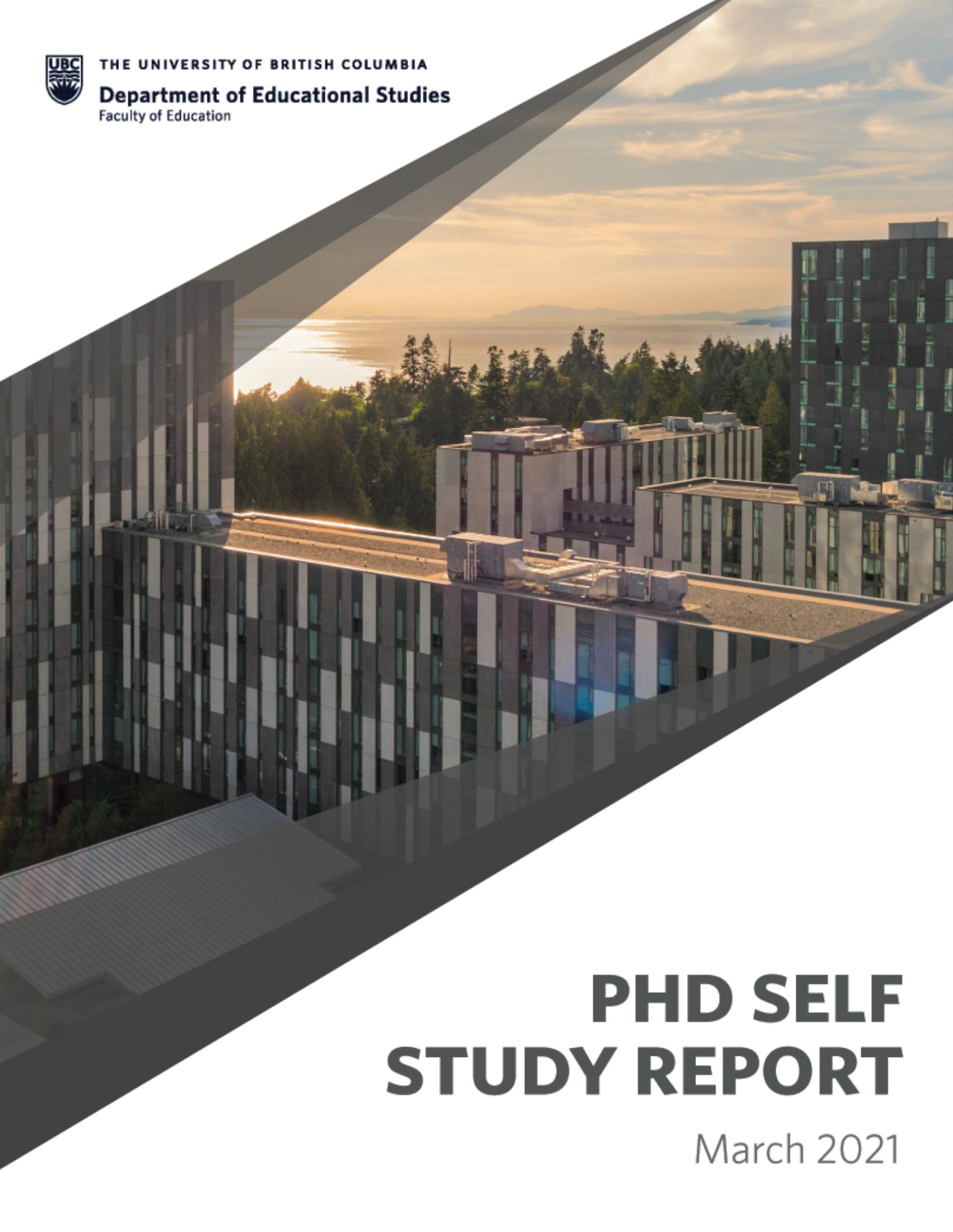




THE UNIVERSITY OF BRITISH COLUMBIA

**Department of Educational Studies**

Faculty of Education



# **PHD SELF STUDY REPORT**

March 2021

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## Introduction

On September 1, 2007, the Department of Educational Studies launched a new curriculum for the PhD Program. Since that time, a review of the program has not been conducted. At the December 12, 2019 EDST Department Meeting, the formation of PhD Review Committee and its members were announced.

The PhD Review Committee has met several times. Subcommittees were formed to produce the following sections of the report: History of the PhD Curriculum Revision 2005-2007; EDST PhD Courses; An Analysis of EDST PhD Students: Current and Alumni; Report of the PhD Student/Alumni Subcommittee; and 2020/2021 Unit Commitments and Allocation of Graduate Student Funding. In addition, information on the following topics is provided: PhD Comprehensive Examination; Advancement to PhD Candidacy; and PhD Residency Requirements.

As a result of our analyses, the committee has produced a PhD Self-study Report. Based on the contents and findings of the report, we offer some questions for further discussion in EDST.

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## History of the EDST PhD Curriculum Revision 2005 – 2007

On April 19, 2005, the PhD Management Committee began a discussion about proposing a new curriculum for the PhD program. Initial discussions focussed on the creation of a general template to specify the knowledge and skills that should be included in the PhD curriculum and that all EDST students would possess upon completion of their degrees. A draft template was presented at this meeting (Appendix A1). Committee members were asked to expand and revise it for the next meeting (Appendix A2).

At the June 14, 2005 meeting of the PhD Management Committee, a document was prepared for presentation at the next department meeting. According to the June 14 minutes,

there seems to be interest in making some changes to the PhD curriculum in several key areas. These changes will likely increase the number of "required" courses from one at present (EDST 601) to as many as four depending on resources and how the department responds to forthcoming curriculum proposals.

A somewhat revised version of this document was presented at the June 16, 2005 Department Meeting (Appendix B). The proposal outlined revisions to the existing *EDST 601, First Year Doctoral Seminar* and *EDST 602, Second Year Doctoral Seminar*. Two additional courses, EDST/CCFI<sup>4</sup> 60X with a "focus on theory and its use and development in educational research" and EDST/CCFI 60Y focussing "broadly on advanced topics in research methodology" were proposed (Appendix B). The plan was that these four "core" PhD courses would replace the existing required EDST 601 and elective EDST 602 courses in September 2006. To augment enrolment numbers, it was also proposed that these courses "could be developed collaboratively as joint EDST/CCFI offerings open to any PhD student in the Faculty of Education."

According to the minutes of the June 16, 2005 Department Meeting, "after discussion, it was suggested that there needs to be continued conversation on this; to find the best solution that fits with our students. [The Head] is also happy to work with the other departments as well."

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<sup>4</sup> Centre for Cross-Faculty Inquiry. This centre no longer exists.

Another revised document was prepared for presentation to the February 16, 2006 Department Meeting (Appendix C). At the February 16, 2006 Department Meeting, the following motion was carried:

With the understanding that there will be inclusive discussions as the curriculum for these courses be developed, the department accept[s] the revision of the PhD Curriculum as outlined in the document. (Appendix D)

Following consultations with faculty, the courses were further revised (Revised PhD Proposal and Curriculum n.d, Appendix E,; September 28, 2006 Management and Administration Committee minutes, Appendix F; PhD Management and Admissions Committee minutes, September 28, 2006, Appendix G).

According to the September 28, 2006 minutes of the PhD Management and Admissions Committee, a Category 1 change would be sought (apparently for all courses, although it is not specified in the minutes). The courses were to be circulated to all faculty and PhD students for feedback (deadline October 15, 2006) and would be presented at the November 2, 2006 meeting of GPACC. According to the minutes of the October 24, 2006 meeting of the PhD Management and Admissions Committee, Category 2 changes were to be sought for EDST 601A and EDST 601B.

Staffing of the three new PhD courses was discussed at the November 21, 2006 meeting of the PhD Management and Admissions Committee. At the January 9, 2007 meeting of this committee, another version of the course descriptions, together with *Guiding Principles for Staffing the Ph.D. Program* were attached to the agenda (Appendix H).

In the September 18, 2008 EDST Department Meeting minutes, it was recorded that “New PhD program launch - very good feedback” under the heading “What we accomplished in 2007-08.” It appears that EDST 601A, 601B, and 602A were first offered in Winter 2007-08. Since that time, the PhD Program has not been reviewed.

## Report on EDST PhD Courses

Since 2007, EDST's PhD program has been comprised of three required courses: EDST 601A, 601B, and 602A. Curiously, there are no titles listed for these courses, neither on EDST's website nor on UBC's central course listings. Institutionally, all three are referred to as "Doctoral Seminar." Within the syllabi we reviewed, EDST 601A is commonly titled as "Critical Social Theory" and 601B as "Advanced Doctoral Seminar in Research Methods." Colloquially, EDST 601A tends to be referred to as "the Theory course", 601B as "the Methodology course", and there appears to be confusion to the purpose and content of EDST 602A, which has largely been thought of as a "Getting through the PhD" course.

We were able to survey 35 syllabi of 601A, 601B, and 602A going back a decade. This included a mix of PhD and Ed.D syllabi, since they use the same course numbers in some cases. In our review, however, we provide information solely pertaining to the PhD syllabi, of which 19 were reviewed. Instructors of the PhD syllabi we reviewed included (in no particular order) Webb, Ruitenberg, Mazawi, Kelly, Walter, Metcalfe, Rocha, Sork, Andres, Chan, Wright, and Roman. We note that the distribution of the teaching of these seminars is dispersed across faculty members in the department but not universally. Further, the expertise of each scholar does seem to correspond to which 601 seminar they teach with regards to EDST 601a and 601b (e.g., those who conduct empirical research tend to teach the methodology course and the theory course is more commonly taught by those with greater grounding and expertise in philosophy or sociological theory). We did not apply general standards or expectations to our survey of these syllabi and this report is intended to be primarily descriptive.

### EDST 601A

Across the board, the distinctions between 601A's focus on theory—and specifically "critical social theory"—and 601B's focus on methodology (see below) are very clear and they both take the general form of a graduate seminar. The readings assigned in 601A, for instance, show a lot of thematic overlaps and also repetition from one instructor to the next, even when the pedagogical approach is a clear and radical departure from the norm (e.g. Roman and Rocha). For the most part, there is a heavy theoretical orientation towards a number of well-known directions in the field in the department (e.g. Foucault) mixed with the familiar territory of sociological theories (e.g. Bourdieu) and more recent theories (e.g. neoliberalism and post-colonialism). Both the Frankfurt and Birmingham schools of critical theory are represented as well, along with a clear and salutary increase in Indigenous perspectives. With one exception (i.e., Rocha's most recent course), the course is driven by assigned articles. Assignments generally consist of writing in response to the readings and a final term presentation and paper.

## EDST 601B

While 601B is also thematically consistent, it has a wider range of differences in the assigned readings and seems to vary between two models: (1) advanced methodological issues at the level of something similar to philosophy of science (e.g., epistemology and epistemic criteria in research) and (2) a more survey-based approach to social science methods. The latter model (2) seems rather introductory and reminiscent of our EDUC 500 aimed at beginning Master's students. Most of the 601B syllabi include some humanities elements, but while "philosophical inquiry" is often included, historical methods (e.g., archival research methods and historiography) did not seem well represented. Assignments vary a bit more widely here.

## EDST 602A

602A is less thematically consistent in terms of a set of ideas; it takes a "workshop" approach to the writing of proposals and general work entailed in a doctoral course of study. There appear to be two different pedagogical approaches in teaching this course: one version is quite focused on the concrete academic work of the doctoral student, which is in line with the course description (see Appendix H), and the other is more widely aimed at the experience of being a doctoral student. We assume there is some variety of opinion on these two rather different focuses, but it would be good to clarify which version the department endorses and recommends. Assignments are generally participatory and also include writing drafts of concrete documents like the proposal and undertaking other relevant tasks.

## Enrolment

While we did not survey the enrolment data for these courses, it is clear from the variety of ways the syllabi address students, that they vary widely in their orientation towards a general enrolment audience (conceivably from across the entire Faculty of Education and even, in some cases, from other Departments and Schools such as Sociology, Social Work, or Planning), and towards EDST Ph.D. students exclusively. For example, we can imagine that 602 may not be an appropriate course to advertise to a general audience whereas 601A and 601B might reasonably attract more dispersed interest from across the Faculty and beyond. Making this clear in accordance with policy and guidelines is important, especially as the more exclusive option entails enrolments that fall below our current course minimum criteria.

## Other Questions

Issues we did not discuss that are also represented in the syllabi are, of course, grading and evaluation. The Pass/Fail question emerges here, including its general purpose and rationale and also its present function and application. Other questions remain as well, and we will add them after discussion of this draft in our meeting.

## An Analysis of EDST PhD Students: Current and Alumni

### PhD students in EDST

In total, 302 PhD students have studied in the PhD Program in EDST. With the creation of EDST in 1994, 60 PhD students transferred into EDST from the Department of Administrative, Adult, and Higher Education and the Department of Social and Educational Studies. Between July 1, 1994<sup>5</sup> and August 31, 2007, 112 PhD students enrolled in the new department. Since the introduction of the revised PhD curriculum in EDST on September 1, 2007, 106 PhD students have enrolled in EDST. The variables used in this analysis are listed in Appendix I. The start years of current PhD and alumni are documented in Appendix J.

### Inactive PhD students (Withdrawn or Deceased)

Records for inactive students are available only since 1999. Since Sept 1999, 24 students are listed as inactive. Since the beginning of the revised PhD Program in September 2007, 6 students (5.7% of admissions since 2007) have been designated as inactive. Inactive students spent 41.5 median months or 3.5 years in the PhD program. The mean number of months is 43.6 months or 3.6 years (s.d.=25.28, range 8 – 114 months).

### PhD Students Currently Enrolled

Currently, 56 students are enrolled in the PhD Program. Admission dates range from September 2010 through to the most recently admitted students on September 1, 2020.

|                               |            |
|-------------------------------|------------|
| Sept 1, 1983 to June 30, 1994 | 60         |
| July 1, 1994 to Aug 31, 2007  | 112        |
| Sept 1, 2007 to Dec 31, 2020  | 106        |
| <b>Total</b>                  | <b>278</b> |
| Total since 1994              | 218        |
| Inactive                      | 24         |
| <b>Grand Total</b>            | <b>302</b> |

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<sup>5</sup> July 1, 1994 is the date used to signify the creation of the Department of Educational Studies.

## EDST PhD Graduates

In total, 222 students have graduated with a PhD from EDST. A list of our graduates and their dissertation titles (with links to UBC Open Collections) are available in the companion document *EDST PhD Alumni Dissertation Titles and Links*. Graduation dates range from May 1994 to May 2021<sup>6</sup>. Students who have graduated began their studies between September 1983 and September 2014. Time to completion, measured in median number of months is 74.0 or 6.2 years. The mean number of months is 75.06 or 6.3 years (s.d.=23.17, range 32-180 months).

**Table 2. Start Year of Those Who will have Graduated by May 2021**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1983  | 1         | .5      | .5            | .5                 |
|       | 1985  | 1         | .5      | .5            | .9                 |
|       | 1986  | 1         | .5      | .5            | 1.4                |
|       | 1987  | 2         | .9      | .9            | 2.3                |
|       | 1988  | 2         | .9      | .9            | 3.2                |
|       | 1989  | 9         | 4.1     | 4.1           | 7.2                |
|       | 1990  | 10        | 4.5     | 4.5           | 11.7               |
|       | 1991  | 13        | 5.9     | 5.9           | 17.6               |
|       | 1992  | 9         | 4.1     | 4.1           | 21.6               |
|       | 1993  | 6         | 2.7     | 2.7           | 24.3               |
|       | 1994  | 13        | 5.9     | 5.9           | 30.2               |
|       | 1995  | 12        | 5.4     | 5.4           | 35.6               |
|       | 1996  | 13        | 5.9     | 5.9           | 41.4               |
|       | 1997  | 10        | 4.5     | 4.5           | 45.9               |
|       | 1998  | 6         | 2.7     | 2.7           | 48.6               |
|       | 1999  | 12        | 5.4     | 5.4           | 54.1               |
|       | 2000  | 7         | 3.2     | 3.2           | 57.2               |
|       | 2001  | 11        | 5.0     | 5.0           | 62.2               |
|       | 2002  | 6         | 2.7     | 2.7           | 64.9               |
|       | 2003  | 5         | 2.3     | 2.3           | 67.1               |
|       | 2004  | 9         | 4.1     | 4.1           | 71.2               |
|       | 2005  | 7         | 3.2     | 3.2           | 74.3               |
|       | 2006  | 6         | 2.7     | 2.7           | 77.0               |
|       | 2007  | 10        | 4.5     | 4.5           | 81.5               |
| 2008  | 5     | 2.3       | 2.3     | 83.8          |                    |
| 2009  | 9     | 4.1       | 4.1     | 87.8          |                    |
| 2010  | 5     | 2.3       | 2.3     | 90.1          |                    |
| 2011  | 7     | 3.2       | 3.2     | 93.2          |                    |
| 2012  | 3     | 1.4       | 1.4     | 94.6          |                    |
| 2013  | 7     | 3.2       | 3.2     | 97.7          |                    |
| 2014  | 5     | 2.3       | 2.3     | 100.0         |                    |
|       | Total | 222       | 100.0   | 100.0         |                    |

<sup>6</sup> May 2021 graduation date indicates students who have completed the requirements for the PhD in 2020 but who will not convocate until 2021.

## PhD Students Enrolled since September 1, 1994

From here on in, only the 218 PhD students who enrolled in EDST since July 1, 1994 are included in the analyses. Where possible, differences before or after the 2007 PhD curriculum revision are highlighted.

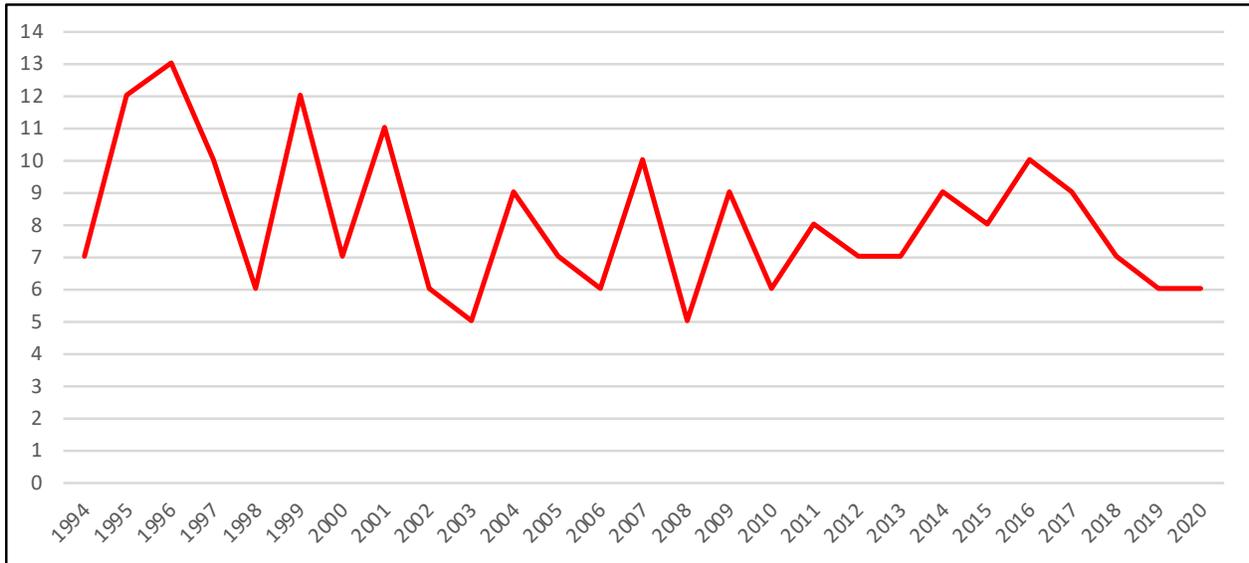
## Accepted Offers of Admissions by Year

The number of accepted offers of admission – and hence enrolment in the PhD Program – has fluctuated with a low of 5 in 2003 and 2008 to a high of 13 in 1996. Between 1994 and 2007, an average of 8.5 (s.d.=2.76) PhD students accepted offers of admission. Since 2007, the average has dropped slightly to an average of 7.6 (s.d.=1.60) admissions (Table 3 and Figure 1).

**Table 3. Accepted Offers of Admissions to EDST since 1994**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1994  | 7         | 3.2     | 3.2           | 3.2                |
|       | 1995  | 12        | 5.5     | 5.5           | 8.7                |
|       | 1996  | 13        | 6.0     | 6.0           | 14.7               |
|       | 1997  | 10        | 4.6     | 4.6           | 19.3               |
|       | 1998  | 6         | 2.8     | 2.8           | 22.0               |
|       | 1999  | 12        | 5.5     | 5.5           | 27.5               |
|       | 2000  | 7         | 3.2     | 3.2           | 30.7               |
|       | 2001  | 11        | 5.0     | 5.0           | 35.8               |
|       | 2002  | 6         | 2.8     | 2.8           | 38.5               |
|       | 2003  | 5         | 2.3     | 2.3           | 40.8               |
|       | 2004  | 9         | 4.1     | 4.1           | 45.0               |
|       | 2005  | 7         | 3.2     | 3.2           | 48.2               |
|       | 2006  | 6         | 2.8     | 2.8           | 50.9               |
|       | 2007  | 10        | 4.6     | 4.6           | 55.5               |
|       | 2008  | 5         | 2.3     | 2.3           | 57.8               |
|       | 2009  | 9         | 4.1     | 4.1           | 61.9               |
|       | 2010  | 6         | 2.8     | 2.8           | 64.7               |
|       | 2011  | 8         | 3.7     | 3.7           | 68.3               |
|       | 2012  | 7         | 3.2     | 3.2           | 71.6               |
|       | 2013  | 7         | 3.2     | 3.2           | 74.8               |
|       | 2014  | 9         | 4.1     | 4.1           | 78.9               |
| 2015  | 8     | 3.7       | 3.7     | 82.6          |                    |
| 2016  | 10    | 4.6       | 4.6     | 87.2          |                    |
| 2017  | 9     | 4.1       | 4.1     | 91.3          |                    |
| 2018  | 7     | 3.2       | 3.2     | 94.5          |                    |
| 2019  | 6     | 2.8       | 2.8     | 97.2          |                    |
| 2020  | 6     | 2.8       | 2.8     | 100.0         |                    |
|       | Total | 218       | 100.0   | 100.0         |                    |

Figure 1. Accepted Offers of Admissions by Year, 1994 – 2020



## Graduation

In total, 162 EDST PhD students have graduated since July 1, 1994.

## Graduation and Candidacy for PhD Admissions between September 1, 1994 and August 31, 2007

### *Graduation*

Of the 140 PhD students (112 active and 18 inactive) who enrolled in EDST between July 1, 1994 and August 31, 2007, all 112 active students graduated (Table 4) for a completion rate of 86%. The median time to completion for active students was 74.0 months or 6.2 years (mean=74.7 or 6.2 years, s.d.=25.22, range 32 – 180 months).

**Table 4. Graduation Years by Admissions between July 1, 1994 and August 31, 2007**

|       |      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 1998 | 2         | 1.8     | 1.8           | 1.8                |
|       | 1999 | 5         | 4.5     | 4.5           | 6.3                |
|       | 2000 | 2         | 1.8     | 1.8           | 8.0                |
|       | 2001 | 13        | 11.6    | 11.6          | 19.6               |
|       | 2002 | 8         | 7.1     | 7.1           | 26.8               |
|       | 2003 | 7         | 6.3     | 6.3           | 33.0               |
|       | 2004 | 5         | 4.5     | 4.5           | 37.5               |
|       | 2005 | 13        | 11.6    | 11.6          | 49.1               |
|       | 2006 | 11        | 9.8     | 9.8           | 58.9               |
|       | 2007 | 5         | 4.5     | 4.5           | 63.4               |
|       | 2008 | 11        | 9.8     | 9.8           | 73.2               |
|       | 2009 | 9         | 8.0     | 8.0           | 81.3               |
|       | 2010 | 8         | 7.1     | 7.1           | 88.4               |
|       | 2011 | 4         | 3.6     | 3.6           | 92.0               |
|       | 2012 | 3         | 2.7     | 2.7           | 94.6               |
|       | 2013 | 4         | 3.6     | 3.6           | 98.2               |
|       | 2017 | 1         | .9      | .9            | 99.1               |
|       | 2018 | 1         | .9      | .9            | 100.0              |
| Total |      | 112       | 100.0   | 100.0         |                    |

### *Time to Candidacy*

The median number of months to candidacy for the PhD students who were admitted July 1, 1994 and August 31, 2007 and for whom data are available<sup>7</sup> (n=81) was 34.0 or 2.8 years; the mean is 37.07 months or 3.1 years (s.d.=16.04, range 13 – 103 months).

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<sup>7</sup> There are 31 missing cases, all of which were before 2003.

## Graduation and Candidacy for PhD Admissions since September 1, 2007 to the Present

### *Graduation*

Of the 106 PhD students (106 active and 6 inactive) who have enrolled in EDST since September 1, 2007, 50 students have graduated (Table 5). The median time to completion for graduates during this time period is 73.0 months or 6.1 years (mean=75.0 months or 6.3 years, s.d.=21.13, range 38 – 128. months).

**Table 5. Graduation Years by Admissions since September 1, 2007**

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | 2012   | 3         | 2.8     | 6.0           | 6.0                |
|         | 2013   | 4         | 3.8     | 8.0           | 14.0               |
|         | 2014   | 7         | 6.6     | 14.0          | 28.0               |
|         | 2015   | 6         | 5.7     | 12.0          | 40.0               |
|         | 2016   | 4         | 3.8     | 8.0           | 48.0               |
|         | 2017   | 8         | 7.5     | 16.0          | 64.0               |
|         | 2018   | 5         | 4.7     | 10.0          | 74.0               |
|         | 2019   | 4         | 3.8     | 8.0           | 82.0               |
|         | 2020   | 7         | 6.6     | 14.0          | 96.0               |
|         | 2021   | 2         | 1.9     | 4.0           | 100.0              |
|         | Total  | 50        | 47.2    | 100.0         |                    |
| Missing | System | 56        | 52.8    |               |                    |
| Total   |        | 106       | 100.0   |               |                    |

### *Time to Candidacy*

The median number of months to candidacy for these graduates was 34.0 months or 2.8 years; the mean is 35.9 months or 3.0 years (s.d.=11.55, range 10 to 73 months).

## Time to Graduation: A Comparison

Table 6 portrays the number of years to graduation by (1) PhD students who commenced their studies between July 1, 1994 and August 31, 2007, (2) those whose start date was September 1, 2007 or later, and (3) all PhD students who began their studies from July 1, 1994 onward.

**Table 6. Time to PhD Completion**

| Percent completed | Start date between 1994 and 2007 |                    | Start date after 2007 |                    | All EDST PhD Graduates who started since 1994 |                    |
|-------------------|----------------------------------|--------------------|-----------------------|--------------------|---|--------------------|
|                   | Percent                          | Cumulative percent | Percent               | Cumulative percent | Percent                                       | Cumulative percent |
| within 4 years    | 13.4                             | 13.4               | 2.0                   | 2.0                | 9.9   | 9.9                |
| within 5 years    | 16.1                             | 29.5               | 28.0                  | 30.0               | 19.8  | 29.6               |
| within 6 years    | 18.8                             | 48.2               | 20.0                  | 50.0               | 19.1  | 48.8               |
| within 7 years    | 16.1                             | 64.3               | 20.0                  | 70.0               | 17.3  | 66.0               |
| within 8 years    | 20.5                             | 84.8               | 12.0                  | 82.0               | 17.9  | 84.0               |
| within 9 years    | 8.0                              | 92.9               | 8.0                   | 90.0               | 8.0   | 92.0               |
| within 10 years   | 4.5                              | 97.3               | 6.0                   | 96.0               | 4.9   | 96.9               |
| within 15 years   | 2.7                              | 100.0              | 4.0                   | 100.0              | 3.1   | 100.0              |
| <b>Total</b>      | 100.0                            | 100.0              | 100.0                 | 100.0              | 100.0   | 100.0              |

Of the total sample, less than 10% of students completed their studies within four years. Of those commencing studies after the curriculum change in 2007, only 2.0% completed their studies within four years, compared to a completion rate of 13.4% for those admitted between 1994 and 2007. Before the curriculum change in 2007, 48.2% of students completed their studies within 6 years which corresponds with the G+PS deadline for completion; after the curriculum change, 50.0% completed within 6 years. Corresponding figures for completion within 7 years is 64.3% and 70.0%, respectively. After this point, completion rates are similar for the two groups of students.

Table 7 portrays year of graduation by start year for those students admitted since Sept 1, 2010 (n=54).

Table 7. Graduation Year by Start Year, Admissions from September 1, 2010

| 2010                   |       | Frequency | Valid Percent | Cumulative Percent |
|------------------------|-------|-----------|---------------|--------------------|
| Valid                  | 2015  | 1         | 20.0          | 20.0               |
|                        | 2017  | 2         | 40.0          | 60.0               |
|                        | 2018  | 1         | 20.0          | 80.0               |
|                        | 2020  | 1         | 20.0          | 100.0              |
|                        | Total | 5         | 100.0         |                    |
| <b>83.3% of cohort</b> |       |           |               |                    |
| 2011                   |       | Frequency | Valid Percent | Cumulative Percent |
| Valid                  | 2015  | 1         | 14.3          | 14.3               |
|                        | 2016  | 2         | 28.6          | 42.9               |
|                        | 2017  | 1         | 14.3          | 57.1               |
|                        | 2018  | 1         | 14.3          | 71.4               |
|                        | 2019  | 1         | 14.3          | 87.5               |
|                        | 2020  | 1         | 14.3          | 100.0              |
|                        | Total | 7         | 100.0         |                    |
| <b>87.5% of cohort</b> |       |           |               |                    |
| 2012                   |       | Frequency | Valid Percent | Cumulative Percent |
| Valid                  | 2017  | 2         | 66.7          | 66.7               |
|                        | 2021  | 1         | 33.3          | 100.0              |
|                        | Total | 3         | 100.0         |                    |
| <b>57.1% of cohort</b> |       |           |               |                    |
| 2013                   |       | Frequency | Valid Percent | Cumulative Percent |
| Valid                  | 2016  | 1         | 14.3          | 14.3               |
|                        | 2017  | 2         | 28.6          | 42.9               |
|                        | 2019  | 1         | 14.3          | 57.1               |
|                        | 2020  | 2         | 28.6          | 85.7               |
|                        | 2021  | 1         | 14.3          | 100.0              |
|                        | Total | 7         | 100.0         |                    |
| <b>100% of cohort</b>  |       |           |               |                    |
| 2014                   |       | Frequency | Valid Percent | Cumulative Percent |
| Valid                  | 2018  | 1         | 20.0          | 20.0               |
|                        | 2019  | 1         | 20.0          | 40.0               |
|                        | 2020  | 3         | 60.0          | 100.0              |
|                        | Total | 5         | 100.0         |                    |
| <b>55.6% of cohort</b> |       |           |               |                    |

Of the PhD students admitted since September 1, 2015, none have graduated.

## Current students

As of December 31, 2020, 56 students are currently enrolled in the EDST PhD Program. Admission dates range from Sept 1, 2010 – Sept 1, 2020 (Table 8).

**Table 8. Current PhD students by Admission Year**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2010  | 1         | 1.8     | 1.8           | 1.8                |
|       | 2011  | 1         | 1.8     | 1.8           | 3.6                |
|       | 2012  | 4         | 7.1     | 7.1           | 10.7               |
|       | 2014  | 4         | 7.1     | 7.1           | 17.9               |
|       | 2015  | 8         | 14.3    | 14.3          | 32.1               |
|       | 2016  | 10        | 17.9    | 17.9          | 50.0               |
|       | 2017  | 9         | 16.1    | 16.1          | 66.1               |
|       | 2018  | 7         | 12.5    | 12.5          | 78.6               |
|       | 2019  | 6         | 10.7    | 10.7          | 89.3               |
|       | 2020  | 6         | 10.7    | 10.7          | 100.0              |
|       | Total | 56        | 100.0   | 100.0         |                    |

## Months to Candidacy

Of current students who commenced their studies in 2016 or earlier, as of December 31, 2020 75% have reached candidacy.

For those who have reached candidacy, the median number of months to candidacy is 44.0 months or 3.7 years; the mean is 44.05 months or 3.7 years (s.d.=12.15, range 23 – 73 months).

## Leaves of absence

Of the current PhD students, 18 (32.1%) have been granted leaves of absence. Leaves of absence range for 1 to 6 terms, median 3.0 (mean=3.33, s.d.=1.72).

## Extensions

Of the current PhD students, 9 (16.1%) have been granted extensions. Extensions range from 3 to 11 terms, median 4.0 (mean=5.33, s.d.=2.65).

Data available in the EDST PhD database are extremely limited. All available data were mined in preparing this report. The following data are not available: sex, gender orientation, age, country of origin, race/ethnicity, and the nature and amount of PhD funding. Because of these limitations, it is not possible to determine the socio-demographic characteristics of the EDST PhD student body.

## Report of the EDST PhD Student/Alumni Subcommittee

**Subcommittee Members:** Ursula McFadyen (1st year), Itamar Manoff (2nd year), Jed Anderson (4th year), Omer Aijazi (alumnus 2018), Yao Xiao (alumnus 2017), and Lena Ignatovich (4th year).

On February 24, 2020, the EDST Students/Alumni Subcommittee met to discuss concerns and recommendations for the EDST PhD program. Our discussion was focused on issues raised from various surveys and Townhalls conducted between 2005 and 2019 about the PhD programs. We discussed whether we thought these concerns had been adequately addressed, made recommendations for those that were not, and raised new concerns.

Surveys used for discussion: 2005 Supervision Survey, 2009 Report on Alumni Experiences, 2011 April Town Hall Meeting, 2011 June Joint Report by Student Council and PhD Committee, 2011 November PhD Town Hall Meeting, 2011 November PhD Town Hall Meeting, 2015 Student Feedback, 2017 PhD Student Feedback, Part-Time Student Opinion Feedback, 2013 PhD Funding Survey, and 2013 EDST PhD Supervision Survey. It is important to note that all of these surveys had low attendance/response rate, often less than half of the student body.

Below is a summary of the main themes of the surveys followed by the discussion and recommendations of the 2020 EDST Students/Alumni Subcommittee. A more detailed analysis can be found in Appendix K.

### 1. Supervision

- The student-supervisor relationship is important to student success and should have clear guidelines regarding responsibilities and expectations of supervisors and students and more overall support and guidance throughout the program;
- Supervisors should take more active role in helping graduate students find and apply for funding as well as providing more opportunities for RA/TA opportunities;
- Accountable and transparent supervision along with UBC wide and department level awards to recognize and reward supervisors for their efforts and encourage more engagement in supervisor activities;
- Students need more support and direction from supervisors as they work through their programs.

## ***Recommendations***

There is a sense among subcommittee members that all the above concerns have been addressed and students are mostly satisfied with their supervision.

The subcommittee recommends faculty members explore and compare how they view the process of supervision, what the challenges and obstacles are, as well as best practices to create consistency across the department.

## **2. Funding**

- More access to TA/RA, GAA, Sessional Instruction positions;
- Greater transparency in how funding is allocated, “merit-based” privilege; “those who have more get more”;
- A funding guide for all students applying for grants and other sources of funding, including information about funding opportunities through RA, TA, GAA positions;
- Funding beyond the first 4 years to reflect more realistic program timelines, usually closer to 5 or 6 years;
- More Part-Time funding options, especially for international students who cannot legally work while studying part-time.

## ***Recommendations***

Funding has become easier to access, especially with the introduction of the 4 Year Fellowship. Emails advising on funding opportunities, as well as the UBC funding guide, have also made it easier to find and apply for external funding opportunities. Availability of TA/RA and Sessional work is adequate which makes it easier for those who do not have funding or would like to supplement their current funding. While access to funding is easier, students would still benefit from more focused information and more guidance while applying for funding. The subcommittee recommends the appointment of a funding advisor whose focus is to find and advise on funding opportunities available for EDST students.

There is also the outstanding issue of providing funding beyond the 4 years of a program, especially for those conducting community-based research which can often extend beyond the 4 years given to complete a PhD. Financial insecurity ensures that those who need more time to complete their programs face unnecessary stress and uncertainty which then impedes progress. Access to sessional positions helps but a more stable and secure source of funding is recommended.

An issue has been raised about how RA opportunities are allocated. There is a question of transparency and accessibility regarding information about RA opportunities.

### 3. Department Support

- EDST has strength in interdisciplinary construction of knowledge and global connections but needs to facilitate more opportunities for professional development such as workshops and careers within and beyond academia and more up-to-date information about the academic job market including publication requirements, unwritten protocols;
- Professional and Career development was raised several times as a way for departments to support graduate students;
- Creating social and intellectual spaces, casual space that is welcoming and encourages students to work there as well as socialize;
- Creating opportunities to network both inside and outside of academia to get a better sense of what opportunities are available and how people have found success after graduation;
- Identifying and addressing specific needs of international students (creating familiarity with different worldviews and cultural traditions within the department), and Indigenous students, (Indigenous Content: Indigenous stream, inclusion of Elders and community members in courses, more buildings with Indigenous protocol, a stress on the local ‘being green’, and for water/green spaces to be built into the landscape of the physical structures (such as the First Nations House of Learning).

#### *Recommendations*

The potential of cohort-based program is not used enough. As an interdisciplinary, international group of students there is a lot of potential to build community. Some initial support may be needed in helping cohorts connect. A good start would be to create a usable, comfortable, gathering space where students can study together and casually socialize. Cohort “team-building” practices, and community building across cohorts would also help.

The student body is diverse, it is impossible to embrace this diversity with one set of practices. A more individualized syllabus, more dialogue-based activities, spaces, and practices will facilitate these differences in perspectives.

#### 4. Part-Time Option Student Feedback – undated

- Part-time option might appeal to some students who want to advance their careers while doing academic work;
- Funding would need to be discussed.

#### *Recommendations*

There was no discussion about this as none of the students involved in the subcommittee were part time.

#### 5. Course suggestions from 2017 PhD Feedback

- Restructuring of coursework EDST 601A, 601B and 602A (order, topics covered, readings selected, etc.);
- More explicit focus on educational inequalities through the courses offered as an institutional mandate;
- More courses should be offered to address the history and philosophy of education;
- More courses should be offered on immigration, refugee, and adult education.

#### *Recommendations*

Coursework should be completed in the first year.

602A, as a course that helps students navigate the PhD process: what to expect from the program, how to plan your timeline, how to apply for SSHRC, and picking your committee, should be in the 1<sup>st</sup> term. This course also supports cohesion among the cohort and works as an integrational course.

There is a recommendation to create some basic standards for the courses that allows for consistency between years while ensuring instructors still have the flexibility to make a course that creates meaningful conversations among students and bring people from different disciplines and backgrounds together. Core engagement, individualized syllabus.

The subcommittee also recommends courses or workshops focusing on career planning for both academic and non-academic careers. These should include how to identify and create opportunities and other useful information to do with post-graduate career support.

Some ways of structuring the PhD program and reviewing/planning student feedback

**Formal, non-formal (self-directed) and informal components of the EDST PhD program**

| Formal  | Non-formal (mostly self-directed)  | Informal   |
|---|--|--|
| 601A, 601B, 602A<br>Comprehensive examination<br>Proposal (defense)<br>Additional courses                               | Reading (+ reading groups)<br>Conducting research and writing thesis<br><br>Presenting at conferences<br>Publishing papers<br>Attending skills-based workshops, info sessions<br>Applying for grants, etc. | Learning from the EDST environment, interacting with faculty members and other students, engaging in projects and initiatives, serving on committees, volunteering, etc. |
| Potential questions about the role of these components in the PhD program in general and some directions of improvement |  |  |

**Compulsory and optional components of the PhD program supported by the department**

|            | Cohort-based / group-based                                       | Individual  | Potential questions about compulsory and optional elements of the program. |
|------------|--|---|--|
| Compulsory | 601A, 601B, 602A   | Grant application<br>Comprehensive examination<br>Proposal (defense)<br>Research + thesis<br>Theses defense |  |
| Optional   | Study/writing groups<br>Skills-based workshops and info sessions | Additional courses<br>TA (limited)<br>RA (limited)<br>GAA (limited)<br>Serving on committees                |  |

**Career opportunities**

|                      |  |   |                           |
|----------------------|--|---|---------------------------|
| Career opportunities | Academic career                          | Ready to conduct independent research, publish the results, present at conferences, apply for grants and funding<br>Ready to teach and supervise students<br>Ready to serve internal and external academic community<br>Ready to ???  | What skill set is needed? |
|                      | Non-academic career related to education | Ready to conduct independent research<br>Ready to conduct and manage team research<br>Ready to translate academic knowledge to communities and professional areas other than education<br>Ready to address complex problems related to education in non-academic environments<br>Ready to ??? | What skill set is needed? |

***Additional Recommendations***

Committee Relations: The Subcommittee recommends that a survey be created with a focus on how students feel about PhD Committee. Questions about challenges and limitations regarding forming the Committee and working with the Committee to meet program goals and requirements.

## 2021/2022 Unit Commitments and Allocation of Graduate Student Funding – EDST

| Funding Amount        | Name of Funding<br>SIS Award Number  | Funding Formula (if applicable)  | Principles for Allocation of Funding   |
|-----------------------|--|--|--|
| \$96,609.71           | Graduate Student Initiative (GSI)<br><br>SIS Award #6438                                       | G+PS Formula:<br>“Sum of Weighted Registrants”<br>(ECPS, EDCP, EDST, CCFI, KIN, LLED)<br><br>Students earn the following weightings: PhD - 4; Thesis-based Master’s - 2; Course-based Master’s - 1; Cost-recovery Master’s - 0 | GSI funding is to be used for the recruitment or retention of master’s or doctoral students (that is, it can be used to support new or current students, including international students).<br><br><b>NOTE:</b> 50% of the current year’s total GSI funding from G+PS may be carried forward to the next year. |
| 3                     | Four-Year Funding (4YF)<br><br>SIS Award #6456   | G+PS Formula<br><br>80% based on domestic and international PhD student enrolment in years 1-5; 20% based on success in Tri-Agency doctoral awards   | 4YFs are to be used for the recruitment of doctoral students only. Recipients are provided with financial support plus tuition for up to four years of their doctoral studies. Information about the value of the award is listed <a href="#">here</a> .   |
| \$22,000 <sup>1</sup> | Faculty of Education PhD Entrance Scholarship (FoE PhD Entrance Scholarship) (SIS Award #6372) | No formula: equal distribution of \$110,000 between EDCP, ECPS, EDST, Kin and LLED   | The FoE PhD Entrance Scholarship is to be used for the recruitment of doctoral students only, including internal MA to PhD students. This award may be split between students.<br><br><b>NOTE:</b> No carryover of these funds is allowed.   |
| \$15,262.52           | EDUC Strategic Award (SIS Award # TBD; DNSO will circulate)                                    | G+PS Formula:<br>“Sum of Weighted Registrants”<br>(ECPS, EDCP, EDST, LLED)<br><br>Students earn the following weightings: PhD - 4; Thesis-based Master’s - 2; Course-based Master’s - 1; Cost-recovery Master’s - 0            | The EDUC Strategic award is to be used for the recruitment or retention of master’s or doctoral students (that is, it can be used to support new or current students, including international students).<br><br><b>NOTE:</b> There are no restrictions in relation to carryover of these funds.                |

<sup>1</sup> The Faculty of Education increased this award from \$16,800 per unit to \$22,000 per unit in view of recent changes in the [GPS Minimum Funding Policy](#).

## PhD Comprehensive Examination

According to the UBC Calendar,

"A comprehensive examination [is] normally held after completion of all required coursework. It is intended to test the student's grasp of the chosen field of study as a whole, and the student's ability to communicate his or her understanding of it in English or in French. The student's committee will set and judge this examination in a manner compatible with the policy of the graduate program concerned. Programs should make available to students a written statement of examination policy and procedures. The comprehensive examination is separate and distinct from the evaluation of the doctoral dissertation prospectus."

G+PS describes the central requirements for the comprehensive exam here:

<https://www.grad.ubc.ca/faculty-staff/policies-procedures/comprehensive-examination>

According to the G+PS website, the nature of the examination may vary significantly from graduate program to graduate program."

EDST has developed its own PhD Comprehensive Examination Policy (2010)<sup>8</sup> (Appendix L). Also, in 2020 a policy stipulating specific provisions under COVID-19<sup>9</sup> was approved in EDST (Appendix M).

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<sup>8</sup> <https://edst-educ.sites.olt.ubc.ca/files/2013/05/PhD-Comprehensive-Exam-revised-April-1-2010.pdf>

<sup>9</sup> <https://edst-educ.sites.olt.ubc.ca/files/2013/05/PhD-Comprehensive-Exam-revised-April-1-2010.pdf>

## Advancement to PhD Candidacy

According to the G+PS website<sup>10</sup>,

“The basic requirements for a doctoral student to be admitted to candidacy are,

- all required coursework has been successfully completed
- the comprehensive examination has been passed
- the supervisory committee has certified that the thesis proposal has been approved.

Where the program specifies the completion of a foreign language requirement, it is an additional requirement for being admitted to candidacy. A graduate program may also wish to apply additional criteria for students to be admitted to candidacy. In such cases, the graduate program must inform the Faculty of Graduate and Postdoctoral Studies and the student(s) of these criteria in writing.”

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<sup>10</sup> <https://www.grad.ubc.ca/current-students/managing-your-program/advancement-candidacy>

## PhD Residency Requirements

With the approval of the Dean of the Faculty of Graduate and Postdoctoral Studies, graduate programs may make different regulations concerning duration of study, sequence of study and location of full-time study.

There is currently no residency requirement (i.e., a requirement to be located in Vancouver) for a designated amount of time during the EDST PhD program, although, normally, doctoral seminars require face-to-face participation. PhD students completing all their required doctoral seminars in W1 and W2 of their first year can relocate and complete the rest of their program while away from Vancouver, returning only for important meetings (e.g., comprehensive exam, proposal) and/or their defence.

## Some Questions for Further Discussion in EDST

### **EDST PhD Courses**

*Do the current number, configuration, content, and Pass/Fail assessment of PhD courses continue to meet the needs of students?*

*Is core coursework, as currently scheduled (i.e., EDST 601A and EDST 601B in Year 1 and EDST 602A in either Year 1 or 2) optimal?*

*What is an optimal balance between required coursework and informal workshops? Should we offer workshops within EDST or promote the creation of faculty-wide workshops?*

*Is the current process of assigning these courses to faculty as we want it? Do we need more rotation?*

*Both EDST 601A, 602B and EDST 602A are called “Doctoral Seminar” and no further official title or description is available. Should we create descriptions for the core seminars that would provide more information for students as well as parameters for faculty teaching these seminars?*

*Would it be useful to have an option for students who need more discipline specific instruction to opt out of EDST theory and methods or classes and instead take courses offered in other departments?*

### **Analysis of EDST PhD Students**

In total, 222 EDST students have graduated with the PhD degree. As the companion document *EDST PhD Alumni Dissertation Titles and Links* demonstrates, our PhD students undertake a wide range of research topics which reflects the diversity of the department and the people within it.

*To what extent is it possible to have a core set of PhD courses that fulfil the needs of such a wide range of students? Would other approaches better serve students’ needs?*

Accepted offers of admissions – that is, enrolments in a given year – have fluctuated considerably over the years. In only 7 of the 27 years since 1994, were enrolment numbers greater than 10.

*What is the optimal number of admissions each year, based on what rationale? And, how might this number be affected if we agree to take in part-time PhD students?*

Time to completion is long. For PhD graduates who were admitted after September 1, 2007, the median time to completion is 73.0 months or 6.1 years. This means that half of these graduates took longer than 6.1 years to complete their studies. The median time to candidacy for this group of graduates is 34.0 months or 2.8 years; again, half required more than 2.8 years to reach candidacy.

*Is time to completion problematic? If yes, what policies and practices could be put in place to shorten time to completion? Are further analyses required to assess the factors affecting time to completion?*

*What are the comparative times to completion in other departments/universities?*

Implementation of the revised PhD curriculum does not appear to have a significant impact on shortening completion times. This may not have been a goal of the curriculum revision.

*How does the EDST PhD curriculum enhance – or should enhance – timely completion of the PhD Program? And what do we consider timely completion?*

### **Report of the EDST Student/Alumni Committee**

*What additional information should be collected from PhD students?*

*Is it feasible to provide funding beyond the first four years?*

*Should cohort “team-building” for PhD students be enhanced?*

*How can meeting and individual work space for PhD students be enhanced within EDST?*

*Given the low response rates to previous surveys and working groups, is there a more effective way to collect information from students?*

### **Comprehensive Examination**

*Are we happy with the current format and requirement for the EDST PhD comprehensive exam or do we believe changes are needed?*

### ***Advancement to Candidacy***

Currently, advancement to candidacy in EDST requires completion of required courses, passing of the comprehensive exam, and proposal approval.

*Are we happy with these criteria or do we believe additional criteria are needed? (e.g., proposal presentation? proposal defense?)*

*What other supports and resources would help students to prepare for writing comprehensive examinations?*

### **Residency Requirement**

*If we are happy with this situation, should we make the lack of residency requirements more explicit for prospective students?*

*If we are not happy with it, should we consider whether want to reinstate a residency requirement? And how might this connect to taking the core and required courses of the PhD?*

*If we reinstate a residency requirement, what impact would it have on affordability for students who would be required to relocate to Vancouver?*

### **PhD as preparation for academic / non-academic careers**

G+PS has raised questions about the ways in which PhD programs should (or should not) and do (or do not) prepare students for non-academic careers. See <https://www.grad.ubc.ca/about-us/initiatives-plans-reports/reimagining-phd-final-report-2017>

*Does the EDST PhD program prepare students for non-academic careers? If not, should it?*

## Appendices

### Appendix A1

#### **PhD Curriculum Framework Knowledge/Skills to be Acquired (Working draft- April 19, 2005)**

Identify and characterize primary intellectual debates in education generally and area of specialization

Develop substantive knowledge of area of specialization

Think/write theoretically and critically

Frame/develop innovative research problems/questions

Understand the social and historical location of scholarship in area of specialization

Articulate a clear personal epistemological "location"

Identify the strengths and weaknesses of the common research methods used in specialization

Situate research methods used in specialization within broader debates about methods

Achieve mastery of the research method(s) to be used in the thesis

Prepare competitive research proposals (SSHRC and others)

Prepare successful conference proposals

Prepare and deliver engaging seminar and conference presentations

Employ appropriate digital technologies in teaching and research with minimal support

## Appendix A2

### Revised List of Knowledge and Skills

**Tom will revise the document and circulate it prior to the special Department meeting scheduled for June 9th to discuss the PhD program.” CHECK**

- Explain what it means to be a researcher/scholar in contemporary education.
- Practice different forms of engagement with academic culture and community.
- Identify and characterize primary intellectual debates in education generally and area of specialization.
- Develop deep knowledge of area of specialization.
- Understand the social and historical location of scholarship in area of specialization.
- Identify the strengths and weaknesses of common research methods used in specialization.
- Situate research methods used in specialization within broader debates about methods.
- Achieve mastery of the research method(s) to be used in the thesis.
- Understand the role of theory in scholarship and engage with relevant theory in own research.
- Understand the role of critique in knowledge production and engage in reasoned critique in area of specialization.
- Articulate clear and consistent personal epistemological/ ontological “locations.”
- Frame/develop innovative research problems/questions that build on existing knowledge.
- Strategically situate own scholarship in relation to research traditions in specialization.
- Achieve broad methodological “literacy” in common research methods used in education (beyond those in specialization).
- Prepare competitive research proposals (SSHRC and others).
- Prepare successful conference paper/presentation proposals.
- Prepare and deliver engaging seminar and conference presentations.
- Employ appropriate digital technologies (hardware and software) in teaching and research with minimal support.
- Identify and access common databases used in educational research.
- Demonstrate ability to write publication quality manuscripts.
- Understand the common processes and norms of scholarly publication.
- Provide constructive, critical feedback to peers/students to promote learning and development.
- Prepare comprehensive course outlines/syllabi that represent own conception of effective instruction.
- Collaborate/network with others internally and externally in research/teaching/service activities.
- Understand the preparation required to be competitive in the academic job market and the job search process.
- Identify and engage with scholarly societies and associations relevant to area of specialization and more generally in education.

## Appendix B

### PhD Management and Admissions Committee Tuesday, June 14, 2005

#### **Proposal to the Department for the Revision of the PhD Curriculum (for the EDST Department meeting, June 16, 2005)**

After considerable discussion within the PhD Management Committee over several years and a department-wide discussion on June 9, 2005, there seems to be interest in making some changes to the PhD curriculum in several key areas. These changes will likely increase the number of "required" courses from one at present (EDST 60 I) to three or four depending on resources and the wishes of the department. These courses would provide a more substantial "core" for the PhD program and engage students with some content and issues that we believe are important.

The 2004-05 PhD Management Committee recommends to the department the following changes. If these are approved in principle, the 2005-06 PhD Management Committee can begin work early in the fall to develop proposals for these new courses and to further clarify the role and "content" of EDST 60 I and 602. The Committee reached consensus that the first three of these courses should be required of all new PhD students. Whether or not the fourth course (EDST 602) will be required of all new students should be resolved by the Department being mindful that any course that is not required (or from which some students may be exempted) may be difficult to offer once each year as suggested.

1. That the content and focus of EDST 601, First Year Doctoral Seminar, be redefined collaboratively so that those teaching it have departmental guidance on its role in the curriculum and what knowledge /skills /sensibilities we wish students to develop. In general, we propose that 60 I focus on engaging students in conversations and discussions about what it means to be a scholar/researcher in education and, particularly, in the Department of Educational Studies and UBC. This means orienting students to the work being done in EDST, clarifying the general process of proceeding through a PhD program and the expectations related to each stage, the range of learning opportunities available to students and how to engage with those opportunities. In addition, the seminar should discuss "A Curriculum Framework for the PhD in Educational Studies" as a guide to how the department thinks about PhD study and the capabilities we believe are important for PhD students to develop. Further, 60 I should expose students to current issues and debates related to scholarship in education by having them read, discuss and critique carefully selected literature. Coming up with a more meaningful name for the seminar is also recommended.
2. That a sub-committee be formed to develop a proposal for EDST/CCFI 60X that will focus on theory and its use and development in educational research. This course will employ core readings in selected social and other theories currently being employed (or with potential to be employed) in educational research. The purpose of the course will be to illustrate the use and development of theory in a broad range of educational scholarship rather than to focus on the substance of a limited number of theoretical orientations. Assignments in the course should challenge students to engage with theory in their own areas of interest and to understand the origins, uses and limitations of theory. We are suggesting that this course and the one that follows be developed collaboratively with CCFI since they may be attractive to

PhD students in other departments. CCFI may be able to offer FTE resources not otherwise available within EDST.

3. That a sub-committee be formed to develop a proposal for EDST/CCFI 60Y that will focus broadly on advanced topics in research methodology. This course will assume that students have taken a "basic" course (like EDUC 500) that exposes them to positivist, interpretive, historical and philosophical methods. The intent of this course is to help students develop a sophisticated and deep understanding of current methodological issues and debates (rather than "how-to-do-its") and their implications for educational scholarship without privileging any single method or family of methods. Students will be able to locate themselves epistemologically/ontologically while appreciating the contributions that methods grounded in different epistemologies make to knowledge production/construction in education. PhD students would still be expected to take additional courses that provide the knowledge and skills needed to employ the method they will use in their thesis research.
4. That the content and focus of EDST 602, Second Year Doctoral Seminar, be redefined collaboratively so that those teaching it have the same departmental guidance as for 601. In general, we propose that 602 focus on assisting students with scholarly writing, primarily the development of their thesis research proposal, but other forms of writing can also be addressed. This course should not be a substitute for the role of the research supervisor or supervisory committee, but should help the student make progress toward development of a proposal suited to the research approach to be used. Coming up with a more meaningful name for the seminar is also recommended.

The first three and possibly all four courses will become the new "core" of the PhD program effective with the September, 2006 cohort. When combined with carefully selected elective courses, we believe this new core will better prepare our students for their comprehensive exams, development of their thesis proposals and will make them more competitive in the academic job market. The 2005-06 Committee should also be given the task of recommending when students should enrol in these courses ... whether incoming students should be expected to take the first three during their first year or spread them out over the first two years. If we require the first three to be taken during the first year of the program, this will have implications for students who wish to maintain significant professional responsibilities while engaged in their PhD program. If we require students to take 602, then doing so in the second year of the program would likely be better timing given that most students are better able to do substantive work on their research proposals after the first year.

Consideration should also be given to scheduling these courses. If we wish to continue attracting PhD students who may have other professional responsibilities, it may be desirable to schedule these courses in the late afternoon like most other graduate courses.

A final consideration in adopting these recommendations is the role of cohorts (like Ts'kel) in relation to the core. For example, will PhD students affiliated with Ts'kel be expected to take these courses or will the Ts'kel program prefer to have them exempted from some so that they can participate in Ts'kel-specific seminars which might be regarded as more relevant to First Nations' issues and perspectives? Such exemptions might make it difficult to sustain this new core, so developing these courses so that they are relevant to all EDST PhD students seems like an important goal.

## Appendix C

### **Educational Studies Departmental Meeting Minutes February 16, 2006**

#### **Proposal to the Department for the Revision of the PhD Curriculum (for the EDST Department meeting, February 16, 2006)**

After considerable discussion within the PhD Management Committee and at the department level over the last three years, we propose a change to our PhD curriculum. The proposed change will increase the number of "required" courses and thereby provide a more substantial "core" for the PhD program and engage students with some content and issues that we believe are important.

The current PhD Management Committee is unanimous in its commitment to introducing a required 'core' of three courses. 601A (Theory) and 601B (Methodology) will be taken first to be followed by 602 (Conceptualizing Research). We make this proposal primarily on educational grounds believing that all EDST PhD students should be provided with realistic opportunities to engage with the key epistemological, theoretical and methodological problems facing educational researchers. This Curriculum Framework will provide the setting for gaining the knowledge, skills and sensibilities that we as a community wish our PhD students to develop. In general, we propose that these three courses focus on engaging students in conversations and discussions about what it means to be a scholar/researcher in education (broadly defined) and, particularly, in the Department of Educational Studies and UBC.

#### **Course 601A: Critical Social Thought in Education: Trends, Debates and Issues**

The primary aim of this course is to engage in an examination of critical theoretical traditions and conceptual problems in the social sciences as applied to education. In this way, theoretical trends, issues, and perspectives in contemporary education, including problems of theory formation and links between social science theory and education, will be central. Students will therefore be introduced to some of the key contemporary social, cultural, and educational theorists: -They -will-also-reflect -on-the implications of committing themselves to various theoretical vantage points in their research program. This course will provide students with the necessary conceptual tools to conduct theoretically informed work for a larger research project.

#### **Course 601B: Advanced Survey of Research Methodologies in Education**

This course will move students beyond an introductory course (like EDUC 500).

The intent of this course is to expose students to positivist, interpretive, historical and philosophical methods. The course will help students develop a sophisticated and deep

understanding of current methodological issues and debates (rather than "how-to-do-its") and their implications for educational scholarship without privileging any single method or family of methods. Students will be able to locate themselves epistemologically/ontologically while appreciating the contributions that methods grounded in different epistemologies make to knowledge production/construction in education. The course will introduce students to the research approach specializations and expertise of various EDST faculty. PhD students would still be expected to take additional courses that provide the knowledge and skills needed to employ the specific method or tradition they will use in their thesis research.

### **Course 602: Conceptualizing Research**

This course will provide the opportunity for students to integrate the learning from 601 A and 601 B and thereby further situate themselves and develop their identity as educational researchers. In general, we propose that 602 focus on assisting students with scholarly writing, leading up to their comprehensive examinations and the development of their thesis research proposal. We expect that other forms of writing will also be addressed. This course should not be a substitute for the role of the research supervisor or supervisory committee, but should help the student make progress toward development of a proposal suited to the research approach to be used.

When combined with carefully selected elective courses, we believe this new core will better prepare our students for their comprehensive exams, development of their thesis proposals and will make them more competitive in the academic job market. The PhD Management Committee should be given the responsibility of staffing and scheduling the required courses. Normally courses will be team taught. Our current thinking is to schedule 601 A and 601 B side by side through year one (September to April 30) and then offer 602 in the Fall of year two (September to December). Our view is that the scheduling and staffing should be somewhat flexible to best accommodate the existing commitments of faculty and students. We would like to institute the tradition of having a Fall retreat for current, continuing and past PhD students.

Submitted by the PhD Management Committee: Kogila Adam-Moodley, (Co-Chair), Jo-Anne Dillabough, Donald Fisher (Co-Chair), Kaela Juhas, Jacqueline Kennelly, Andre Mazawi, Carolina Palacios and Handel Wright.

## Appendix D

### From the February 16, 2006 Department Meeting Minutes PhD Curriculum Proposal

PhD Management Committee representatives, Don Fisher and student Jackie Kennelly, submitted, "Proposal to the Department for the Revision of the PhD Curriculum" to the department. This proposal was developed over three years and aims to help students place themselves as scholar researchers. PhD students offered input, and support the proposed changes, feeling that they need more advance (doctoral) courses. Thus, the PhD Committee asks that students take the following courses: course 601A: Critical Social Thought in Education: Trends, Debates and Issues; course 601 B: Advanced Survey of Research Methodologies in Education; and, Course 602: Conceptualizing research. Currently, PhD students are taking three credits of required coursework, so this would mean an increase to nine credits.

A motion was moved by Don and seconded by Caroline Palacios that

With the understanding that there will be inclusive discussions as the curriculum for these courses be developed, the department accept the revision of the PhD Curriculum as outlined in the document.

*Motion carried with 3 against, 1 abstaining*

Discussion:

- This proposal would not help the First Nations students.
- This proposal would provide an ongoing structure for students.
- Taking more courses will affect the department's teaching load.
- EDUC 500 seems to be similar to 601B.
- EDUC 500 does not deal with quantitative research. In 601B students would be introduced to all kinds of research through guest lecturers, for example.
- An advanced research course is important, as it helps with the dissertation.
- Doctoral students should talk to one another, and taking these courses would increase opportunity.
- There should be an interconnection with the EdD, and a department-wide impact, perhaps design a course like an institute.
- SSHRC committee members note a narrow specialization of study, so broadening our students' focus will be beneficial.
- We should bring back detailed course descriptions later with this proposal as a starting point.

## Appendix E

### THE UNIVERSITY OF BRITISH COLUMBIA Department of Educational Studies

#### Proposal to the Department for the Revision of the PhD Curriculum (Revised at the meeting September 28, 2006)

After considerable discussion within the PhD Management Committee and at the department level over the last three years, we propose a change to our PhD curriculum. The proposed change will increase the number of "required" courses and thereby provide a more substantial "core" for the PhD program and engage students with some content and issues that we believe are important. The current PhD Management Committee is unanimous in its commitment to introducing a required 'core' of three courses. 601A (Theory) and 601B (Methodology) will be taken first to be followed by 602 (Conceptualizing Research). We make this proposal primarily on educational grounds believing that all EDST PhD students should be provided with realistic opportunities to engage with the key epistemological, theoretical and methodological problems facing educational researchers. This Curriculum Framework will provide the setting for gaining the knowledge, skills and sensibilities that we as a community wish our PhD students to develop. In general, we propose that these three courses focus on engaging students in conversations and discussions about what it means to be a scholar/researcher in education (broadly defined) and, particularly, in the Department of Educational Studies and UBC.

Please send any feedback you may wish to forward on the course descriptions to the following people no later than October 17, 2006

#### **Course 601A: Critical Social Thought in Education: Trends, Debates and Issues -Jo-Anne Dillabough ([jo-anne.dillabough@ubc.ca](mailto:jo-anne.dillabough@ubc.ca))**

The primary aim of this course is to engage in an examination of critical theoretical traditions and conceptual problems in the social sciences as applied to education. In this way, theoretical trends, issues, and perspectives in contemporary education, including problems of theory formation and links between social science theory and education, will be central. Students will therefore be introduced to some of the key contemporary social, cultural, and educational theorists. They will also reflect on the implications of committing themselves to various theoretical vantage points in their research program. This course will provide students with the necessary conceptual tools to conduct theoretically informed work for a larger research project.

#### **Course 601B: Advanced Survey of Research Methodologies in Education - Michelle Stack ([michelle.stack@ubc.ca](mailto:michelle.stack@ubc.ca))**

This course will move students beyond an introductory course (like EDUC 500). The intent of this course is to expose students to positivist, interpretive, historical and philosophical methods. The course will help students develop a sophisticated and deep understanding of current methodological issues and debates (rather than "how-to-do-its") and their implications for educational scholarship without privileging any single method or family of methods. Students will be able to locate themselves epistemologically/ontologically while appreciating the contributions that methods grounded in different epistemologies make to knowledge production/construction in education. The course will introduce students to the research approach specializations and expertise of various EDST

faculty. PhD students would still be expected to take additional courses that provide the knowledge and skills needed to employ the specific method or tradition they will use in their thesis research.

**EDST 602: Connecting Concepts, Methods, and Process in Doctoral Research - Nikki**  
**([veronica.strong-boag@ubc.ca](mailto:veronica.strong-boag@ubc.ca))**

Students will draw on their studies in EDST 601A and 601B to formulate their own doctoral research agendas. This course will assist them in identifying the comprehensive fields, the bodies of scholarly literature, and the research methods that are appropriate to their own focused research question. They will also review the standards and techniques of successful scholarly writing. Upon the completion of EDST602, students should be able to formulate an effectively argued and coherently written research prospectus that should form the basis both for timely progress in the doctoral program and for applications for research funding.

When combined with carefully selected elective courses, we believe this new core will better prepare our students for their comprehensive exams, development of their thesis proposals and will make them more competitive in the academic job market.

The PhD Management Committee should be given the responsibility of staffing and scheduling the required courses. Our current thinking is to schedule 601A and 601B side by side in one semester (September to December) and then offer 602 in term 2 (January to April). Our view is that the scheduling and staffing should be somewhat flexible to best accommodate the existing commitments of faculty and students. We would like to institute the tradition of having a Fall retreat for current, continuing and past PhD students.

Submitted by the PhD Management Committee: Jo-Anne Dillabough, (Co-Chair), Donald Fisher (Co-Chair), Michelle Stack, Nikki Strong-Boag, Judith Walker and Carolina Palacios

## Appendix F

### **Proposal to the Department for the Revision of the PhD Curriculum**

**PhD Management and Administration Committee  
September 28, 2006**

**(for the EDST Department meeting, February 16, 2006)**

After considerable discussion within the PhD Management Committee and at the department level over the last three years, we propose a change to our PhD curriculum. The proposed change will increase the number of required courses and thereby provide a more substantial "core" for the PhD program and engage students with some content and issues that we believe are important.

The current PhD Management Committee is unanimous in its commitment to introducing a required 'core' of three courses. 601A (Theory) and 601B (Methodology) will be taken first to be followed by 602 (Conceptualizing Research). We make this proposal primarily on educational grounds believing that all EDST PhD students should be provided with realistic opportunities to engage with the key epistemological, theoretical and methodological problems facing educational researchers. This Curriculum Framework will provide the setting for gaining the knowledge, skills and sensibilities that we as a community wish our PhD students to develop. In general, we propose that these three courses focus on engaging students in conversations and discussions about what it means to be a scholar/researcher in education (broadly defined) and, particularly, in the Department of Educational Studies and UBC.

#### ***Course 601 A: Critical Social Thought in Education: Trends, Debates and Issues.***

The primary aim of this course is to engage in an examination of critical theoretical traditions and conceptual problems in the social sciences as applied to education. In this way, theoretical trends, issues, and perspectives in contemporary education, including problems of theory formation and links between social science theory and education, will be central. Students will therefore be introduced to some of the key contemporary social, cultural, and educational theorists. They will also reflect on the implications of committing themselves to various theoretical vantage points in their research program. This course will provide students with the necessary conceptual tools to conduct theoretically informed work for a larger research project.

#### ***Course 601B: Advanced Survey of Research Methodologies in Education***

This course will move students beyond an introductory course (like EDUC 500). The intent of this course is to expose students to positivist, interpretive, historical and philosophical methods. The course will help students develop a sophisticated and deep understanding of current methodological issues and debates (rather than "how-to-do-its") and their implications for educational scholarship without privileging any single method or family of methods. Students will be able to locate themselves epistemologically/ontologically while appreciating the contributions that methods grounded in different epistemologies make to knowledge production/construction in education. The course will introduce students to the research approach

specializations and expertise of various EDST faculty . PhD students would still be expected to take additional courses that provide the knowledge and skills needed to employ the specific method or tradition they will use in their thesis research.

***Course 602: Conceptualizing Research***

This course will provide the opportunity for students to integrate the learning from 601 A and 601 B and thereby further situate themselves and develop their identity as educational researchers. In general, we propose that 602 focus on assisting students with scholarly writing, leading up to their comprehensive examinations and the development of their thesis research proposal. We expect that other forms of writing will also be addressed. This course should not be a substitute for the role of the research supervisor or supervisory committee, but should help the student make progress toward development of a proposal suited to the research approach to be used.

When combined with carefully selected elective courses, we believe this new core will better prepare our students for their comprehensive exams, development of their thesis proposals and will make them more competitive in the academic job market.

The PhD Management Committee should be given the responsibility of staffing and scheduling the required courses. Normally courses will be team taught. Our current thinking is to schedule 601A and 601B side by side through year one (September to April 30) and then offer 602 in the Fall of year two (September to December). Our view is that the scheduling and staffing should be somewhat flexible to best accommodate the existing commitments of faculty and students. We would like to institute the tradition of having a Fall retreat for current, continuing and past PhD students.

Submitted by the PhD Management Committee : Kogila Adam-Moodley, (Co-Chair) , Jo-Anne Dillabough, Donald Fisher (Co-Chair), Kaela Juhas, Jacqueline Kennelly, Andre Mazawi, Carolina Palacios and Handel Wright

## Appendix G

### **Faculty Feedback PhD Management and Admissions Committee September 28, 2006**

#### FEEDBACK EDST 601A

Daniel Vokey:

Looks like it will be a great course. It occurred to me to wonder why, given the many references to theory in the text, the title of the course was not Critical Social Theory in Education: Trends, Debates, and Issues. I don't suppose too much hangs on which you choose, however.

It also occurred to me to wonder if the conceptual problems in the social sciences as applied to education will include methodological issues and, if so, how that treatment would relate to the content of 601B. Perhaps that has been discussed already within the PhD Committee.

Claudia Ruitenber: I have two small suggestions for the course description of EDST 601 A: 1) Please add "and humanities" in the first sentence after "in the social sciences" 2) I assume there is a comma missing in the second sentence, between "social science" and "theory"?

The primary aim of this course is to engage in an examination of critical theoretical traditions and conceptual problems in the social sciences and humanities as applied to education. In this way, theoretical trends, issues, and perspectives in contemporary education, including problems of theory formation and links between social science, theory and education, will be central. Students will therefore be introduced to some of the key contemporary social, cultural, and educational theorists. They will also reflect on the implications of committing themselves to various theoretical vantage points in their research program. This course will provide students with the necessary conceptual tools to conduct theoretically informed work for a larger research project.

#### FEEDBACK EDST 602

Claudia W. Ruitenber:

I have one suggestion for the course description of EDST 602: In the third sentence, could you add some formulation that acknowledges that there is not one set of standards and techniques for successful scholarly writing? I've included an example below.

Students will draw on their studies in EDST 601A and 601B to formulate their own doctoral research agendas. This course will assist them in identifying the comprehensive fields, the bodies of scholarly literature, and the research methods that are appropriate to their own focused research question. They will also review the standards and techniques of successful scholarly writing in various disciplines and fields. Upon the completion of EDST602, students should be

able to formulate an effectively argued and coherently written research prospectus that should form the basis both for timely progress in the doctoral program and for applications for research funding.

## GENERAL COMMENTS

Jennifer Chan: Dear Colleagues, Concerning the proposed revision of the PhD Curriculum, may I add a suggestion/make an argument that all incoming students should be exposed to international and comparative education, given the zeitgeist?

My experience is that many students are doing/writing on projects on a particular topic/case/country WITHOUT being aware of the larger international forces shaping that very phenomenon that they are studying. Such a course will enable students to think through and conceptualize the international, comparative, and global. The exposure will also help students to be aware of the role played by international institutions such as the OECD, UNESCO, the WTO, and the European Union etc. in education matters, as these have increasingly entered into our educational discourses and psyches. The course description could be something along the following lines:

**Conceptualizing the Global: Critical Approaches to International and Comparative Education**  
This course focuses on diverse actors and issues in international and comparative education. Part I surveys different theoretical frameworks within the field of international and comparative education. Part II looks at the role of international and regional institutions including UNESCO, the World Bank, the OECD, the European Union, and the World Trade Organization in shaping international and national educational policies. Part III covers the role of social movements in constructing global citizenship education. The objectives of this seminar are to introduce students to (1) the field of international and comparative education; (2) key organisations and actors involved in education internationally; (3) various theoretical and methodological perspectives on educational globalization; and (4) the relationships between education, social movements, and global democracy.

Mona Gleason: I just want to thank all of you for the hard work on this - the course descriptions and the logical trajectory for students here is great. As I always harp away on, I think it would be lovely to write in somewhere that staffing of the courses will be done in concert, consultation with the program area co-ordinators so we don't have a situation develop in which: 1) one programme area is over represented in staffing of the PhD courses (hey, why are sessionals teaching the SCPE core courses, she says with one eyebrow raised!) 2) that some notion of equitable rotation of staffing the courses is considered (hey, why does so and so, and so and so, always get to teach the cool PhD.)

## Appendix H

PhD Management and Admissions Committee  
Tuesday, January 9, 2007

### **REVISED COURSE DESCRIPTIONS FOR THE Ph.D. PROGRAM**

#### **EDST 601A/B: FIRST YEAR DOCTORAL SEMINAR**

##### **601A: CRITICAL SOCIAL THEORY IN EDUCATION: TRENDS, DEBATES, AND ISSUES**

EDST 601A is designed as a doctoral level seminar where students come together both to immerse themselves into the world of social theory (broadly speaking) and related debates in education, as well as to systematically interrogate the basic arguments put forward by social theorists themselves. More specifically, the aim of this course is to engage in an examination of critical theoretical traditions and conceptual problems in the social sciences and humanities as they are applied to the field of education. In this way, theoretical trends, issues, and perspectives in contemporary education -- including problems of theory formation and links between the social sciences, humanities and education -- will be central. In an effort towards achieving this goal, students will be introduced to a range of contemporary social, cultural, and educational theorists. This range includes, but is not limited to, post-colonial theories, critical modern theories, poststructural and post-modern traditions, hermeneutics, anti-racist theories, indigenous social theories, queer theory, theories of globalization and other traditions which incorporate a transnational perspective. Students will also be asked to reflect on the implications of committing themselves to various theoretical vantage points in their research program. Ultimately, then, this course will provide students with the necessary conceptual tools to conduct theoretically informed work for a larger research project.

##### **EDST 601B: DOCTORAL SEMINAR IN ADVANCED METHODOLOGIES IN EDUCATION**

EDST 601 B is designed to move deliberately and substantially beyond an introductory course (like EDUC 500) in its approach towards a study of methodology. Its central aim is to further develop students' understanding of various epistemological positions and paradigms employed in methodological inquiry and used in educational research. These include but are not limited to, for example: positivist, interpretive, historical, sociological, indigenous and philosophical approaches. The course will also assist students in developing a sophisticated understanding of current methodological issues and debates (rather than "how-to-do-its" ) and their implications for educational scholarship without privileging any single method or family of methods. By the end of the course, students will be able to locate themselves epistemologically and ontologically {including interdisciplinary approaches} while still appreciating the contributions that methods grounded in different traditions of the social sciences and humanities make to knowledge production in education. Alongside these broader and more ambitious aims, the course will provide students with background to the research approaches, methodological interests and specializations in EDST. Ph.D. students would still be expected to take additional courses that provide the knowledge and skills needed to employ the specific method or tradition they will draw upon in their thesis research.

## **EDST 602: SECOND YEAR DOCTORAL SEMINAR CONCEPTUALIZING RESEARCH**

Students will draw on their studies in EDST 601A and 601B to formulate their own doctoral research agendas. This course will assist them in identifying the areas of focus in the comprehensive exams, the bodies of scholarly literature, and the research methods that are appropriate to their own research questions. They will also review the standards and techniques of successful scholarly writing in various disciplines and fields. Upon the completion of EDST 602, students should be able to formulate an effectively argued and coherently written research prospectus that should form the basis both for timely progress in the doctoral program and for applications for research funding.

### **GUIDING PRINCIPLES FOR STAFFING THE Ph.D. PROGRAM**

1. Courses should be staffed by ongoing faculty in EDST (as opposed to sessional staff);
2. Staffing should be coordinated with program coordinators from EDST and the departmental executive team;
3. EDST 601A should be offered in WINTER TERM 1 and EDST 601B should be offered in WINTER TERM 2. EDST 602 will be offered in WINTER TERM 1 in YEAR 2 of the Doctoral Program;
4. These courses will be planned in consultation with the Ph.D. management committee as well as across the teaching team identified for the three courses (601A, 601B, 602) to avoid any redundancies in course content across the program and to enrich students' learning; and
5. Courses should be built upon consultation across the program areas and will be consistent with departmental expectations about the orientations, purposes and focus of the doctoral program. Course should be staffed early on such that comprehensive planning across the Ph.D. program teaching team is both possible and likely.

## Appendix I

### Variables Available in the EDST PhD Student Database

| All PhDs Current & Alumni | Current PhD Students              | PhD Alumni              |
|---------------------------|-----------------------------------|-------------------------|
|                           |                                   |                         |
| ID                        | ID                                | ID                      |
| Degree                    | Degree                            | degree                  |
| Degree status             | Degree status                     | Degree status           |
| Start date                | Start date                        | Start date              |
| Supervisor                | Supervisor                        | Supervisor              |
| Co-supervisor             | Co-supervisor                     | Co-supervisor           |
| Candidacy date            | Candidacy date                    | Candidacy date          |
| Candidacy, months         | Candidacy, months                 | Candidacy, months       |
|                           |                                   |                         |
| Year start                | Year start                        | Year start              |
| Total months in program   | Total months in program (to date) | Total months in program |
|                           |                                   |                         |
| Convocation date          | Candidacy deadline                | Convocation date        |
| Year convocation          | Leave of Absence, number of terms | Year convocation        |
|                           | Extensions, number of terms       |                         |
|                           |                                   |                         |
|                           |                                   |                         |
|                           |                                   |                         |
|                           |                                   |                         |

## Appendix J

### Start Year of Current PhD and Alumni (entire student body excluding inactives)

|       |      | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|------|-----------|---------|---------------|-----------------------|
| Valid | 1983 | 1         | .4      | .4            | .4                    |
|       | 1985 | 1         | .4      | .4            | .7                    |
|       | 1986 | 1         | .4      | .4            | 1.1                   |
|       | 1987 | 2         | .7      | .7            | 1.8                   |
|       | 1988 | 2         | .7      | .7            | 2.5                   |
|       | 1989 | 9         | 3.2     | 3.2           | 5.8                   |
|       | 1990 | 10        | 3.6     | 3.6           | 9.4                   |
|       | 1991 | 13        | 4.7     | 4.7           | 14.0                  |
|       | 1992 | 9         | 3.2     | 3.2           | 17.3                  |
|       | 1993 | 6         | 2.2     | 2.2           | 19.4                  |
|       | 1994 | 13        | 4.7     | 4.7           | 24.1                  |
|       | 1995 | 12        | 4.3     | 4.3           | 28.4                  |
|       | 1996 | 13        | 4.7     | 4.7           | 33.1                  |
|       | 1997 | 10        | 3.6     | 3.6           | 36.7                  |
|       | 1998 | 6         | 2.2     | 2.2           | 38.8                  |
|       | 1999 | 12        | 4.3     | 4.3           | 43.2                  |
|       | 2000 | 7         | 2.5     | 2.5           | 45.7                  |
|       | 2001 | 11        | 4.0     | 4.0           | 49.6                  |
|       | 2002 | 6         | 2.2     | 2.2           | 51.8                  |
|       | 2003 | 5         | 1.8     | 1.8           | 53.6                  |
|       | 2004 | 9         | 3.2     | 3.2           | 56.8                  |
|       | 2005 | 7         | 2.5     | 2.5           | 59.4                  |
|       | 2006 | 6         | 2.2     | 2.2           | 61.5                  |
|       | 2007 | 10        | 3.6     | 3.6           | 65.1                  |
|       | 2008 | 5         | 1.8     | 1.8           | 66.9                  |
|       | 2009 | 9         | 3.2     | 3.2           | 70.1                  |
|       | 2010 | 6         | 2.2     | 2.2           | 72.3                  |
| 2011  | 8    | 2.9       | 2.9     | 75.2          |                       |
| 2012  | 7    | 2.5       | 2.5     | 77.7          |                       |
| 2013  | 7    | 2.5       | 2.5     | 80.2          |                       |
| 2014  | 9    | 3.2       | 3.2     | 83.5          |                       |
| 2015  | 8    | 2.9       | 2.9     | 86.3          |                       |
| 2016  | 10   | 3.6       | 3.6     | 89.9          |                       |
| 2017  | 9    | 3.2       | 3.2     | 93.2          |                       |
| 2018  | 7    | 2.5       | 2.5     | 95.7          |                       |
| 2019  | 6    | 2.2       | 2.2     | 97.8          |                       |
| 2020  | 6    | 2.2       | 2.2     | 100.0         |                       |
| Total |      | 278       | 100.0   | 100.0         |                       |

## Appendix K

### Student feedback 2005 – 2020: Review<sup>11</sup>

| Document                          | The main issues covered/ questions raised   | What is missing/ not addressed   |
|-----------------------------------|---|--|
| 2005 Supervision Survey           | <ul style="list-style-type: none"> <li>- 5% international students</li> <li>- 95% thought student-supervisor relationship important</li> <li>- 57% of students said they do not have opportunities to RA/TA with their supervisor.</li> <li>- Funding provision: 24% said that they did not receive help with funding opportunities from their supervisors, 34% said the question was not applicable and 12% did not respond to this question. 43% were satisfied or very satisfied with this aspect of the supervision. 33% expressed dissatisfaction and/or confusion.</li> <li>- <b>40% of students were not aware of the Faculty of Graduate Studies' Handbook of Graduate Supervisors and 58% had not visited the Faculty of Graduate Studies' website.</b></li> <li>- <b>Student responsibilities and faculty responsibilities</b></li> </ul> | <ul style="list-style-type: none"> <li>- Low response rate (85 grad students, 24% of all EDST grad students)</li> <li>- EDST might also consider conducting a similar survey of faculty supervisors.</li> </ul> <p>To have a successful career, faculty members need to direct their time and energy toward those activities that their departments and universities recognize and reward. Student supervision often ranks fairly low in this regard. Therefore, if EDST is genuinely committed to increasing the quality of graduate student supervision, it might need to look carefully at its internal reward structure, as well as the larger institutional reward structure at UBC, and consider structural reforms that better encourage and reward supervision activities.</p> |
| 2009 Report on Alumni Experiences | <ul style="list-style-type: none"> <li>- Unclear responsibilities and expectations in the supervisor-supervisee relationship</li> <li>- Challenges in having a supportive supervisor and supervisory committee</li> <li>- Various forms of learning beyond formal course: Academic Networking, RA, TA, Sessional Instruction</li> <li>- Department's strength in interdisciplinary construction of knowledge and in global connections</li> <li>- <b>Challenge 1: Department needs to provide more professional development programs and workshops for careers in and beyond the academia</b></li> <li>- <b>Challenge 2: Department needs to provide more up-to-date information on the</b></li> </ul>  | <ul style="list-style-type: none"> <li>- Low response rate (48 out of 100)</li> <li>- There were recommendations for institution-wide changes, but it remained unclear when and who was going to initiate and/or start the conversations</li> </ul>  |

<sup>11</sup> This table was prepared by Yao Xiao, EDST alumnus 2017, with some comments and additions from the members of the subcommittee

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | <p><b>academic job market, including publication requirements, unwritten protocols, etc.</b></p>   |  |
| <p>2011 April Town Hall Meeting</p> | <ul style="list-style-type: none"> <li>- Funding and supervision as the most frequent issues</li> <li>- <b>Funding (lack of transparency and information; questions on “merit-based” privilege; “those who have, get more”; “supervisors/committees aren’t advocating, communicating about funding opportunities, including grants, and RA, TA, GAAships”), more assistance from supervisors and committees is needed to help with finding and applying for grants, both internal and external. A “funding navigator to help all students”</b> with applying for grants and other sources of funding. The department collegiality with other units in providing information about funding opportunities, including <b>RA, TA, GAA positions.</b></li> <li>- Funding for more than 4 years/ average length of the program</li> <li>- Accountable and transparent supervision, building relationships between supervisors and students, and the need for support and direction</li> <li>- <b>Professional and Career Development</b> (TA, RA, skills-based workshops and publication related professional development)</li> <li>- Departmental Support and Community (social and intellectual space)</li> <li>- Information, Flow, Access and Communication (including TA and other opportunities)</li> <li>- Addressing needs of international students (proofreading funds)</li> <li>- <b>Indigenous Content:</b> Indigenous stream, the inclusion of Elders and community members in the courses; the need for more buildings to have Indigenous protocol, a stress on the local ‘being green’, and for water / green spaces to be built into the landscape of the physical structures (such as the First Nations House of Learning) on campus.</li> <li>- Worldviews (critical tradition and the department culture?). Familiarity with different worldviews. Expanding one</li> </ul> | <ul style="list-style-type: none"> <li>- Low attendance rate (21 students attended)</li> <li>- More open discussions around how various identities affect academic progress and funding opportunities</li> <li>- More information about the Indigenous students and their needs in the PhD program.</li> <li>- More information about International students, their backgrounds, challenges and concerns, their capacities and willingness to contribute to the knowledge around different worldviews in education.</li> </ul> |

|   |   |  |
|---|---|--|
|   | worldview   |  |
| 2011 June Joint Report by Student Council and PhD Committee | <ul style="list-style-type: none"> <li>- Funding capacity, transparency and mechanism</li> <li>- Supervision capacity building</li> <li>- Contents of the program and Indigenous knowledge</li> <li>- Academic community building and networking</li> <li>- Career development</li> </ul>   | Good recommendations but no specific timelines and stakeholders to start the work  |
| 2011 November PhD Town Hall Meeting                         | <ul style="list-style-type: none"> <li>- <b>Funding (transparency, information flow, and support)</b></li> <li>- Supervision (mutual understanding of responsibilities and relationship)</li> <li>- Program Development (core curricular, and Indigenous perspectives)</li> <li>- Community Building (social and intellectual space)</li> </ul>   | <ul style="list-style-type: none"> <li>- Need to have more voices from Indigenous students</li> <li>- Need to listen to international students' perspectives and the diversity/differences among international students</li> </ul> |
| 2011 November PhD Town Hall Meeting (Action Items)          | <ul style="list-style-type: none"> <li>- <b>PhD committee on funding models at different levels for different students including those not eligible for SSHRC</b></li> <li>- PhD committee publicizing supervision guidelines and making these accessible to all students</li> <li>- PhD committee organizing panels/workshops to bring together students and faculty members on the topics of supervision</li> <li>- <b>PhD committee organizing events for faculty members to reflect on the development of core curricular and Indigenous perspectives in the program</b></li> </ul> | <ul style="list-style-type: none"> <li>- Need to have more voices from Indigenous students</li> <li>- Need to listen to international students' perspectives and the diversity/differences among international students</li> </ul> |
| 2015 PhD Student Feedback                                   | <ul style="list-style-type: none"> <li>- <b>Low funding (and need for multi-year funding package)</b></li> <li>- <b>No teaching opportunities/experiences</b></li> <li>- The restructuring of 601 and 602</li> <li>- <b>Supervision and accountabilities of the supervisors</b></li> <li>- Professional development opportunities are needed</li> </ul>   | Low response rate (14 out of 54)   |
| 2017 PhD Student Feedback                                   | <ul style="list-style-type: none"> <li>- <b>Funding: some work /funding applications to be prepared before the students coming to start their coursework</b></li> <li>- <b>Funding: supporting international students</b></li> </ul>  | No action items/plans  |

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|  | <p><b>for external funding</b></p> <ul style="list-style-type: none"> <li>- <b>Part-Time Option: funding eligibility, more complicated for international students who cannot legally work while studying part-time</b></li> <li>- Restructuring of the coursework EDST 601A, 601B and 602A (in terms of the order, topics covered, readings selected, etc.)</li> <li>- More explicit focus on educational inequalities through the courses offered as an institutional mandate</li> <li>- More courses should be offered to address the history and philosophy of education</li> <li>- More courses should be offered in immigration, refugee and adult education</li> </ul> |   |
| Part-Time PhD Option Student Feedback (n/d)    | <ul style="list-style-type: none"> <li>- Might appeal to some students who want to advance their careers while doing academic work</li> <li>- Funding mechanisms yet to be established</li> </ul>  | Unclear institutional rationale/justification for this option and unclear mechanisms to address funding restriction/opportunities for this option |
| 2013 PhD Funding Survey <sup>12</sup>          | Awards, fellowships, RA, TA, GAA and other funding and demands   | This survey (25 participants) shows what sources of funding were available to PhD students in 2013, their demands.                                |
| 2013 EDST PhD Supervision Survey <sup>13</sup> | The supervisor-student relationship; student and supervisor responsibilities; needs and expectations; collaboration and outcomes.  | This survey (18 participants) presents multiple directions feedback on the supervisor-student relationship.                                       |

<sup>12</sup> This document was provided by Omer Aijazi, EDST alumnus 2018.

<sup>13</sup> This document was provided by Omer Aijazi, EDST alumnus 2018

**What areas are well covered and what require more inquiry?**

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| Application process  | No info   |
| Program goals and expectations   | Not addressed   |
| Funding  | Was well addressed, but the situation has changed, and new feedback is needed: How are students doing with/ without funding? Is there enough support and/or what kind of support is needed?<br>SC <sup>14</sup> comments: 5-year funding (community-based research takes more than 4 years of the PhD program); Funding advisor to inform about the options and help navigate them; Sessional positions – support for students without funding  |
| Required Coursework  | With the changes in funding and two different schemes of the course work, more info is needed.<br>What of the two models works best, what are the concerns around each course and the logistics? What are the best practices for what groups of students (domestic, international, Indigenous)?<br>SC comments: 602A – what to expect from the program, how to plan your timeline, how to apply to SSHRC, picking up your committee; with 4YF it should be in the 1st term; individual benefits + supports developing cohorts. All the course work should be done in the 1st year. 602A is an <b>integrational</b> course.<br>“Standalising” three courses, need not to be changed every year. The key question of managing the multidisciplinary PhD program is about multiple ways of creating meaningful conversations among students and bringing together people who are very different. Core engagement. Individualised syllabus. |
| Elective Coursework  | No info<br>Are the students satisfied with their options to take or audit additional courses; what challenges do they face? What  |
| Supervisor Relations   | Well addressed, multiple surveys among students. There is a need in some sort of survey among faculty members to explore and compare how they view the process of supervision, what are the challenges and obstacles as well as best practices.   |
| Committee Relations  | Some bits of information.<br>Some questions related to putting together one's committee, working with one's committee, challenges and limitations.  |
| Comprehensive Exam Process   | Almost no information.  |
| Research Proposal Process and Defense  | Not addressed   |
| Dissertation (the process of writing, preparing for the defense and defense) | Not addressed   |
| Teaching Opportunities   | Clear statements about the necessity and some challenges.   |
| RA Opportunities   | Clear statements about the necessity; some issues with the transparency and accessibility of the information about the RA opportunities.  |
| Professional Development   | Enough information collected.   |
| Spaces and timing  | More feedback is needed.<br>SC: Lost community with the new building. No spaces.  |

<sup>14</sup> SC = subcommittee

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|---|---|
| Cohort-based elements of the program    | <p>Not addressed</p> <p>SC: The potentials of cohort-based program are not used enough. There are good practices. Diversity of experiences determined by cohort / individual. Cohort experience – why this / how?</p> <p>Who is with you in your cohort? How to connect with your cohort? Some initial support might be needed, including joint study space. Supervisors and their role in connecting. Cohort "team-building" practices; across-cohorts community building.</p> |
| Student well being                      | Not addressed   |
| A diverse body of the EDST PhD students | <p>Partially addressed, more info is needed.</p> <p>SC: The student body is diverse, it is impossible to embrace this diversity with one set of practices. More individualised syllabus. More dialogue-based activities, spaces, practices.</p>   |

The subcommittee also noted low participation rates in the surveys.

## Appendix L

THE UNIVERSITY OF BRITISH COLUMBIA Department of Educational Studies

### **PhD Comprehensive Examination Procedures**

(Approved at GPACC Meeting, April 1, 2010)

#### **Background**

EDST is committed to procedures for the comprehensive examination that are a learning experience for students rather than just another hurdle on the PhD journey.

Two possible lenses exist for thinking about the comprehensive examination:

1. 1 a test over a comprehensive body of literature in the discipline or field,
2. 2 an examination built around and leading to the PhD thesis.

In the EDST case it is difficult to identify a disciplinary body of literature that can form the basis for a “test.” Even if we applied the notion of different disciplines or fields to the comprehensive, it would be hard to agree on a defined body of knowledge. In the case where this body exists it is quite common to find that one of the purposes of the test is to see if the person has the knowledge needed to teach an academic course in the area. The other lens is to look at “comprehensive” as an examination of the theoretical and methodological aspects associated with the thesis beyond any particular formal disciplinary program. The two lenses may not be mutually exclusive, but a matter of balance to be decided by the student and examining committee.

We define comprehensive as a wide mental grasp. A candidate should go beyond the isolated bits and pieces of knowledge in the exam and exhibit a meaningful response relating various aspects of a particular field or topic.

The expectation is that students will complete the comprehensive examination by the end of their second year in the program. We recognize individual lives differ, and there may be exceptions. Under current Faculty of Graduate Studies policies, doctoral candidacy (comprehensive exam passed and thesis proposal approved) must be attained by the end of the third year. Extension of this period may be permitted by the Dean of Graduate Studies in exceptional circumstances.

#### **The Examination**

The Department strongly recommends that the research supervisory committee be formed prior to initiating the comprehensive exams. The PhD comprehensive examination in EDST involves writing three papers. The topics for the three papers may be directly linked or loosely coupled to courses and/or anticipate the thesis and the body of knowledge it involves.

The three papers will normally be written over a single three-month period. Students may write each paper over a month or the three papers together over three months. Prior to writing the papers, the student and committee will meet to determine the topics of the three papers and their boundaries, to clarify expectations, and to agree on process.

A meeting of the whole committee with the student will occur within three weeks after the completion of the three papers. The purpose of the meeting is to stimulate intellectual growth and exchange between the student and their committee. The meeting will give an opportunity for the student and their committee to discuss the three papers. The committee will give the student feedback on both content and writing.

All committee members, after having read the papers, will use the following categories to evaluate each paper: “pass,” “requires minor revisions,” or “fail.” It is highly preferable that all members of the committee agree on the evaluation, but in those rare cases when committee members cannot reach consensus, the majority view will prevail. If any of the three papers requires minor revisions, the committee and the student will negotiate a clear time line to complete the revisions, within a maximum of one month per paper. The revision(s) will be judged “pass” or “fail.” In the case of one or more failed papers, the student has 3 months to retake the failed part of the exam. In extraordinary circumstances, up to a maximum of six months can be requested by the student and approved by the research committee. The nature of the part to be retaken will be determined by the committee in consultation with the student. The exam may only be retaken once. It is the responsibility of the chair of the examination committee to notify the student, in writing, of the results. A copy of this notice will be provided to the Graduate Secretary for the student’s file.

The three papers are intended to demonstrate that the student possesses the content, knowledge, and understandings necessary to undertake the thesis research, at the same time giving them the opportunity to think and reflect on three topics of importance to them. The goal is for the student to take ownership of the papers they write, to show that they can develop independent scholarship. For all these reasons the process needs to be student-driven, student led. The student may consult with committee members, but not hand in drafts or ask for feedback on written papers. While the committee is expected to support the student in preparing for the comprehensive examination, the goal is to develop student self-reliance and independent scholarship.

Any exception to the standard three-paper, three-month format must be petitioned in writing and demonstrate an adequate rationale. Any alternative format must be approved in writing by all members of the committee and the departmental Graduate Advisor prior to the start of the three-month examination period.

## Appendix M

### Department of Educational Studies @ UBC PhD Comprehensive Examination Procedures

(Provisional protocol regarding extensions under the COVID-19 pandemic circumstances <sup>12</sup>

(Submitted to EDST's Head Advisory Committee [HAC] on Monday, April 6th, 2020)  
(Approved by EDST's HAC on Tuesday, April 7th, 2020)  
(Submitted to EDST's GPACC on Tuesday, April 7th, 2020)  
(Approved by EDST's GPACC on Tuesday, April 7th, 2020)

The present Protocol provisionally empowers PhD Supervisory Committees in EDST, upon a student's written request, to extend the period allocated for the completion and submission of the Comprehensive Examination beyond the established 90 days period assigned to that end. The Protocol aims to assist PhD Supervisory Committees to support their students under the current COVID-19 pandemic given the challenging lock-down conditions which continue to affect UBC's administrative, teaching, library and research services, preventing face-to-face meetings by students, staff, and faculty.

**WHEREAS** UBC guidelines stipulate that the graduate department in which the doctoral student studies must "specify timing of the comprehensive examination, including the earliest and latest dates by which the comprehensive examination must be completed";<sup>13</sup>

**WHEREAS** UBC's Faculty of Graduate and Postdoctoral Studies called on graduate departments to "be flexible whenever possible" given the COVID-19 pandemic, actively "encourage[ing] graduate programs and supervisors to adopt a similar posture in areas where they have primary responsibility...";<sup>14</sup>

EDST's Head Advisory Committee and GPACC have approved the following Protocol as a provisional support measure:

1. Supervisory Committees are hereby empowered to extend the period granted to PhD students to complete and submit their Comprehensive Examination by up to 45 days, beyond the established 90 days allocated to that end.

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<sup>12</sup> EDST is grateful for the input, feedback, and support provided by Max Read, Associate Director, Student Academic Services, Faculty of Graduate and Postdoctoral Studies, UBC.

<sup>13</sup> Refer to: <https://www.grad.ubc.ca/faculty-staff/policies-procedures/comprehensive-examination>

<sup>14</sup> Assistant Dean Brendan Morey, Student Administration and Awards, Faculty of Graduate and Postdoctoral Studies. Email to Graduate Program Advisors, March 13, 2020, 3:53:14 PM, Subject: Update to graduate students and programs re: COVID-19 situation (Bold in the original).  
(Approved by EDST Plenary on Friday, April 10th, 2020)

2. A request to extend the Comprehensive Examination submission deadline should be processed as follows:

(a) A PhD student is entitled to request – by emailing the Supervisory Committee – an extension that would allow the completion and submission of the Comprehensive Examination beyond the established 90 days originally allocated to that end.

(b) The Supervisory Committee considers the student’s request and determines the length of the extension by no more than 45 days beyond the established 90 days originally allocated to that end. The Committee identifies a firm deadline by which the student must submit their Comprehensive Examination to the Supervisory Committee.

(c) The Research Supervisor communicates the firm deadline for the submission of the Comprehensive Examination to EDST’s Graduate Program Assistant in order to enter it on record in the student’s file.

(d) Any request to extend the submission deadline of the Comprehensive Examination beyond 45 days requires the written approval of EDST’s Graduate Advisor, as is customary for any such extensions. An extension beyond the additional 45 days must be submitted in writing by the Research Supervisor. It must outline the extraordinary circumstances experienced by the student and under which the extension request is deemed warranted by the Supervisory Committee.

(e) EDST’s Graduate Program Assistant records the firm deadline in the student’s file and notifies the Faculty of Graduate and Postdoctoral Studies in order to extend the deadline for Candidacy by a full term, with no justification needed, as applicable.

3. Nothing in the present Protocol changes, alters, or abrogates the objectives, scope, and breadth of the Comprehensive Examination as outlined in UBC’s Comprehensive Examination policy<sup>15</sup> and in EDST’s PhD Comprehensive Examination Procedures approved by GPACC on April 1st, 2010.<sup>16</sup>

4. This Protocol is effective from the date of its approval until UBC formally resumes on campus operations, research services, and teaching, or until further notice, whichever comes first. EDST’s Graduate Advisor will issue a formal notification to extinguish the effect of the present Protocol following approvals by HAC and GPACC, respectively. If any extensions had already been granted when the Protocol has been formally extinguished, those existing extensions will hold and no more extensions of any length will be issued by any PhD Supervisory Committee.

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<sup>15</sup> Refer to: <https://www.grad.ubc.ca/faculty-staff/policies-procedures/comprehensive-examination>

<sup>16</sup> Refer to: <https://edst-educ.sites.olt.ubc.ca/files/2013/05/PhD-Comprehensive-Exam-revised-April-1-2010.pdf>