Department Meeting  
Thursday, November 18, 2021 from 12:30pm to 2:30pm  
(Zoom Meeting ID: 647 4748 8277   Passcode: 130888)

Agenda

Land Acknowledgement

1. Approval of Agenda

2. Approval of Minutes of meeting on October 21, 2021 (Attachment 1)

3. Reports
   a. GAA Report (Catalina Bobadilla)
   b. Education Library Report (Wendy Traas) (Attachment 2)
   c. Operations report (Shermila Salgadoe) (Attachment 3)
   d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
   e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Claudia Ruitenbergh & Tom Sork, respectively) (Attachment 4)
   f. Deputy Head’s Report (Deirdre Kelly) (Attachment 5)
   g. Head’s Report (André Mazawi) (Attachment 6)

4. New Business
   a. PAEI Equity-focussed Educational Leadership in a Global Context: Revised advert (Mark Edwards) (Attachments 7 & 7A)
   
   b. Category 1 Curriculum Change: EDST 534 (3): Theory and Practice of Transformative Learning and Education by Jude Walker (Tom Sork) (Attachment 8)
   
   c. PhD Management and Admissions Committee’s Decisions:
      • EDST Part-Time PhD
      • Equity, Diversity, Indigeneity and Inclusion (EDII) Statement for EDST PhD Applicants (Ali Abdi/Tom Sork) (Attachment 9, for both items)

5. Announcements

   A new publication:

   The Diverse Careers Paths of Educational Studies Alumni: The Fall 2021 Newsletter (Mary Kostandy) (Attachment 10)

   Dr. Laurel Forshaw: Congratulations for her Convocation!

6. Forum Discussion:
   • UBC’s Indigenous Strategic Plan (facilitated by Sharon Stein)(Attachment 11)

Next Meeting: December 16, 2021
**Department of Educational Studies**

**Department Meeting Minutes**

*Thursday, October 21, 2021 at 12:30 p.m. on Zoom*

(Draft version submitted at the November 18 Meeting towards approval)

**Attendees:** André Mazawi (chair), Deirdre Kelly, Ali Abdi, Vanessa Andreotti, Tom Sork, Carolina Palacios, Claudia Ruitenberg, Gerald Fallon, Harje Gill, Hongxia Shan, Jason Ellis, Jude Walker, Julia Burnham, Kari Grain, Mark Edwards, Michelle Stack, Rob Vanwynsberghe, Sharon Stein, Shermila Salgadoe, Sharon Jarvis, Wendy Traas, Tony Edwards, Fei Wang, Taylor Webb, Catalina Bobadilla, Shirley Hardman, Handle Wright, Ying Ma, Anna Colina White, Jed Anderson, Laurel Forshaw

**Regrets:** Bathseba Opini

Welcome note

Land Acknowledgment, André Mazawi.

1. **Approval of Agenda – Approved**

2. **Approval of Minutes of September 2021 – Approved**

3. **Reports**

   a. **GAA report (Catalina)**
      
      - The survey has been circulated among students and distributed through the EDST listserv. Faculty members are invited to encourage the students to register and take the survey.
      - All student representative positions in EDST have been filled.
      - Various events organized this month, as described in the attached newsletter.

      André thanked Catalina and the GAA team for their efforts. He highlighted that keeping in our minds spirit of support and companionship of relationships, which are absolutely important in the way we define ourselves and with other and relation to land and place.

   b. **Education Library Report (Wendy Traas)**
      
      - Course Reserves – reminder to all the faculty members to submit their course reserve request
      - Upcoming Workshops.

      André thanked Wendy and emphasized the importance of the Library beyond the fact that it holds physical books. The Library represents the relationship of being to ideas across times and spaces.
c. Operations report & Innovation budget (Shermila Salgadoe)
   - Position of Assistant to the Head: 56 applications were received out of which 2 internal and 2 external were shortlisted.
   - A faculty member inquired about the PhD funding package in the Innovation budget. Shermila responded that the funds were used to complement incoming PhD students with their entrance funding packages. Funding packages serve to incoming MA students as well.

   André acknowledged the hard work of Shermila, Olivia, Lynn, Sophia, and Carl who keep the department alive, flowing, and well.

d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
   - Teacher’s Educational Program - BC’s teaching council will conduct a review of the Program. A review is carried out every 10 years to set standards. If there is interest in redesigning the Program, please contact Jason who will bring it to HAC
   - Anti-racist Education: 750 candidates registered each year. Jason acknowledged Dr. Bathseba Opini’s efforts in getting speakers from school districts.

   André thanked Jason for his report. He pointed to the importance of UPACC’s work for undergraduate education in EDST. He encouraged members to contribute ideas as part of fostering a collective vision for the Teacher Education Program.

e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Claudia Ruitenberg & Tom Sork, respectively)
   - Claudia (GA) mentioned that there are two different progress reports: one is the internal EDST progress report that everyone needs to fill out; the other is the Annual Progress Report for Fellowship Holders, which we must submit to G+PS for students with SSHRC, 4YF or other major funding, in order to release new funding installments (refer to attached report)
   - Tom (GCC) reviewed the ongoing discussions in GPACC, as outlined in the attached report.

   In the discussion that followed Mark Edwards indicated that, GPACC’s approval of the VEL5 cohort EDAL is expected to start conversations with the Vancouver School Board. In relation to VEL5, Tom explained that the cohort’s budget falls under the purview of HAC, which will consider them at its next meeting. In relation to GPACC’s work, André explained that the Deputy Head’s membership (rather than the Head’s) allows GPACC to consider the implications of new initiatives for teaching workloads. André further pointed out that the
support and wisdom Claudia and Tom bring to bear on their respective portfolios is essential to this department and the values it stands for.

f. Deputy Head’s Report (Deirdre Kelly)

- Deirdre reviewed her role as Deputy Head in charge of teaching workloads. Regarding course planning, Deirdre suggested to move EDST towards a 2-3 year course scheduling process.
- A survey will be conducted to understand student course scheduling needs with the help of the GAA Team.
- Deirdre thanked Peer reviewers of sessional lecturers
- Deirdre also mentioned she is serving on the search committee for the Associate Professor/NITEP Director associated with the Indigenous Teacher Education program. She suggested members block the 16, 17, & 18 of November for the finalist interview.

g. Head’s Report (André Mazawi)

- Welcome to Dr. Laurel Forshaw, Postdoctoral Fellow, working with Associate Dean (Indigenous Education) Margaret Kovach. Dr. Forshaw’s bio will be uploaded on EDST’s website, under Faculty. It will also be distributed via the email listservs.
- EDST Assignments list: The list has been updated, and expanded to be inclusive in terms of the information it provides regarding faculty members’, staff, and student representatives’ contributions and commitments, whether in the department or within UBC. Corrections updates are always welcome.
- Student representatives in programs and committees: Tribute to the GAA and to all the Student reps for taking on actions to ensure representations in all EDST constituted bodies. A vote of thanks also goes to all Program Coordinators and Committee Chairs.

André pointed out to the importance of student involvement, participation, and contributions. He also emphasized the importance of faculty members’, programs, and committees creating spaces for student participation as part of our commitment to provide – not just theoretical knowledge but also practical, hands-on understanding of the department’s life. These opportunities provide students (and faculty) with opportunities to remain attuned to the needs of the time we are living in, as well as equip everyone, inclusively and equitably, with the knowledge of what it means to live and work in a university department.

- EDAL Accelerated Hire: Tenure Stream Professoriate Faculty Position (Professor or Associate Professor) in Educational Administration and Leadership with a focus on Equity and Inclusion in Global Contexts. Invited to speak to this item, Mark Edwards, EDAL’s Coordinator, reported that a re-draft of the ad has been requested by Associate Dean (Faculty Affairs). Revisions will be discussed in the EDAL area before submitting a re-draft to the EDST plenary for review at the December meeting.
**Hosting Academic Visitors:** Department is committed to secure work space only. Sponsoring faculty (hosts) commit to provide the needed support and issuing of library services, hosting and involving the visitor. The visitor is encouraged to present their work at least once during their stay. Visitors are encouraged to participate in EDST and Program meetings and contribute. EDST members are requested to please coordinate the invitation to sponsored visitors with the Head’s office, and fill the necessary form. The final approval is issued by the Dean’s Office.

**Application for leaves:** On September 27, an email was sent out outlining deadlines and processes regarding applications for leaves. Applications should reach the Head’s office no later than the end of October 2021, so that they are forwarded for processing to the Dean’s office before the Dean’s deadline. A complete application package should include: A [Study Leave Application Form](#) (for tenure stream faculty) or a [PD Leave Application Form](#) (for Lecturers) signed by the faculty member and the Head/Director; an updated CV (UBC template), and past study leave report, if it hasn’t already been submitted (tenure stream faculty only).

**Employment Equity Survey:** Please take a moment to complete this brief and succinct [Employment Equity Survey](#). This is an important survey which will allow a better understanding of the challenges we face in relation to equity and inclusion in our department, and beyond. The outcome of this survey will be instrumental when it comes to determining recruitment approaches into EDST. A low response rate will place EDST at a disadvantage when formulating asks for future hires. The link to survey was sent out in an email announcement on October 14.

**EDST’s COVID-19 Digest:** The digest is accessible and fully updated through the EDST website. We are grateful to Carl Luk for the dedicated work invested to design, organize, and update it. The last update dates from October 12, 2021. Please review the digest and get acquainted with new information and procedures related to our common and joint efforts to keep our work and study environments safe, accessible, and inclusive.

### 4. New Business

a. **Full-time Lecturer Position: Adult Learning and Education Undergraduate Program** (Jude Walker & Tom Sork)

   Jude (ALE Coordinator) explained that this is a request for a replacement position, following the resignation of Dr. Kapil Regmi. Deidre and Michelle seconded the motion. The motion to request this replacement position was unanimously approved. It will be forwarded to the office of Associate Dean (Faculty Affairs) Andres.

   In the discussion that followed, Claudia requested that the department keep up the pressure on the Dean’s office to reduce the work load for lecturers faculty members. She pointed out that lecturers in the Faculty of Education must teach 30 credits compared to 24 credits in the Faculty of Arts.
b. Where do we go from here? (André Mazawi)

Since our return to campus on September 7th life seems to have resumed gradually yet seamlessly at UBC. The capacity to maintain the course with regard to the return to work and study speaks strongly to the commitment of each and every member of the campus community, administrative staff, students, and academics.

While return to work and study on campus can be celebrated as an achievement by some, we cannot disregard, omit to discuss, or remind ourselves, of the need to think about all the members of this community – and for us, more particularly within EDST – and how each of us has been and continues to be affected – in many different ways – by the continuing effort to maneuver through the predicaments of the COVID-19 pandemic. For some, return to work and study poses serious risks, more than for others. Questions regarding isolation, inclusion, and accessibility are by far more complicated if we do not think through the diversity of needs that all members – and each member— of our community face in terms of being in a position to assume the responsibilities of work and study. In that sense, I would argue, resumption of work and study on campus cannot be celebrated as an “achievement”, unless “we” – as a departmental community, and as part to the wider community at UBC, can think through the diversity of locations, including care givers, chronic illness, and emanating from the differential locations of individuals of our community to resume work in an accessible, equitably organized, and inclusive space.

I invite each one of us, today, to consider three broad questions I came up with (and please add others that come up in your experience) and which I would like to invite all of us to reflect on:

1. How has our experience been, given our contexts and life circumstances?
2. Can we imagine new forms of sociality, solidarity, and joint action, fun and leisure which would be safe? What examples can be considered more specifically for us, in EDST?
3. Are there ways to rethink departmental common life, for instance, the present meeting, in terms of being held in alternative ways that would allow us to be present and participate in the governance of this home of ours?

Thank you in advance for any contribution, comment, and insight you would be ready to share today.
A lively discussion followed:

- Jude asked Catalina (Student Rep) for feedback on the in-person student events and the general atmosphere among students regarding their return to campus. Catalina voiced that, overall, it was happiness among students.
- Michelle mentioned how online space worked well for those who could not meet in-person because their immune compromised difficulty in getting to campus. On the other hand, for some, online space means they are more isolated or confined to small spaces. She encouraged us to think how to balance online and in-person events/meetings so that all can participate and no one feels excluded.
- Fei Wang raised concerns brought up by some students on isolation and safety issues, especially during COVID. International students especially have faced racist behaviours during the pandemic that included verbal and physical assaults. Fei encouraged everyone to actively consider how we could respond to such racism, both as a department and as educators.
- Claudia pointed out that online events helped reduce travel and fuel consumption. She suggested we consider our modes of course and program delivery in ways that would bring students face to face some weeks and online other weeks. In the past, students were stressed out rushing from various places to get to classes. Even faculty members cannot always attend meetings as it would not be feasible to attend and meeting in-person and then return home to conduct the rest of their classes online. Claudia added that one additional conversation we must have concerns full time load for sessional lecturers in Education: apparently it involves 15 courses a year, or 5 courses per semester.
- Jude Walker made a suggestion to organise something for faculty and students together at some point to foster social connections.
- Vanessa Andreotti suggested that we consider the EdD delivery model as an option: one weekend a month. She also offered to organize something next term through the David Lam Chair.
- André summarized by saying we are in the middle of a significant social, political and institutional multifaceted shift. Referring to a quote from ‘Tales of two Cities’, by Charles Dickens, he invoked the novel’s first line ‘it is the best of times, it is the worst of times’: Difficulties are acknowledged, yet opportunities for innovative breakthroughs need not be forsaken. Keeping in mind environmental and climatic consideration, human injustices and racism in our community should be given priority in terms of how we come to think about EDST, our work, teaching and research.
5. **Announcements**

- Dr. Margaret Kovach will be discussing the second edition of her book, *Indigenous Methodologies: Characteristics, Conversations, and Contexts*, published by University of Toronto Press. Members are encouraged to attend the book launch panel organized by the Dean’s and Associate Dean for Research Office.


- Jed a brief outline of his experience as a doctoral student and sessional instructor. He raised questions regarding how the department and its faculty can support the pedagogical preparedness and instruction experiences of doctoral students.

- In a discussion that followed, Catalina suggested formatting this topic as a series to talks between faculty and students. She encouraged graduate students who teach to invite their supervisors to attend their teaching. Michelle suggested setting up a community of practice for graduate students focused on teaching. Deirdre added that a while back they had events of experienced teachers taped and ideas shared about what worked well. Deirdre also said that she would have one-on-one sessions with GTA’s, providing some experience before they started teaching.

André concluded the meeting stating that the minutes that we produce are more than just technical details or historical records. They capture the annals of our conversations and how we come to understand and perform our work.

There being no other business the meeting was adjourned at 2:30 p.m.
DATABASE TRIAL - Policy Commons

The Library is trialling an innovative new database. Policy Commons is a one-stop community platform for research and grey literature from policy experts, nonpartisan think tanks, IGOs, and NGOs. The database includes millions of reports, working papers, policy briefs, data sources and media from a directory of over 20,000 content repositories. It covers many disciplines—agriculture, energy, pharmaceuticals, diversity, crime, history, area studies, economics, sociology, political science, health, climate, diversity, sustainable development, and more.

Community tools allow users to upload, share, and discuss their discoveries.

The trial will run until November 30, 2021 and your feedback is welcome. Please submit feedback using the online form on the resource page below or by sending directly to wendy.traas@ubc.ca.

https://resources.library.ubc.ca/page.php?details=policy-commons&id=2680

Send us your book suggestions!

The end of the fiscal year is approaching for the Library, and we are focusing on collections for the month. Do you have a recommendation for new books for the Education Library? Get in touch with your librarian with your requests. While we may purchase electronic and print books, we are prioritizing electronic books at this time for accessibility.
Administrative Manager’s Report – November 2021 Department Meeting

Staff updates

I am pleased to announce that Jenifer D’souza has accepted the position of the Head’s Assistant. Jenifer will be starting on Wednesday, November 24, 2021. Jenifer (Jenifer spelled with one ‘n’) has a Master in Educational Leadership from Thompson Rivers University. Jenifer comes from Sprott Shaw College where she has gained her work experience in admissions and administration.

I would like to take this opportunity to thank Olivia Vazifdar for her work as the acting Head’s Assistant. Olivia came at a time where she had to learn quickly about tenure and promotion process, and has been a great support to the Head, the department, and myself. Olivia has been offered an Executive Assistant position to work for the President of the Canadian Fishing Company (Canfisco) downtown Vancouver, and will be starting her new position on Monday, November 29, 2021. We wish Oliva all the very best.

Finance Update

Please refer to the Innovation budget statement under revenue for the Revenue Against Cost Recovery (RACR) funds from the ALGC, DE, cohorts and EdD programs.

Shermila Salgadoe.
<table>
<thead>
<tr>
<th>Department</th>
<th>Forecast</th>
<th>Actuals - as of 2021-10-31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations</td>
<td>1,500</td>
<td>1,240</td>
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<tr>
<td>Communication (Marketing programs)</td>
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<td>1,041</td>
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<tr>
<td>Courier</td>
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<td>Honoraria for Guest Speakers (BEd)</td>
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<td>License Fees (IRCC) for Visitors</td>
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<td>IT (Telephone equipment rentals, Long Distance charges &amp; additional mailbox space)</td>
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<td>Office Supplies</td>
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<td>Photocopy rentals</td>
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<td>Postage</td>
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<tr>
<td>Proudpe</td>
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<tr>
<td>Photocopy rentals</td>
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<tr>
<td>TOTAL EXPENSES</td>
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### Department of Educational Studies
#### Innovation Budget 2021-2022

<table>
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<tr>
<th>Revenue</th>
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<tbody>
<tr>
<td>Balance carried forward from Innovation p/g 2020-2021</td>
<td>$588,477</td>
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<tr>
<td>Fiscal Year 2020-21 Revenue Against Cost Recovery (RACR) Distribution</td>
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<tr>
<td>EDAL cohort - SEAL</td>
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<td>Distance Education courses</td>
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<td>ALGC Program</td>
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<td>EdD Program</td>
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<td>TOTAL</td>
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<table>
<thead>
<tr>
<th>Expenses</th>
<th>Projected 2021/22</th>
<th>Actuals as of 2021-10-31</th>
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<tbody>
<tr>
<td>Program Development &amp; Support</td>
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<td></td>
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<tr>
<td>Program Enhancement funds (4 program areas; MA &amp; PhD)</td>
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</tr>
<tr>
<td>Honoraria for Guest Speakers, Graduate Programs</td>
<td>3,000</td>
<td>$755</td>
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<tr>
<td>Alternative course and program delivery</td>
<td>50,000</td>
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</tbody>
</table>

| Key Programmatic Initiative for students |  |
| 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 |  |
| 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 | - |

| Strategic Research projects |  |
| EDST Research Infrastructure fund (Faculty Seed grants) | 6,000 | 1,162 |
| 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 | - |

| Professional Development |  |
| Staff | 3,000 | 503 |

| Indigenous Education fund |  |
| Commitment to initiatives in Indigenous Education (bridge funding) | 8,000 | - |

| Teaching |  |
| EDAL on-campus research component (EDST 501 & EDST 553A) | 8,000 | - |

| Departmental |  |
| Catering (department meetings & events) | 2,000 | 62 |
| Donation | 2,000 | - |
| Misc. gifts | 5,000 | 3,019 |
| Bank charges/bad debt | 200 | - |
| Departmental Laptops | 5,000 | - |
| Yearly deficit provision (Operating budget $54,000) | 2,000 | - |
| TOTAL EXPENSES | $220,300 | $59,450 |
| TOTAL AVAILABLE | $679,879.59 |  |
From the Graduate Advisor—Claudia Ruitenber

From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on November 4, we:

- Discussed concerns about timely student access to required and research methods courses and the possibility of establishing waitlists.
- Discussed and approved a Category 1 new course proposal from ALE (see action item below).
- Reviewed and endorsed proposals for three EDST 565 elective offerings for Summer, 2022. These have been tentatively scheduled and included in the proposed workloads of each instructor.
- Received and discussed two recommendations from the PhD Management and Admissions Committee for consideration by the Department (see action items below).
- Reviewed and discussed three admission-related issues:
  - The "standard" Excel sheet prepared for admission committees by the Graduate Program Assistant.
  - Notifying applicants for whom a "special case" is made if any previous work beyond their first degree has been used to argue for admission; these “surplus credits” cannot then be transferred into a graduate program.
  - The possible use for recruitment purposes of “application fee coupons” in eVision.
- Discussed the need to update faculty research interests—and availability to supervise new students—on various websites to reduce confusion among applicants.
- Discussed a “consultation program summary” submitted by the Okanagan School of Education for a proposed EdD for working professionals.
Deputy Head’s Report to the EDST Department meeting, November 18, 2021

Deirdre Kelly (submitted on November 16, 2021)

Course & faculty workload planning for 2022-23:
- The draft course schedule for Summer term was submitted to FoE on October 26.
- Solid drafts of Winter 1 and Winter 2 are complete.
- Next steps: the information is being entered into Excel sheets, with days, times, and classrooms to be determined. New this year: Shermila needs to enter “Equipment Types/Room Suitabilities” for 2022W per Scheduling Services, as UBC transitions to the hybrid scheduling model. Once this is done, it will then be sent to program chairs and coordinators for their review. They will share the information with their members.
- The Winter 1 and Winter 2 schedules are due to FoE by November 21, 2021.
- Faculty workloads will be entered onto the Confirmation of Instructional Load sheets, and Shermila will send these out early in 2022 for review and signatures.

Formative Peer Review of Sessional Lecturers
A policy specific to EDST that distinguishes formative and summative peer review has been drafted and is on the agenda of HAC for the December 6, 2021 meeting for discussion.

Analysis of Graduate Elective and Methods Course Offerings
- I have been working with an incoming PhD student to analyze EDST graduate-level elective as well as methods course offerings, going back to 2016.
- We are working with HAC to draft a graduate student survey that could inform our transition to multi-year planning.
- Through the student representative to HAC, I will consult with GAAs about the content, wording, and timing of the Qualtrics survey.

Multi-Year Planning
- André, Tom, and I continue to meet biweekly to discuss the rationale, feasibility, and timing of this.
Head’s Report
For EDST’s Meeting of November 18, 2021

1. Testing & Vaccination Clinic:
Consultations were undertaken by the Dean’s Office regarding the conduct of COVID-19 testing and vaccination clinic located on Floor 1 of Ponderosa Commons. Subsequently, consultations were undertaken regarding the expansion of the clinic’s activities to include flu shots. Arrangements were taken to ensure that the in-out circulation to the clinic minimized exposure of building and offices users, as well as kept safe distance from classrooms.

2. EDAL Accelerated Hire Position:
The EDAL accelerated hire position -- Tenure Stream Professoriate Faculty Position (Professor or Associate Professor) in Educational Administration and Leadership with a focus on Equity and Inclusion in Global Contexts -- approved in September by both HAC and EDST’s Plenary was transmitted to the Associate Dean for Faculty Affairs. In a meeting which took place on October 5, attended by Mark Edwards and André Mazawi, AD Andres requested revisions. Revisions were discussed by the EDAL Group on their meeting of October 28. Once finalized, revisions will be discussed at the November 18, 2021, EDST meeting, before being sent to AD Andres.

3. MEd in Indigenous Education:
A meeting took place regarding the newly approved MEd in Indigenous Education, placed under the AD Indigenous Education Office. Tom Sork, Deirdre Kelly, Mark Edwards, AD Margaret Kovach, and André Mazawi met with Dean Hare on October 13 in the Dean’s Office. Consultations will be discussed and how to move forward on a sub-specialization in Educational Leadership broadly defined. Questions regarding the program and the EDST-based sub-specialization discussed.

4. EDST’s External Review:
HOD met on 1-1 with Dean Hare on October 27, 2021. Among other, a request to postpone the External Review was submitted. The reasons are mainly associated with the need to re-organize following the COVID-19 disruption, and the need to review the document of the self-study towards the inclusion of up-to-date materials. Dean Hare will confirm after discussing the matter with Anna Bin (Director of Human Resources).

5. ADHE Replacement Position:
The request for a replacement position of a lecturer (non-tenure track), approved in HAC and at the EDST Plenary in October (4 & 21, respectively), was submitted to the AD (Faculty Affairs) Andres on October 30, 2021. AD Andres requested clarifications regarding the configuration of the teaching versus teaching-related service credits (24/6 credits, respectively). AD Andres’ feedback will be discussed with the ALE Program Coordinator and group before a response is formulated.
6. **The UBC 2021 Workplace Experiences Survey for faculty and staff:**
EDST members are encouraged to complete the 2021 Workplace Experiences Survey for faculty and staff. The survey link was sent to you directly from UBC’s third-party survey consultant, TalentMap. Please check your emails for the survey invitation or contact workplace.surveys@ubc.ca with any issues. The survey closes on Friday, November 19. The survey includes questions related to several themes including your professional growth, inclusion and respect, health and wellbeing, work environment and more. For faculty, it also includes questions related to tenure and promotion, and support for teaching and research. The survey is your opportunity to share confidential feedback on your experience working at UBC. This will help us to identify and focus on the areas that will make the greatest difference to you and your colleagues.
The Department of Educational Studies in the Faculty of Education at the University of British Columbia (UBC), invites applications for a full-time tenured position in the professoriate stream at the rank of Associate Professor or Professor in Educational Administration and Leadership (EDAL) with a start date of July 1, 2022 (or a date agreed upon by the University and the successful candidate).

This position is created to advance the global conversation and action on equity and inclusion. The successful candidate will advance the work of developing leaders of educational equity and inclusion, globally and locally, through bold and compelling research, teaching, and service that equips educational leaders in formal and informal settings to transform inequitable ideologies, structures and practices by confronting the legacies of racism, colonization, and other forms of exclusion and marginalization. This position is for a scholar who seeks to use all the resources of a Tier 1 research institution to make a difference in the lives of marginalized students and communities, and who aspires to teach and influence educational leaders from around the world toward these goals.

The successful candidate must demonstrate evidence of outstanding research and teaching excellence with a clear focus on decolonizing the ontological and epistemic assumptions, policies, and practices framing educational leadership in relation to wider questions of Indigenization, social justice, inclusion, and equity in diverse national and international educational contexts. We seek an approach to educational leadership from one or more of the following foci: decolonizing and Indigenizing knowledge on educational leadership; educational leadership and human rights in Global South contexts of practice; educational leadership and anti-racism education; educational leadership and intersectionality; educational leadership and public pedagogy in deeply divided and pluralist societies.

The successful candidate will be expected to (a) engage in independent and collaborative, interdisciplinary, and internationally recognized research; (b) contribute to undergraduate and graduate teaching; (c) supervise graduate students; and (d) contribute to mentoring and academic service across the Department, the Faculty of Education, and UBC.

The successful candidate will be offered the position conditionally on meeting the standards of tenure and appointment at the rank of either Associate Professor or Professor in the professoriate stream at UBC. The appointment (rank and tenure) is subject to a positive review of the successful candidate’s record of achievements based on UBC’s appointment criteria as specified in the Collective Agreement, following the University’s established appointment processes. For more information on the review process and criteria for an appointment at the
rank of Associate Professor or Professor with tenure, please visit: https://hr.ubc.ca/working-ubc/faculty-titles-ranks-and-descriptions/tenure-stream-appointments-review. This position is subject to final budgetary approval. The starting salary is determined both by the candidate's qualifications and experience and by the career progress scale within the Faculty of Education.

The UBC Vancouver campus is situated on the traditional, ancestral, and unceded territory of the Musqueam people. The University of British Columbia is a global centre for research and teaching, consistently ranked among the top 20 public universities in the world. The University of British Columbia embraces innovation and challenges to the status quo. UBC is dedicated to ensuring that diversity, equity and inclusion are embedded throughout the university’s academic and work life, recognizing the significant work remains to be accomplished. For example, UBC’s vision is to be a world leader in the implementation of Indigenous people’s human rights and is guided in a mission of reconciliation as articulated and called for by the Truth and Reconciliation Commission of Canada. It is firmly committed to recruiting Indigenous faculty, students, and staff as outlined in UBC’s Strategic Plan and its Indigenous Strategic Plan. As one of the world’s leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

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). According to the 2022 Maclean’s rankings for education programs, the UBC Faculty of Education ties as 1st in Canada. As a global leader in Indigenous education, the Faculty of Education offers Indigenous graduate programs and specializations, an Indigenous Teacher Education Program (NITEP), has a new M.Ed. in Indigenous Education, and continues to develop new graduate programs and concentrations. The Faculty publishes an annual theme issue of the Canadian Journal of Native Education, and has an Associate Dean, Indigenous Education, on its senior leadership team. For further details about the Faculty, its research, and specific units, please visit our website at www.educ.ubc.ca. Refer to the Faculty of Education Strategic Plan.

Equity, inclusion, 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. Canadian citizens and permanent residents of Canada are given priority.
Dear André (copied to Mark, Patsy, and Anna),

I am writing this email in an effort to move forward with the EDST PAEI advertisement for a tenured Associate or Full Professor in Educational Leadership and Administration — Equity-focused Educational Leadership in a Global Context. Hiring is one of our most important undertakings in the Faculty and in the University. All advertisements for tenure stream faculty positions must be approved by Faculty Relations and by the Provost’s Office. As such, we in the Dean’s Office work closely with departments to develop advertisements based on the initial approval of the positions. This process often entails several rounds of revisions. Also, I have confirmed with the previous EDST Head Mona Gleason that she had never “signed off” on the advertisement.

According to the call for proposals ratified at the Heads and Directors Meeting on March 5, 2020, the PAEI is “an initiative aimed at extending UBC’s research capacity and impact . . . . that is not linked to replacement, but rather, to the advancement of research excellence.” This document also states that the “the most fundamental criterion [sic] here is that these new positions “are bold and compelling” and “enhance research capacity.” These criteria must be featured in this advertisement.

Because this EDAL position is for a tenured Associate or Full Professor who is a senior scholar, the emphasis on research is even more important. Research must be emphasized in the first paragraphs of this advertisement. The successful candidate will need more than an “established record in teaching, research, and service.” Any successful candidate will be offered the position conditionally on meeting the high standard of tenure and appointment at the rank of either Associate or Full Professor in the professoriate stream at UBC. Each of these levels comes with its own requirements for appointment and tenure and the review process is rigorous at all three levels (Department, Faculty and University). This is not a position aimed at practitioners and language to that effect cannot appear in the ad (e.g., will have lived experience as a formal or informal educational leader).

I have numbered the paragraphs in the advertisement for easy reference (attached).

The approved PAEI proposal clearly indicates that a "faculty member for whom equity-focused educational leadership in a global context both within and outside K-16 schooling... [as] the dedicated area of their scholarly research” is being sought. This was deliberately specified in the PAEI proposal and approved on this basis. Currently, paragraphs 2 and 3 forefront K-12 education, which is not consistent with the approved PAEI proposal. There are many contexts in which a potential applicant may not fit into a K-12 box; a completely hypothetical example would be an educational policy expert who conducts research across the spectrum of educational policy contexts.

There is no clear statement about the research foci of this position. The advertisement must at the same time be open to a broad range of topics while offering some grounding foci. Rather than including a long list of areas and topics, I suggest that you identify 2-3 broad research themes. These themes should emerge from and be consistent with the approved PAEI proposal.

The text in paragraph 4, “as co-construction and collaboration are key values in the EDAL approach to program innovation and development, the successful candidate will be expected to join in planning processes with school districts, Indigenous communities, or other educational organizations in the co-creation of M.Ed. programs and to teach in these often off-campus cohort programs” is not consistent with the position of “Equity-focused Educational Leadership in a Global Context.” Rather, this text locates the advertisement within current practices of EDAL. Teaching in off-campus cohort programs is not a requirement of this position. Given that this is a research-focused position, the emphasis should not be on MEd programs.

There is a lot of repetition in this advertisement. The FoE template already includes language around the EDI principles that have been formally adopted. Please streamline the text to avoid duplication.
I have included two links that I have found helpful in guiding the construction of academic job advertisements.

Please do not hesitate to contact me on the revision of this advertisement. However, please be advised that I need a reasonable amount of time (at least 3-4 business days) to respond to future drafts.

Best,
Lesley

Advice | Admin 101: How to Write a Realistic Faculty Job Description

The Rise of the Absurdly Demanding Job Ad
https://www.chronicle.com/article/Rise-of-the-Absurdly-Demanding/248926/?key=wYmokCnDzR4ly9eFNudr4phaoonOjhVPwZspqqvSSzRI0X_ghCVz2wW71fjno-RuSGRYa1NoSzITTmlMtVZvRklZnB5SPfIv2ZkWUZmTuIGV3FxoDgwNvZozw4.XuebvZTTm94.email

Dr. Lesley Andres
She/Her/Hers
Associate Dean, Faculty Affairs| UBC Faculty of Education
Professor
Dept. of Educational Studies
Education Centre at Ponderosa Commons
6445 University Boulevard
The University of British Columbia
Vancouver, BC V6T 1Z2
Phone 604 822 8943
Traditional, Ancestral, and Unceded xʷməθkʷəy̓əm (Musqueam) Territory

academic website: http://edst.educ.ubc.ca/facultystaff/lesley-andres
research website: Paths on Life's Way

job ad, Prof_A...1.docx
**UBC Curriculum Proposal Form**  
**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category:</th>
<th>(1)</th>
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</thead>
</table>

| Faculty: | Education |
| Department: | Educational Studies |
| Faculty Approval Date: |  |
| Effective Session (W or S): | W |
| Effective Academic Year: | 2022-23 |

| Date: | October 27, 2021 |
| Contact Person: | Jude Walker |
| Phone: | 510-674-4994 |
| Email: | jude.walker@ubc.ca |

**Proposed Calendar Entry:**

EDST 534 (3): Theory and Practice of Transformative Learning and Education

Graduate Course: This course is not eligible for Credit/D/Fail grading.

| URL: |  |
| Present Calendar Entry: | N/A |

**Type of Action:** New course

**Rationale for Proposed Change:**

Transformative learning (TL) theory is one of the most important theories in adult learning and education and has influenced many different disciplinary fields, understandings of learning processes, as well as the practice of teaching adults. Currently, students are introduced to TL theory in EDST 518, Theories of Adult Learning, a required course for our MEd Adult Learning and Education (ALE) course, and sometimes in EDST 503, Foundations of Adult Learning and Education. This proposed course deepens students’ understanding and engagement with the theory.

This proposed course (EDST 534) was originally developed in part as a response to student feedback indicating a desire to learn more about the theory and practice of TL which they can apply to their research and teaching practice. The proposed course (syllabus attached) has already been taught twice under a temporary course number and has attracted students from across all four departments of the Faculty of Education, meeting the needs of both ALE students and those further afield. The course has been well received by students who have found it useful and engaging for their own understandings and enactments of teaching and learning, and for their specific research projects. Indeed, many students engage various aspects of transformative learning theory in their graduating papers, theses, and dissertations—I alone have supervised/continue to supervise six studies in this area—and this course helps in preparation.
Course Overview
Transformative learning theory was first put forward by Jack Mezirow in the 1970s to help explain the process by which personal change occurs through perspective transformation. Arguably, ‘Transformative Learning’ (TL) has now become the most influential theory in the field of adult education. Everyone seems to be talking about transformative learning, and its corollary transformative education, but it isn’t always clear everyone is talking about the same thing. Since Mezirow’s initial writing on the topic, the theory has been criticised, co-opted, and creatively adapted to various contexts. Given its significance to the field of adult education and its potential contribution to practice, transformative learning and education is a topic ripe for further exploration.

In this course, we will track the development of the theory and the inspirations behind Mezirow’s initial ideas. We will delve into some of the tensions in the field, namely between the affective and cognitive; positive versus negative aspects of TL; and personal versus social transformation. We will wrestle with the deeper question of whether TL is anything more than “good learning”, as Michael Newman (2012) once argued, and ask what the theory and its application can offer to our own potential for transformation and the transformation of our communities. This course is rooted in praxis, in exploring both the theory and practice of transformative learning and education. Further, we privilege the role of the arts and embodied learning in seeking to understand how to foster transformative learning, which is reflected both in the content and learning environment.

We focus on the main theorists and theories in the field and then examine some of the different ways the theory has been applied and conceptualised. Given the expansiveness of TL, we are unable to cover many aspects and applications of the theory. For this reason, students are invited to identify the areas related to TL that most interest them—which may or may not be covered in the syllabus.
Objectives

In this course participants will:

1) Examine the theory of transformative learning and its development
2) Explore theoretical and conceptual inspirations behind TL theory
3) Analyse various critiques of TL theory
4) Apply the theory/ies of transformative learning to a variety of domains and themes
5) Consider the significance of arts-based pedagogy, the somatic, and the role of emotions in transformative learning
6) Pursue their own particular interests, and bring in their own experiences, in transformative learning and adult education

Learning Objectives

By the end of the course, students will be able to:

a) Name the key tenets of the original theory of transformative learning as developed by Jack Mezirow
b) Describe the history, trajectory, and impact of transformative learning theory from its inception until the current day
c) Explain the philosophical influences of transformative learning theory
d) Recognise the role of the arts, embodied learning, and emotions in transformative education
e) Identify and describe the different debates within the field of adult learning and education as they connect to transformative learning theory.

Learning Activities & Assignments

This is a seminar-style course in which you will have the chance to develop your understanding of transformative learning and its relationship to adult learning and education in a way that is most meaningful to you. Our work will be both individual and collaborative. There are five required assignment elements to this course, each intended to foster engagement and creativity, and to help deepen and evaluate your learning.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION OF LEARNING TASK</th>
<th>% FINAL GRADE</th>
<th>GROUPING FOR TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>In-class participation</td>
<td>15%</td>
<td>Individual</td>
</tr>
<tr>
<td>2. Initial perspectives</td>
<td>Written assignment</td>
<td>10%</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Reading response</td>
<td>Written assignment</td>
<td>15%</td>
<td>Individual</td>
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<tr>
<td></td>
<td>Brief presentation</td>
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<td></td>
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<tr>
<td>4. Creative artefact</td>
<td>Artefact</td>
<td>30%</td>
<td>Groups 2-4</td>
</tr>
<tr>
<td></td>
<td>Class Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Final assignment</td>
<td>Written assignment</td>
<td>30%</td>
<td>Individual</td>
</tr>
</tbody>
</table>

See also [http://www.muhlenberg.edu/library/reshelp/apa_example.pdf](http://www.muhlenberg.edu/library/reshelp/apa_example.pdf)

1. **Participation: 15%**

A pedagogical assumption underpinning this course is that adult learning depends upon continual active reflection and engagement. Actively and reflectively participating will not only help you to master the material and concepts, but will also contribute to the construction of a safe learning environment and facilitate collective learning.

Participation is based on the following three elements:

1. **Active participation in class sessions.** Active participation means that you engage with others in discussion of the ideas found in the readings and emerging from our activities in class-wide discussions and/or small group work. It also means that you listen actively, that you are responsive to the contributions of others, that you do not dominate the limited discussion time, and that you respect the right of others to hold and express views different from your own. Because much of the course content will be discussed in class, attendance at each class session is considered very important. All course materials, and sign-up sheets, will be uploaded to the course canvas site.

2. **Careful reading of materials prior to the sessions at which they will be discussed.** As a student in a graduate-level course you will be expected to: 1. identify, acquire, read, and critically analyse reading materials, and 2. come to each class prepared to discuss the main ideas from the texts and your questions relating to the readings and concepts.

3. **Providing feedback to the instructor and participating in formal and informal evaluations of the course.** I will be continually seeking your feedback on the course elements and will also administer an informal mid-term evaluation. As a graduate student, you are responsible for helping to make the course work for you by letting me know what you need, and what is and isn’t working for you, both throughout the course and in the mid and end-of-term evaluations (informal and official).

2. **Initial perspectives and hopes: 10%**

Due Sunday Week 3

Critical to (transformative) learning is a willingness to reflect on one’s ideas, expectations, and goals—what Parker Palmer calls “listening to the small voice within.” This also helps me as an educator best tailor the course towards your interests and experiences. In narrative form—with an accompanying
image, poem, diagram or anything else that isn’t academic prose— you are asked to comment on the following in a 1,500 word (+/-12%) reflection:

- Your interests in taking this course
- Your hopes and fears about this course
- Your existing understandings, assumptions, and experiences of transformation
- Your existing understandings or familiarity with transformative learning theory (if any)
- Any questions, concerns you have at this point with regards to the course (in reflecting on the first class(es) and/or syllabus)

Your image/poem/diagram etc. should capture anything that relates to your goals, intentions in taking this course.

Your will be evaluated on:

- Meeting basic requirements (word length, inclusion of image, touching on all the aspects as listed above)
- Clarity of writing, organization, and engagement of narrative

3. Written reflection and presentation: 15%

Due the day for which the reading has been assigned
Each of you will sign up to provide a reflection and a 5-minute presentation on a chosen reading. There should be 1-3 reflection presentations per class.

- The reflection should be ~1,000 words (+/-12%)
- The reflection should be in support of and/or in opposition to some point(s) made in the reading
- The reflection should make connections to other ideas or readings—either from this course or from other sources and/or from your own lived experiences.
- Your comments should contribute something new—a new example or idea; a critical perspective on concepts raised in the reading. They should not simply paraphrase or summarize the points made in the readings.

You will present a snapshot of your reflection in class in a 5-minute presentation. In your presentation, you are expected to:
- Provide a 1-2 sentence overview of the article
- Highlight 3-5 things you found most interesting—this could include something you disagreed with, something that led you to think differently, a lingering question. You can write these on the board or have a 1-2 slide powerpoint if you like but you will be timed on keeping to the 5 minutes.

Your presentation will then lead us into small group discussions on the articles.

Your presentation will be evaluated on:

- Meeting time limit
- Evidence of critical reflection
- Coherence and clarity
4. Creative artefact & presentation: 30%

Due last class or second to last class
Engaging in creative acts fuels individual and collective learning, and enables us to better express our individuality and to teach one another. Artistic creation and expression—in the form of food, visual art, film, speech writing, music, theatre, poetry, blogs, poems, videos and so on—help us access the affective side of learning and allow us to reflect in powerful ways. Furthermore, arts-based and embodied-pedagogy are becoming a key focus in the research and writing on transformative learning quite simply because of their ability to effect transformation.

For this assignment you are asked to create an expressive artefact—in groups of 2-4—that captures one or more of the following:
1. Your own transformative learning as individuals (and/or as a group)
2. Transformative learning related to a particular social movement, individual, or other group of people as expressed in one of the readings of the course
3. Transformative learning you have witnessed or read about in a particular social movement, individual, or group of people in any other arena.

You have leeway in this assignment to engage in creating something that really speaks to you. The following are options for this activity: Film script, Short video clip, Poem, Song, Speech, Blog site, Art piece, Recipe book, Musical piece, Photography display, Podcast, a drawing/an array of drawings. You are not limited to this list; however, if you have additional ideas, please consult with me.

Your artefact will be evaluated on:
• Meeting basic requirements
• Engagement
• Evidence of learning
• Perceived effectiveness given its expressed purpose

You will present your creative artefact to the class on the penultimate or very last class.
Your presentation should last 13-15 minutes, followed by 5 minutes for questions.

During your presentation, you should present your artefact and also speak to:
• The purpose of your artefact and its intended audience
• How you chose both the content as well as the type of artefact to create
• How your artefact relates to transformative learning and some of the ideas we’ve explored in the course (including in-class discussions and readings)
• The process you went through in creating this artefact—including moments of insight and inspiration, challenges and struggles, working in groups of 2-4, and what you have learned through, in, and because of this activity.

Your presentation will be evaluated on:
• Explanation of the creative artefact
• Evidence of critical and personal reflection
• Organisation – planning and timing
• Delivery – how clearly you speak, the extent to which you address the entire group and speak, rather than read, your presentation
• Attention to questions and comments

5. Final paper: 30%

Due Sunday a week after the class has ended
For this final assignment, you are asked to write a paper on any aspect of transformative learning that resonates with you. For example, you could survey the literature on transformative learning and spirituality; write a paper on how Mezirow’s 10-step process of Transformative Learning speaks to a transformative learning experience you’ve had; examine how transformative learning could be a lens (or additional lens) through which to view your current Masters or Doctoral thesis work. Basically, in this assignment, I want you to create a piece of writing that is most useful to your program (i.e., as an MEd, MA, EdD or PhD student) and/or to you personally, (e.g., your work within a social movement organization, your personal journey in therapy, your job as a health professional etc. etc.). The paper must make connections to at least some of the literature from the course, and beyond if this is useful for you. The paper should be around 3,000 words +/-12%, excluding references. You are encouraged to send me an outline in advance where I can give basic feedback, raise questions etc. (This is particularly useful for beginning graduate students and/or those new to higher education in North America).

The paper will be evaluated on:
• Meeting basic requirements (word length, connections to literature, related to transformative learning in some way)
• Evidence of critical reflection
• Structure, logic, focus, argumentation and development of ideas
• Thoughtful and logical integration of the literature
• Clarity, persuasiveness, and engagement of writing

EDST Graduate Course Grading Policy

A Level (80% to 100%)

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not
demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B Level (68% to 79%)

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

1. one or more significant errors in understanding
2. superficial representation or analysis of key concepts
3. absence of any special initiatives
4. lack of coherent organization or explication of ideas

The level of B work is judged in accordance with the severity of the difficulties demonstrated.

B+ is from 76% to 79%
B is from 72% to 75%
B- is from 68% to 71%
C+ is from 64% to 67%
C is from 60% - 63%

The Faculty of Graduate and Postdoctoral Studies considers 60% as a minimum passing grade for graduate students. See the UBC Calendar for details. Students should check the University Calendar for information on what constitutes “Satisfactory Progress” for masters and doctoral students. In general, graduate students must maintain an average grade of 68% to remain in good standing. See the Faculty of Graduate Studies section of Calendar for more information.

Scholarly Integrity

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions such as acknowledging the work of others through careful citation of all sources used in your work. Plagiarism - including self-plagiarism - and other forms of academic misconduct are treated as serious offences at UBC, whether committed by faculty, staff, or students. You should be aware of the sections of the University Calendar that address academic integrity and plagiarism. The UBC library also has a useful web-based Plagiarism Resource Centre that explains what plagiarism is and how to avoid it. If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

Academic Accommodations for Students with Disabilities

If you have a letter from The Centre for Accessibility indicating that you have a disability that requires specific accommodations, please present the letter to us so that we can discuss the
accommodations that you might need for class. To request academic accommodations due to a disability, first meet with an advisor to determine which accommodations/services you are eligible for. Learn more about academic accommodations.

**Religious Observances & Cultural Observances of First Nations, Inuit, & Métis**

No student will be penalized for missing synchronous sessions because of observances of their religious beliefs. Policy J-136 also recognises First Nations, Métis and Inuit peoples’ right to self-determination in spiritual matters, including the right to practice, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, and accommodations will be made for such purposes. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed. It is the student’s responsibility to inform the instructor of any intended absences for religious or cultural observances in advance.

**Truth and Reconciliation**

This course has been designed in light of the recommendations of Canada’s Truth and Reconciliation Commission and Universities Canada’s Principles on Indigenous Education. It attempts to explicitly engage with issues of racism and colonialism in the representation of Indigenous people and culture and to address ways that scholars must confront these abuses. For more information see: Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada (2015).
Schedule

Class 1
Introduction to transformative learning theory (TLT)
Readings
- Cranton, P. (2016). The origins of transformative learning theory. (Chapter 2)

Class 2
Deepening our understanding of TLT
Assignment #2: Initial Goals (Sunday after second class)
Readings
- McGonigal, K. Teaching for transformation: from learning theory to teaching strategies.

Group 1
- Formenti, L., & West, L. (2018). On perspective. (Chapter 2)

Group 2

Recommended

Class 3
Further exploring conceptual underpinnings of TLT: Reflection & Discourse
Readings
ALL:
- Brookfield, S. (2005). Learning democratic reason:
• Brookfield, S. (2010). Critical reflection as an adult learning process
• Bohman & Rehg: Stanford Encyclopedia of Philosophy. Jurgen Habermas, Sections 3.1 and 3.2

Group 1

Group 2

Class 4

Critiques of TLT

Readings
• Hoggan, C., Malkki, K., & Finnegan, F. (2017). Developing the theory of perspective transformation

Group 1

Group 2
• Dirkx, J. (2012). Self-formation and transformative learning: a response to “Calling transformative learning into question

Group 3

Recommended
• Newman, M. (2014). Calling transformative learning into question: mutinous thoughts revisited
• Malkki, K., & Green, L. (2016). *Ground, warmth, and light: Facilitating conditions for reflection and transformative dialogue*

Class 5

**Transformative learning and (documentary) film (festivals)**

| Film/documentary viewing: TBC |

**Readings**


Class 6

**Transformative learning, gerogogy, and the power of visual arts**

**Readings**

- Lawrence, R. L. (2012). Transformative learning through artistic expression:
- Findsen, B. (2006). Social institutions as sites of learning for older adults:

**Optional**


Class 7

**Transformative learning: a focus on the somatic, spiritual, & affective**

**Readings**


**Choose 2 of:**
- Tisdell, E. (2017). Transformative pilgrimage learning and spirituality on the Camino de Santiago: Making the way by walking

Class 8  
Transformation in literature and myth

Readings
Excerpts from:

Class 9  
Transformative learning, social activism, and art

Field trip: MOA and/or Belkin Gallery

Readings

Class 10  
Humour and transformative learning

Readings
• Lewis, T (2010). Paulo Freire’s last laugh

Class 11  
Transformative learning & (popular) theatre

**Assignment #4: Creative artefact presentations**

**Readings**
• Butterwick, S., & Selman, J. (2012). Embodied knowledge and decolonization

Class 12  
Transformative learning and reconciliation/Documenting transformative learning

**Assignment #4: Creative artefact presentations**

**Readings**
• Czyzewski, K. (2011). The Truth & Reconciliation Commission of Canada:
• [TRC’s calls to action](#)
Appendix

Some notes on academic writing

The following information was adapted from http://www1.aucegypt.edu/academic/writers/index.htm and borrowed from EDST Professor Emerita Shauna Butterwick.

CONTENT

Logic: Logic refers to clear thinking, ordered thoughts, and precise arguments. You should have an arguable claim backed up by good reasons that support it. Avoid hasty generalizations and poor causal reasoning.

Evidence: Evidence refers to the support you give your argument. This support could be in the form of facts, statistics, authoritative quotations, surveys, studies, or other types of evidence. Good evidence involves more than just finding quotations to agree with your position. It expounds the reasoning behind these authoritative statements and offers factual data for your position.

Development: Development refers to the degree of depth you give a topic. If your thesis takes a specific, narrow claim and expands at length that idea with insights, evidence, and commentary, then you are said to be "developing" the idea. On the other hand, if you merely state a position and give superficial reasons for it, and then move on to another idea, your ideas will not developed.

ORGANIZATION

Focus: Your overall essay should have a clear, specific focus as stated in the thesis. Additionally, each paragraph should be focused on supporting that thesis. Overall, your focus on the topic should be sufficiently narrow such that it allows you to explore in depth a specific idea. Your essay should not cover so much ground that your treatment ends up broad and shallow.

Structure: Structure refers to the way you organize your thoughts about the topic you are writing about. A well-structured essay presents your ideas in clear, distinct paragraphs with topic sentences that guide the reader. Your insights and explanations should be logically divided and presented in some progressive or sequential order that makes sense for the topic.

Unity: Unity involves remaining focused in each paragraph on a single main idea. Additionally, unity implies that each paragraph supports the thesis in a relevant way. Paragraphs with multiple main ideas or essays with extraneous or irrelevant paragraphs break the principle of unity.

SOURCE INTEGRATION

Integration: Integration is the art of smoothly incorporating paraphrases, direct quotations, and mixed quotations into your essay. Good integration doesn't have too many quotes from the same author, nor too few sources for the evidence required. Signal phrases are used when necessary, and quotations are integrated in a way that preserves the grammatical flow of your own sentences.

In-text citation: In-text citation refers to the proper parenthetical citations and signal phrases used in the body of your text as you quote or paraphrase. In-text citations should accurately reflect APA style in
the way they supply source information, page numbers, or authors' names. Additionally, each author cited in the body of your essay should appear on the Works Cited page.

Works Cited: The Works Cited page should follow APA style and accurately reflect the sources used in your paper. Each entry must be in correct format, as well as the page itself. Additionally, the sources used should be reliable, credible sources offering good evidence for your position. (Note: A bibliography differs from a Works Cited page in that a bibliography lists all works consulted rather than all works cited.)

LANGUAGE
Grammar: The grammar in your sentences should be correct. In particular, commas, semi-colons, capitalizations, possessives, and periods should be used correctly. Additionally, your sentences should be free of subject-verb agreement errors, tense shifts, misspellings, misplaced modifiers, fragments, run-ons, and all awkwardness.

Clarity: Clarity in writing involves constructing sentences, paragraphs, and arguments in ways easily understood by those reading your essay. If a reader has to reread your sentence, guess at the intended meaning, or struggle to follow your basic argument, your writing is unclear and needs to be recast with more precision.

Style: Style refers to the way you say something, rather than what you say. The style adopted for an academic essay should be formal but readable. The tone should be scholarly and the sentences should have varied structures and lengths. Your style is like the literary fingerprint of your writing -- it is what identifies your "voice."
Course Readings


Malkki, K., & Green, L. (2016). Ground, warmth, and light: Facilitating conditions for reflection and transformative dialogue. Journal of Educational Issues, 2 (2), 169-183. [Note: this appears to be a predatory journal but the authors are legit and the piece is worth reading]


PhD Management and Admissions Committee’s Decision (Re: EDST Part-Time PhD)

The PhD Management and Admissions Committee met on October 14 2021 for discussion and decision on the potential establishment of a departmental part-time PhD option. The discussions on this have been going on from late 2020, and one month prior to this latest meeting, four documents pertinent to the issue were shared with committee members: *PhD committee discussions and inquires to the department leadership dated Jan 5 2021; EDST part-time PhD option survey summary report dated Feb 25 2021; PhD committee’s decision (not to make a decision on the issue) dated March 1 2021; and departmental part-time PhD option deliberations report dated June 14 2021.*

In their discussions and deliberations, committee members noted the time and efforts accorded to the issue; some also noted the impact this could have on equity and related situations. Prior to the vote, some committee members expressed, how based on all the information available to them (mainly through the above-stated documents), they cannot support this PhD option. One committee member brought up the possibility of checking the issue back with some segments of the department. In response to that, the majority noted that through all the committee and departmental discussions + the survey, which was open to all faculty and students in the department, it was the right moment to vote on the issue. With that, the chair of the committee called for the vote with this result:

- Three committee members voted against the establishment of a departmental part-time PhD option
- One committee member abstained

On that voting score, the EDST PhD Management and Admissions Committee rejected (within its service mandate parameters) the establishment of an EDST part-time PhD option. At the end, the committee asked the committee chair to convey its decision to GPACC as discussed and decided.

**Committee members (alphabetical order):** Gerald Fallon, Hartej Gill, Yeonjoo Kim, Amy Parent  
**Committee chair:** Ali A. Abdi
Equity, Diversity, Indigeneity and Inclusion (EDII) Statement for EDST PhD Applicants

Consistent with the University of British Columbia’s commitment to EDII as a major strategic priority, we invite all PhD applicants to include in their application a brief statement on how they could contribute to enriching Equity, Diversity, Indigeneity and Inclusion in various ways on the Unceded x̱məθkwəy̓əm (Musqueam) Territories on which UBC is located. Equity and related issues attempt to address social and institutional barriers to educational opportunities and success. These barriers can arise through different forms of discrimination including racialized status; Indigeneity (for UBC’s Indigenous Strategic Plan, see this link: https://indigenous.ubc.ca/indigenous-engagement/indigenous-strategic-plan/); ancestry; country/place of origin; ethnicity; citizenship; religion; political beliefs; social class; gender, sexual orientation, identity and expression; or disability. Whether you are a Canadian or international applicant, feel free to include a brief statement of no more than 100 words than explains how your background, experiences and intentions can contribute to the advancement of EDII at UBC.
The Diverse Career Paths of Educational Studies Alumni is a study and co-funded initiative. It aims to support Educational Studies (EDST) graduate students in exploring diverse career pathways by drawing on the career experiences of Educational Studies (EDST) alumni. It stems from a desire expressed by EDST students to learn about careers in education (particularly outside of academia) and to build professional networks that relate to their fields of study. We intend to create online resources that highlight EDST alumni career pathways across the various programs (MA, MEd, EdD and PhD) and sectors (e.g., the non-profit sector, government sector, higher education sector, for-profit sector, and K-12 sector). While the focus is on EDST students and alumni, the resources created and the events organized as part of this initiative can be relevant to other students within the Faculty of Education and beyond.
THE DIVERSE CAREER PATHS OF EDUCATIONAL STUDIES ALUMNI

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OLADIPUPO OGUNFEIBO

Welcome, Dipo, our newest team member!

Dipo is working tediously on the quantitative and qualitative analysis of the EDST Alumni survey data administered to all EDST alumni from 1960 to 2020.

Learn more about our team.

EDST ALUMNI PROFILES

We’ve reached 50+ profiles!

The EDST Alumni Profiles aims to inspire graduate students about the breadth of career possibilities. It can be filtered by degree, concentration, work sector and decade. A big thank you to EDST alumni for sharing their profiles and to Carl Luk, EDST Web & Communications Coordinator, for posting them!

Are you an EDST alum willing to share your profile? Email education.alumni@ubc.ca

EMAIL: edst.diversecareers@ubc.ca
WEBSITE: https://edst.educ.ubc.ca/the-diverse-career-paths-of-educational-studies-alumni/
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EDST Alumni in the Public Sector

Introductory remarks:
• Dr. Susan Porter
Panelists:
• Andrea Thoms, MEd’13
• Claudine Montes, PhD’06
• John Taylor, BEd’98, PhD’01
• Keith Dormond, PhD’21
Moderator:
• Logan Lorenz, MA’21

Watch the recording.

EDST Alumni who forged their own Career Paths

Panelists:
• Brigitte Gemme, PhD’09
• Erica Mohan, MEd’03, PhD’10
• Isabeau Iqbal, MA’04, PhD’12
• Sam Bradd, MEd’15
Moderator:
• Suzanne Scott, PhD’11

Watch the recording.

EMAIL: edst.diversecareers@ubc.ca
WEBSITE: https://edst.educ.ubc.ca/the-diverse-career-paths-of-educational-studies-alumni/
THE DIVERSE CAREER PATHS OF EDUCATIONAL STUDIES ALUMNI

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SHARE YOUR CAREER QUESTIONS

We aim to pose student-generated questions to EDST alumni in future parts of this initiative. Whether you are a student, faculty member or alum, we welcome your input. Do you have any career-related questions?

Share your questions with us.

SHARE A CAREER RESOURCE

We are compiling career resources for Education graduate students to help develop one’s career skills, find sector-specific jobs or learn about diverse career paths. Do you have any career resources in mind?

Share your career resources with us.
Developing EDST’s Response to the Indigenous Strategic Plan (ISP)

hay č xʷágə, limləmt, Thank you

In 2020, UBC launched its Indigenous Strategic Plan (ISP), which is presented as the university’s response to the Truth and Reconciliation Commission’s Calls to Action, the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), and the National Inquiry into Missing and Murdered Indigenous Women and Girls’ Calls for Justice.

The Indigenous Strategic Plan provides “guidance for action and a framework for reconciliation in a post-secondary context” (p. 25). It acknowledges that “the University of British Columbia has been, and continues to be, in many respects, a colonial institution” (p. 8) and that “for many Indigenous students, faculty and staff, colonialism is a daily reality at UBC” (p 9). It also notes that efforts to deepen UBC’s institutional relationships and responsibilities to Indigenous peoples have thus far largely been led by Indigenous peoples themselves, and that “the burden to advance this work can no longer be carried by a few, and we must all make the commitment to do this work. Thus, a core objective for this Plan will be to create broader responsibility, at all levels of the University community, to advance Indigenous peoples’ rights and alleviate the onus these champions have been carrying for some time” (p. 11).

What role can EDST place in relation Indigenous Strategic Plan? To this end, the EDST Community is invited to open a conversation about how, as a department, the ISP should be addressed in relation to its goals and guiding principles. As a first step, EDST will begin initial discussions about this matter at the 18 November 2021 department meeting, as part of the “Discussion Forum”.

In order to ensure a generative discussion on November 18, it would be helpful for all department members – staff, students, and faculty – to review the ISP ahead of time.

The ISP document is accessible full-text at:

In addition, there are very useful two tools that can help guide the department in this important work:
Proposed Activity for November 18, Discussion Forum
Facilitated by Sharon Stein.

1. Introduction of the plan and its basic elements.


3. Small breakout group discussion of three questions based on the poem:
   - To what extent do you think that we as a department are prepared to adequately address the issues raised in the poem about the experiences of Indigenous peoples in academia (including faculty, staff, and students)?
   - To what extent you think that we as a department are prepared to responsibly engage with current complexities and challenges related to settler-Indigenous engagements, communities and knowledges, including questions of: cultural appropriation; pathologization/deficit-theorization; romanticization/idealization; extraction and consumption of Indigenous knowledges, cultures, and pain by non-Indigenous peoples; the “Pretendian” phenomenon; heterogeneity within and between Indigenous communities (including intergenerational disagreements, and different strategies of engagement with educational institutions); and frustration with “window dressing reconciliation”? What are the implications of overlooking these complexities?
   - To what extent do you think an earnest engagement with the Indigenous Strategic Plan could be a generative means of assessing our current efforts to engage with Indigenous communities and knowledge, with the intention of deepening our accountability to Indigenous communities and complexifying our current approaches to Indigenizing and decolonizing the university?

4. Large group discussion to wrap up (including the possibility of moving forward with the creation of a small group of people dedicated to creating a self-assessment for the department)
June 8, 2020

**Academic Indian job description, a poem**

**Academic Indian job description, a poem**

**By Cash Ahenakew**

have to know  
western knowledge and education  
plus the critique of  
western knowledge and education

have to know  
indigenous ‘culture’ and education
plus the critique and the critique of the critique of indigenous ‘culture’ and education

have to know
how to embody expected authenticity
and how to embody expected critique of expected authenticity

have to know
when and where to use indigenous literature
and when and where to use the Western canon
to build legitimacy and credibility for indigenous thought and experience

have to know
when to vilify, to romanticize, to essentialize
when to apologize, to complexify, to compromise
when and who to be accountable to and why

have to know
how to reject modernity, how to be a modern Indian
how to ignore contradictions

how to deny incommensurabilities

have to know
when and how to perform at the same time
competence, confidence, boldness, heroic rebelliousness
and humility, compliance and gratitude for the opportunity

have to know
how to be an intellectual, an activist, a therapist, and an entrepreneur
how to improve retention, attrition and social mobility
and how to stop exploitation and ecological disaster

have to know
how to educate ‘your people’, liberal allies, immigrants, colleagues
how to relate to gang members, business sponsors, elders, politicians
how to speak with the crows, the trees, the sea, and the media

have to know
how to face and to help others heal inter-generational trauma in self-doubt, self-harm, self-hatred
and self-defeating prophecies of self-sabotage

have to know
how to read and mirror middle class sense making and sensibility in writing, speech, clothing, arts, taste,
as well as waste management, and table manners
have to know
how to push back, to show a finger, to ghost dance
how to honour elders, to wash toilets, to carry the weight
how to perform ceremonies, to carry a pipe, and to cure the sick

have to know
how to spell, to pronounce, to solve and to fix
colonialism, capitalism, racism, slavery, patriarchy,
hetero-cis-normativity, ableism, elitism, and intersectional violence

have to know
languages lost and found of family, communities, earth, spirit
languages imposed of nation, property, individualism, competition
and institutional academic language of secular liberal humanism

have to know
how to Indigenize and decolonize
disciplines, protocols, ethics and methodologies
to make aspiring experts on Indigenous issues feel and look good

have to know
how to package all of this in a foreign English language
to convince top ranked journals and performance analysts
that you too, against all odds, have market value

have to know
how to live with the guilt of having credentials, a secure job
and the awareness of compliance with a rigged system
built on the broken back and wounded soul of your family members

have to know
how to advance the project of reconciliation
with relatives who have harmed seven generations
with destitution, dispossession and “cultural” genocide

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