Chan. 2016. "Gender and Antiwar Activism in Japan." In *Handbook on Gender and War*, ed., Simona Sharona, Julia Welland, Linda Steiner, and Jennifer Mathers. Northhampton, MA: Edward Elgar Publishing.
- Jennifer Chan. 2016. "Out of Asia: Topologies of Racism in Canada." *Workplace,* No. 27.
- Jennifer Chan. 2015. *Politics in the Corridor of Dying: AIDS Activism and Global Health Governance*. Baltimore: Johns Hopkins University Press.
- Jennifer Chan. 2015. "Scaling up the Ebola Response: What we Learned from AIDS Activism." Journal of AIDS and HIV Infections. 1(1): 104.
- Jennifer Chan. 2013. "War Crimes Movements in Japan." In *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, edited by David A. Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Maiden, MA: Blackwell Publishing.

Mark Edwards, Lecturer

Teaching and Research Interests

Since 2012 as Assistant Dean of Professional Development and Community Engagement, I have had the privilege to work across the Faculty in the creation and delivery of professional learning courses and programs for educators and educational leaders in the K -12 sector and beyond. The mobilization of faculty research in order to make significant differences for educators and their learners has been at the heart of this work. There are few things more fulfilling for me than assisting a faculty member to shape their visions and dreams into programmatic reality, building educational capacity for communities across British Columbia, Canada, and the world. My own area of teaching and research is in educational leadership, and the opportunity to both lead and teach has been a generative spiral of learning and doing and learning. My particular focus is on school leadership in the BC context, with long-standing involvement in the professional development of Principals and Vice-Principals. In 2019, my lectureship moved to EDST and shortly thereafter undertook coordination responsibilities of the Educational Administration and Leadership EDAL program.

Jason Ellis, Associate Professor

Teaching and Research Interests

As a historian appointed in a faculty of education, the theme of how the educational past shapes the educational present runs through my publications and research, teaching and graduate supervision, and public scholarship. My book, *A Class by Themselves?,* looks at special education's early-twentieth-century origins in eugenics, social reform, and progressive education. It uses this curious history to inform today's debates about inclusion, disability, and educational reform. "Suburbs and Schools: Education, Opportunity, and Inequality in Etobicoke and Metro Toronto, 1950-present" is my current research. At one time, Canada's inner suburbs, like Etobicoke, were engines of opportunity for practically everyone who lived there. Since 1970, these communities have fallen victim to rapidly mounting income inequality. This research looks at how suburban schools contributed to both opportunity and inequality across time. It takes up educational and social policy questions that governments must answer right now to address the new suburban inequality that limits opportunities today. I have also published on the history of school choice, deaf and disability history, and the history of teachers. As a teacher and supervisor, my chief objective is to get students to see for themselves how the educational past affects the educational present. I teach them the content and the historical methods they need to test the historical claims that are surprisingly commonplace in educational research and policy, and to make sounder historical claims in their own work as well. As a public scholar, I have connected history to policy through published opinion pieces and in dozens of interviews I have given to reporters from newspapers (e.g. *Globe and Mail, Vancouver Sun)*, radio programs like CBC's BC Today, and local TV news on CTV, CBC, and City TV.

Selected Recent Publications

- Ellis, Jason. *A Class By Themselves? The Origins of Special Education in Toronto and Beyond.* Toronto: University of Toronto Press, 2019. 364 pp.
- Ellis, Jason and Ee-Seul Yoon. "From Alternative Schools to School Choice in the Vancouver School District, 1960s to the Neoliberal Present." *Canadian Journal of Educational Administration and Policy,* 188 (2019): 86–103.
- Ellis, Jason. "Early Educational Exclusion: 'Idiotic' and 'Imbecilic' Children, the Families and the Toronto Public School System, 1914-50." *Canadian Historical Review* 98, no. 3 (September 2017): 483–504.
- Ellis, Jason and Paul Axelrod. "Continuity and Change: Special Education Policy Development in Toronto Public Schools, 1945 to the Present." *Teachers College Record* 118, no. 2 (February, 2016), 1–42.
- Ellis, Jason, Lindsay Gibson and Mallory Davies. "Let's learn from 'Cecil Rhodes School sign." *Vancouver Sun*, 4 January 2020.
- Ellis, Jason. "A long history of bargaining class size and composition." *Kelowna Daily Courier* 11 September, 2019.

Gerald Fallon, Associate Professor

Teaching and Research Interests

Dr. Gerald Fallon is an Associate Professor in the Department of Educational Studies (Faculty of Education) at the University of British Columbia. His research focus on issues of school and educational system changes and innovations with specific threads related to education law, educational policy, sustainability, educational leadership, community development and intercultural relations.

Selected Recent Publications

- Velásquez-López, P.C., Fallon, G., Klein, B., Gallegos Lemos, F., Meznaric, M., Zuñiga, X.B., Seiler, S. (2019). *Transmape: Community engagement for the transformation of the Artisanal and Small-scale Mining and Social Learning*. Vancouver, BC: Canadian International Resources and Development Institute (CIRDI).
- Poole, W., Fallon, G. & Sen, V. (2019). Privatised sources of funding and the spatiality of inequities in public education, *Journal of Educational Administration and History*, DOI: 10.1080/00220620.2019.1689105
- Fallon, G., VanWynsberghe, R. & Robertson, P. (2018). Conceptions of sustainability within the Redesigned K-12 curriculum in British Columbia, Canada: Mapping a disputed terrain. *Journal of Sustainability Education*, *16*. http://www.susted.com/wordpress/wp-content/uploads/2018/01/Fallon-et-al-JSE-Fall-2017-General-PDF.pdf
- Sierra, Z. & Fallon, G. (2017). Rethinking Creativity from the "South": Alternative Horizons Toward Strengthening Community-Based Well-Being. In V. Petre Glaveanu (Ed.), *The Palgrave Handbook of Creativity and Culture Research, (pp. 355-374)*. London, UK: Palgrave MacMillan.
- Poole, W., Sen, V. & Fallon, G. (2016). Manufacturing consent for privatization in public education: The rise of a social finance network in Canada. *Canadian Journal of Educational Administration and Policy*, *180,* [Online] https://www.umanitoba.ca/publications/cjeap/articles/mc-toc.html
- Fallon, G. & Park, J. (2016). Notions of literacy in the K-12 school system in British Columbia since 2002: A contested terrain. *Canadian Journal of Educational Leadership and Policy, 179.* [Online] https://www.umanitoba.ca/publications/cjeap/pdf_files/park_fallon.pdf
- Fallon, G. (2016). La gouvernance de l'école fondamentale haïtienne : une analyse critique des dynamiques qui sous-tendent la prise de décision au niveau national et local. *Haïti Perspectives*, *5*(1), 25-31.
- Fallon, G. & Poole, W. (2016). Manufacturing consent for the privatization of education in Canadian contexts, *Canadian Journal of Educational Administration and Policy*, *180*. https://pdfs.semanticscholar.org/8d40/bac6e44bf38083ebfc6cb7d9da2ae61aec8c.pdf
- Fallon, G. & Mazawi, A. (2015). *Au-delà d'une école à deux vitesses: Pour une école fondamentale juste et équitable en Haïti*. Paris, FR : Edition L'Harmattan.
- Fallon, G., & Paquette, J. (2015). Conceptions of educational leadership and ethics in a First Nation educational context. In D. Burgess and P. Newton (Eds.), *Theoretical Foundations of Educational Administration, (pp. 218-240)*. Routledge Research in Educational Leadership Series, New York, NY: Routledge.

Hartej Gill, Associate Professor

Teaching and Research Interests

Hartej Gill teaching and research interests are in the following areas: Intersectional Social Justice/Anti-Oppression Education and Leadership; Indigeneity, Critical Cross-Cultural and Transcultural Praxis; Anti-Colonial, Decolonial, and Decolonizing Theory, Praxis and Research; and Co-created Research for Social Advocacy.My scholarship of teaching is articulated through what I call *Co-created Community Engaged Praxis.* Working from anti-colonial, decolonizing, and social justice frameworks, this approach demands a pedagogy that integrates teaching, learning, capacity building, research and advocacy with a focus on "living our epistemologies." Explicit in this approach is the need to highlight the responsibility of educators to develop greater awareness and promote advocacy within their classroom curriculum and with (school) communities to address historical, socio-political and institutional injustices that continue to systemically oppress and marginalize many groups in society. This curricular approach strives to move social justice beyond a simple component of the curriculum into a core purpose of public education. Grounded in "decolonial theory" (Tlostanova & Mignolo, 2012) and in "decolonizing methodologies" (Smith, 1999), *co-created research* (which I have fully developed in a recently submitted article: *Community engaged scholarship, co-created research and the rethinking of the universities' mission*) is proposed as a critical methodology for working with socially and institutionally marginalized communities. Co-created research recognizes the ontological and epistemic wounds that underpin established academic research, and its implication in projects of colonialism and imperialism. It therefore seeks to promote more healing, activist, and collective approaches to knowledge generation in ways that avoid the objectifying of marginalized communities and their exploitation. At the same time, it legitimizes "other" epistemological positions in the academy. Her aim is twofold: on the one hand, she seeks to expose social inequities, asymmetrical power relations, and legacies of colonialism. On the other hand, she seeks to contribute to the articulation of a social science agenda that begins from a relational and reciprocal place of advocacy *with* communities toward the creation of a socially just society.

Selected Recent Publications

- Francis, J.; Chung, M.Y., Gill, H. (2018) Exploring Community-Based Research Values & Principles: Lessons Learned from a Delphi Study.Gateways: *International Journal of Community Research & Engagement 11(1), 37-55*
- Gill, H. and White, V. (2013). Decolonial pedagogy: Transcultural Narrative Inquiry in the contact zone. *Journal of Cultural and Pedagogical Inquiry. 2 (5), 25-38*
- Gill, H. (2013). Unmasking vandalism: A case of social justice leadership complexities. *The Canadian Journal of Educational Administration and Policy: Special Issue for Canadian Cases in Educational Leadership and Policy,142*, 90-106
- White, K., M., Budai, J., Mathew, D., Rickson-Deighan, Gill, H. (2012). Educators' perspective about a public school district's Aboriginal Education Enhancement Agreement in British Columbia. *The Canadian Journal of Native Education 35(1), 42-60*
- Gill, H., Purru, K., & Lin, G. (2012) Participatory research as decolonizing and decolonial praxis. *Reconceptualizing Educational Research Methodology 3*(1),1-15
- Gill, H. (2012). Fieldnotes of a Punjabi-Canadian Researcher. In C. Chambers, E. Hasebe-Ludt, C Leggo, & A Sinner (Eds.), *A heart of wisdom: Life writing as empathetic inquiry (pp. 316-322).* New York: Peter Lang*.*

Mona Gleason, Professor and Head

Teaching and Research Interests

My teaching is grounded in my expertise as an historian of education, with a special interest in critical approaches to understanding the role of the family and young people in this history. My courses are anchored in an approach that brings history to bear on a wide range of equity issues in education, most particularly those involving disadvantaged families and children. Two influences shape my teaching: historical research and contemporary challenges that have had an impact on education, globally and locally. The present tensions and challenges that educators face are fundamentally shaped by historical forces; many of the equity issues we grapple with are not new. This history, I propose in all my course offerings, is critical to a deeper understanding of the concerns and challenges that educators, broadly defined, face on a daily basis. Student teachers and graduate students connect very deeply with an approach that places contemporary concerns and anxieties in historical context. My research within the history of education has focussed particularly on the varied experiences of children and families in the context of social inequality over the 19th and 20th centuries. Framed by a feminist perspective, I employ a range of categories of analysis in my scholarship: size, age, race, class, gender, sexuality, embodiment and location. My research has demonstrated that efforts on the part of helping professionals, including educators, to safeguard the interests of youngsters and families, however well meaning, often fail when deeper social inequalities are denied or simply continue unabated. That failure has undermined efforts by policy makers, educators, social workers, parents, and other powerful adults to improve the life circumstances of children.

Selected Recent Publications

- Penney Clark, K.M. Gemmell, and Mona Gleason (2018), "Historical Studies in Education/Revue d'Historical Studies in Education – A Journal's Journey from Past to Present," *Scholarly Research and Communication* 9, 1: 1-11.
- Gleason, M. and Myers, T. (eds). (2017) *Bringing Children and Youth into Canadian History: The Difference Kids Make* (Toronto: Oxford University Press). pp. 488.
- Gleason, M. (2017) "Metaphor, materiality, and method: the central role of embodiment in the history of education." *Paedagogica Historica* DOI: 10.1080/00309230.2017.1355328
- Gleason, M. (2017) "Families Without Schools: Rurality, Correspondence Education, and the Promise of Schooling in Interwar Western Canada." *History of Education Quarterly* 57: 3 (August 2017): 305-330.
- Gleason, M. (2017) " 'Knowing Something I Was Not Meant to Know': Exploring Vulnerability, Sexuality, and Childhood," *Canadian Historical Review* 98, 1 (March 2017): 35-59.
- Gleason, M. (2016) "Avoiding the Agency Trap: Caveats for Historians of Children, Youth, and Education," *History of Education* 45, 4 (2016): 446-459. (Special Issue on Marginalized Children and Vulnerable Histories.)
- Diaz Diaz, Claudia and Gleason, M. (2016) "The Land is My School: Children, History, and the Environment in the Canadian Province of British Columbia," *Childhood* 23 (2): 272-285.
- Stafford, A. and Gleason, M *(2014). "Referred for Special Service: Children, Youth, and the Production of Heteronormativity at Alexandra Neighbourhood House in Postwar Vancouver," in Tracy Penny Light, et.al, eds., Bodily Subjects: Essays on Gender and Health, 1800-2000 (Kingston-Montreal: McGill-Queen's University Press, 2014): 227-244.
- Gleason, M. (2013). *Small Matters: Canadian Children in Sickness and Health 1900 to 1940.*Montreal and Kingston: McGill-Queen's University Press. pp. 203.

Garnet Grosjean, Lecturer

Teaching and research interests

Garnet Grosjean, R.P.Bio., holds a Ph.D. in Adult & Higher Education from the University of British Columbia. His dissertation "Doing Co-op: Student Perceptions of learning and Work" received the *George L. Geis* Distinguished Dissertation Award from the Canadian Society for the Study of Higher Education. He is International Coordinator of the online Intercontinental Master of Education program, a four-university international collaboration, which concentrates on Adult Learning and Global Change (ALGC). He has developed courses and taught in the program since its inception. He is also Academic Coordinator of the Doctor of Education in Leadership and Policy Program. His research and writing focuses on issues surrounding higher education and the changing economy; the role of the university in preparing the labour force; accountability and performance models; education and work in a market-driven economy; the social organisation of learning; and policy and practice implications of experiential learning programs.

Selected recent publications:

- Holliday, H., Jenstad, L.M., Grosjean, G., and Purves, B. (2016), "You can lead a horse to water…": Focus Group Perspectives on Initiating and Supporting Hearing Health Change in Older Adults. *American Journal of Audiology,* Vol 24, Issue 3, September 2016 (pp. 360-376).
- Grosjean, G. (2015), "Intercontinental Masters' Program in Adult Learning & Global Change: An e-Learning case history." In *The e-Learning Excellence Awards 2015: An Anthology of Case Histories.* Dan Remenyi (Ed). Academic Conferences and Publishing International, Reading, UK (pp. 39-53).
- Abrandt Dahlgren, M., Dalgren, L.O., and Grosjean, G. (2013) "Intercontinental Master's Programme in Adult Learning and Global Change." In Kristina Johansson, Göran Lassbo and Eddy Nels (Eds.) *Inside the New University: prerequisites for a contemporary Knowledge Production.* Bentham Science Publishers (pp. 42-66).
- Schuetze, H.G., Bruneau, W.A., and Grosjean, G. (Eds) (2012). *University Governance and Reform: Policy, Fads, and Experience in International Perspectives*. Palgrave Macmillan: New York, USA
- Abrandt Dahlgren, M., Grosjean, G., Lee, A., and Nyström, S. (2012). "The Graduate School in the Sky: Emerging pedagogies in an international network for doctoral education and research." In Danby, S, and Lee, A. (Eds.), *Reshaping Doctoral Education: International Approaches and Pedagogies*, Routledge: Milton Park Oxon.
- Grosjean, G. (2012). "Still active, after all these years: lifelong engagement with learning." In Solomonides, I., Reid, A., and Petroz, P. *Engaging with Learning in Higher Education*. Libri Publications: Oxfordshire, UK.
- Grosjean, G., Pither S., Kube, A., and MacLeay, S. (2009). "Well if the government won't do it, we bloody well will!" In John Field, Jim Gallacher & Robert Ingram (Eds) *Researching Transitions in Lifelong Learning*. Routledge: Milton Park Oxon.

Deirdre M. Kelly, Professor

Teaching and Research Interests

In recent years, I have taught primarily in the SCPE and EdD programs. In my role as Chair of the EdD Management Committee, I have taken the lead on several initiatives aimed, ultimately, at enhancing student recruitment and improving time to program completion. For example, I co-conducted interview and observational research with graduates about the impact of the program on their practice of educational leadership. This resulted in both written and video profiles of alumni, posted on the EDST website. I have also overseen (with TLEF support) the creation of online theory and research methods modules designed to help graduate students, particularly those at the proposal writing stage. My research interests include teaching for social justice and participatory democracy, gender and youth studies, critical media literacy, and news and entertainment media as public policy pedagogy.

Selected Recent Publications

- Currie, Dawn H. & Kelly, Deirdre M. (forthcoming). *Pop culture and power: Teaching media literacy for social justice*. Toronto: University of Toronto Press.
- Currie, Dawn H., & Kelly, Deirdre M. (2017). Who am I? Who can I become? In M. J. Hird & G. C. Pavlich (Eds.), *Questioning sociology: Canadian perspectives* (3rd ed., pp. 16-27). Don Mills, ON: Oxford University Press.
- Kelly, Deirdre M., & Tom, Allison. (2017). Vignettes: Checking assumptions; Method 1: Observations. In Colleen Reid, Lorraine Greaves, & Sandra Kirby, *Experience, research, social change: Critical methods* (3rd ed., pp. 138-143). Toronto: University of Toronto Press.
- Kelly, Deirdre M. (2014). Alternative learning contexts and the goals of democracy in education. *Teachers College Record, 116*(14), 383-410.
- Kelly, Deirdre. (2012, Winter). Teaching for social justice: Translating an anti-oppression approach into practice. *Our Schools/Our Selves, 21*(2), 135-154.
- Kelly, Deirdre M. (2011). The public policy pedagogy of corporate and alternative news media. *Studies in Philosophy and Education,* 30(2), 185-198. doi: 10.1007/s11217-011-9222-2

André Elias Mazawi, Professor

Teaching and Research Interests

André Mazawi serves as professor in the Department of Educational Studies. A sociologist of education by training, he is interested in comparative political sociology of education and higher education policies and governance, particularly within the context of geopolitical dynamics, along four research foci. First, he studies the debates, controversies and struggles surrounding the notion of a "knowledge society" and "education for work" in Arab societies, their sources, institutional articulations, and discursive reproduction across the region. In that area, he critically explores how cultural, ideological and political frameworks inform and shape discourses on educational policies and restructuring reforms for development across the Arab region. As part of this project, he also delves on the inter-relations between science policies, and the stratification of faculty members in higher education institutions in Arab countries (particularly the Gulf Cooperation Council member states). Secondly, Professor Mazawi researches schooling and higher education policies and governance across the Middle East and North Africa, examining the ways in which economic and cultural globalization, as well as cultural politics, impact the emergence of and access to higher education opportunities and the "geopolitics of knowledge" and research within academe. Thirdly, his studies on the political struggles over teachers' work investigated how the politics of colonization and contestation within Palestinian society impact teachers' labour relations, their professional status, and their location within wider market dynamics and political reforms. Fourthly, Professor Mazawi's interest in the multicultural politics led him to a series of studies which examined state-community relations in France with regard to the establishment and operation of community-based Islamic schools.

Selected Recent Publications

Studies authored by Professor Mazawi have been published in many book chapters, and in such scholarly journals as *The British Journal of Sociology of Education*, *The British Journal of Sociology*, *Minerva*: *A Review of Science, Learning and Policy*, *Studies in Philosophy and Education*, *Social Semiotics*, *Management in Education*, *Educational Studies*, *Compare: A Journal of Comparative Education*, *Comparative Education*, *Discourse: Studies in the Cultural Politics of Education*, *Youth & Society*, *Formation et Profession* (French), to list just a few. His studies have also appeared in leading handbooks in the field of higher education and educational policy, such as *Higher Education: A Handbook of Theory and Research*, among others.

Professor Mazawi has published five books to date, on educational policies in post-2010 Haiti (in French, co-authored with G. Fallon, Paris: L'Harmattan); on the political economy of private tutoring (edited with M. Bray & R. Sultana, The Netherlands: Sense Publishers); the World Yearbook of Education on schooling and educational policies in the Arab region (edited with R. Sultana); on deficit thinking and pathologizing practices in education (co-authored with C. Shields & R. Bishop, Frankfurt: Peter Lang); on Catholic schools and geopolitical dynamics in the Middle East (co-authored with O. Ichilov, New York: Peter Lang). Currently, a co-edited book is in press (with M. Stack), to be published by Bloomsbury Academic Publishers in June 2020, focusing on struggles of course syllabi and bodies of knowledge in teacher education in ten countries.

Amy Scott Metcalfe, Associate Professor

Teaching and Research Interests

My teaching and graduate student supervision in the department are mainly located within the field of Higher Education studies. My coursework engages students with the higher education environment as a site of analysis and reflective practice through familiarization with decolonizing, anti-oppressive, critical and post-critical theories that pertain to the study of higher education as an institutionalized space/place of knowledge (re)production and capital accumulation. My scholarship raises questions about the convergence of globalizing and nationalistic conditions within research universities in North America (Canada, US, Mexico) and beyond, with a particular emphasis on academic labour and internationalization. I specialize in visual research methods and arts informed research-creation practices.

Selected Recent Publications

- Blanco, G. L., & Metcalfe, A. S. (In press. Accepted January 10, 2019). Visualizing quality: University online identity as organizational performativity in higher education. Review of Higher Education.
- Metcalfe, A. S. (2019). "This is football": Visualizing academic capitalism at the athletic stadium—A photo essay. Visual Methodologies, 7(1), 1-14.
- Metcalfe, A. S. (2019). Witnessing Indigenous dispossession and academic arboricide: Visual auto-ethnography as anti-colonial didactic. Visual Arts Research, 45(2), 80-90.
- Metcalfe, A. S., & Blanco, G. L. (2019). Visual research methods for the study of higher education organizations.
- In M. B. Paulsen & L. W. Perna (Eds.), Higher education: Handbook of theory and research, volume 34,(pp. 153-202). Dordrecht, The Netherlands: Springer.
- Kang, J., & Metcalfe, A. S. (2019). Living and learning between Canada and Korea: The academic and cultural experiences of undergraduate international exchange students. Journal of Comparative & International Higher Education, 11(Fall), 28-36.
- Garvey, J., Metcalfe, A. S., Hart, J., & Fellabaum, J. (2019). Methodological troubles with sex and gender in higher education research. Review of Higher Education, 43(1), 1-24.
- Metcalfe, A. S. (2019). Thinking in place: Picturing the Knowledge University as a politics of refusal. Research in Education, 104(1), 43-55.
- McCartney, D. & Metcalfe, A. S. (2018). Corporatization of higher education through internationalization: The emergence of pathway colleges in Canada. Tertiary Education and Management, 24(3), 206-220.

Bathseba Opini, Instructor

Teaching and Research Interests

My teaching and research interests are in the areas of critical race and antiracism theory, equity in education, disability studies, teacher education, international education and education policy. I take a multidisciplinary approach that encompasses the field of disability, education, sociology, gender, health and education to examine questions of inequity in educational settings and beyond.

Selected Recent Publications

- Opini, B. (2019). Inclusive education as exclusive practice: One parent's experience advocating for children with Fetal Alcohol Spectrum Disorders within the school system. *Exceptionality Education International, 29*(2), 72-90.
- Easterbrook, A. , Bulk, L.Y., Hahn, B. & Jarus, T., Hahn, B., Ghanouni, P., Lee, M., Opini, B., & Parhar, G. (2019). University gatekeepers' use of the rhetoric of citizenship to relegate the status of students with disabilities in health and human service programs, *Disability & Society, 1-23*
- Opini, B. & Onditi, H. (2016). Education for all and students with disabilities in Tanzanian primary schools: Challenges and successes. *International Journal of Educational Studies, 3(2),* 65-76.
- Opini, B. (2016). Walking the talk: Towards a more inclusive field of disability studies. *International Journal of Inclusive Education*, *20*(1), 67-90.
- Easterbrook, A., Bulk, L., Ghanouni, P., Lee, M. Opini, B. Roberts, E. Parhar, G. & Jarus, T. (2015). The legitimization process of students with disabilities in Health and Human Service educational programs in Canada. *Disability & Society, 30* (10), 1505-1520.

Carolina Palacios, Lecturer

Teaching and Research Interests

I love teaching and I am passionate about adult learning and education. Over the past 25 years I have taught and planned programs for adult learners in formal and non-formal contexts, including an international outreach professional development program for Chilean teachers who came to Canada, English for Language Learners in Chile and in Vancouver with newcomers to Canada and international students, and planning programs for international student groups when I worked in International Education at Vancouver Community College. I have been teaching at UBC since 2008, developing courses and curricula for undergraduate and graduate courses in both face-to-face and on-line learning environments in the Adult Learning and Education program and in 2015, my teaching was recognized when I was awarded the Sessional and Lecturer Faculty Teaching Prize by the Faculty of Education. Currently, I serve as the Course Coordinator for the undergraduate courses that comprise the Diploma and the Undergraduate Certificate in the Adult Learning and Education program and the Arts Minor in Community, Adult and Higher Education.

I am interested in the relationship between democracy and education, social movement learning and popular education, the political economy of adult and higher education, arts-based pedagogies and the role of emotions in teaching and learning. These are central in my pedagogy, which is guided by critical and transformative principles of praxis and a dialogical approach to teaching and learning. I have come to appreciate the power of creativity and excitement in learning enacted through arts-based and immersive pedagogies that embody praxis. These pedagogies open spaces of co-inquiry for teachers-learners and learner-teachers through intellectual, emotional and somatic engagement that enable deep, critical and transformative learning about ourselves and the world.

Selected Recent Publications

- Walker, J. & Palacios, C. (2016). A pedagogy of emotion in teaching about social movement learning. Teaching in Higher Education, 21(2), 175-190.
- Butterwick, S., Chovanec, D., Palacios, C., Rubenson, K. & Walter, P. (2011). Learning and Knowledge Production in Social Movement Learning: Different Lenses, Different Agendas, Different Knowledge Claims. Proceedings of the Joint International Adult Education Research Conference and the Canadian Association for the Study of Adult Education, June 9-12, 2011, Toronto, 832-839.
- Palacios, C. (2008). The Political Struggles of Chilean Exiles: Social Movement Learning and Redemocratization in Chile. Proceedings of the Canadian Association for the Study of Adult Education 27th National Conference, June 1-3, 2008, Vancouver, 273-279.

Wendy Poole, Associate Professor

Teaching and research interests

My primary assignment is in Educational Administration and Leadership (EDAL). I regularly teach all of the EDAL core courses: EDST 581: Leadership and the Aims of Education, EDST 532: Leadership in Educational Organizations, EDST 582: The Study of Organization in the Educational Context. I also regularly teach two research courses: EDST 501: Research Traditions in Educational Administration, and EDST 553: Group Inquiry into Educational Practices. Over my career I have taught a faculty-wide research course, EDST 500, and a teacher education course (the precursor to EDST 401), as well as a number of elective courses over my career. In addition, I have developed new elective courses, including EDST 548: Critical Perspectives on Teachers' Unions and Educational Leadership; Organizational Learning; and Identity, Emotion and Power in the Workplace. Until recently, the EDAL program area has had a large number of students and a dwindling number of faculty, therefore, my teaching has been necessarily concentrated in this area. I have expressed interest in teaching at the doctoral level, but unfortunately, I have not had opportunity to do so. My research interests focus on understanding organizational structures, processes, social networks, and political-economy in K-12 education. I also examine inter-organizational interdependency and conflict in K-12 education, and neoliberal education policy in the provincial and national contexts. I explore how discursive practices are shaping the privatization of education and the identities of educational leaders, as well as how teachers and their unions are resisting neoliberal privatization and teacher subjectification, locally and internationally. From 2017 to the present, my research has focused on analyzing data collected for a SSHRC-funded collaborative project examining marketized approaches to education finance in K-12 education in British Columbia, presenting findings at several national/international scholarly conferences, and serving as lead author on a book, under contract with Routledge, based on those findings.

Selected recent publications:

- Poole, W., Fallon, G. & Sen, V. (2019) Privatised sources of funding and the spatiality of inequities in public education. *Journal of Educational Administration and History* (online first). doi: 10.1080/00220620.2019.1689105
- Poole, W., Sen, V., Fallon, G. (2016). Manufacturing Consent for Privatization in Public Education: The Rise of a Social Finance Network in Canada. *Canadian Journal of Educational Administration and Policy, 180* (open access online journal). https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42893
- Fallon, G., & Poole, W. (2016). Introduction to the Special Issue: Manufacturing Consent for the Privatization of Education in Canadian Contexts. *Canadian Journal for Educational Administration and Policy, 180* (open access online journal). https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42893
- Poole, W., & Fallon, G. (2015). The emerging fourth tier in K-123 education finance in British Columbia, Canada: Increasing privatization and implications for social justice. *Globalisation, Societies and Education, 13*(3), 339-368. doi: 10.1080/14767724.2014.996857
- Poole, W. (2015). Defending teachers' rights and promoting public education: Evolving and emerging union strategies within a globalized neo-liberal context. In N. Bascia (Ed.), Teacher unions in public education: Politics, history and the future. New York: Palgrave Macmillan.
- Fallon. G., & Poole, W. (2014). The emergence of a market-driven funding mechanism in K-12 education in British Columbia: Creeping privatization and the eclipse of equity, *Journal of Education Policy, 29*(3), 302-322. doi: 10.1080/02680939.2013.820354

Kapil Regmi, Lecturer

Teaching and Research Interests

The world is changing rapidly not only because of the advancement in technological innovations but also because of some pressing challenges such as increasing economic inequality, privatization in education, lack of health services, and the existential threat brought by climate change. The people who have suffered the most from these challenges are those who have been historically marginalized. As Nelson Mandela argued decades ago "Education is the most powerful weapon which you can use to change the world." My aim of teaching and research is geared towards creating an equal, just and sustainable world. Putting adult learning and education at the center my teaching and research interests cover a range of areas including but not limited to international political economy; sociology; critical theory; governance, policy and leadership; community and international development; and sustainability. My engagement with a larger scholarly community through publications, conference presentations and peer-reviews have been instrumental to make my teaching (mostly adult learning and higher education courses) a field of inquiry and learning that is interdisciplinary, critical as well as international in scope.

Selected Recent Publications

- Regmi, K. D. (in press, 2020). Canadian contributions to international development and adult education: A political economy perspective. In Brigham, S., McGray, R., and Jubas, K. (Ed.) *Adult Education and Learning in Canada: Advancing a Critical Legacy*. Thompson Educational Publishing: Toronto, Canada
- Regmi, K. D., Andema, S. and Asselin, M. (in press, 2020). Literacy for self-reliance: A critical exploration of Nyerere's legacy in Tanzanian education policies. *International Review of Education*. 66 (1): 1-25.
- Regmi, K. D. (in press, 2020). Educational governance in Nepal: Weak government, donor partnership and standardised assessment. *Compare: A Journal of Comparative and International Education*. Doi: https://doi.org/10.1080/03057925.2019.1587704
- Regmi, K. D. (in press, 2020). Higher education in Nepal: A handmaiden of neoliberal instrumentalism. *Higher Education Policy*. Doi: https://doi.org/10.1057/s41307-019-00138-0
- Regmi, K. D. (2019). Global construction of literacy policies for "Least Developed Countries": Focus on Ethiopia, Nepal and Sierra Leone. *Adult Education Quarterly*. 63 (3): 225–246. Doi: https://doi.org/10.1177/0741713619837350
- Regmi, K. D. (2019). Critical policy sociology: Key underlying assumptions and their implications for educational research. *International Journal of Research & Method in Education*. 42 (1): 59-75. Doi: http://dx.doi.org/10.1080/1743727X.2017.1398228
- Regmi, K. D. (2018). Foundational models of development, underlying assumptions and critiques. *Social Change*. 48 (3): 325-344. Doi: https://doi.org/10.1177/0049085718781688
- Walter, P., Regmi, K. D. and Khanal, P. R. (2018). Host Learning in Community-based Ecotourism in Nepal: The case of Sirubari and Ghalegaun Homestays. *Tourism Management Perspectives*. 26, 49-58. Doi: https://doi.org/10.1016/j.tmp.2018.02.002
- Regmi, K. D. (2017). Habermas, lifeworld and rationality: Towards a comprehensive model of lifelong learning. *International Journal of Lifelong Education*, 36(6), 679-695. Doi http://dx.doi.org/10.1080/02601370.2017.1377776

Samuel D. Rocha, Associate Professor

Teaching and Research Interests

Sam Rocha's teaching and research interests are centred in philosophy of education, with applications to teacher education, curriculum theory, and art education. He is deeply invested in promoting the scholarship of the humanities and foundations in education and contributes to them directly in philosophy and religious studies. His writing and teaching are interested in basic concepts like "education," "schooling," "art," "study," and the "human person." His scholarship also interprets key thinkers like William James, Jean-Luc Marion, Paulo Freire, and, most recently, Ivan Ilich. Sam was awarded the Killam Teaching Prize in 2019.

Selected Recent Publications

In 2015 Dr. Rocha's book *A Primer for Philosophy and Education* and his essay "A Tale of Three Cubicles" won awards and the former has been recently translated into Spanish. Along with those works, Rocha is the author of *Folk Phenomenology* (2015) and *Tell Them Something Beautiful* (2017). His newest book, *The Syllabus as Curriculum,* is forthcoming with Routledge in 2020. Along with his written works, Rocha has released four albums of music, most recently *Anamnesis* in 2019.

Leslie G. Roman, Professor

Teaching and Research Interests

Professor Roman, a leading social theorist in the sociology of education, whose work has influenced cultural and disability studies, feminist theory, qualitative research as a sociologist of education. She is PI and Cluster Lead for Wingspan: Dis/ability Arts, Culture and Public Pedagogies, an established research creation program jointly funded by the VPRI and VP and Academic Provost's Academic Excellence initiative. Wingspan focusses on removing barriers to inclusion and accessibility in Canada and globally through an innovative program to place dis/d/Deaf artists in residence in schools and NGOs in six regionally representative Canadian provinces and learning from youth and artists with disabilities through the lens of Southern disability and Indigenous rights.

Selected Recent Publications

She has co-edited, *Becoming Feminine: The Politics of Popular Culture; Views Beyond 'The Border Country': Raymond Williams and Cultural Politics*; and, *Dangerous Territories: Struggles for Difference and Equality in Education.* Her work in disability arts with Geoff McMurchy and many others led to three special issues in the *International Review of Disability Studies,* the I*nternational Journal of Inclusive Education* and the *International Journal of Qualitative Studies in Education.* She is the editor of *Hallmarks: The Cultural Politics and Public Pedagogies of Stuart Hall,* Routledge, *2016.* In 2020, 2018 and 2009, her work in journal articles and book contributions has focused on the Global Southern disability arts and rights and the ways in which Global Northern Disability Studies has yet to fully countenance and take stock of its neglect of neo-colonial denial of human rights to Indigenous peoples within and beyond Global Nation-State borders, and particularly in the geographical Global South, where 80% of the world's people with disabilities live, who are being devastated by lack of clean drinking water, war and climate change refugee conditions.

Claudia W. Ruitenberg, Professor

Teaching and research interests

My research is in philosophy and theory of education, with a special interest in ethics and political theory. Two main threads in my research are political education, especially from an agonistic-democratic perspective, and questions about how an ethic of hospitality can inform educational contexts ranging from early childhood education to professional education. In addition, I have done work on speech act theory with a focus on the performativity of educational discourse. My teaching has included graduate and teacher education courses with a clear philosophical angle (e.g., ethics and teaching, ethics and leadership, philosophical research methods, philosophical debates in environmental education) as well as broader courses in critical social and political theory or research design.

Selected recent publications (* indicates co-authored with graduate student(s))

- Ruitenberg, C. W. (2019). *Plus ça change*: The persistence of "skill talk" in competency discourse. *Philosophical Inquiry in Education*, *26*(2), 124–136.
- *Vericat Rocha, Á. M. & Ruitenberg, C. W. (2019). Trauma-informed practices in early childhood education: Contributions, limitations, and ethical considerations. *Global Studies of Childhood, 9*(2), 132-144. (contribution 40%)
- Ruitenberg, C. W. (2019). Barefoot in the kitchen: New materialism, education, and reproductive labor. In A. Chinnery (Ed.), *Philosophy of education 2017* (pp. 527-540). Urbana, IL: Philosophy of Education Society.
- Ruitenberg, C. W. (2018). Receiving students and patients: Professional education and the double challenge of hospitality. In N. Levinson (Ed.), *Philosophy of education 2016* (pp. 468-478). Urbana, IL: Philosophy of Education Society.
- Ruitenberg, C. W. (2018). "Don't feed the trolls": Violence and discursive performativity. In H. Shapiro (Ed.), *The handbook of violence in education: Forms, factors, and preventions*. Hoboken, NJ: Wiley-Blackwell.
- Ruitenberg, C. W. (2018). Postmodernism and poststructuralism. In P. Smeyers (Ed.), *International Handbook of Philosophy of Education* (pp. 689-702). Cham, Switzerland: Springer.
- Ruitenberg, C. W. (Ed.). (2017). *Reconceptualizing study in educational discourse and practice*. New York, NY: Routledge.
- Ruitenberg, C. W. (2017). Location, location, locution: Why it matters where we say what we say. *Philosophical Inquiry in Education, 24*(3), 211-222.
- Ruitenberg, C. W. (2017). May I have your divided attention: On the emancipatory potential of educational heterotopia and heterochrony. In M. Moses (Ed.), *Philosophy of education 2014* (pp. 83-91). Urbana, IL: Philosophy of Education Society.
- *Ruitenberg, C. W., Knowlton, A., & Li, G. (2016). The productive difficulty of untranslatables in qualitative research. *Language and Intercultural Communication, 16*(4), 610-626. (Contribution: 40%)

Hongxia Shan, Associate Professor

Teaching and Research Interests

As an adult educator, I am interested in developing students' capacities to conduct research and (re)imagine policies, pedagogies, practices, and politics *in the areas of im/migration and education, work and learning, and lifelong education/learning.* I have not only taught regular educational courses such as *Theories and Research on Adult Learning*, *Work and Learning, Introduction to Educational Research*, and *Educational Policy Studies*, but also developed special topic courses in my expertise areas such as *Migration and Adult Learning and Education*, and *Rethinking Skill and Competency: Theories, Policies, and Practices*. My scholarly research investigates the social, cultural, and institutional policies and practices that are conducive to adult learning and education in the context of im/migration, integration, and globalization. Theoretically, my work is informed by critical theories and pedagogies and the practice turn in social science research. Methodologically, I have mainly employed qualitative methods of inquiry such as institutional ethnography, life history studies, case studies, critical discourse analysis and community-based -based participatory research. I have published in the fields of *adult education and learning, migration and work, (distributed) pedagogy of difference, gender and transnationalism, social construction of skills, and knowledge transfer.* I am currently the principal investigator of two SSHRC funded research projects. One focuses on the diversity training and learning policies and practices of an immigrant serving organization, and the other on the intersections of immigration and knowledge transfer in two professional fields of practice: engineering and medical health in Canada.

Selected recent publications:

- Shan, H. (forthcoming 2020). Work and Learning: Perspectives in Canada, In Brigham, S. Jubas, K., McGray, R. (Eds.), Adult Education in the Canadian Context. Thomason Publisher.
- Shan, H. & Guo, S. (forthcoming 2020). Migrant Education, Rocco, T., Smith, M. C. Mizzi, R., Merriweather, L. R. Hawley, J.D. (Eds.), 2020 Handbook of Adult and Continuing Education, Sterling, VA: Stylus.
- Shan, H., Peikazadi, N., Rahemtulla, Z., Wilber, A. Sawkins, T. & Gossen, R. (2019). Entry to hospitality career for women and beyond: Immigrant training and feminist pedagogies and practices, Studies in the Education of Adults. https://doi.org/10.1080/02660830.2019.1595340
- Shan, H. (2019). Towards a postcolonial politics of appearance: Unsettling lifelong learning as a racial contract, International Journal of Lifelong Education. 38(1), 34-47.
- Shan, H., Muhajarine, N., Loptson, K., & Jeffrey, B. (2019). Building social capital as a pathway to success: Community development practices of an early childhood intervention program in Canada. In J. Hayden (ed.), Health Behavior Theory, 260-275. Johnes & Bartlett Learning, LLC. [Reprint of the journal article bearing the same title in 2014 and it is being translated as part of the book into Chinese by South China University of Technology Press]
- Morrice, L., Shan, H. & Sprung, A. (2018). Migration, Adult Education and Learning, Studies in the Education of Adults, 49 (2): 129-135.
- Shan, H. (2017). Lifelong education and lifelong learning with Chinese characteristics: A critical policy discourse analysis, Asia Pacific Education Review, 18 (2), 189-201.
- Soong, H., Stahl, G., & Shan, H. (2018). Transnational mobility through education: a Bourdieusian insight on life as middle transnationals in Australia and Canada, Globalisation, Societies, and Education. 16(2), 241-253. 10.1080/14767724.2017.1396886

Thomas J. (Tom) Sork, Professor

Teaching and research interests

Although most of my teaching is in the Adult Learning and Education area—particularly courses focusing on program planning and evaluation—I also have led and co-taught first- and second-year seminars in our EdD and PhD programs. My research and writing have focused primarily on planning, professionalization, professional ethics, and international engagement. While appointed as Senior Associate Dean (2008-2016), my work focused on international engagement and comparative adult education—particularly the preparation of adult educators and the notion of what constitutes "competency" in different countries. More recently, I, along with several ALE faculty, have been collaborating with colleagues at the German Institute for Adult Education (DIE) in Bonn exploring the potential for comparative studies between Canada and Germany in the areas of policy, participation, outcomes, and professionalization. I also initiated and am program co-chair for an upcoming international research conference, Adult Education in Global Times (AEGT2020) that UBC/EDST will host June 4-7, 2020. Eight international organizations are partnering to offer this unique program that will likely attract 500-600 scholars from around the world. Nothing on this scale has been offered since 2000 when we hosted a similar conference with five organizational partners. We are proud to be the initiator and host of this important event.

Selected recent publications

- Boškić, N., Sork, T. J., Irwin, R., Nashon, S., Nicol, C., Meyer, K., & Hu, S. (2018). Using technologies to provide higher education for refugees. In E. Jean-Francois (Ed.), *Transnational perspectives on innovation in teaching and learning technologies* (pp. 285-304). Leiden, The Netherlands: Brill|Sense Publishers. Sork, T. & Schemmann, M. (2018). Trends and issues in Canadian adult education research: An introduction to the topic. *International Yearbook of Adult Education*, 7-16. Bielefeld: wbv Publikation.
- Sork, T. J. (2019). Luscious lattes/bitter baristas: The 'Starbucks Incident' and its implications for program planning. In J. P. Egan (Ed.), *Proceedings of the 38th Annual Conference of the Canadian Association for the Study of Adult Education* (pp. 385-390). Vancouver: University of British Columbia.
- Sork, T. J. (2019). Adult education in an era of "wicked problems" [Invited "Reflections" article]. *Adult Learning. 30*(4), 143-146. doi:10.1177/1045159519872457
- Sork, T. J. & Käpplinger, B. (2020). "The Politics of Responsibility" revisited: An analysis of power in program planning. In F. Finnegan & B. Brummell (Eds.), *Power and possibility: Adult education in a diverse and complex world* (pp. 39-49). Leiden, The Netherlands: Brill Sense. Open access ebook: ISBN 978-90-04-41332-0. DOI: 10.1163/9789004413320_004.
- Grotlüschen, A., Stammer, C. & Sork, T. J. (2020). People who teach regularly: What do we know from PIACC about their professionalization? *Journal of Adult and Continuing Education* (online version). DOI: 10.1177/1477971419898493. (24pp.)
- Sork, T. J. (In press). Program planning in an era of "wicked problems." In T. Rocco, C. Smith, R. C. Mizzi, L. Merriweather, & J. Hawley, J. (Eds.). *Handbook of adult and continuing education* (8th ed.). Sterling, VA: Stylus. (27pp.)

Michelle Stack, Associate Professor

Teaching and Research Interests

In 2017, I was awarded Killam prize for excellence in teaching. I incorporate the lived and professional experience of my students and I draw on, education and relevant disciplines including media, cultural, Indigenous, disabilities studies, critical gender and critical race theories to facilitate an environment that encourages, conversations about education, intersectionality and equity. I have completed numerous workshops and courses in areas of arts based teaching, and creative writing to expand my teaching and participatory research practices. My accomplishments in program development include media education courses that engaged youth and adults as co-media producers and the development of a hybrid knowledge mobilization course that engaged students from across Canada and from diverse fields of study. I hold regular weekend writing retreats for graduate students I am supervising. I was recently awarded a Teaching and Learning Enhancement grant to hold a 5-day residential writing retreat for doctoral candidates across UBC. My research regarding knowledge translation (KT). has been recognized at UBC and beyond. I sit on a university wide advisory committee focused on knowledge translation and the advisory for the Public Humanities project. I also sit on a Michael Smith Health Research Foundation advisory. Over the last 4 years, I have given 8 keynotes and several invited talks focusing on my university rankings research (in Canada, Serbia, India and Denmark). My first book on university rankings received a great deal of scholarly and media attention. I am the editor of a forthcoming book that connects rankings and journal impact factors and I am a co-editor of a forthcoming book that looks at teacher education and the politics of knowledge. In 2020-21 I am a Peter Wall Institute of Advanced Studies scholar and during this time will be further developing my research on rankings.

Selected Recent Publications

- Stack, M. (2019). Academic stars and university rankings in higher educational: impacts on policy and practice. Policy Reviews in Higher Education (http://dx.doi.org/10.1080/23322969.2019.1667859.
- Stack, M. & Wang, F. (2018). Students' perceptions of belonging: A photovoice participatory action research project. Canadian Journal of Action Research. 19.1, 48–66. https://doi.org/10.33524/cjar.v19i1.375
- Stack, Michelle. (2015) Global University Rankings and the Mediatization of Higher Education. Palgrave Studies in Global Higher Education

Sharon Stein, Assistant Professor

Teaching and Research Interests

In my teaching and research, I bring critical and decolonial perspectives to the role of higher education in society. In this work, I denaturalize narrow imaginaries of justice, responsibility, and change in order to support more ethical, equitable, and sustainable educational futures. Through this work, I seek to equip students, higher education practitioners, and fellow educators with theoretical and practical tools that will prepare them to address the difficulties and tensions involved in affecting meaningful social change. My most significant scholarly contributions to date focus on the internationalization, diversification, and decolonization of higher education. To address these issues in ethical, effective, and accountable ways, I have developed collaborations with Indigenous and racialized scholars across Canada and the globe. I am currently working on a book project about the colonial foundations of higher education and its implications for the present as well as the possibility of decolonial futures. I founded the Critical Internationalization Studies Network (https://criticalinternationalization.net), which brings together scholars, practitioners, educators, students, and community organizations who are interested in reimagining dominant patterns of relationship, representation, and resource distribution in the internationalization of education. Increasingly, my research is oriented toward examining how universities respond to complex global challenges, especially climate change. In my teaching, I emphasize an interdisciplinary and cross-cultural approach to higher education, and invite students to examine a single issue from multiple perspectives. This supports students to deepen their capacity for scholarly rigor, ethical engagement, and theoretically informed educational practice. I believe that education should prepare students to address uncertainty, conflict, and contradiction in thoughtful and courageous ways so that they are prepared to effectively face complexity and enact change in their own contexts. I am especially committed to encouraging learners to engage in historicized and systemic analyses of contemporary problems and uneven power relations in education.

Selected Recent Publications

- Stein, S. (in press). Critical internationalization studies at an impasse: Making space for complexity, uncertainty, and complicity in a time of global challenges. *Studies in Higher Education.*
- Stein, S. (in press). The ethical and ecological limits of sustainability: A decolonial approach to climate change in higher education. *Australian Journal of Environmental Education.*
- Stein, S. (2020). 'Truth before reconciliation': The difficulties of transforming higher education in settler colonial contexts. *Higher Education Research and Development, 39*(1), 156-170.
- Stein, S. (2019). Beyond higher education as we know it: Gesturing towards decolonial horizons of possibility. *Studies in Philosophy & Education, 38*(2), 143-161.
- Stein, S. (2019). Navigating different theories of change for higher education in volatile times. *Educational Studies, 55*(6), 667-688.
- Stein, S. (2018). Confronting the racial-colonial foundations of US higher education. *Journal for the Study of Postsecondary and Tertiary Education, 3*, 77-98.
- Stein, S. (2018). National exceptionalism in the "EduCanada" brand. *Discourse: Studies in the Cultural Politics of Education, 39*(3), 461-477.
- Stein, S. (2018). Racialized frames of value in U.S. university presidents' responses to the travel ban. *ACME: An International Journal for Critical Geographies, 17*(4), 893-919.

Alison Taylor, Professor

Teaching and Research Interests

Dr. Taylor's research has focused broadly on youth transitions from school to work and experiential learning. She is currently leading a cross-university, mixed-methods longitudinal study of university students' term-time work, funded by SSHRC (see: www.blogs.ubc/hardwork). Between 2012 and 2017, she combined her research and teaching interests through an exploration of community service-learning (CSL) in universities. Several grants (SSHRC Insight, SSHRC Knowledge Synthesis, Teaching and Learning Enhancement Fund, Killam Research Grant) supported activities that included: a blogsite aimed at sharing stories of effective community-engaged learning (CEL) (see: www.blogs.ubc.ca/experience); a synthesis of literature on CSL in higher education; and a research study into the long-term impacts of experiential learning on university students at two universities. Over her teaching career, Taylor has included CEL in six courses (three undergraduate and three graduate). Most recently, she developed projects with community partners engaged in adult education in Vancouver's downtown eastside as part of an undergraduate course on Community-Based Adult Education. Between 2005 and 2011, Dr. Taylor's research focused on vocational education in schools. Two SSHRC-funded studies explored high school apprenticeship and other work experience programs as well as the pathways of former high school apprentices. Her empirical research has focused, in particular, on the experiences of Aboriginal youth, immigrant youth, and working-class youth. Prior to this, Taylor's research focused on K-12 educational reform (see her book: *The Politics of Educational Reform in Alberta, University of Toronto Press, 2001*).

Selected Recent Publications

- Taylor, A., Raykov, M. & Sweet, R. (2020, January, Research Report). Hard working students: Report of 2018 and 2019 survey findings (Report of the first phase of Research study on undergraduate students' term-time work). Available on cIRcle (UBC): http://hdl.handle.net/2429/73374
- Taylor, A. & Raykov, M. (In press). Towards critical and dialogical mixed methods research: Reflections on our journey. In F. Finnegan & B. Grummell (Eds.), *Doing critical and creative research in adult education*. Rotterdam: Sense Publishing.
- Taylor, A. (2019). The future of vocational education in Canadian secondary schools. In *Handbook on Vocational Education and Training* (D. Guile & L. Unwin, Eds.) Wiley.
- Taylor, A., Yochim, L., & Raykov, M. (2019). Service-learning and first-generation university students: A conceptual exploration of the literature. *Journal of Experiential Education, 42*(4), 349-363.
- Taylor, A., Taylor-Neu, R., & Butterwick, S. (2018). "Trying to square the circle": Research ethics and Canadian higher education. *European Educational Research Journal,* 19(1): 56-71.
- Taylor, A. and Kahlke, R. (2017). Institutional logics and community service-learning in higher education. *Canadian Journal of Higher Education,* 47(1): 137-152.
- Taylor, A. (2016). *Vocational education in Canada.* Toronto: Oxford, University Press.
- Taylor, A. and Foster, J. (2015). Migrant workers and the problem of social cohesion in Canada. *Journal of International Migration and Integration,* 16(1): 153-172.
- Sawchuk, P. and Taylor, A. (Eds.) (2010). *Challenging transitions in learning and work: Reflections on policy and practice*. Rotterdam: Sense.

Rob VanWynsberghe, Associate Professor

Teaching and Learning

As an education for sustainability scholar, I apply pedagogically-oriented questions about social movement participation, community-university engagement, and institutional reform. Both students and instructor(s) analyze the institutional implications of challenging the habitual problem-solving strategies that we have all been taught to employ (e.g., knowledge – behaviour logic), the compelling, but ultimately wrong-headed development of stand-alone arguments, and the scaling-up of new pedagogical tools in understanding the relationship between education and society. In general, the outcomes of this pursuit argue that if education is to act as a social force in problem solving, pedagogical variants in education (e.g. andragogy, service-learning, experiential learning etc.) must be evaluated in relation to institutional shifts. Membership in the ALE program has afforded me the opportunity to teach and four graduate-level courses including EDST 516 (Adult Education and Community); EDST 528 (Social Movements, Political Learning and Popular Education); EDST 570 (Sociology of Education) and; EDST 514 (Adult Education Program Planning) and two, on-line, undergraduate ones (ADHE 412- An Overview of Adult Education; ADHE 328- Institutions of Adult Education). The ALE program itself draws upon the rich history of community-based exemplars of adult education, like the Working Centre in Kitchener Ontario. I have also innovatively employed place-based, experiential, and real-world learning pedagogies in almost all my courses. Last semester I taught the previously mentioned Adult Education Program Planning course for the first time, using social innovation tools, like ideation, prototyping and storytelling. Key social priorities of decolonization, equity and systems thinking providing the necessary complexity of the real-world challenges we are currently in a position to address. The other purpose of employing social innovation methods is to contextualize student ideas in relation to the host of social and other systems, exciting and useful resources, and personal circumstances and strengths.

Selected Publications

- VanWynsberghe, R, and M. Pacis. Key Sustainability Competencies: Reconciling and expanding the debate. International Journal of Sustainability in Higher Education. Accepted for Publication on January 8, 2020
- Khan, S, and R. VanWynsberghe. A Synthesis of the Research on Community Service Learning in Preservice Science Teacher Education. Frontiers Journal of Education. Accepted for publication on December 19th, 2019.
- Robertson, P., VanWynsberghe, R., and B. Ford. Teacher Education and Sustainability Learning Pathways in the UBC Teacher Education Program: Destination Cohort. Canadian Journal of Environmental Education. Accepted for publication on December 8, 2019
- Earl, A. VanWynsberghe, R. Walter, P. and Straka, T. (2018). Adaptive Education Applied to Higher Education for Sustainability, International Journal of Sustainability in Higher Education. 6, 1111-1130
- Fallon, G., VanWynsberghe, R., & Robertson, P. (2017). Conceptions of Sustainability within the Redesigned K-12 Curriculum in British Columbia, Canada: Mapping a Disputed Terrain. Journal of Sustainability Education, 16.

Judith (Jude) Walker, Assistant Professor

Teaching and Research Interests

My research and teaching interests centre on the teaching and learning of adults. My work spans three broad and intersecting interests: Adult (and higher) education policy, transformative learning (both individual and the learning within social movements), and health professions education. I serve as supervisor or on committees of many students who span these three areas. Since starting as Assistant Professor I have created three new courses: on social movement learning/popular education, educational policy analysis, and transformative learning theory. I have also recently been working with colleagues across the health professions to look into designing a new course in health professions education. I have taught a variety of undergraduate and graduate courses, both face-to-face and online, in the adult education programme and EdD programme.

Selected Recent Publications (* indicates student author)

- Elfert, M., & Walker, J. (Forthcoming 2020). The rise and fall of adult literacy: Policy lessons from Canada. *Research in the Learning and Education of Adults [Special issue: Adult literacy]*
- Walker, J. & Butterwick, S. (Forthcoming 2020). Education to change the world: Learning within/through social movements. In Rocco, T., Smith, M.S, Hawley, J., Mizzi, R., & Merriweather, L. (Eds.), *The 2020 Handbook of adult and continuing education: A publication of the American Association for Adult and Continuing Education.* Sterling, VA: Stylus Publishing.
- Walker, J. (Forthcoming 2020). Canadian adult education policy at the cusp of 2020. In S. Brigham, K. Jubas, & R. McGray, *Contexts of adult education policy in Canada.* Toronto, ON: Thomson Publishing.
- Walker, J., & Smythe, S. (2019). The (un)deserving adult: Examining British Columbia's Adult Basic Education policy. *Studies in the Education of Adults.* [Published online: Oct 30]
- Walker, J., & *Ngara Manyamba, V. (2019). Towards an emotion-focused, discomfort-embracing transformative tourism education. *Journal of Hospitality, Leisure, Sport and Tourism Education.* [Published online: Oct 03]
- *Kluttz, J., Walker, J., & Walter, P. (2019). Unsettling allyship, unlearning, and learning towards decolonising solidarity. *Studies in the Education of Adults.* [Published online, August 23]
- Waldron, S., Walker, J., Kanji, Z., & von Bergmann, H. (2019). Dental hygiene clinical instructors' pedagogical beliefs and described practices about student-centred education. *Journal of Dental Education,* 83 (9), 1019-1029.
- Walker, J., & *Sarkodie, G. (2019). Corporate Social Responsibility in Canadian mining companies: a focus on adult education and training. *Compare: A Journal of Comparative and International Education,* 49 (2), 298-317.
- Walker, J., & Butterwick, S. (2019). What have we really learned? Feminism and social movement learning. Proceedings from *Canadian Association for the Study of Adult Education (CASAE).* Vancouver, BC: June 01-04.
- Walker, J. (2019). Brave, naïve, lucky and enterprising: academics tackling the 'wicked problem' of adult education policy. *European Society for Research in the Education of Adults (ESREA): Policy Studies Network.* Prague, CZ. May 16-19.
- Elfert, M., & Walker, J. (2018). Level 3, bureaucrats, and stigmitisation: Why 'mainstreaming' literacy failed in Canada. In M. Schemman (Ed.), *International Yearbook of Adult Education*, (pp.33-50). Bielefeld, Germany: WBV.
- Walker, J., & *Hornstein, S. (2018). Plato's sun: Navigating dilemmas and discomfort to foster transformative learning. *ESREA: Contemporary Dilemmas and Learning for Transformation,* Milan, Italy. June 28-July 02.

Pierre Walter, Professor

Teaching and Research Interests

My teaching and scholarship are situated in the interdisciplinary field of adult learning and education (ALE). I regularly teach graduate courses on the foundations of Canadian adult education; theory and research in adult learning; environmental adult education; and international and comparative adult education. For the past three years, I have been integrally involved in designing and teaching in the cohort-based MEd Program in Education for Sustainability, run through CityStudio in cooperation with the City of Vancouver. My research and publications draw on scholarship from diverse fields of tourism studies, environmental education, history, geography, sociology, Southeast Asian studies, scholarship by and about Indigenous Peoples in the Americas, and museum studies. My research projects have focused on: (a) the history and practices of social movement learning in the environmental, food, and climate justice movements in Canada, Thailand and the U.S.; (b) visitor and 'host' learning, gender roles and relations, and adult education in community-based ecotourism in Cambodia, Thailand, Vietnam, South-western China and Nepal; (c) the impacts of forestry policy and ecotourism with regard to gender and development in Indigenous, matrilineal, and other rural communities in Asia; (d) the history of adult literacy education in Frontier College and the national imaginary in Canada; (e) Indigenous histories and the 'violent geographies' of the California redwoods and other U.S. tourist sites; and (f) transformative visitor learning and decolonization in U.S. living history museums.

Selected Recent Publications

- Walter, P. & Kluttz, J. (2020). Theorising adult education, power and socio-environmental change: A consideration of the climate justice movement. In F. Finnegan and B. Grummell (Eds.), *Power and Possibility: Adult Education in a Diverse and Complex World*. Rotterdam: Brill/Sense.
- Sen, V. & Walter, P. (2020). Community-based ecotourism and the transformative learning of homestay hosts in Cambodia. *Tourism Recreation Research*.
- Kluttz, J., Walker, J. & Walter, P. (2019). Unsettling allyship, unlearning and learning towards decolonising solidarity. *Studies in the Education of Adults.*
- Walter, P. (2019). Innovations in teaching adult education: Living history museums and transformative learning in the university classroom. *Adult Learning* (Sage) 3(3), 121-127.
- Walter, P. (2019). Community-based ecotourism projects as living museums. *Journal of Ecotourism.*
- Kluttz, J. & Walter P. (2018). Conceptualizing learning in the climate justice movement. *Adult Education Quarterly*, 68 (2), 91-107.
- Walker, J. & Walter, P. (2018). Learning about social movements through news media: Deconstructing New York Times and Fox News representations of Standing Rock. *International Journal of Lifelong Education, 37*(4), 401-418.
- Walter, P., & Sen, V. (2018). A geography of ecotourism in Cambodia: regions, patterns, and potentials. *Asia Pacific Journal of Tourism Research*, *23*(3), 297-311.
- Regmi, K., & Walter, P. (2017). Modernisation theory, ecotourism policy, and sustainable development for poor countries of the global South: perspectives from Nepal. *International Journal of Sustainable Development & World Ecology*, *24*(1), 1-14.
- Walter, P. (2017). Culinary tourism as living history: Staging, tourist performance and perceptions of authenticity in a Thai cooking school. *Journal of Heritage Tourism, 12*(4), 365-379.
- Walter, P., & Earl, A. (2017). Public pedagogies of arts-based environmental learning and education for adults. *European Journal for Research on the Education and Learning of Adults*, *8*(1), 145-163.

Fei Wang, Associate Professor

Teaching and Research Interests

Dr. Fei Wang's research and teaching focus on educational leadership and administration, educational policy studies, international and comparative education, Aboriginal education, and social justice and diversity in schools. Drawing from social justice and leadership theories, Wang is involved in research in four interrelated areas: a) the changing nature of school principals' work, particularly, their work intensification in Ontario and British Columbia (funded by SSHRC Insight); b) principals' subversive strategies in contexts where their day-to-day operation of schools is significantly constrained by policy initiatives and academic standards of educational reform (funded by UBC Hampton Award); c) principals' strategic leadership through the philosophical teachings of *The Art of War* to understand school principals' social justice advocacy and activism (funded by SSHRC IDG); and d) leadership challenges in cross-cultural contexts (e.g., offshore schools) in transnational education (funded by UBC HSS Seed Grant). These projects focus on leadership and social justice issues concerning principals' and vice-principals' work and their engagement with equity and justice in education. His recent research explores how school principals negotiate policies and practices that they consider socially unjust to students and how they "creatively" cope with conflicts between moral and ethical obligations and counterproductive policies and practices.

Selected Recent Publications

- Wang, F. (2019). Principals' self- and interpersonal leadership amid work intensification. *Journal of School Leadership*, 27 pages.
- Pollock, K., Wang, F., & Hauseman, D. C. (2019). Proactively mitigating school leader's emotionally draining situations. *Canadian Journal of Educational Administration and Policy (CJEAP), 190,* 40-48
- Wang, F. (2018). Social justice leadership: Theory and practice – A case in Ontario. *Educational Administration Quarterly*, *54*(3), 470-498.
- Wang, F. (2018). Subversive leadership and power tactics. *Journal of Educational Administration*, *56*(4), 1-25.
- Wang, F., Pollock, K., & Hauseman, D. C. (2018). School principals' job satisfaction: The effect of work intensification in Ontario. *Canadian Journal of Educational Administration and Policy, 185*, 73-90.
- Stack, M., & Wang, F. (2018). Students' perception of belonging: A photovoice action research. *Canadian Journal of Action Research, 19(1), 63-82.*
- Wang, F. (2017). Social injustices in schools: Principals' perception. *Journal of Values and Ethics in Educational Administration*, *13*(1), 1-9.
- Wang, F. (2017). Social justice leadership and *The Art of War*. *Journal of Critical Studies in Education*, 1-15. doi: 10.1080/17508487.2017.1327877.
- Wang F. (2017). Canadian offshore schools in China: A comparative policy analysis. *Journal of Education Policy, 32*(5),1-19.
- Wang, F. (2017). The Ontario quandary: Principals' perceptions of accountability policy and social justice. *Journal of School Leadership, 27*(3), 392-423.
- Wang, F. (2016). Leadership as a subversive activity: Principals' perception. *International Journal of Leadership in Education*, *21*(5), 531-544.

P. Taylor Webb, Associate Professor

Teaching and research interests

My teaching and research examine educational policy and ensuing practice as political events (macro- and micro- politics). I examine how education rationalizes and produces 'governable subjects 'within liberal and neoliberal normative architectures. I analyze alternative productions that education might make, including how different expressions of education might reconfigure contemporary political life. I teach graduate seminars, teacher education courses, and provide workshops on these topics.

Selected recent publications

- Webb, P. T., Sellar, S., Gulson, K. N. (2019). Anticipating education: governing habits, memories and policy-futures. *Learning, Media and Technology*
- Gulson, K. N. & Webb, P. T. (2018). 'Life 'and education policy: Intervention, augmentation and computation. *Discourse: Studies in the Cultural Politics of Education, 39*(2), 276-291.
- Gulson, K. N. & Webb, P. T. (2017). Mapping an emergent field of 'computational policy': Policy rationalities, prediction and data in the age of artificial intelligence. *Research in Education, 98*(1), 14-26.
- Gulson, K. N., Lewis, S., Lingard, B., Lubienski, C., Takayama, K., & Webb, P. T. (2017). Policy mobilities and methodology: A proposition for inventive methods in education policy studies. *Critical Studies in Education, 58*(2), 224-241.
- Gulson, K. N. & Webb, P. T. (2016). Not just another alternative school: Policy problematization, neoliberalism, and racial biopolitics. *Educational Policy, 30*(1), 153-170.
- Webb, P. T. (2015). Fucking teachers. *Deleuze Studies, 9*(3), 437-451.
- Webb, P. T. & Gulson, K. N. (2015). Faciality enactments, schools of recognition, and policies of difference (in-itself). *Discourse: Studies in the Cultural Politics of Education, 36*(4), 515-532.
- Webb, P. T. & Gulson, K. N. (2015). Policy scientificity 3.0: Theory and policy analysis in-and-for this world and other-worlds. *Critical Studies in Education, 56*(1), 161-174.
- Webb, P. T., Gulson, K. N., Pitton, V. O. (2014). The neo-liberal education policies of epimeleia heautou: Caring for the self in school markets. *Discourse: Studies in the Cultural Politics of Education, 35*(1), 1-14.
- Webb, P. T. (2013). Policy problematization. *International Journal of Qualitative Studies in Education, 27*(3), 364-376.

Handel Kashope Wright, Professor

Teaching and Research Interests

Handel Kashope Wright has been variously Canada Research Chair of Comparative Cultural Studies and David Lam Chair of Multicultural Education and is currently Professor and Co-Director of the Centre for Culture, Identity and Education. Prof. Wright is co-editor of the book series African and Diasporic Cultural Studies (University of Toronto Press) and Associate Editor of the journal *Critical Arts.* He serves on the editorial board of several cultural studies and education journals and book series including the *European Journal of Cultural Studies, Postcolonial Directions in Education,* and *Diaspora, Indigenous and Minority Education;* the University of East London's Radical Cultural Studies and Cardiff University's Critical Perspectives on Theory, Culture and Politics (both Rowan and Littlefield). His research focuses on issues of identity (including youth), politics of difference, intersectionality, representation and social justice and ranges across Africana cultural studies (including the articulation of African cultural studies and intersectionality within Blackness), multiculturalism and multicultural education (theory, praxis and policy) and alternatives such as anti-racism, interculturalism, critical race theory, cosmopolitanism and decolonial thought; the theory and politics of qualitative research and ethnography; cultural studies of education (including representation of youth) and post reconceptualization curriculum studies. Dr. Wright teaches graduate courses on the theory, politics and practice of research; ethnography; multiculturalism and its critical alternatives; and cultural studies as well as teacher education courses on schools and society; the politics of curriculum; education, representation and social justice. His community work includes service on the Mayor of Vancouver's Advisory Committee on Black History Month and the City of Vancouver's Equity Advisory Committee.

Selected Recent Publications

- Arseneault, J; D'Adamo, S.; Strauss, H. & Wright, H.K. (Eds.). (2016). Contemporary Orientations in African Cultural Studies. *Critical Arts*, 30 (4)
- Wright, H.K. (Ed.). (2016). The Worldliness of Stuart Hall. *International Journal of Cultural Studies*, 19 (1).
- Wright, H.K. (2016). Stuart Hall's relevance for the study of African blackness. *International Journal of Cultural Studies,* 19 (1), 85-99.
- De B'beri, B., Reid-Maroney, N. & Wright, H.K. (Eds.). (2014). *The Promised Land? History and Historiography of Black Experience in Chatham-Kent's Settlements and Beyond.* Toronto: University of Toronto Press.
- Rutten, K., Rodman, G, & Wright, H.K. (2013). Cultural Studies and Critical Literacies. *International Journal of Cultural Studies,* 16 (5).
- Wright, H.K., Singh, M. & Race, R. (Eds.). (2012). *Precarious international multicultural education: Hegemony, dissent and rising alternatives.* Sense Publishers.
- Wright, H.K. & Abdi, A. (Eds.). (2012). *The Dialectics of African Education and Western Discourses: Appropriation, Ambivalence and Alternatives.* New York: Peter Lang Publishing.
- Wright, H.K. & Morris, M. (Eds.). (2012). *Transnationalism and cultural studies.* London & New York: Routledge.

EDST Staff Support

Alliance Babunga, Assistant to the Head

Responsibilities

- Coordinates Department Head's schedule and assists with financial and other requirements.
- Serves as administrative assistant at departmental meetings and for the Society, Culture and Politics in Education program.
- Processes faculty recruitment, appointment and reappointment.
- Processes Emeriti, Visiting, Adjunct, Post doc and other ad hoc faculty appointments.
- Processes Faculty leaves, reviews, merit, promotion and tenure.
- Processes GTA and sessional instructor appointments.
- Updates the faculty & administrative directory; monthly billing of photocopying charges.

Sophia Choi, Graduate Student Support Assistant (on leave)

Responsibilities

- Responds to general inquiries by phone, email, or in person.
- Assists with meeting room bookings.
- Assists with financial processing and inquiries.
- Processes GAA and GRA appointments.
- Trouble shooting - fax, photocopy machine(s); and orders supplies.
- Serves as administrative assistant to Scholarships & Fellowships committee; Adult Learning and Education program; and Higher Education program.

Carl Luk, Web and Communications Coordinator

Responsibilities

- Responsible for the management of the Department Website.
- Coordinates the design (creates, writes and implements the websites' navigation, layout and content), implementation, hosting and ongoing maintenance of the website.
- Manages public relations and promotions through social media channels.
- Provides support to faculty and staff members on understanding and using web technologies.

Nina Tomlinson, Graduate Student Support Assistant

Responsibilities

- Responds to general inquiries by phone, email, or in person.
- Assists with meeting room bookings.
- Assists with financial processing and inquiries.
- Processes GAA and GRA appointments.
- Trouble shooting - fax, photocopy machine(s); and orders supplies.
- Serves as administrative assistant to Scholarships & Fellowships committee; Adult Learning and Education program; and Higher Education program.

Shermila Salgadoe, Administrative Manager

Responsibilities

- Manages all Human Resources and employment issues
- Manages Departmental and Outreach financial budgets including faculty research accounts.
- Manages and supervises administrative staff.
- Assists in Course scheduling and faculty teaching load.
- Manages hiring and appointment of staff, sessional/adjunct instructors, post docs and graduate students.
- Coordinates Health and Safety issues

Tracy Strauch, Graduate Program Assistant

Responsibilities

- Advises prospective students on issues such as requirements for admission.
- Coordinates all aspects of graduate program admissions, including the selection process and bringing cases requiring special adjudication to an admissions committee for determination.
- Follows up on student awards by processing documentation and ensuring students receive awards.
- Coordinates new student orientation and graduation.
- Serves as administrative assistant for the Graduate Program Advisory & Curriculum, Ph.D. Admissions/Management, and M.A. committees.
- Interprets University and department policies and procedures, and provides guidance and interpretation of same to students, faculty and staff.
- Serves as administrative assistant to Scholarship & Fellowships Committee