

Department of Educational Studies
Department Meeting
Thursday, May 20, 2021 from 12:30 to 2:30 pm

Agenda

Land Acknowledgement

1. Approval of agenda
2. Approval of minutes (meeting of April 15, 2021)
3. Education Library Report – Wendy Traas (No report this month)
4. Topics for discussion/decision
 - a. Head's report (Mona)
 - b. GCC and GA report (Tom and Claudia)
 - c. Deputy Head report (Lesley)
 - d. Operations report (Shermila – no report this month)
 - e. GAA report (Yotam)
5. Announcements
6. Forum Discussion

Next Meeting: June 17, 2021

Department of Educational Studies
Department Meeting Minutes
Thursday, April 15, 2021 at 12: 30 p.m. on Zoom

Present: Cash Ahenakew, Lesley Andres, Jason Ellis, Mark Edwards, Tony Edwards, Gerald Fallon, Hartej Gill, Mona Gleason (*Chair*), Kari Grain, Garnet Grosjean, Deirdre Kelly, Maggie Kovach, Andre Mazawi, Amy Metcalfe, Bathseba Opini, Carolina Palacios, Amy Parent, Kapil Regmi, Sam Rocha, Yotam Ronen, Claudia Ruitenberg, Shermila Salgadoe (*Recorder*), Hongxia Shan, Tom Sork, Michelle Stack, Sharon Stein, Wendy Traas, Rob VanWynsberghe, Jude Walker, Pierre Walter, and Handel Wright.

On Leave: Vanessa Andreotti, Leslie Roman, Alison Taylor, Fei Wang and Taylor Webb

Dr. Jason Ellis acknowledged UBC-Vancouver presence on the traditional, ancestral, and unceded territory of the Musqueam, Selish and Tsleil-Waututh people.

The department head Dr. Mona Gleason welcomed new colleague Dr. Kari Grain to EDST.

1. **Approval of Agenda** – approved.
2. **Approval of Minutes** – The minutes of March meeting was approved. The two corrections were made prior to the meeting. The corrections were that, Maggie Kovach was present at the March meeting and the research date is April 17.
3. **Education Library Report** (Wendy) no report.
4. **Topics for discussion/decision**
 - a) *Head's Report – Mona*
See Head's Report attached to Department Meeting package.
Thanks to GAs for organizing the research day, and the department is looking forward to attending on Saturday, April 17. Mona asked Yotam to pass along her thanks to the team.

Dr. Kapil Regmi has accepted a position as a Senior Lecturer at the University of Melbourne, Graduate School of Education. Mona thanked Kapil on behalf of the department for his contributions. Kapil indicated that he has been a graduate student at EDST, and almost grew up here with everyone's care and support, and that he is looking forward to his next academic appointment.

Alliance is on leave until the end of April. Please contact Shermila.

In regards to return to work on campus in the Fall. The plan is to return to work in September, but anything can change due to the rapid changing conditions of Covid-19. The Dean announced a town-hall meeting to provide information. Mona is part of a working group on the return to work plan. Any new developments to changes will be communicated as quickly as possible. There will not be any double teaching that is face-to-face and online in Fall/Winter. All courses

that are taught on campus will be delivered on campus unless the conditions change. In that case, the courses will be delivered online similar to the past few terms. The Faculty Association is aware of this directive.

Thanks to Claudia for correcting the error in the e-mail that was sent by Mona on part-time PhD option. Claudia and the Head's Advisory Committee (HAC) is planning in organizing a special department meeting to discuss the part-time PhD option. Please keep the dates May 19 and June 14 free.

The PhD Self-study that was completed by Lesley Andres and the committee will be taken up again by the Head, probably in September.

Process for making hiring requests – Mona has inquired from Mary Bryson, the Senior Associate Dean about the next round of faculty hiring and any data on this. This topic is on the agenda for the next Heads and Directors meeting. This information is necessary for Andre as the incoming Head.

b) *GA-GCC Joint Report (Claudia & Tom)*

See GA-GCC Joint Report attached to Department Meeting package.

We are approaching the end of term and some faculty members and students will receive reminders about candidacy and program extensions, please respond to those requests in a timely manner. Claudia is working on introductory comments that may help the department through with the discussion on the part-time PhD option. May be combining that with one other option, which also tends to be used, if it is at all used by working students. If you have questions, or thoughts, that you would like the department to consider, please send those to Claudia. You had the opportunity in the survey that the PhD Committee circulated to provide feedback that feedback will be taken into consideration. If there is anything that is not addressed in the survey, please send those to Claudia.

Tom's report identifies the issues that were under discussion at the last GPACC meeting. A revised version of the process for proposing off-campus MEd programs will be discussed at the next GPACC meeting. The discussion at the last GPACC meeting was about the aspects of the part-time PhD – this is moving ahead. Also, discussed the department self-study report, and how to take it up as a broader departmental discussion.

A few have provided course outlines for summer, but not many. A very few course outlines have been provided for the winter session. The policy on the request for the brief course outline, and the two templates are on the website under resources. The template is easy to fill out. Please complete and forward to Carl and he will link outlines to courses. This request for course outlines came from the students prior to registration in courses, even required courses.

There is also the commitment to provide the full course outlines to the department. There are legal and other reasons for such requirements and having the outlines archived in the department helps the Head and others. Occasionally, we encounter questions about past course outlines, such as course expectations, were they met etc. These may not be apparent to

everyone but the Head and Graduate Advisor have to respond to queries. We can archive these in case the department has to draw on them for future.

E-vision – please forward your comments including positive, negative or any features and enhancements that you would like to see addressed. You can forward your feedback to the program coordinators/chair(s) or directly to Tom.

c) *Deputy Head (Lesley)* no report. The course scheduling has been completed.

d) *Operations (Shermila)* no report.

e) *GAA (Yotam)*

The Research day is on Saturday, April 17 starting at 9 a.m. to 6:30 p.m. There are two zoom rooms for different sessions. Please sign up and you will get the invitation to your e-mail. We have an interesting keynote address by Dr. Maggie Kovach. A great plenary session on the late Dr. Michael Marker. There will also be a book session by Dr. Sam Rocha, which is becoming quite the tradition that we may do it every year!

A quick survey has been circulated to students regarding the possibility of on-campus classes beginning in Fall term. The results will provide good information on how students feel about the plan for September. Please encourage students to respond to the survey as soon as possible.

The survey results will be relayed back to the faculty next week.

5. Announcements

Research Methods (Deirdre)

A mini course on Qualitative Data Analysis has been created by Deirdre using canvas. It is on the EDST online library that Carl helped Deirdre flag it under the Thesis Module tab on the website. There is a self-enrolment URL for students who will be able to use it to enroll themselves into the course to check it out or use it as basis for a directed study course. Deirdre created this using canvas as courses are offered on canvas, and students widely use canvas. Deirdre asked for any feedback on platform preferences. There are a couple of more to come and Deirdre will announce those later.

UBC Task Force on Anti-racism and Inclusive Excellence is Online (Handel)

The work on this committee started last month, but concerns were raised about the safety of the people who served on the committee. The names of the committee were not listed until consultations on human rights and IT were looked into; when the attacks started on Asian people, especially women.

The meeting was adjourned at 1:05 p.m.



**Head's Report to EDST Department Meeting on May 20th, 2021
12:30pm to 2:00pm**

Mona Gleason (submitted on May 6 , 2021)

***Note: Dept meetings currently held online due to UBC CoVid-19 restrictions**

Community News

1. Congratulations to **Jude Walker** who was successfully promoted to Associate Professor (effective July 1, 2021)! Well done, Jude!
2. Summer Term 1 has started. **Thanks to all faculty who are continuing to teach online.** Good luck to all as the term unfolds.
3. **Thank you to everyone who participated in EDST Research Day**, held on April 17th online, dedicated to our colleague, Michael Marker. A huge thank you to the GAs who put the day together: Yotam Ronen, Vanessa Lawrence, Roshni Kumari, and Neil Bassan.
4. We wish our colleague, **Kapil Regmi**, the very best as he takes up a position as **Senior Lecturer in Melbourne Graduate School of Education at the University of Melbourne**. Kapil has made major contributions to the ALE program area over many years in EDST and we will miss him!
5. **Thank you and Welcome to Gracia (Grace) U** who has filled in as Head's Assistant for Alliance until June 1. Please feel free to reach out to Grace at gracia.u@ubc.ca.

New and Ongoing Business

Since our last Department meeting on April 15, 2021, new and emerging issues for follow up at this point include:

- Draft Job Ad for **Educational Administration and Leadership with a focus on Equity and Inclusion in Global Contexts** is included in our package for consideration and approval. Thanks to Mark Edwards, program coordinator of EDAL, and our EDAL colleagues, for working with me to draft this initial ad.

- **Heads and Directors Meeting with Provost, April 21, 2021.** During the meeting, information was shared regarding three major areas: the UBC budget, developments in the moving equity initiatives forward, and the return to campus planned for September, Winter 1, 2021.
 - i) **UBC Budget:** The UBC Board of Governors approved the 2020/21 budget which is detailed [here](#). Note that a tuition increase, opposed by students, was part of that approved budget. There is currently an 85 million dollar deficit that is projected to move to 61 million in 2022.
 - ii) **Faculty Equity Priorities:** Vice-Provost and Associate Vice-President, Academic Affairs, Dr. Moura Quayle, introduced Dr. Ismaël Traoré, Director, Faculty Equity. Dr. Traoré will lead initiatives that will “broadly diversify the UBC Vancouver campus, with an emphasis on an increase in faculty equity, diversity and inclusion.” For more on the initiatives coming from the Director’s office, please go [here](#) for more information on faculty equity initiatives.
 - iii) **Return to Campus in September, 2021.** Dr. Réka Gustafson, Vice President, Public Health and Wellness, PHSA & Deputy Provincial Health Officer, provided a brief update on the provincial response to the pandemic and took questions regarding the decision to allow campus to open in September. Dr. Gustafson noted that by September, we will have shifted from an emergency response mode to a “sustainable long-term adaptation and recovery” mode.
- **Faculty of Education Heads and Director’s Meeting, April 20, 2021:**
 - i) **Hiring update:** Currently, there are 20 approved positions moving forward in the Faculty (EDST has two currently approved positions through the President’s Academic Excellence Initiative (PAEI) program.) Dr. Mary Bryson confirmed that there will be no call for hiring “asks” for 2021/22, given the number of currently approved positions moving forward. We are waiting to hear from the Provost when our PAEI positions can be advertised.
 - ii) **Faculty Town Hall on May 17th over Zoom:** Please plan on attending to ask any questions or share concerns regarding the return to work for September. Dr. Patsy Duff would like also to hear about questions regarding the resumption of research.
 - iii) **Planning for Return to Campus:** Working groups of Associate Deans and Heads/Directors have been formed and are working through how we can return to Campus in September. With little concrete advice from the Provincial Health authorities regarding the details of a return, the Faculty is moving cautiously forward. Things are in a great deal of flux at the moment and meetings will continue over the summer.
- **EDST Meetings to discuss the Part-Time PhD Option:** Two meetings have been planned to discuss and decide whether the Department wants to permit part time registration in the PhD program. Please hold **May 19th at 10:00am and June 14th at 10:00am** for this discussion. Both background reading materials and Zoom invitations will be sent prior to the meetings. Faculty, students and staff are all welcome to attend and participate. **Thanks to the members of HAC and Claudia Ruitenberg, Grad Advisor, for assisting with the planning of these meetings.**

Department Forum: open for discussion on issues of importance to us.

Tenure Stream Professoriate Faculty Position (Open Rank)
in Educational Administration and Leadership with a focus on Equity and Inclusion in
Global Contexts
Department of Educational Studies
Faculty of Education

The Department of Educational Studies, Faculty of Education, UBC, invites applications for a full-time, tenure stream position in the professoriate stream at the rank of Assistant Professor, or Associate Professor, in Educational Administration and Leadership with a starting date of July 1, 2022 (or a date agreed upon by the University and the successful candidate).

The successful candidate will hold a doctoral degree (PhD or EdD). Candidates should show excellence or the potential for excellence in teaching, research, and scholarship that will contribute to the Educational Administration and Leadership program, Department and Faculty's international and multidisciplinary commitment to educational leadership, and its intersections with equity, social justice, Indigeneity, and inclusion. The successful candidate is expected to engage in teaching and research that is related to educational leadership within or outside of formal K-12 schooling. The position is focused on equity and inclusion in a global context, broadening the base of knowledge in this field to include an engagement with theories, research, and practical experience of leadership and how these inform policies, purposes, and practices of educational leadership of racialized and marginalized social groups in diverse contexts around the world, including formal and informal contexts. The successful candidate will advance the work of leading for educational equity and inclusion, globally and locally, through teaching, research, and scholarship that equips formal and informal educational leaders to transform inequitable ideologies, structures and practices by confronting the legacies of racism, colonization, and other forms of exclusion and marginalization.

Ideal candidates will demonstrate understanding of non-Western knowledge systems, formal and informal educational settings that may include K-12 schooling, and/or broader educational leadership contexts and will have been actively involved in local and global leadership practices, movements and policies especially as they pertain to (educational) leadership for Indigeneity, social justice, equity, decolonization, human rights, community engagement, activism, solidarity building, and inclusion. Preference may be given to candidates who have experience of practice in K-12 or Higher Education leadership. The candidate will have understanding and demonstrated leadership in one or more of the following areas: specific contexts of global phenomena of racism such as anti-Black racism, anti-Asian racism, Islamaphobia; specific contexts of Indigeneity around the world including, but not limited to, Asia, the Pacific, Africa, Middle East, or Latin America.

The successful candidate will be expected to:

- 1) teach in undergraduate and graduate programs coordinated by the Department,
- 2) supervise graduate students enrolled in the Department's programs,
- 3) engage in sustained and productive scholarly research, and
- 4) contribute to the scholarly community and service work of the Department, the Faculty of Education and the University.

The successful candidate may be asked to consider teaching in and/or playing a role in the administration of graduate field-based programs coordinated by the Department.

A full-time tenure stream faculty member in the Professoriate Stream carries an annual teaching workload of 12 credits (equivalent to 4 courses taught on campus or through an off-campus cohort).

The University of British Columbia (UBC) acknowledges the unceded, ancestral and traditional territories of the xʷməθkʷəy̓əm (Musqueam), who are the original owners and custodians of the land on which we are situated. The University is recognized internationally as a leading research institution. The UBC Faculty of Education was ranked 2nd in Canada and 10th globally among all faculties of education in the world (2021 QS World University Rankings). As a global leader in Indigenous education, the Faculty of Education offers graduate Indigenous specializations, an Indigenous Teacher Education Program (NITEP), and is proposing new graduate programs and concentrations in Indigenous Education. The Faculty is home to the Indigenous Education Institute of Canada, publishes an annual theme issue of the Canadian Journal of Native Education, and has an Associate Dean, Indigenous Education, in its senior leadership team. For further details about the Faculty, its research, and specific units, please visit our website at www.educ.ubc.ca.

The Department of Educational Studies (EDST) is a multi-disciplinary community of scholars who share an overarching interest in questions of equity and social justice in education. Our programmatic and research diversity is our strength. EDST is committed to UBC's [Strategic Plan](#) that includes a renewed [Indigenous Strategic Plan](#), and the Faculty of Education's Strategic Plan [Learning Transformed](#) with vigorous commitment to Equity, Diversity, Inclusion, and anti-racism. These inform EDST's commitment to maintaining and advancing equity and inclusion educational priorities. Familiarity with, and experience in designing projects in educational leadership will be considered a valuable qualification. Equally, candidates should have a strong commitment to fostering inclusivity using pedagogical methods that enable students across Indigenous, racial, ethnic, sexual and gender identity and socio-economic groups to reach their maximum potential.

For more information about EDST please visit our website: <http://edst.educ.ubc.ca/>.

This is a tenure-stream position in the Professoriate stream. The rank for the successful candidate will be determined by the qualifications and their record of achievements based on UBC's appointment criteria for each rank following the University's established appointment processes. The successful candidate at the rank of Assistant Professor or Associate Professor will, in subsequent years, be reviewed for reappointment, promotion and tenure in accordance with the UBC Collective Agreement. For a description of the ranks in the Professoriate stream and criteria for appointment, reappointment and promotion, visit: <http://www.hr.ubc.ca/faculty-relations/collective-agreements/appointment-faculty/>. Starting salary is determined both by the candidate's qualifications and experience and by the career progress scale within the Faculty of Education.

Applicants are asked to include in their application package: (i) a letter indicating the position being sought, describing their research program, and listing the undergraduate and graduate courses they can or would like to teach and why, (ii) curriculum vitae, (iii) evidence of teaching excellence and thesis supervision experience (if available), (iv) two to four samples of relevant publications, (v) a research plan, and (vi) contact information for three referees, (vii) a Diversity Statement. Diversity is an important part of the EDST/Faculty of Education/UBC mission. Please provide a Diversity Statement (max 1 page) that describes and documents how diversity figures into your past and present expertise and experience of teaching, research/educational leadership, as well as your lived experience. Going forward, how would you imagine incorporating attention to creating/advancing a culture of equity and inclusion in teaching, research and service?

The quality of teaching will be assessed as part of the selection process. Please indicate in your cover letter whether you are legally entitled to work in Canada.

Completed applications should be addressed to Dr. Andre Mazawi, Department Head, and sent electronically to Ms. Alliance Babunga (Assistant to Dr. Mazawi) at alliance.babunga@ubc.ca. Applications must be provided in the format of one bookmarked PDF file. Questions regarding the position should be directed to Dr. Andre Mazawi at andre.mazawi@ubc.ca.

This position is subject to final budgetary approval. Although applications will be reviewed until the position is filled, review of applications will commence immediately after the deadline. Applicants are therefore strongly encouraged to submit their application packages by October 15, 2021.

Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person. We encourage all qualified persons to apply; Canadian citizens and permanent residents of Canada will, however, be given priority.

As permitted by Section 42 of the BC Human Rights Code, preference will be given to Indigenous persons. Proof of ancestry may be required to qualify.



Faculty of Education

Accelerate Professoriate Stream Faculty Hire Proposal

Heads or Directors or Chairs or Clusters of TT Faculty will submit all Proposals to Dean's Office by April 13, 2020.

Department/School/Unit: Educational Studies

Rank Requested: Associate or Professor

Accelerate Faculty Hire in (Research Area): Equity-focused Educational Leadership in a Global Context

Rationale for the Academic Focus of the Proposed Hire

1. Identify a significant area of contemporary knowledge advance and describe and frame the focus of this Professoriate stream hire and how it will permit the unit/s to pursue “bold and compelling” significant new research priorities and new funding opportunities. Explain how this hire will either contribute research capacity that is new to the unit and/or build on existing areas of significant research strength, advance the faculty and the university’s standing, and/or catalyze new inter-unit or campus-wide initiatives. (max 250 words)

The Educational Leadership and Administration (EDAL) program area in the Department of Educational Studies is the only program in the Faculty of Education and within the University to offer leadership studies and preparation for educators, administrators, and facilitators of educational change within schools and communities. Despite the critical importance of educating key change makers in the braided areas of educational leadership, equity, policy, and governance, our Department and Faculty currently has no faculty member for whom *equity-focused educational leadership in a global context* both within and outside K-16 schooling, is the dedicated area of their scholarly research. While faculty within the EDAL program area conduct important research in contexts around the world, their capacity to develop courses and to attract graduate students in areas of global concern has been limited due to the need to hire more faculty. Scholars who possess equity-focused educational leadership expertise and bring that focus to an examination of global contexts are critical in an increasingly borderless world facing global challenges like climate change, environmental sustainability, international migration, and pandemics like COVID-19.

Highly-ranked institutions that offer undergraduate and graduate degrees in Education, offer programs and employ faculty who possess expertise in equity-focused educational leadership that moves beyond local and national borders, and who address the complex impacts of global intersectionalities on equity and inclusiveness in formal and informal education contexts. In order for the Faculty of Education to fulfill its ambitions as a world class leader in education as a public good on a global level, it requires a solid complement of faculty with the expertise to make this vision a reality.

**2a. Rationale for the Academic Rank of the Proposed Hire (max 150 words)**

Hiring at the Associate or Professor level is appropriate for the vision of this particular hire. We hope to secure an established scholar engaged in leading edge research in this area. As a specialist in global contexts of leadership, this colleague would be representative of a new generation of scholars who are widening the field's engagement with non-Western educational leadership ideals, conceptualizations, and practices

2b. Identify three examples of faculty whom we could aim to recruit who fit the profile your proposal articulates. (Name, Rank and Department/University appointment)

Sonya Douglass Hornsford, Associate Professor, Teachers College, Columbia University
<https://www.tc.columbia.edu/faculty/sdh2150/>

Moosung Lee, Centenary Professor, University of Canberra <https://www.canberra.edu.au/about-uc/faculties/education/staff/lee-moosung>

Muhammad Khalifa, professor, University of Minnesota <https://www.cehd.umn.edu/olpd/people/khalifam/>

Gäetane Jean-Marie, Professor and Dean, Rowan University <https://education.rowan.edu/about-the-college/bios/jean-marie-gaetane.html>

3. How will this proposed hire contribute to achieving the unit's, Faculty's and University's strategic priorities? (max 250 words)

This proposed hire is critical for the revitalization and resurgence of our capacity in educational leadership. Demands on the two full-time tenured faculty in the program area and *in cross departmental programs, such as the EdD, PhD and MA, for educational leadership related expertise remains very high.* Strategic planning in the Department has identified the desire to significantly increase research and graduate student supervision and teaching capacity in educational leadership, with a clear equity-focused, globally-oriented, research agenda.

The University strategic plan, *Shaping UBC's Next Century* and the Faculty of Education's plan, *Learning Transformed*, prioritize the provision of research and teaching that positions us as global leaders in "transformative teaching, innovative learning, and leading-edge research guided by the highest standards of scholarship, collaboration, inclusion, and equity." A key priority in the Faculty of Education's strategic vision is the provision of "educational leadership for the advancement of education in British Columbia, Canada, and beyond." Without more faculty capacity in the area of equity-focused educational leadership globally conceived, we will not satisfy this priority.



4. How will the hire permit the unit to pursue curriculum innovation priorities, or how can the area be expanded or transformed by the hire, enhance our commitment to graduate education and outstanding teacher education or undergraduate programs, and contribute to the diversification of our curriculum offerings. (max 250 words)

As articulated in our recent EDST Self Study, the EDAL program area has three commitments: 1) to help educational leaders improve the learning and well-being of the learners they serve; 2) to decolonizing education, seeking reconciliation and Indigenizing educational leaders' ways of knowing, being, and doing; and 3) to building capacity for contextualized knowledge generation by educational leaders by integrating research, scholarship, and practice.

Recruiting a new colleague with a specialization in equity-focused educational leadership in a global context will enable the program to significantly expand and diversify its program offerings and its ability to attract research-focused graduate students at the PhD, EdD, and MA levels. The MEd program, focused on developing educational leaders who actualize change in their educational systems, will significantly benefit from well researched and various conceptual and practical frameworks that will provoke educational leaders to reframe, crystallize, or negotiate what it means to lead for equity and inclusive education in their local and global contexts. Currently faculty members in EDAL devote a significant portion of their teaching and supervision workload to course teaching in on-campus and off-campus MEd cohort programs, and to MEd cohort supervision. Increased faculty capacity will also enable faculty in the program to engage more with our Teacher Education program, including the development of leadership courses aimed to serve teacher candidates, including those who plan to teach in contexts around the world.

This hire will contribute to on-going efforts to enhance capacity in the EDAL area – particularly capacity in research in global contexts of educational leadership.

5. How is the proposed hire be designed so as to contribute to: (1) the diversification of our faculty community in relation to present- day equity and social justice policies & commitments, and relatedly, (2) the substantive diversification or decolonization of the field or discipline, particularly vis a vis its historical and/or present-day exclusions, blind spots or gaps. (max 250 words)

This hire will be centrally concerned with Department and Faculty strategic goals regarding the diversification of our faculty, our research programs, and our teaching foci. Leadership aimed at developing and sustaining inclusive, equity-focused educational institutions and systems, including K-16 and non-K-16 systems, in BC, Canada, and internationally requires understanding the intersection of race, identity, power, and privilege in our society.

The work of educational equity and inclusiveness demands leaders who can replace inequitable structures and practices by confronting the legacies of racism and other forms of exclusion, building strengths-based instructional capacity and cultural competency, effective communication and leadership of dialogue, authentic family and community engagement, and more. This is the case both "at home" in local schools and other educational settings, as well as in communities well beyond schools, beyond national borders, and within connected contexts, internationally. Our student body in the Department, Faculty, and University-wide, is extremely diverse. All programs, including programs that focus on the development of educational leadership capacity, have to respond to the interest and demands of students from around the world. A hire in equity-focused educational leadership will respond immediately to these interests and demands.



6. Impact and Significance: Are there any other considerations including emerging metrics, Special Issues of Journals, Calls for Funding, Conferences or other evidence from the field/discipline that strengthen the rationale for the particular scholarly focus and/or proposed rank of the proposed position? (max 150 words)

A 2020 editorial by Tony Bush in the top-rated academic journal in the field, *Educational Management, Administration and Leadership*, calls for a “broadening of the base” of knowledge in educational leadership. He notes this trend specifically in relation to the long-standing dominance of the field “by a relatively small number of countries, notably the USA, the UK, Australia, Canada and New Zealand,” that is rapidly changing. The change is being driven by increasing research contributions major centres “in Asia, especially in China, Hong Kong, Singapore and Malaysia, Africa (particularly South Africa) and Latin America, where Chile is making an important contribution.”

Even a cursory review of cutting-edge educational leadership literature reveals that ideas about leadership, equity, inclusiveness, and justice are very often dominated by Western-based understandings with inadequate attention paid to ideas about leadership that emanate from non-Western, non-white, and Indigenous peoples from around the world. Understanding and integrating such knowledges not only enriches our capacity in the area of educational leadership both locally and more broadly, it provides meaningful opportunities for collaboration across the Department, Faculty, and University.

Mona Gleason, Head of Department

June 2, 2020

Requested by (please print):

Signature

Date

Approved by (please print):

Signature

Date



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

**Joint Report
of the
Graduate Advisor and Graduate Curriculum Coordinator**

May 20, 2021

From the Graduate Advisor—Claudia Ruitenberg

No Report

From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on May 6, we:

- Briefly discussed using OneDrive to both archive committee and program area documents and as a means to transfer access to those documents to others when committee chairs and program area coordinators change. Further research is needed on:
 - who—possibly EDST staff—should set up the file storage structure in OneDrive for consistency
 - how access to confidential documents should be managed
 - the process to follow to transfer relevant documents/folders from one user to another

A related question was raised about transferring “generic”, position-specific email accounts when the holder of that position changes and which emails should be retained/archived when such transfers occur.

- Discussed at length suggested revisions to the “process guide” for proposing off-campus MEd programs. Concerns were expressed that the guide is not as enabling of innovation and responsiveness to community as it should be, is overly time consuming and cumbersome, and does not differentiate between new and novel engagement designs from previously-offered, tested designs with the same or similar community partners. Consideration of any revisions will be tabled until a more fulsome discussion can be had about our commitment to community/field engagement, the principles that should guide this work going forward, and how the process—including various consultations and approvals—can be designed to encourage engagement and innovation with a view to future possibilities.
- Reviewed a revised program of study worksheet for the EdD program—a fillable PDF—and a supplemental “Course of Study Planning Worksheet” (both attached) that can be used by students to lay out planned coursework from the start to the end of a program. Program of study worksheets for other degree programs will be updated in a similar way

in the coming weeks with the goal to have them all updated by the start of Winter Session in September.

- Briefly discussed the Calendar description of the EDST MEd. It was noted that the reference to the TQS capstone experience will be removed soon since the paperwork for that change was submitted several months ago. It was also noted that this entry creates confusion among some applicants because they believe they can apply directly to this program rather than one of the more specific MEd programs (ALE, ALGC, CULE, EDAL, HIED, SCPE).

GPACC members were again reminded of the recently-approved department policy urging faculty to provide brief overviews of the courses they are scheduled to teach. These overviews—based on the template provided—should be submitted to Carl Luk who will link them to the appropriate entries in the schedule for Summer and Winter Session so that students have basic course information prior to registration. Here is a link [to the policy](#), the template, and a “free-form” example of the kind of basic course information that students have requested.

No curriculum proposals were on the agenda for the May meeting.



Original Revision

Personal Information - Please ensure that your contact details are current in the Student Information System

Surname: _____ Given names: _____

Email address: _____ Student number: _____

Cohort Advisor/Supervisor

Name: _____

Email: _____ Phone: _____

Program Requirements

Required EdD Courses (18 credits)			Credits
Taken in Year 1 with cohort	EDST 601	First Year Doctoral Seminar	3
	EDST 593	Ethics and Education	3
	EDST 577	Social Context of Educational Policy	3
	EDST 603	Researching Educational Practice and Policy	3
Taken in Year 2 with cohort	EDST 604	Advanced Seminar in Researching Educational Policy and Practice	3
	EDST 602	Second Year Doctoral Seminar	3
Elective Courses (6 credits) - Taken any time before or after the Comprehensive Exam			
Elective 1			3
Elective 2			3
Comprehensive Examination - Typically held in June of Year 2			0
EDST 699 - Doctoral Dissertation			0
Total Credits in Program			24

Notes

Approved: _____ Date: _____

Cohort Advisor/Supervisor

Distribution: Signed copies to student and EDST Graduate Program Assistant for student's file.



Course of Study Planning Worksheet

Name: _____ Program: _____

Program start date: _____ Program end date: _____

(Master's students have 5 years to complete; Doctoral students have 6 years to complete)

Year	Winter 1 (Sept-Dec)	Winter 2 (Jan-Apr)	Summer 1 (Six weeks in May-Jun)	Summer 2A (First 3 weeks of Jul)	Summer 2B (Next 3 weeks of Jul-Aug)
1					
2					
3					
4					
5					
6					

Notes:

Graduate Program Application & Admission Summary for 2021-22 Program Starts

Program & start date	Applications reviewed	Admission offers	Waitlisted	Admission declined (apps reviewed by committee, does not include incomplete)	Offers accepted	Offers declined
PhD Sept	63	6	5	57	6	0
EdD July	27	10	0	17	10	0
MA Sept	36	7	3	29	6	1
ALE-MEd Sept	67	24	5	38	20	4
ALGC-MEd Aug	35	24	3	8	14 to date (deadline to accept is May 16)	1 to date (deadline to accept is May 16)
CULE-MEd Sept	12	3	1	8	3	1
EDAL-MEd Sept	56	9	3	44	9	1
HIED-MEd Sept	40	13	0	27	8	5
SCPE-MEd Sept	79	23	0	56	15	8

(As of May 12, 2021)

Deputy Head's Report to Department Meeting on May 20, 2021

**May 13, 2021
Lesley Andres**

1. Teaching preferences forms for 2022/23 will be distributed on June 15, 2021. Please return these forms to the Head's Assistant by **Friday July 30, 2021**.
2. Peer reviews of teaching for four new sessional instructors are required in S1 2021. Several faculty have been approached to conduct these reviews.

Peer reviews of teaching for two new sessional instructors are required in S2 2021. Please consider volunteering to conduct these reviews.



MAY 2021

EDST GAA Newsletter

As we gradually move into summer, the sunshine brightens our days and gives us a message of hope and perseverance. We hope that we continue to cherish our various interactions and opportunities for dialogue. We would like to thank you for your passionate and scholarly engagement at the EDST Virtual Research Day 2021, making it a worthwhile experience for all involved. We also appreciate all the feedback that we have received to inform the design of future events. So, if you haven't had a chance to share your views with us yet, please take a few minutes to fill in the quick survey at: <http://tiny.cc/RD2021Feedback>.

This month's newsletter highlights some more avenues to sustain conversations and further our collective learning and growth.

Monthly Events

This month brings to you a joint session of two important series, *Writing for Publishing Series* (inaugural session) and *Proposal Writing Series* (third session), for which details are offered below.

"Writing for Publishing - an Editor's Perspective" Series

Understanding the process of writing for publishing our work is a critical aspect of our growth as academics. This series has been initiated to help build capacity for publications through conversations around what it is that journal editors are looking for in a quality paper, with specific reference to the journals that they have (guest)edited or have had the editorial/ review responsibilities for. Thus, it offers more specific advice from an Editor's perspective i.e. the "other" side of the publication story.

'Proposal Writing for Scholarships and Funding' Workshop Series

Critical reflections on last year's application process clarified for us the need among students for more help not just in putting together a high quality application, but also in planning ahead, and understanding all the critical steps involved towards a great application. Consequently, in consultation with Dr Amy Metcalfe, we have organized this workshop series to enrich students' understanding and skills in this important area.

The details of this joint session are offered below.

Workshop title: *Writing for peer-reviewed scholarly journals*

Facilitator: Professor Claudia Ruitenberg

Date and time: Tuesday, May 18, 12:00-1:00pm PDT

Location: Virtual (Zoom)

Description: This workshop will help you decide how to turn a good idea into a good manuscript for a relevant scholarly journal. It is part both of the "Writing for Publishing" series and the "Proposal Writing" series, as applications for scholarships and fellowships are strengthened by a record of publications.

Questions that will be addressed in the workshop include:

- My course paper got an A! Is it ready to submit to a journal? What is the difference between a good course paper and a strong journal manuscript?
- My scholarship application would be stronger if I had some publications. How can I get some publications on my CV?
- How do I select a scholarly journal to submit my article manuscript?
- What do reviewers look for in a manuscript?
- What is the difference between a "decline" and "revise and resubmit"?

Please **RSVP** here: https://ubc.ca1.qualtrics.com/jfe/form/SV_9mFZuQPUTMOtW4K.

EDST Zoom Trivia Night

Date and time: Friday, May 21st, 6:00-8:00pm PDT

Location: Virtual (Zoom)

Description: Save the date! We know this past year has been stressful for many of you, but summer is here, and even though classes are still running it's important to take a break and connect with each other. Join us on Zoom for a game of virtual trivia. Dress up, grab a drink of choice, and log in to play a rousing game!

All you have to do is join the Zoom meeting and we will take care of the rest - no need to form a team ahead of time.

Please **RSVP** here: https://ubc.ca1.qualtrics.com/jfe/form/SV_9mFZuQPUTMOtW4K.

Virtual Co-working Sessions

Our regular online co-working sessions began during the pandemic as a way to meet with other EDST students, have some company while you work on academic or other tasks, and add a bit of accountability if you're struggling with focus while we're all more distanced. Sessions include a group check-in, focused working blocks, and short breaks. We encourage you to join in for the whole session or drop-in anytime during if this sounds helpful, or if you're just looking to connect with someone!

You can join the sessions on Zoom using the same **link** each time:

<https://ubc.zoom.us/s/608580548>.

The schedule of sessions may be subject to change, and we recommend checking the most up-to-date [schedule on Google docs](#) throughout the month. At this time, the following sessions are scheduled for May:

May 5

4pm-8pm

Yotam

May 10	4pm-8pm	Vanessa
May 12	4pm-8pm	Yotam
May 17	4pm-8pm	Vanessa
May 19	4pm-8pm	Yotam
May 24	4pm-8pm	Vanessa
May 26	4pm-8pm	Yotam
May 31	4pm-8pm	Vanessa

Announcements

Graduate Student Conference on Philosophy of Education (GSCOPE)



Graduate students interested in philosophical issues in education are invited to attend this month's Graduate Student Conference on Philosophy of Education (GSCOPE), held from May 13th-14th, 9am-1pm (PDT). This year's theme is "Education and Reorientation," with a keynote speech given by EDST Professor Dr. Claudia Ruitenberg.

Full conference program can be found here: <https://tinyurl.com/GSCOPEPROGRAM>
 Registration: <https://tinyurl.com/GSCOPE2021>

Please direct all questions to Jessica Lussier at GSCOPE2021@gmail.com.

Are you interested in being part of a student-managed guild group?

A guild group or circle is a self-organized community that supports its members to accomplish their individual goals. It combines features of both a peer advisory group

and a success team. Five months ago, seven EDST PhD students started a guild group called the EDST PhD Guild, which turned out to be a success. PhD Guilders presented their experience at Research Day, and this panel received interest among other EDST students.

To support EDST students who want to start a guild group or join one, we set up a survey to learn how many interested students are out there. Please take this 2-minute survey to indicate your interest:

https://ubc.ca1.qualtrics.com/jfe/form/SV_aWyO5omThOo614W

Faculty of Education Event

Faculty-Wide Town Hall

Date and time: Monday, May 17th, 12:00-1:30pm PDT

Location: Virtual (Zoom)

Hosts: Dr. Blye Frank, Dean, UBC Faculty of Education and Dr. Mary Bryson, Senior Associate Dean, Administration, Faculty Affairs and Innovation

Description: The town hall is an opportunity for members of our Faculty community to hear from and ask questions of senior leadership regarding Winter Term 1.

Register: <https://educ.ubc.ca/faculty-wide-town-hall/>

Contact Us

If you have any issues you would like brought forward, feel free to speak to a student representative (see <https://blogs.ubc.ca/edstgaa/student-representatives/>), or to contact the GAAs via:

edst.gaa@ubc.ca

[Twitter](#)

[Facebook](#)

Special Issue in Honor and Memory of Professor Michael Marker (1951-2021)

We are honored to announce a Call for Papers for a special journal issue in honor, memory and celebration of the life and work of Professor Michael Marker. Professor Marker was an Indigenous scholar, storyteller, elder, musician, gentle activist, and long-term relation of the Lummi Nation, the self-governing and original inhabitants of Washington's northernmost coast and southern British Columbia (Lummi Nation, n.d.).

Professor Marker earned a Bachelor of Arts degree at Eastern Washington University in 1975 and a Master's of Education at Western Washington University in 1987. He completed his PhD in Educational Studies at the University of British Columbia in 1995. From 1997-2021, Professor Marker was a professor in the Department of Educational Studies specializing in Indigenous Education. He was one of the founders and for many years served as Director of the Ts'kel Program in Indigenous Education.

Professor Marker's work contributed significantly to local and international studies in the fields of Indigenous knowledge, educational policy, and history teaching. He drew on his own experience as an Indigenous person, both personally and professionally, to inform his writing. Professor Marker published widely in leading academic journals, including *Anthropology & Education Quarterly*, *Canadian Journal of Native Education*, *History of Education Review*, *International Journal of Qualitative Studies in Education*, *History of Education*, *Cultural Studies of Science Education*, *Discourse, Urban Education*, *Paedagogica Historica*, *Counterpoints*, *Harvard Educational Review*, and *BC Studies*. (see Bibliography of Professor Marker's academic writings below). Most recently, in June, 2020, Professor Marker published "Two Dads: A Father's Day Story" in *The Tyee*, a story of growing up with his Japanese-Canadian best friend amidst the racism of Spokane, Washington.

Professor Marker described his work as follows:

My work is in ethnohistory of education and explores the politics of Indigenous knowledge primarily in the Coastal Salish region. My research has foregrounded the ways that colonizing powers have imposed ideologies and cosmologies on Aboriginal communities and the remarkable resistance strategies of Native people. This work also notes the ways that relationships to land and colliding worldviews continue to be animated by both the mainstream denial of culture and the culture of denial—in contrast to Indigenous holisms. My writing examines the varieties of hegemonies that neutralize a legitimate Indigenous voice and which are continuing to dismiss the Indigenous polemical Other as an exoticized outside case scenario. My assertion is that healing and relationship building can only come of a rigorous decolonizing related to exposing the persistence and pestilence of technocracy and historical amnesia within schools and communities. <https://network.expertisefinder.com/experts/michael-marker>

Please note: much of the biography below is adapted from Professor Marker's obituary:
www.molesfarewelltributes.com/obituaries/r-michael-marker

Professor Michael Marker, or Mike, as he was known to his close friends and family, was born in San Diego to Bob and Jean Marker in 1951. The family relocated to Spokane shortly afterwards, where Mike spent his childhood and young adult life. He cherished time with his grandparents on their farm in the Spokane Valley near the Colville Reservation, growing up with a love of the outdoors, music, and a strong inherited work ethic. Both his mother and grandfather sang and played music. When he was in high school, he saved up his own money for a banjo, and his mother paid for five lessons to get him started. From there, Mike's life as a folk musician and activist-educator took off. Mike toured extensively, also writing and performing songs for countless local protests and community events.

Mike believed in the power of music for social change. He performed with legendary social justice activist and folk singer Pete Seeger and with reknowned labor organizer, folk singer and guitarist Utah Phillips. For many years Mike was also music partners with folk "songster" Larry Hanks, and in 2009 they recorded a studio album, *The Truth for Certain*. Later, Mike performed with his son Nakos under the moniker "Doc and Nak." Mike was immensely proud of his son's talent and skill, and it brought him great joy for them to share a stage. Most recently, during the pandemic, Mike was performing in virtual festivals as far-reaching as Australia.

In 1984 Mike married Cecilia Morales. They have three children: Yonina, Nakos and Miska. His family was his first priority and his pride and joy. He seamlessly included them in all aspects of his life and work. He began his teaching career at North Beach High School on the Washington coast. He later taught at Northwest Indian College, where he helped to found Lummi High School. Mike's work in the Lummi community extended well past the High School, and his passion to help First Nations peoples pursue higher education led him to undertake a PhD at the University of British Columbia. He wrote his dissertation about the experience of the Lummi community during a time of racist backlash as a result of fishing rights victories in the US.

Mike was passionate about the value of education. His intense intellect, courage, curiosity, and gift as a storyteller allowed him to enter spaces off limits to most educators. He completed his PhD in only four years and soon after was offered a position at UBC. He accepted the offer on condition that he be allowed to fulfill his commitment to develop Oksala, a teacher education program at Northwest Indian College. UBC agreed and offered him a position in the Department of Educational Studies. Even after he left for UBC, he remained in close contact with the Lummi Nation community and members. He worked with Bill James on preserving the Lummi language and he continued to mentor Lummi students pursuing higher education. He was always ready to talk with higher educational institutions on behalf of Indigenous students.

Mike was one of the original directors of the Ts'kel program Indigenous Studies graduate program at UBC. His work continues to inspire colleagues and students in many different ways. He traveled to Australia and New Zealand to visit and learn from the Aboriginal, Torres Strait Islander and Maori People. He spent time with the First Nations communities in Nunavut. He was always eager to listen to tribal elders, and firmly believed that we must make spaces in our modern educational system for Indigenous learning and teaching practices.

Professor Marker's work left a lasting impression on many of his colleagues for his love of discussion, debate and intellectual exchange. His work continues to inspire colleagues and students in many different ways.

This special issue is sponsored by a group of Professor Marker's colleagues: Dr. Hartej Gill, Dr. Deidre Kelly, Dr. André Mazawi, Dr. Bathseba Opini, Dr. Amy Parent, Michelle Stack and Dr. Pierre Walter. Drs Gill, Opini and Parent will be more specifically guest-editing the special issue with the members of the group serving as an ad hoc editorial collective. Students, staff, and faculty authors interested in honoring and celebrating Professor Marker's works, research, leadership, mentorship, collegiality and commitment to speaking truth to power, challenging the status quo, advocating for and living Indigeneity, and dismantling racism are invited to submit academic papers, remembrances, photographs, visual art, poetry, stories and songs (MP3) under the broad themes engaged by Professor Marker in his academic work and in his life:

- coloniality and epistemological racism
- Indigenous place/ land based knowledge and knowing
- identity and respectful research with Indigenous communities
- culturally responsive education informed by Indigenous epistemologies
- deconstructing and decolonizing higher education/university and Indigenous relationality
- Indigenous resistances
- dismantling Eurocentric academic borders and practices
- troubling STEM/STEAM chaos through Indigeneity

We also welcome submissions on other topics which Professor Marker wrote about, spoke about, sang about and lived. These include History and politics of Indigenous Education; Indigenous historiographies; Traditional ecological knowledge; Place-based pedagogies in the Coast Salish region; Animate landscapes as methodology for inquiry in the Coast Salish territory; Indigenous research methodologies; Decolonizing reciprocity in Indigenous educational research; History and cosmology of the bordered/borderless Coast Salish world; The deep meaning of places in the context of violent disruptions of settler colonialism; Racism in academia, and Folk music as music for social justice and change.

Please submit a 300 word abstract describing your proposed academic paper, remembrances, photographs, visual art, poetry, stories or songs (MP3) to the editors by June 30, 2021. Papers should be no more than 8,000 words.

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