



THE UNIVERSITY OF BRITISH COLUMBIA

**Department of Educational Studies**

Faculty of Education  
Education Centre at Ponderosa Commons  
6445 University Boulevard  
Vancouver B.C. V6T 1Z2  
CANADA

Tel: 604-822-5374  
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**Department Meeting**

Thursday, January 20, 2022 from 12:30PM to 2:30PM PST

Zoom: Meeting ID: 661 7678 5848 Passcode: 673128

**AGENDA**

Welcoming & Land Acknowledgement

1. Agenda for the January 20, 2022 Meeting
2. Minutes of December 16, 2021 Meeting – Draft for consideration (Attachment 1)
3. Professor Michael Marker (1951-2021): One Year Commemoration (Attachment 2 & Attachment 3)
4. **Reports**
  - a. GAA Report (Catalina Bobadilla) (Attachment 4: GAA Newsletter for January 2022)
  - b. Education Library Report (Wendy Traas)
  - c. Operations report & Innovation budget report (Shermila Salgadoe) (Attachment 5)
  - d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
  - e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Hongxia Shan) (Appendix 6)
  - f. Deputy Head's Report (Deirdre Kelly) (Appendix 7)
  - g. Head's Report (André Mazawi)
5. **New Business**
  - a. PAEI 2 Position: Assistant Professor in the Economics of Educational Equity (André Mazawi) (Attachment 8)
  - b. Book Launch Panel for the Spring of 2022 (André Mazawi)
  - c. Additional Item?

## 6. Announcements

### a. *Appointments:*

- [Professor Vanessa Andreotti appointed David Lam Chair in Multicultural Education](#), Faculty of Education, UBC.

### b. *Events:*

- [Spotlight on Alumni Careers: Educational Studies Alumni in Higher Education Pathways Beyond the Professoriate](#). Thursday, February 3 | 5:00 PM – 6:30 PM PST

### c. *Grants:*

- Dr. Sharon Stein – [SSHRC Insight Development Grant](#)

### d. *Keynotes/Presentations:*

- Michelle Stack (2022), “[Connecting the post-secondary sector to the cooperative sector](#)”. Keynote delivered at the Second International Conference on Cooperatives, Mutual Aid and Solidarity Economies”. Kerala, India: University of Kerala, January 13.

### e. *Publications:*

- Victor Brar (2021). [Through the Looking Glass: Assessing and Enhancing the Effectiveness of Bourdieu’s Theory of Practice to Understand the Achievement Gap in British Columbia’s Inner-City Schools](#), Journal of Practitioner Research, 6(2), Article 1.
- Vanessa Andreotti: Podcast “[Allowing Earth to dream through us](#)”. Episode on *Green Dreamer*.

# Attachment 1



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

**Department of Educational Studies**  
**Department Meeting Minutes**  
**Thursday, December 16, 2021 at 12: 30 p.m. on Zoom**

**Attendees:** André Mazawi (chair), Deirdre Kelly, Tom Sork, Claudia Ruitenberg, Gerald Fallon, Hartej Gill, Jason Ellis, Jude Walker, Mark Edwards, Michelle Stack, Rob VanWynsberghe, Sharon Stein, Sharon Jarvis, Wendy Traas, Tony Edwards, Fei Wang, Taylor Webb, Catalina Bobadilla, Shirley Hardman, Handle Wright, Roshni Kumari, Amy Parent, Julia Burnham, Hongxia Shan, Bathseba Opini

**Regrets:** Vanessa Andreotti, Ali Abdi, Shermila Salgadoe

**Guest:** Carl Luk

**Recorder:** Jenifer D'souza

Welcome note

Land Acknowledgment by André Mazawi.

1. Approval of Agenda – **Approved**
2. Approval of Minutes of November 2021 – **Approved**
3. **Reports**
  - a. **GAA report (Catalina Bobadilla)**
    - Catalina pointed out the two events held in the month of December. The first event was for PhD students it was called from “Comps to Candidacy: The PhD journey”. The event was facilitated by Dr. Amy Metcalfe and GAA Yotam Ronen.
    - Second online event aims to support MEd students (Chat and Unwind Dec. 22). The sign up for the event is not as anticipated. Catalina requested faculty members to encourage their students to sign up for the event.
    - Catalina mentioned that in the month of December 2021 the GAAs have organized co-working sessions to get students through the last assignments for the term. They plan to pick that up again in January 2022.
    - The GAA newsletter for the month had information about the Summer 2022 and Winter 2022 and 2023 preliminary course scheduling which is now live.
    - The Winter term has been a really important time for the GAA Team to put in place different mechanisms and opportunities for students to come together and seek support from the community. Understanding what the students need and how they're feeling is important.



- Catalina mentioned the survey that was brought up in the November 2021 department meeting. She connected the concerns raised in the survey and in the town hall meeting. A few key elements include: PhD students shared that they would like to see more support from faculty on how to best become scholars. MEd students expressed a few concerns around the structure of the research courses and that they don't quite feel prepared to get into research. They shared that they also struggle to scope their research projects and that's because the scope of the project doesn't really cohere with the time frame during which they expect to complete their program, among other challenges.
- Some positive things were raised as well. The importance of cohort unity and the support among members were signalled. The key role of some supervisors guidance and mentorship was mentioned. Appreciation was expressed on the overall for the diversity of interests and areas of study in this department.
- The notes from the Town Hall Meeting were shared with the student representatives on every committee. The reps may choose to bring up some of these topics in specific committees and generate a deeper and richer discussion.

André commented that we must think carefully and consistently about supervision. He further added that in the New Year (2022) we need to rethink how we can now identify and institutionalized the responsibility for supervision in this department in ways that allow us to engage in conversations around supervision and research more consistently.

The points raised by Catalina will be discussed in further detail in the HAC group meeting in the New Year 2022.

Claudia commented that student engagement is a form of empowerment to students to say “you should not be shy to ask more of your supervisors”. Sending them a draft for paper you've written that you're hoping to publish; sending them a draft of a conference proposal that you're hoping to submit and ask for their feedback; sending a draft of an application letter; -- all of these are part and parcel of being a supervisor, they're not above and beyond the responsibilities of a supervisor, certainly for research programs.

Jason agreed with Claudia and added that if we cannot meet supervisory obligations then we need to seriously rethink how many students we are admitting and whether or not we have the capacity to support effectively all students.

André expressed his gratitude to Catalina and appreciated the GAA Team's efforts.



- b. Education Library Report (Wendy Traas)**
  - No formal report for the month
  - In the New Year: we will explore how the library's collections can be activated perhaps through scholarship or displays or other kinds of projects.
- c. Operations report & Innovation budget (Shermila Salgado)**
  - No Report
- d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)**
  - No Report
- e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Claudia Ruitenber) – Report attached**
  - No written report from Claudia
  - Tom went through his attached report.
- f. Deputy Head’s Report (Deirdre Kelly) – Report attached**
  - The idea of creating a Full-Time Lecturer (12-month) position in Teacher Education has been broached and will be explored early in 2022.
  - Deirdre is welcoming ideas from the department to create a good strong rationale that will support this new position to be a 24/6 position.
- g. Head’s Report (André Mazawi):**
  - André thanked all the department members (students, staff and faculty) for facilitating his first term as department head.
  - André thanked Claudia for her contribution to the department as a graduate advisor and her exemplary service for the last 2 years.
  - André introduced Hongxia Shan as Claudia’s successor and thanked her taking on this role.
  - André informed the department of Dr. Dustin Louie’s acceptance in the department beginning January 01, 2022. Dr. Louie will serve as the NITEP Director.
  - President’s Academic Excellence Initiative (PAEI) has been approved and the job ad has been posted on the department’s website.
  - The features of the replacement position for in in the ADHE program are underway.
  - PAEI 2 for an assistant professor in the economy of equity is scheduled to be launched in a 2023-2024. The job ad will be worked on in the New Year.
  - Dean Hare approved to postpone of the external review of the department by one year. This is done in order to allow the department to update its self-study and account for the new modalities of work as a result of the pandemic.
  - André reported on the Dec. 06 lunch event held at Sage honour, appreciate and recognize the work of the GAA Team and of Student Representatives in EDST.



#### 4. New Business

a. **MA Committee: Adjudication and Applications (Jason Ellis) (Attachment 4)**

- Jason went through his attached report.

b. **MA program website description rewrite (Jason Ellis) (Attachment 5). This proposed text is part of MA recruitment initiative targeting students “from groups experiencing historical and systemic marginalization on grounds enumerated under the B.C. Human Rights Code.”**

- Jason went through his attached report.
- Catalina questioned the rationale for changing the MA program length from 2 years to 3 years on the website. Jason clarified that after considering the statistics on completion the average is much closer to three (2.98) years. Catalina shared her experience. She also offered some student feedback indicating that students prefer completing the MA program in 2 years. Making the program 3 years will not attract as many students as it should.
- Taylor Webb requested that the word document of the report be circulated in the department for review and comments, which Jason will do.
- André expressed his gratitude to the MA Committee for invigorating the department at the end of the year with this discussion.

c. **“Revamping EDST’s Website” (Jude Walker & Robert VanWynsberghe) [With the participation of Carl Luke, EDST’s Web & Communications Director]**

- Jude walker pointed out that the EDST website is very different from all the other departments in the faculty of education in question of program and program areas especially in the degree programs and research programs. This is suggested in order to help students explore the different focuses/concentrations of the degree or research programs.
- Carl (EDST’s Website and Communications Coordinator) shared some ideas about how he has tried to design the website.
- Jason suggested that an expert/certified website writer/editor would help. Michelle Stack recommended having an editor go through and make suggestions for the content. The department needs to have some budget for the same.
- Catalina pointed out the need for revamping the student profiles section on the EDST website.



- André proposed the idea of creating a dedicated committee for the website. He invited department members to get in touch with Rob and Jude to give their suggestions and ideas for the website design. A rough draft can be discussed in the February 2022 department meeting.

## 5. Announcements

### New Books:

**Kari Grain (May 2022).** *Critical Hope: How to Grapple With Complexity, Lead With Purpose, And Cultivate Transformative Social Change.* 256 pp. North Atlantic Books

**Wendy Poole, Vicheth Sen and Gerald Fallon (December 2021).** *Neoliberalism and Public Education Finance Policy in Canada: Reframing Educational Leadership as Entrepreneurship.*

**Constance Backhouse, Cynthia E. Milton, Margaret Kovach, & Adele Perry (Eds) (2021).** *Royally Wronged: The Royal Society of Canada and Indigenous Peoples.* McGill-Queen's University Press.

**Articles: Elena Ignatovich & Pierre Walkter (2021).** *Political Posters, the Soviet Enlightenment and the Construction of a Learning Society, 1917-1928.* *European Journal for Research on the Education and Learning of Adults*, **Pre-published, 2021, pp. 1-22.**

## 6. Forum Discussion :

Open Discussion.

- André expressed his gratitude to faculty, students and staff for keeping the spirit of the department alive and their co-operation during this term, particularly when confronting the precautionary measures imposed by the pandemic.

There being no other business the meeting was adjourned at 2:38pm

**NEXT DEPARTMENT MEETING: Thursday, January 20, 2022**



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January 15, 2022

Cecilia Morales  
2630 Russell Street  
Bellingham, WA 98225-2446  
United States of America

Dear Cecilia,

Greetings.

On behalf of the Department of Educational Studies at UBC, and on my behalf, I am writing to acknowledge Professor Michael Marker's first commemorative anniversary of his passing.

The Department's community has not and cannot forget Professor Marker's sojourn in its midst. Professor Marker has been a lively intellectual force in this Department, and a serious and caring colleague and interlocutor with so many among us. His work opened important forays for many students and scholars in the area of the Indigenous history of education, forays that build on his unwavering, robust, ethical, and professional commitments to scholarship and to activism for Indigenous peoples.

At its forthcoming meeting of January 20, 2022, the Department will be opening its monthly gathering with a commemoration of Professor Marker's first anniversary of his passing. Enclosed, please find the text that was distributed to all our faculty (including retired faculty), staff, and students. It highlights the particular place Professor Marker has occupied in this Department, and the indelible mark he has left on our community for years to come. We hope this text does justice to his legacy, even modestly, and to the great values of collegiality, intellectual generosity, and advocacy he brought to bear on his work and activities.

We join you and the family in commemorating Professor Marker's passing. We would like to assure you, and through you all members of his family, of our solidarity and empathy in upholding Professor Marker's memory.

Please accept this letter, and the enclosed text, as a modest expression of these sentiments and of our care.

Sincerely,

André Elias Mazawi, PhD  
Professor & Head



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**Professor Michael Marker (20 October 1951-15 January 2021)**

**Reflections On Our Last Email Exchange: On Hölderlin's Verse and Bonhoeffer's Predicament**

André Elias Mazawi\*

January 15, 2022

“My work in the history of education has been like a Coast Salish canoe journey through time and space.”

[Michael Marker](#)

On December 23, 2020, about three weeks before Professor Michael Marker's untimely passing, I emailed him to convey my good sentiments for the winter break and my best wishes for the year 2021. I noted that 2020 was quite difficult and unusual for so many. The pandemic and its predicaments disrupted our work considerably. For Michael, these were not “ordinary” events. In private conversations and department meetings Michael shared his views that we are living through an “epochal closure”, a term inspired by [a Kantian metaphysics of presence](#) that considers an epoch as a system of language and structure – a hegemonic political culture, if you will. As I understand it, as an “epoch” draws to a “close”, it loses its “logic” as a viable explanatory framework of the human world. In the words of [Saitya Brata Das](#), its “hegemony expires when its principle of ground becomes impoverished”. Under such conditions, it is difficult to discern what would eventually emerge, what is yet to be born. As a nod to Michael's view on the times we were living through, in my email I sought to reassure Michael that with every closure there is also a beginning, a birth, new potentialities, new futures which may not have been otherwise possible. I wrote so because, in my view, every new creation is imperilled by risks, dangers, vicissitudes, contradictions, and setbacks. In brief, every beginning entails a struggle; struggles are the soil upon which beginnings take diverse shapes, forms, and directions. Preserving hope in the face of adversity is crucial for the conduct of one's struggles. To convey my sense of optimism, I included a verse by German lyric poet and philosopher [Friedrich Hölderlin](#) (1770-1843) that says, among other, “*where the danger is, also grows the saving power*”. I interpreted that verse to mean that while difficult and challenging life events expose our vulnerabilities and endanger us, they can also push us to think creatively about new ways of being and living.

My choice of Hölderlin's verse was not arbitrary. For me, Michael's work resonates with the risks he took in his scholarly work and life. Consistently, he endeavoured to disrupt hegemonic scholarly discourses on history and Indigeneity. I knew and appreciated his scholarship well before we met in person at a conference in April of 2003 in Chicago. I had included [one of his papers](#) in my syllabus as a mandatory reading as early as 2001. In his studies on the colonization of Indigenous communities Michael built a scholarly body of work that uncompromisingly sought to disrupt the hegemonic power of a Eurocentric version of modernity and history, particularly that adamantly

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\*I am grateful to my colleagues Deirdre Kelly, Pierre Walter, Michelle Stack, Hartej Gill, Bathseba Opini, and Amy Parent for sharing their feedback and comments on previous drafts.

entrenched in [schools](#) and [higher education institutions](#). Referring to the “alluvial zones of paradigm change”, Michael proposed a new language, one of life, dignity, justice, self-determination, and healing.

In his email response, on the evening of December 23, 2020, Michael thanked me for my “blessings with gratitude and some joy”. Yet, he emphatically noted, “I do not share your optimism”:

“Yes, I do appreciate the words of German poets and thank you for sending them. Notwithstanding, I am more compelled by a German martyr, [Dietrich Bonhoeffer](#); a great intellectual cut down in his prime while [\[Martin\] Heidegger](#) found cleverness to defend himself and pretended to not know of good Dietrich’s torture and execution. Bonhoeffer’s words ring true for me: “If you have boarded the wrong train, it does no good to run in the corridor in the opposite direction.” [Hyperlinks were added to Michael’s original text, AEM]

In his stance against Nazism in Germany, Bonhoeffer, a pastor and theologian, “was sharply critical of ethical theory and of academic concerns with ethical systems precisely because of their failure to confront evil directly” ([Douglas Huff](#)). The foundation of ethical behaviour, Bonhoeffer believed, lay in reconciling the reality of the world and the metaphysical reality of God, making the latter manifest in and through the former. Ethical behaviour entailed a worldly and fully engaged activism towards the redemption of the human world, in words and actions. For Michael, too, scholarship cannot be reduced to academic concerns. It entails purposeful activism if one is to confront and expose “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.” He asserted 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” ([Michael Marker](#)). For him, decolonizing the ways in which history is studied is akin to “a canoe journey through time and space”, in view of creating a generative discourse and the re-articulation of institutional policies, practices, and cultures.

Michael’s intellectual courage stands out in his engagement with the world, with its deep wounds of injustice, and with its colonial legacies of oppression, violence, and dispossession. If he disagreed with colleagues, he argued forcefully, yet with courtesy and deference. His burning passion for inquiry, argumentation, and the exploration of ideas was visible to all those for whom the incisiveness of thought is a necessary condition in the fecund pursuit of those ethical values on which we could build our world. Michael was an intense interlocutor. For him, ideas must be pursued with a clear and sharp mind. Ideas command a constant search, a continuous exchange, and unending exploration, if experienced realities are to be captured in meaningful ways. Michael’s contrapuntal reference to Bonhoeffer’s life pushed back on my reference to Hölderlin’s lyric verse. By doing so, he made me realize that my optimism was underpinned by residues of an a-political [Romanticism](#). His contrasting of Bonhoeffer’s and Heidegger’s radically antithetical destinies compelled me to decolonize myself from entrenched assumptions that have come to inhabit me through my literary education and the conditions under which I was schooled. I never had the chance to thank Michael for this exchange. The conversation was cut short with his departure.

January 15, 2022, marks one full year since Michael’s passing. Remembering Michael – as colleague, scholar, activist, and faculty member – is painful. This text carries a portion of that pain. One colleague commented, “it hurts to remember Michael, but this pain of remembering is also what gives us life, courage and hope” ([Pierre Walter](#)). May Michael’s memory live among us in the ways we learn to relate to each other, as we strive to build a vibrant, life seeking, and confident Department of Educational Studies. Let the passionate argumentation Michael captured in his way of being in the world increase a thousand fold and let it blossom, among us, like a thousand cherry trees.

# Attachment 3

## Professor Michael Marker's Memorial Bench

(Cornwall Memorial Park, Bellingham, WA, USA)



(Photo courtesy of the Family, 2022)

## Attachment 4



*Wishing everyone a joyful and healthy 2022!*

We hope this winter break allowed you all to take a break and recharge. The unusual cold and snow signal a fresh start to a new year. And although the term will begin primarily online, we hope to stay connected and supporting each other through our different circumstances. The GAA team is here for you! So please reach out if you have questions or want to chat, come to our social events this month, work alongside peers in co-working sessions, and get ready for longer days!

Me when I just  
got used to 2021  
but 2022 is coming



# - Announcements -

## Call for EDST Research Day 2022



Research Day 2022 invites proposals for individual presentations, poster sessions, roundtable, and panel sessions, and more from students and faculty members. All students are welcome: Ph.D., Ed.D., M.A., and M.Ed. So start preparing your applications!

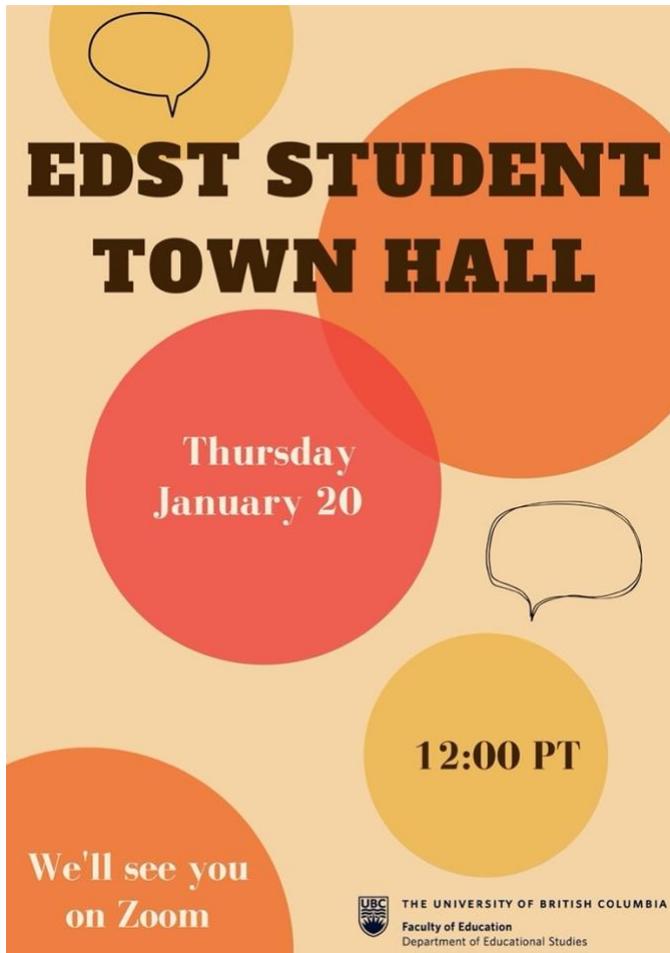
A Call for Proposals will be up on the EDST department website in a few days!

Check out last year's program to get a sense of what others have presented:

<https://blogs.ubc.ca/edstgaa/events/rd/>

## - Events -

### EDST Student Town Hall Meeting



**Description:** It's a new term with changing health restrictions and circumstances. This town hall is an opportunity to talk about how we have been facing this time, how we envision this term, share ideas, suggestions and see our wonderful faces. In addition, we want to know if you have questions about your program, ideas for events this term, reflections on your experiences so far, new activities you want to suggest to others, etc. Take a break and join us!

**Date and Time:** Thursday January 20, 2022

**Location:** Zoom

**RSVP here:** <https://tinyurl.com/aefpsc9x>

### Co-working sessions this month

#### What are co-working sessions?

Co-working sessions are casual drop-in work sessions hosted on Zoom where you can remotely work alongside your peers and meet your goals. Sessions begin with a check-in to share our goals for the day, followed by focused working blocks and short breaks to check-in with each other. Whether you need a bit of motivation to get some work done, or just want to say hello to EDST classmates, co-working is for you!

## JANUARY SCHEDULE

Join here: <https://ubc.zoom.us/j/608580548>

Day	Time (PST)	Host
Thursday, January 6	11am-2pm	Julia
Tuesday, January 11	11am-2pm	Julia
Monday, January 17	4pm-8pm	Yotam
Tuesday, January 18	11am-2pm	Julia
Friday, January 21	10am-1pm	Catalina
Monday, January 24	4pm-8pm	Yotam
Wednesday, January 26	10am-1pm	Catalina
Friday, January 28	10am-1pm	Catalina

You can also view the schedule at this Google doc, which will be updated throughout the year (tip - bookmark this page!):

<https://docs.google.com/spreadsheets/d/1IGgOaxJYpIDMvljmiVRFYFoeNr3PTUBAh46AjswVxec/edit?usp=sharing>

Contact us!	
Email: <a href="mailto:edst.gaa@ubc.ca">edst.gaa@ubc.ca</a>	<a href="#">GAA Blog</a>
<a href="#">Twitter</a>	<a href="#">Facebook Student Community</a>

# Attachment 5

## **Administrative Manager's Report –Department Meeting, January 20, 2022**

### **Staff updates**

The Hiring Committee comprised of Prof. Claudia Ruitenber, Alan Jay, Graduate Program Assistant, EDCP, and myself has completed interviews for the position of Graduate Program Assistant. The name of the selected candidate will be announced soon.

### **Finance Update**

The department has received a sum of \$18k from the AEGT 2021 Conference held last Summer. Prof. Andre Mazawi will provide more information about this contribution during the meeting.

Shermila Salgadoe.

**Department of Educational Studies  
Innovation Budget 2021-2022**

<b>Department of Educational Studies Innovation Budget 2021-2022</b>		
<b>REVENUE</b>		
Balance carried forward from Innovation p/g 2020-2021		\$ 588,477
<b>Fiscal Year 2020-21 Revenue Against Cost Recovery (RACR) Distribution</b>		
EDAL cohort - SEAL		\$ 30,000
Distance Education courses		\$ 21,334
ALGC Program		\$ 37,298
EdD Program		\$ 62,221
2021 AEGT Conference surplus to EDST		\$ 18,006
<b>TOTAL</b>		<b>\$ 757,336</b>
<b>EXPENSES</b>	<i>Projected 2021/22</i>	<i>Actuals as of 2021-12-31</i>
<b>Program Development &amp; Support</b>		
Program Enhancement funds (4 program areas; MA & PhD)	\$ 6,000	
Honoraria for Guest Speakers, Graduate Programs	3,000	\$ 786
Alternative course and program delivery	50,000	
<b>Key Programmatic Initiative for students</b>		
Awards (contingency fund)	1,000	
MA funding for Incoming students	40,000	40,010
PhD funding package	12,100	12,007
MA Academic Excellence Award	2,500	2,500
Community Engagement & Leadership Award - all students	2,500	
Travel	15,000	88
Emergency funding	10,000	1,500
Events (Orientation, 2 Convocations; Research Day and Seminars)	5,000	446
Visiting Scholar Initiatives	2,000	-
External Examiner visits	2,000	-
		-
<b>Strategic Research projects</b>		
EDST Research Infrastructure fund (Faculty Seed grants)	6,000	1,253
Grant Matching Funds	10,000	-
Journal Editorship contributions	1,000	-
AEGT Conference - T. Sork (loaning funds - will be refunded)	12,000	(2,514)
Faculty initiated events for EDST students at (non-UBC) Conferences (for faculty without grants)	5,000	-
		-
<b>Professional Development</b>		
Staff	3,000	503
		-
<b>Indigenous Education fund</b>		
Commitment to initiatives in Indigenous Education (bridge funding)	8,000	-
		-
<b>Teaching</b>		
EDAL on-campus research component (EDST 501 & EDST 553A)	8,000	-
		-
<b>Departmental</b>		
Catering (department meetings & events)	2,000	2,069
Donation	2,000	200
Misc. gifts	5,000	3,019
Bank charges/bad debt	200	-
Departmental Laptops	5,000	2,763
Yearly deficit provision (Operating budget \$54,000)	2,000	-
<b>TOTAL EXPENSES</b>	<b>\$ 220,300</b>	<b>\$ 64,631</b>
<b>TOTAL AVAILABLE</b>		<b>\$ 692,705.29</b>

<b>Department of Educational Studies</b>		
<b>Operating Budget 2021-2022</b>	<b>\$55,000</b>	
	<i>Forecast - FY 2021-04-01</i>	<i>Actuals - as of 2021-12-31</i>
Building Operations	\$ 1,500	\$ 98
Communication (Marketing programs)	4,000	
Courier	750	
Department Retreat & Self-study	1,500	
Honoraria for Guest Speakers (BEd)	3,500	225
IT (Telephone equipment rentals, Long Distance charges & additional mailbox space)	30,000	27,566
License Fees (IRCC) for Visitors	1,000	230
Office Supplies	4,000	3,177
Postage	250	30
Photocopier rentals	8,000	4,551
Toner	500	
<b>TOTAL EXPENSES</b>	<b>\$ 55,000</b>	<b>\$ 35,877</b>
<b>TOTAL AVAILABLE</b>		<b>\$ 19,123</b>

# Attachment 6



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

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

January 20, 2022

### From the Graduate Advisor—Hongxia Shan

- Dealing with cases of deferral, letter of support for visa application, program transfer, program completion, supervisory issues, credit transfer and other student inquiries re program application, elective courses, and taking courses outside of UBC.
- Admitted five students to HIED and ALE programs and dealing with three special cases. Working on admission and rejection letters with Sophia;
- Provost office announced the call for Killam Graduate Teaching Assistant Award.
- Senate approves holds and de-registration for students non-compliant with the COVID-19 Health Academic Regulation -- **Registrar to initially place academic holds on students non-compliant; and only to enact de-registration** if they continue to be non-compliant.
- **3MT**: The annual [Three Minute Thesis](#) competition starts in February – information passed on to students and GAA. Contact: Jacqui Brinkman at [jacqui.brinkman@ubc.ca](mailto:jacqui.brinkman@ubc.ca).
- For students planning to travel to complete research, **special authorization is needed**. **Please note global travel advisory**. Contact [safety.abroad@ubc.ca](mailto:safety.abroad@ubc.ca) or visit <http://safetyabroad.ubc.ca> for more details.

### Important Information for International Students

#### POST-GRADUATION WORK PERMIT TEMPORARY POLICY EXTENSION

If students are studying online from outside Canada, the temporary policy allowing online courses to count towards the Post-Graduation Work Permit (PGWP) has been extended to August 31, 2022. View more information about [distance learning from inside or outside of Canada](#).

#### IMMIGRATION UPDATES

As of January 15, 2022, all incoming international students must be fully vaccinated to enter Canada. They must have received an approved vaccine to enter the country. This excludes students under the age of 18. For more information, visit the [ISD International Student Guide](#) for the latest information, or the Government of Canada's [travel advisories](#).

#### APPROVED LIST OF VACCINATIONS HAS BEEN EXPANDED

As of November 30, 2021, the Canadian government's list of approved vaccines to be considered a [fully vaccinated traveler](#) includes Sinopharm, Sinovac and COVAXIN.

## QUARANTINE RESTRICTIONS

Fully vaccinated travellers arriving by air or by land who have been in any country other than Canada and the United States in the 14 days before entry to Canada will be subject to arrival testing and enhanced public health measures, including being required to quarantine while waiting for the on-arrival test result. Travellers arriving by air may board connecting flights to their place of quarantine. Unvaccinated travellers with right of entry to Canada will be required to stay in a designated quarantine facility or other suitable location while waiting for the on-arrival test result.

Students are not required to stay in a government-approved hotel, however, they must be able to self-isolate in a suitable location. [Self-isolation packages](#) are provided by UBC Housing (\$79 per night or \$45 per night). Visit [COVID-19: Travel, testing, and borders](#) for updates.

## From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on January 6, we:

- Acknowledged that 2022 is the start of the United Nations' International Decade of Indigenous Languages.
- Welcomed back to GPACC Hongxia Shan in her new role as Graduate Advisor, Amy Metcalfe, returning to the role of HIED Coordinator, and Alison Taylor as the Chair, ALGC M & A Committee.
- Received an update on the project to update and improve usability of Program of Studies worksheets.
- Reviewed and received a suggested addition to the “template” for preparing special cases for admission.
- Received an update on the project to introduce a multi-year planning process for course scheduling and workload planning.
- Endorsed a “pilot test” of a waitlist process for EDST 577 (required for SCPE students) in Winter Term 1, 2022-23, to determine the feasibility of expanding the process to other high-demand courses.
- Reviewed and offered feedback on a proposed policy and process for conducting Peer Reviews of Teaching for Sessional Lecturers.
- Discussed the need for, and the outline of, a project to develop more robust marketing plans for EDST program offerings.
- Discussed how best to engage with various strategic plans, action plans and reports to determine their implications for our curriculum and other work in EDST. These include:
  - UBC's [Indigenous Strategic Plan](#)  
(Note: EDST ISP working group has been formed, led by Sharon Stein)
  - FoE's [Strategic Plan: "Learning Transformed"](#)
  - FoE's [Report on Race, Indigeneity and Social Justice](#)
  - UBC's [Strategic Plan: "Shaping UBC's Next Century"](#)

- UBC's [Inclusion Action Plan](#)
- UBC's [Climate Action Plan](#)
- Received program updates from coordinators and committee chairs.
- Were reminded that Research Day has been scheduled for Friday, April 8, 2022, and that students are planning a Town Hall meeting on January 20.

**There are no action items for the Department this month.**

**An important reminder to instructors:**

All those who are scheduled to teach in the 2022-23 Summer and Winter sessions are reminded of the obligation to provide basic course information for students that will be linked to the tentative course schedules on the EDST website. This obligation was agreed to last January when we approved the [EDST Policy on Providing Course Information for Students](#). To make the process as easy as possible, the following template is provided: [Word Template for Providing Basic Course Information](#).

If you have not already done so, please provide this basic information to Carl who will link it to your course(s) in the tentative schedule.

# Attachment 7



THE UNIVERSITY OF BRITISH COLUMBIA

**Department of Educational Studies**

Faculty of Education

## **Deputy Head's Report to the EDST Department meeting, January 20, 2022**

**Deirdre Kelly (submitted on January 15, 2021)**

### Job Postings for 2022-23:

Sessional Lecturer positions for Summer Session 2022 have been posted for all undergraduate EDST and ADHE courses, with a deadline of February 1, 2022.

### Formative Peer Review of Sessional Lecturers

The draft EDST Policy on Formative Peer Review of Sessional Lecturers was discussed at GPACC on January 6, and will be discussed at UPACC on January 18. The latest version will go to GPACC as an action item at its February 3 meeting.

### Multi-Year Planning

André, Tom, and I will resume our biweekly meetings starting Tuesday, January 25, joined by Carl and Shermila on an as needed basis.



## 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:** Assistant professor

**Accelerate Faculty Hire in (Research Area):** Economics of Educational Equity

#### 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)**

UBC’s Faculty of Education ranks 9<sup>th</sup> in the world. Of eight faculties of education ranking ahead of us, five have professors or programs in economics of education. Despite the central importance of economics as a key lens through which to view education, our Faculty does not yet have an economist of education. This is a gap in our expertise and capacity.

A hire in *economics of educational equity*, more particularly, will advance the Faculty’s standing in equity, an area where we do have capacity and, more importantly, strong commitment and interest. A hire in this underrepresented area would attract new funding opportunities, new graduate students, reinvigorate program offerings in several areas in the Department and Faculty, and could make substantial contributions to our teacher education program.

The unique approach to education fostered through the lens of *economics of educational equity* would also bring unique methodological skills to our Department. Economists have their own method of using theory and data to study people’s behavior. They ask key questions such as why students choose certain post-secondary programs over others; analyze the effects of social policies, such as the critical benefits of Indigenous educational self-government; and explain social problems, such as the fact that if you are already socioeconomically disadvantaged you are less likely to go to post-secondary and therefore less likely to benefit from the higher earnings that university and college graduates enjoy. An economist of education with a focus on equity, in other words, is interested in critical confluence of human behaviour, educational policy, and social justice. The economic approach, however, gives the economist a different set of critical and quantitative skills that we do not currently have.

An economist of educational equity will give us access to new lines of funding. Large international funders, like the Spencer Foundation, fund economics of [education research](#). So do Canadian funders like the [Canadian Centre for Policy Alternatives](#) and the [Conference Board of Canada](#). (See also discussion of funding opportunities in 6.)



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

A hire at the Assistant professor rank in the Department of Educational Studies will increase our chances of getting an economist who takes [a heterodox approach](#) to economics. Led by new scholars and scholars of colour, heterodox economics challenges established methods in the economics field. As [one example](#), heterodox economists have tackled why students of colour, even when they are given the choice, take fewer advanced courses than white students do. Their heterodox theory is that several generations of racist streaming in schools means that students of colour will find fewer people who look like them in these classes, which acts as a discentive for them choosing to take them. *Orthodox* economics relied on a classical deficit theory, contending students of colour lack white cultural capital, and this disincentivizes them from choosing the courses. The heterodox approach revises the theory to show how racism influences actors' economic decisions.

**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)**

1. [Dania Francis](#). Assistant professor of Economics and Afro-American Studies. University of Massachusetts-Amherst.
2. [Kirabo Jackson](#). Abraham Harris Professor of Education and Social Policy, Faculty Fellow, Institute for Policy Research. Northwestern University.
3. [Jalnid Kaur](#). Rhodes scholar. PhD candidate, Economics and Education. Columbia University Teachers College.

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

**"People and places"**: Equity is central to this strategic priority. This search in economics of educational equity will look for a scholar who also puts equity at the centre of what they do. The focus on equity, on the assistant professor level, and on heterodox economics is intended to maximize the pool of applicants for a successful candidate who comes from a group not traditionally represented on the UBC faculty.

**"Research excellence"**: The Faculty of Education's research excellence strategic priority mentions both disciplinary strengths and strength in diversity within disciplinary approaches. An economist of educational equity hire adds another discipline to the multiple disciplines represented in the faculty. It also adds a scholar with a heterodox approach to diversifying the economics discipline.

**"Transformative Learning"**: Transformative learning challenges beliefs and changes frames of reference. Our new economist of educational equity will challenge us to bring economics to bear on our questions regarding education and our research. Our new hire in this area, through their heterodox approach, will also challenge the field of educational economics to rethink its limiting orthodoxies.

**"Local and Global Engagement"**: When the BC government recently commissioned a blue-ribbon panel on the provincial K-12 funding model [that panel did not include a single professor of education](#). Economics is key to educational policy in BC, where government spends more than \$6 billion on K-12 schools. A hire in economics of education gives us a pressing opportunity to lead a team of scholars to engage locally with things like the funding model review, and globally with similar initiatives.



**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)**

**Graduate teaching & supervision:** Our new economist of educational equity could teach existing graduate courses and could develop new courses to fill major gaps in our offerings. Given the need for an economic lens on all aspects of education, this new hire could contribute to programs across the Department and Faculty. Our Departmental programs in higher education, adult education, educational administration and leadership, foundations of education, and Indigenous education would all benefit from courses that bring a economics lens to the questions we ask. In turn expertise in economics of educational equity would enable students to ask new questions. In specific terms, an economist of education could teach existing courses, such as EDST 555, Educational Finance. There is a demand for this course in our graduate programs in Educational Administration and Leadership, Higher Education, Society, Culture and Politics in Education, and the Ed.D. in Educational Policy and Leadership programs, but we do not currently have the capacity to offer it with any regularity. The new hire could also bring their economic of educational equity perspective to our policy courses, like EDST 577 Social Context of Educational Policy, Politics and Practice. The development of new curricular offerings could include graduate courses in equity and educational economics and methods courses that allow our students to develop quantitative research skills in economic analysis in relation to equity. These are courses that could benefit the entire Faculty. The new hire could teach courses in the faculty's Measurement, Evaluation, and Research Methodology (MERM) program as well, if that program is willing.

**Undergraduate teaching:** The new hire will also contribute to the undergraduate programs Adult and Higher Education (ADHE) courses that EDST offers, such as ADHE 412 (Overview of Adult Education) which looks at topics like the economic benefit of adult learning. The Department of Educational Studies offers three different courses in the teacher education program. An economist of education would be an asset to the Education, School, and Social Institutions (EDST 401) course that looks at policy and equity.

**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)**

Economics of education needs diversification and decolonization. Recent debates in the economics field have discussed the field's lack of diversity of faculty from historically marginalized backgrounds and heterodox perspectives. Black women economists founded the [Sadie Collective](#) in 2018 to take action on this "pipeline and pathway problem."

UBC's Faculty of Education and Department of Educational Studies has the equity commitment and epistemic diversity to provide a supportive environment for a beginning scholar in this field. By providing a home for a heterodox economist of education (see box 2), the Faculty and Department will be contributing concretely – first-hand and meaningfully – to the diversification and decolonization of economics of education. A hire in this area will vault us from a top-ranked faculty of education that does not have an economist of education, to a progressive leader in this area. The new hire will recruit and prepare graduate students whose presence will challenge the pipeline and pathway problem and bring much needed change to the field in the future.



**6. Impact and Significance: Are there any other considerations including emerging metrics, Special Issues of Journals, Calls for Funding, Conferences of 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)**

Policy journals that publish heterodox economics of education research are growing and include: *Journal of Economics, Race, and Policy*; *The Review of Black Political Economy*; *Economics of Education Review*; *Harvard Educational Review*; *Teachers College Record*; and *Social Forces*. Major granting agencies in North America, including SSHRCC, the Spencer Foundation, and the National Bureau of Economic Research all welcome research proposals that focus on creative and sustainable solutions to so-called “real world” problems. Knowledge that is “translatable” to public policy is highly valued. Eminently fundable research in the economics of education in relation to equity could include questions regarding the impact of financial aid on racialized, Indigenous, and white students’ educational experiences in Canada and internationally; student success and completion in college and university; teacher characteristics and student success; and the value of statistical methods in identifying cause-and-effect relationships in higher education.

Jason Ellis

Requested by (please print):

Signature

10 March 2020

Date

Mona Gleason

Approved by (please print):

Signature

June 25, 2020

Date