

Department of Educational Studies
Department Meeting
Thursday, June 21, 2018 12:30 to 2:30 pm

Present: Alison Taylor (chair), Cash Ahenakew, Vanessa Andreotti, Lesley Andres, Claudia Diaz, Jason Ellis, Mona Gleason, Garnet Grosjean, Erika Hughes, Deirdre Kelly, Michael Marker, Amy Metcalfe, Bathseba Opini, Carolina Palacios, Kapil Regmi, Shermila Salgadoe, Hongxia Shan, Tom Sork, Jude Walker, Handel Wright

Regrets: Ali Abdi, Gerald Fallon, Erin Graham, André Mazawi, Sam Rocha, Michelle Stack, Pierre Walter, Taylor Webb

1. Approval of agenda

The agenda was approved.

2. Approval of minutes (meeting of May 17, 2018)

Lesley requested that the line *The PhD Management & Admissions committee is working on reviewing the program curriculum* is removed from item #3b "Graduate advisor report". Request approved and minutes amended.

3. Topics for discussion/decision

a. Head's report (Ali)

Ali sent his regrets for the meeting but submitted the Head's Report which was included in the meeting package. The report contained information about the department's two ongoing job searches:

1. Full-time Lecturer (12-month appointment) in EDAL
 - Tom Sork is chairing the search committee
 - Committee has requested letters of reference for 3 applicants
 - Committee will meet June 28th to decide on list of candidates to invite to interview

2. Tenure-track Assistant Professor in HIED
 - André Mazawi is chairing the search committee
 - Committee has requested letters of reference for 14 applicants, one of these applicants has since withdrawn from the search
 - Committee will meet July 9th to determine which candidates will be invited to interview
 - Interviews will be held from July 31st to August 2nd

Discussion:

One faculty member asked if it is possible to change the interview dates so the members of HIED program are able to attend. Search committee members replied that the interviews must take place before one of its members leaves for sabbatical on September 1st. Others said there is usually room on the interview itinerary for candidates to meet with faculty. Perhaps the HIED members could use this time to connect with candidates via Skype. A few others supported this idea, saying the department should create as many opportunities as possible for HIED members to participate in the interview process. Input from HIED members should also be given more weight than feedback from other faculty members. Others disagreed, saying that hiring the successful candidate will affect the entire department not just the HIED program.

One person asked why no one from HIED was serving on the search committee. HIED members replied that one of them was initially assigned to the committee but had been recused due to a Conflict of Interest (Col). The Col is the result of one of the applicants being a former student of the HIED committee member. It was pointed out that LLED has policy against hiring their own graduates. EDST does not have this policy but it is something that could be discussed at a future department meeting.

b. Operations report (Shermila)

The university has signed with a new, cloud-based application company to update several university systems. Transition to this software will begin on July 1st with a targeted completion date of April 2020. The Online Processing Tool (OPT) is the new financial system that will replace the current software system. Training sessions will be offered in the fall for faculty members interested in learning how to process their own expenses. The system is designed for individuals to process their own expenses in order to receive their reimbursements faster. At this point in time the department will be the designate and will continue to process faculty expenses claims.

c. GAA report (Claudia)

On Tuesday, June 26th there will a workshop on Funding Opportunities for Graduate Students. The workshop will feature speakers from CTLT and MITAC. A similar workshop was held last year and some of the attendees' MITAC applications were successful.

Claudia Diaz-Diaz and Bernard Chan have been hired as GAA's over the summer.

4. Discussion of doctoral survey (Alison)

Earlier this month Alison circulated a survey to gather faculty opinions about the department's doctoral programs. Several faculty members completed the survey and the responses will be discussed at today's meeting. Other issues, including program goals and content as well as recruitment and admission of students will also be discussed.

Discussion:

Seven new PhD students will be starting in September, meaning the mandatory PhD courses will run despite low attendance numbers. The admin manager pointed out that many mandatory courses will run even when fewer than 10 students are enrolled. The department monitors

enrollment numbers up to 1 month before courses begin and are obliged to cancel under enrolled courses. If students drop the course once it has begun and the enrollment numbers dip below 10, the course cannot be cancelled. This is why some courses run with only 2 students.

The course content for EDST 602A has deviated from what was originally outlined in the PhD curriculum. The order that these courses are taught has also shifted. This year Taylor, Amy and André will be teaching EDST 601A, 601B and 602. They are trying to coordinate to make sure they do not overlap syllabi material. Today's discussion will be a good opportunity to tell them what should be included on this year's course syllabi.

Faculty members will divide into four groups to discuss curriculum, required PhD courses, cross-program issues and grad student issues.

Curriculum:

- What is EDST's overarching question for the three PhD courses?
- We should look at original course syllabi to track changes
 - Students could be hired to do a literature review of the PhD program or
 - Others suggested this was the responsibility of G+PS
- We need to think about the purpose of the PhD and how research literature, specifically that covered in EDST 601B, relates
- Previous PhD syllabi as well as minutes from the PhD Committee meetings could be shared on Canvas for further discussion
- Should we have a PhD Curriculum Committee and if so should conversations pertaining to curriculum changes only occur here or should they extend to the rest of the department?

Required PhD Courses

- Only one EDST 60X course should be required
- Theory and methods courses are necessary but could be taken from anywhere in the university
- Can also consider increasing the number of required PhD courses beyond three
 - This could cause funding problems, students may not have time to take X amount of courses before their 4-year funding runs out
- We should analyze transcripts of former PhD students going back 15-20 years, looking at what elective courses were popular then and now
 - G+PS should be asked to find this information for the PhD committee
- PhD program last underwent a review in 2005, we should see what course changes have taken place since then
 - EDST 602A is the course with the most noticeable changes

Cross Program Issues

- EdD writing retreat could be opened up to all doctoral students
- Deirdre's TLEF work may be of interest to PhD students as well as those in EdD
- Professional development work must be done within the department to ensure everyone is aware of the differences between the two doctoral programs
- MA and PhD programs are fairly well matched, are there ways to bring them in more contact with each other

- G+PS almost always focuses on PhD students, need to make sure EdD students are included in doctoral events
- Hire GAAs to liaise between EdD students and others in the department
- Have department-wide conversation about doctoral student supervision
- EdD students required to take at least 2 electives, many express interested in the PhD theory and method courses
 - Can use blended approach when teaching these courses so material is relevant material to all doctoral students
 - Course must recognize differences between the two programs
- Jude is developing a full-length, online course on policy analysis, could be of interest to both groups of doctoral students

Grad Student Issues

- What can be done to assist students who did not receive 4-year funding
 - Faculty members should be made aware which students did not receive funding they are given priority for certain employment positions eg. GAA
 - Undergraduate teaching positions should be made available to these students
- EDST did not receive any PhD SSHRCs this year
 - It is entire department's responsibility to improve this outcome for next year
 - Onus should also be on supervisors to provide more feedback on applications
 - Need to have a conversation about how competitive the process was this year, how many applications were submitted, what can be done to improve EDST applications
- Many students are unsatisfied with the level of support they receive from their supervisors
 - There are very few mechanisms in place for students who feel unsupported by their supervisor
 - An early alert system can be created for students to report problems with their supervisor/student relationship
 - These problems should be considered public rather than private issues so they can be given the importance they deserve
- Graduate students need to feel they are part of a community of research
 - Students need opportunities to practice the skills they will need once they graduate eg. working and presenting with others
 - Need to create a culture where students and faculty members can share their collaborations

5. Report on new version of Arts undergraduate minor in Education (Jason)

At the May department meeting Jason brought forward a proposal to introduce a Faculty of Arts minor in Education. Jason presented this proposal to the Arts Faculty but they were not interested, outlining the following three concerns:

1. the quality of the minor, Arts raised concerns over grade inflation in ADHE courses
2. the increased workload this would create for Arts advisors
3. department buy-in, they do not see any at this time

In order to move forward, the department can try piloting several of the minor courses in the Faculty of Arts. The department does not need Arts' permission to pilot these courses. If there is enough student interest in a minor, the department can bring the proposal back to Arts. Cross-listing the minor courses with Arts courses is another option the department can pursue.

The department needs to decide whether to pilot the courses or abandon the Arts Education minor.

Discussion:

A faculty member asked for more information on the concern Arts raised about grade inflation. The Faculty of Arts told Jason that the grade average for many ADHE courses is 88%. They are concerned that demand for these courses as part of a minor may not be reflective of students' interest in education. Rather, students may be inclined to take these courses in order to get an easy A. Several faculty members said we should look at this issue more closely. The number of students enrolled in the courses may be underestimated in the Faculty of Arts assessment. The differences in grades between sections taught online versus those taught face-to-face should also be investigated.

Another faculty member asked what courses would be included in the minor. The courses will include EDST 426, 427, 429 and EDUC 442. Many faculty members expressed interest in piloting these courses in the Faculty of Arts. One faculty member said including EDST 426 was a good idea. This course will better prepare students to teach the Indigenous subject matter included in the province's school curriculum. The courses EDST offers are foundation courses where many students are first exposed to these issues. The department has the opportunity to make these core courses for a minor or to connect them to the larger conversations that are going on in the public school system.

Another person suggested the department offers these courses under the auspices of Teacher Education. These courses would not be counted as part of the TEO requirements, rather they would be offered through EDST, with the exception of EDUC 442.

Other faculty members said they understand some of the Faculty of Arts' hesitations about introducing the minor. These courses will be in direct competition with Arts courses for students.

6. Announcements

Congratulations were given to the following faculty members:

- Mona Gleason on receiving two awards from the Canadian Historical Association:
 - 2018 Neil Sutherland Prize for Best Article from the History of Children and Youth Group
 - 2018 Best Article Award from the Canadian Committee on the History of Sexuality

Adjourned at 2:45pm