



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education
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Department Meeting

Thursday, October 21, 2021 from 12:30pm to 2:30pm (on Zoom) ZOOM Meeting ID: 636 9678 5180

Agenda

Passcode: 924691

Land Acknowledgement

1. Approval of Agenda
2. Approval of Minutes of meeting on September 16, 2021 (Appendix 1)
3. Reports
 - a. GAA Report (Catalina Bobadilla) (Appendix 2)
 - b. Education Library Report (Wendy Traas) (Appendix 3)
 - c. Operations report & Innovation budget: 2021-2022 (Shermila Salgado) (Appendices 4(a) & 4(b))
 - d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
 - e. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Claudia Ruitenberg) (Appendix 5)
 - f. Deputy Head's Report (Deirdre Kelly) (Appendix 6)
 - g. Head's Report (André Mazawi) (Appendix 7)
4. New Business
 - a. Full-time Lecturer Position: Adult Learning and Education Undergraduate Program (Jude Walker & Tom Sork) (Appendices 8(a) & 8(b))
 - b. Where do we go from here? (André Mazawi)
5. Announcements
6. Forum Discussion : Teacher-education for teacher-educators (Jed Anderson)

“Just over two years ago, I visited a friend who is doing his PhD in sociology at a university in the United States. I had the fortune to sit in on several of his classes, one of which was a pedagogical training course. His cohort had a regular mandatory class where they met and gave mock mini-lectures and/or lessons to one another. There were also at least two professors from the department in attendance as instructors, who offered feedback and demonstrated other pedagogical techniques or told stories about their own experiences in teaching to classrooms. It struck me as a very valuable skill - a gift to the doctoral students. It is also somewhat odd that our department, which is nested in the Faculty of Education, does not offer any pedagogical instruction to the very students who often end up teaching future K-12 teachers. This is not so much a critique or complaint, as it is an observation. I hope that the idea would be considered, and that we might think about creating some version of this in our own department for future students.”

Next Meeting: November 18, 2021



Appendix 1

Department Meeting Minutes (Draft Submitted for Approval) Thursday, September 16, 2021 at 12: 30 p.m. on Zoom

Attendees: André Mazawi (chair), Kelly Deirdre, Vanessa Andreotti, Tom Sork, Amy Parent, Bathseba Opini, Carolina Palacios, Claudia Ruitenber, Gerald Fallon, Hartej Gill, Hongxia Shan, Jason Ellis, Jude Walker, Kari Grain, Mark Edwards, Michelle Stack, Rob Vanwysberghe, Sharon Stein, Shermila Salgadoe, Sharon Jarvis, Wendy Traas, Tony Edwards, Fei Wang, Catalina Bobadilla, Shirley Hardman, Handle Wright, Ying Ma

Guest: Jan Hare, Dean *pro tem*

Regrets: Ali Abdi

Welcome note; Land Acknowledgment (André Mazawi)

1. Approval of Agenda – **Approved**
2. Approval of Minutes of May 2021 - **Approved**
3. **Old Business:**

- a. **Accelerated Hire:** Tenure Stream Professoriate Faculty Position (Professor or Associate Professor) in educational Administration and Leadership with focus on Equity and Inclusion in Global context.

The vote was unanimous to move forward to the next steps. André expressed his thanks to the EDAL program, the coordinator, Dr. Edwards, all program members, and all those who participated in the previous rounds of discussion.

Mark Edwards specifically thanked Mona Gleason for her help in moving this job forward.

- b. **GPACC Terms of Reference - Tom Sork**
Please refer to the attachments.

The vote was unanimous. Tom Sork will enter the amendment that Mark Edwards suggested regarding the use of the term “ex officio” and then send it to Carl Luk to be displayed as the official document on behalf of GPACC.

André expressed his gratitude to Tom’s leadership in GPACC. He pointed out that the Terms of Reference (ToR) will be the basic framework on which GPACC will be called to account, nothing beyond what is written. As long as we uphold these ToR, there should be no intrusion into GPACC’s activity.



4. Education Library Report – Wendy Traas
Please see attachments

Wendy highlighted that the Library is open again, following all the COVID guidelines.

- Science literacy week is scheduled with activities all over campus, including a book display.
- Wendy said the Library is open to book recommendations or workshop to be conducted in the class

André expressed the importance of the Library's work and encouraged colleagues to have projects to enhance the possible collaboration in relation to funding that would strengthen the engagement with the opportunities offered by the Education Library.

5. Topics for discussion/decision

a. Head's Report (André Mazawi)

1. COVID digest compilation – Available since September 8, 2021 on the main page of the EDST website
2. Student representatives in programs and committees – Encourages chairs of committees, program coordinators, student representatives, and the GAA Team to make sure there is student representatives on all committees, including the Fellowships & Awards Committee.
3. Committee list – Will be distributed once updates completed.

b. Deputy Head's Report (Deirdre Kelly)

1. Working with Natasha (ETS) 2 GAAs were hired to help Winter 1 instructors. Names of the hired GAA will be sent to André
2. Teaching Preference forms – Most have been received. Deirdre will follow up with regard to the forms that still need to be submitted.
3. Peer Review of Teaching for sessional instructors – 5 will be undertaken this term. Deirdre suggested a Policy on Peer Review of Teaching to be prepared, similar to the one in line with EDCP. This will help streamline the process.

c. GA-GCC Joint Report (Claudia Ruitenbergh & Tom Sork)

Please, refer to the attached GA-GCC Joint Report.

Graduate Advisor: Claudia provided a background on the differentiation of the two roles of Graduate Advisor and Graduate Curriculum Coordinator. She shared the following link of the full description of the tasks
<https://edst-educ.sites.olt.ubc.ca/files/2020/07/Academic-Service-Roles-in-EDST-A-Handbook-2020-2021-REVISED-6-July-2020.pdf>

GCC - Tom walked the members through the report of Graduate Curriculum Coordinator (GCC).

GCC noted the that, concerning the fourth point of the report, Dr. Metcalf requested the consideration of her proposed course be tabled.



GA - Claudia reminded EDST of the policy that requires that students remain continuously registered in their programs from start to finish. This means students must be registered in “something” during the summer with a course number or be registered as ‘on leave’, otherwise they are considered not registered in spite of paying tuition fees. MEd students cannot skip a term. They can pursue one of the following options:

- 1) Still take a course even if it’s not their preference
- 2) Register for a directed study
- 3) Request a personal or professional leave

GA called on the members to be mindful of the requirements for program completion and graduation. GA called on the members to raise concerns with her directly in relation to policies that we can advocate for change, eventually if they do not make sense for us.

André thanked Claudia and Tom for their continued commitment to the EDST community and for their leadership on all matters graduate.

- d. Operations Report (Shermila Salgadoe)
Sophia Choi (Grad Program Assistant) and Carl Luk (Web & Communications Coordinator) have opted for Remote work (RW) for two days per week. Shermila, Lynn Zhang and Olivia Vazifdar have decided to work on campus full time.

André shared his gratitude to all the EDST staff for their commitment, support, and dedicated hard work, particularly (though not exclusively) under the ongoing pandemic conditions.

- e. GAA Report (Catalina Bobadilla)
New students in the Graduate Academic Assistant roles.
 - Julia Burnham is a second year MA student and comes into the role of Academic Peer Advisor. Julia is going to be the GAA representative in the Graduate Programs Advisory and Curriculum Committee (GPACC).
 - Catalina Bobadilla is a second year MA student coming into the role of Research and Publication Assistant. Catalina is going to be the GAA representative in EDST department meetings.
 - Roshni Kumari is a second year PhD student returning as a GAA in the role of Research and Publication Assistant. Roshni is going to be the GAA representative on the Head's Advisory Committee (HAC).
 - Yotam Ronen is a fourth year PhD student continuing as a GAA in the role of Academic Peer Advisor.



A call has been sent out to faculty members in the department where they can sign up to host workshops in the coming academic year. The workshops can be about any topic from methodology, academic writing, research practices, ethics, or any other they find worthwhile. The GAA Team is available for anyone with an idea for a workshop and encourages faculty to reach out to GAA team members.

Catalina explained the GAA monthly meetings serve to discuss ideas and events. GAA representatives are in the process of planning an agenda for October and determine the events to follow, in support of the student community.

André thanked Catalina, and the GAA Team for their time and for volunteering to support the student community. The EDST forum will always be open to both the GAA Team and to student representatives.

6. Guest

Jan Hare - Dean *pro tem*

The Dean visited the meeting at 2pm. Invoking the memory of late Prof. Michael Marker, the Dean pointed to opportunities to deepen Prof. Marker's work and intellectual life. The Dean welcomed everyone in the new academic year and outlined the issues facing UBC and the Faculty under the current pandemic conditions. The Dean also outlined the many programmatic and hiring initiatives, those launched and those forthcoming.

7. Announcements

Deidre Kelly –

- Dr. Bathseba Opini, Dr. Michelle Stack, and Dr. Heidi Janz (University of Alberta) have created a new online module for the EDST Online Learning Library, titled, “Introduction to Critical Theories.” Students and faculty will find its focus on intersectionality, critical race theory, and critical disability studies of particular interest.

Mark Edwards -

- Dr. Opini has created a new Open Online Course on Anti-Racism: *Historical, Systemic and Intersectional Anti-racism Awareness* to be launched shortly. It is excellent, watch for it!
- EDST graduate Dr. Jenny Phelps now serves as the new Assistant Vice-Provost, Graduate and Postdoctoral Academic Initiatives. Exciting news for all interested in graduate program innovation.
- A reminder that TLEF season is upon us. Watch for the call for small grant proposals coming soon.

8. Forum Discussion:

André acknowledged the work that was been done by the previous departmental EDST administration. The work of Mona Gleason (as Head) and Lesley Andres (as Deputy Head) was undertaken through the difficult moments that landed on their desks as the COVID situation emerged, beyond existing challenges. André expressed his gratitude to his predecessor, Mona Gleason, for ensuring a thorough and seamless transition for Andre and Deirdre Kelly as the incoming head and deputy head, respectively. Mona has extended support to this transition with graciousness and absolute commitment. Thank you very much Mona.

Being a head of department during these strange times is not easy. André emphasised the duality of being “Head” and the tensions that underpin this role. *For* the departmental community, a head is perceived as a person in charge of departmental governance and decisions (by virtue of UBC Policy AP9, section 3.2, enclosed). At the same, time, *with* their colleagues, a head is also (and remains) a member of the departmental community of equals. How to reconcile the “for” and the “with” and their articulations is certainly not easy. Navigating the associated tensions represents a collective work which requires attention and care. André would like to place his tenure as head under the motto of “human solidarities”, whether promoting new forms of solidarity within EDST, across programs, or in relation to other departments, the UBC campus, and the wider communities we serve, and the wider world. Building these solidarities – in the plural – will help clarify the commitments this department assumes and incorporates into its work and activities.

[UBC Policy AP9: Appointments and Extension of Appointments for Heads of Academic Units](#)

“A Head reports to the Head’s Dean. Responsibilities delegated by a Dean to a Head normally include: responsibility for the overall operation of the Academic Unit, including the budget; providing leadership of the administrative and intellectual life for the Academic Unit, including assigning teaching duties; continuing to advance the Academic Unit’s programs and activities; making recommendations to the Dean on matters pertaining to the Academic Unit and representing the views of the Academic Unit to the Dean and the University at large; and such other duties as may be assigned by the Dean.” (Section 3.2)

The meeting was adjourned at 2:30 p.m.

Next Meeting: Thursday, October 21, 2021 at 12:30 pm



October is upon us! And with it, the changing of seasons we are fortunate to experience in this part of the world. Fall comes with new colors and perspectives. We invite you to embrace how nature is revealing itself to us and get outside, explore!

We have a lot to share this month, including some important announcements, exciting events, and a new section of the GAA Newsletter. This new section is called “All Things Career” and it’s a result of an incredible collaboration with Mary Kostandy (EDST PhD candidate). Mary is the co-investigator and initiative leader of [The Diverse Career Paths of Educational Studies Alumni](#) study, and in this section we will be bringing you events, resources, and news on all things career.

We are also sending our community a survey! Be sure to check it out, we want to hear from you.



Also, for those unaware of the trends here in North America, brace yourselves for pumpkin everything this month, such as pies, lattes, decorations, and all you can think of. We find it all delicious! And if you attempt to bake anything with pumpkin, come by EDST and share it with us, we would love to try your culinary creations. Lastly, don’t let the uncertain weather spoil the fun, put on your rain boots and splash your way to a great month!

Announcements

The GAAs want to hear from you!

This newsletter marks the first month with our new GAA team, you can read our bios in the [GAA Blogsite](#). We are really excited for the new academic year, and we want to make our work meaningful to our community. That's why we are eager to hear from all students. Please give us a few minutes of your time and put on your creative thinking caps, because **we want to know what you want to see from us and how you want to see it happen.**

The changing nature of our lives right now can be an opportunity to think about how we want to meet, to share what we have learned from our experiences, and to ask ourselves how we can be together better.

Link to survey: https://ubc.ca1.qualtrics.com/jfe/form/SV_0kajNTLeQwHDYb4

GAA student representatives

There are still vacancies for student representatives in various committees! Here are the available positions:

Department Meetings – 5 positions (reserved for EdD, MA, MEd HIED, MEd SCPE, and MEd EDAL students)

Graduate Student Society Council – 2 positions

Scholarship Committee – 1 position

SCPE Program Meeting – 1 position from the SCPE program

To sign up for one of these student representative positions, or for questions regarding this opportunity, please reach out to the GAA team at edst.gaa@ubc.ca

Events

Smart Self-Care and Personal Growth for Graduate Students Workshop with Dr Natalie Lancer

This workshop is an invitation to all students where we can learn skills and join in conversation about our wellbeing and self-care with the guidance of researcher and coach Dr Natalie Lancer. During the summer term, students in EDST 572 and Professor Rob VanWynsberghe had Dr Natalie Lancer lead a workshop on Scoping Ideas and Writing Strategies. The experience was very well received by students, and we are excited to have many others in our community engage with Dr Lancer's work.

Date and time: Tuesday, October 12, 2021, from 10:00 – 11:00 am PDT

Location: Virtual (Zoom)

RSVP here: https://ubc.ca1.qualtrics.com/jfe/form/SV_3IcNrD1PpFUh55Q

Description: Academics traditionally don't speak openly about skills you need to manage yourself in order to manage your studies. You are the greatest asset of your work. You owe it to yourself to make sure you are in the best possible form when undertaking academic pursuits.

The flyer features a colorful background with a circular graphic on the right containing the date and time: 'Tuesday, October 12, 10-11 am PT on zoom'. The main title is 'SMART SELF-CARE AND PERSONAL GROWTH FOR GRADUATE STUDENTS WITH DR NATALIE LANCER'. Below the title is a portrait of Dr. Natalie Lancer. The text describes the workshop's focus on self-care, personal development, and academic study, and lists three bullet points: 'You want to bring your whole self to your work but you are feeling a bit depleted and out of control', 'You want to approach your academic work in the best frame of mind', and 'You value taking a pre-emptive approach to burn out and regularly checking in with yourself and others on your well-being'. At the bottom, it includes the University of British Columbia logo and an RSVP link.

Self-care is a phrase that is commonly discussed but advice rarely extends beyond meditating, taking a bath or going for a walk. And yet, exercising these tips didn't scratch the surface when Dr Natalie Lancer did her graduate studies. Meditation, hot baths and other well-being rituals can be powerful. But there are additional tools for self-care that need sharing - as different things work for different people. Dr Natalie Lancer researched personal growth and self-care during academic study for her doctorate and will offer practical advice on how to manage yourself, your time, your knowledge acquisition, your planning and processes, your work, your relationships, your motivation and your flow, all within an existential psychological framework.

In this workshop, we explore the relationships and tensions between self-care, personal development and academic study. This is for you if:

- You want to bring your whole self to your work but you are feeling a bit depleted and out of control
- You want to approach your academic work in the best frame of mind
- You value taking a pre-emptive approach to burn out and regularly checking in with yourself and others on your well-being

Dr Natalie Lancer is a Chartered Psychologist, academic consultant and coach and supports students on their postgraduate journeys. She was awarded her PhD (no corrections) in Psychology at Birkbeck,

University of London. She researches the personal growth of university students who had professional coaching and she now puts her findings into practice. To know more about her, please visit: <https://www.unicoach.org>

Let's Meet, Over Pizza!

Let's hang out together over lunch, get to know other students in the department, and have a great time! The GAAs invite everyone for pizza!



Date and time: Wednesday, October 13th, 2021, at 12:30 PM

Location: If weather permits, we'll meet outside Ponderosa Commons – Oak House. If not, we'll let you know about an alternative location. Please RSVP in the form below as soon as you can, so we can gauge the number of attendees.

RSVP here:

https://ubc.ca1.qualtrics.com/jfe/form/SV_7WhXSAO7qLRYLbw

National Day for Truth and Reconciliation

Faculty of Education – The Orange Shirt Project:

Join Dr. Lorrie Miller, Dr. Kerry Renwick, Dr. Shannon Leddy and Heather Clark for knitting or crochet workshops to create orange shirts to commemorate each of the Indigenous children who lost their lives at Indian Residential Schools. The collected contributions will be installed in the Scarfe Building as an ongoing act of remembrance and reconciling.

Place: Scarfe 1107

Dates: October 5, and October 12

Time: 12:00 – 3:00 pm.

Who: New and seasoned knitters and crochet enthusiasts are all welcome. Patterns, directions and materials will be available. Yet, we welcome additional donations (below).

Donations of materials or completed shirts can be dropped off at:

Teacher Education Office: Room 103, Neville Scarfe Building

To find a full list of October events surrounding the National Day for Truth and Reconciliation, as well as resources and information, please visit: <https://irshdc.ubc.ca/orangeshirtday/>

“Writing for Publishing – an Editor’s Perspective” Series

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

This month brings to you the **second session** of the above series, details for which are offered below.

Session Title: “Publish or Perish? An Editor’s Notes on the How and When to As well as the Dos and Don’ts of Academic Journal Publication”
With Dr Handel Kashope Wright

Date and time: Monday, October 25, 2:00-3:00 pm PDT

Location: Virtual (Zoom)

Facilitator: Professor Handel Kashope Wright

RSVP here: https://ubc.ca1.qualtrics.com/jfe/form/SV_eEhbfYuli33rxUa

The flyer is for an event titled "PUBLISH OR PERISH? AN EDITOR'S NOTES ON THE HOW AND WHEN TO AS WELL AS THE DOS AND DON'TS OF ACADEMIC JOURNAL PUBLICATION". It is part of the "WRITING FOR PUBLISHING - AN EDITOR'S PERSPECTIVE SERIES" and is the "SECOND SESSION". The event is on "MONDAY, OCTOBER 25, 2021" from "2:00-3:00PM PDT" and is a "Virtual Session". The speaker is "By Professor Handel Kashope Wright". The flyer includes a photo of Prof. Handel Kashope Wright and the RSVP link: https://ubc.ca1.qualtrics.com/jfe/form/SV_eEhbfYuli33rxUa. Logos for "THE UNIVERSITY OF BRITISH COLUMBIA Faculty of Education Department of Educational Studies" and "edst.educ.ubc.ca" are at the bottom.

Description: In this virtual session, Prof. Handel Kashope Wright will draw on his extensive experience as editor and editorial board member of several book series and refereed journals to indicate what it takes to (not) get published in academic outlets in general and journals in particular. He will provide an outline of types of publications (from book reviews, through review essays to journal articles to book chapters and books) and the politics of whether and when to undertake them and will make a case for graduate students working regularly toward publication. He will focus particularly on refereed journals and the criteria for acceptance and reasons for non-acceptance of essays for publication.

Examples and details about what makes for an essay likely or unlikely to be published in specific journals (and hence the dos and don’ts of writing for publication) will be used to concretize the discussion.

Handel Wright is currently serving as Co-Editor of book series (African and Diasporic Cultural Studies, University of Toronto Press); International Editorial Board Member of book series (the University of East London’s Radical Cultural Studies, Rowan & Littlefield; Cardiff University’s Critical Perspectives on Theory, Culture and Politics, Rowan and Littlefield; Critical Childhood and Youth Studies, Lexington Books; Critical Media Literacies and Youth, Sense Publications); Associate Editor of journal Critical Arts; and International journal editorial board member (Cultural Studies; The International Journal of Cultural Studies; The European Journal of Cultural Studies, Postcolonial Directions in Education; Diaspora, Indigenous and Minority Education; Canadian Journal of Education).

All Things Career

This is a new section of the GAA Newsletter developed through a collaboration with [The Diverse Career Paths of Educational Studies Alumni](#) study and initiative. We will be sharing events, resources, and news with you on career related topics that can interest students pursuing any career path. Suggestions and comments are welcome, so please contact us at the GAA email if you want to contribute to this section. You can also email edst.diversecareers@ubc.ca if you have any comments or suggestions for the initiative or join us on October 18th at noon to learn more about the initiative, share your career questions and “Have your say!” Event details below.

This month there are many events to look forward to! You will find an opportunity to connect to employers, alumni, and EDST students in various ways. Wherever you find yourself, there are things happening for everyone.

EVENTS

West Coast Virtual Fair

Don't miss this three-day Career Fair organized between the University of British Columbia (UBC), Simon Fraser University (SFU), and the University of Victoria (UVic). The fair will offer students and alumni a chance to connect with employers and graduate schools. This a very informative event, even if you are not close to graduation! Take a look at the career preparation workshops prior to the fair and browse through the list of exhibitors, there might be some that interest you! We highly recommend checking out the public sector employers such as the BC Public Service Agency and the Public Service Commission of Canada to learn about how to search and apply for jobs in the public sector.

Date and time: The fair takes place from Tuesday October 5 through Thursday October 7, 2021. You can book sessions between 11:00 am and 4:00 pm PDT.

Location: Virtually (on Zoom)

Link to event and registration: <https://students.ubc.ca/career/events-workshops/west-coast-virtual-fairs>

Have your say... Input on future planning and initiative updates: Diverse Career Paths of Educational Studies Alumni

Do you want to learn more about the Diverse Career Paths of Educational Studies Alumni? Do you have questions about your career? You are invited to have your say on the initiative and share your career questions and thoughts on your professional futures. This event gives us an opportunity to talk openly about worries, excitements, prospects, doubts about our future careers. Your questions will inform future parts of the initiative as we plan to pose/direct some of them to Educational Studies Alumni.

Date and time: Monday, October 18, 2021, from 12:00 – 1:00 pm PDT.

Location: Virtually (on Zoom)

Host: Mary Kostandy, Initiative Lead, The Diverse Career Paths of Educational Studies Alumni

HAVE YOUR SAY!
INPUT ON FUTURE PLANNING & INITIATIVE UPDATES
THE DIVERSE CAREER PATHS OF EDUCATIONAL STUDIES ALUMNI



REGISTER

Do you want to learn more about the Diverse Career Paths of Educational Studies Alumni? Join this event to learn about this student-lead initiative. We'll begin with a brief overview of the program thus far and what we have planned for the future. You will be invited to have your say on the initiative and help to guide our future programming. There will be an opportunity to share questions you may wish to pose to alumni.

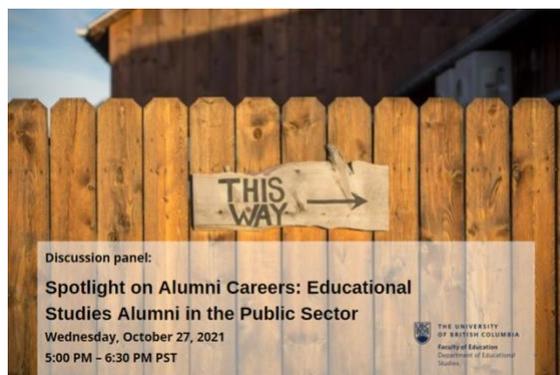
*Monday, October 18, 2021
12-1 pm*

Host: Mary Kostandy, Initiative Lead

RSVP here: <https://ubc.zoom.us/meeting/register/u5code6hqj8jH9Fw6u98AaXPfz65u1cTVcPS>

Spotlight on Alumni Careers: Educational Studies Alumni in the Public Sector

The Diverse Career Paths of Educational Studies Alumni study and initiative invites you to their second discussion panel on EDST Alumni's career paths. Whether in the municipal or tribal government, the Police department or the Department of Labour, Skills and Immigration, Educational Studies (EDST) alumni have gone on to seemingly every area of public service. In this panel, we will hear from four EDST alumni who serve the public in various ways.



Discussion panel:
Spotlight on Alumni Careers: Educational Studies Alumni in the Public Sector
Wednesday, October 27, 2021
5:00 PM – 6:30 PM PST

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

Date and time: Wednesday October 27, 2021, at 5:00 pm through 6:30 pm PDT.

Location: Virtual (on Zoom)

RSVP here: <https://ubc.zoom.us/meeting/register/u50qde-spzMrHdAXnxCs-1I39e3BmchI3dx6>

Introductory remarks:

Dr. Susan Porter

Dean and Vice-Provost, Graduate and Postdoctoral Studies, UBC

The panelist:

Andrea Thoms, MEd'13

Adult Education Curriculum Consultant, Literacy, Humanities & Social Sciences, Province of Nova Scotia, the Department of Labour, Skills and Immigration

Claudine Montes, PhD'06

Rincon Education Department Manager, Rincon Band of Luiseno Indians

John Taylor, BEd'98, PhD'01

Mayor, Town of Newmarket, Ontario

Keith Dormond, PhD'21

Detective, Vancouver Police Department – Recruiting Unit

Moderator:

Logan Lorenz, MA'21

Business Career Centre, Sauder School of Business, UBC

Link to event: <https://educ.ubc.ca/spotlight-on-alumni-careers-educational-studies-alumni-in-the-public-sector/>

RESOURCES

Educational Studies Alumni Profiles

The Diverse Career Paths of Educational Studies Alumni initiative is launching the *EDST alumni profiles* to inspire graduate students in broadening their horizons around career possibilities. View the profiles of people who have graduated from EDST and explore where their careers have taken them. You can access the profiles via [this link](#) on the EDST website where you can filter your search by work sector, degree, concentration, and decade! Do you have feedback on the EDST Alumni Profiles? Please share your thoughts [here](#).



Contact Us!

Email: edst.gaa@ubc.ca

GAA Blog

Twitter

Facebook Student Community

EDUCATION LIBRARY

MONTHLY REPORT | October 2021

DATABASE TRIAL - Children's Literature Comprehensive Database

We have arranged for a trial of the Children's Literature Comprehensive Database (CLCD), which provides online information to help educators and librarians find books to meet their educational and collection management requirements. CLCD can be used for reader's advisory, collection development, curriculum development, and more. Content includes:

- Records for over 3,000,000 children's and young adult titles
- More than 50 professional review sources (650,000+ reviews) and 850+ national and international young adult and children's book awards
- Thousands of best books lists
- Curriculum tools

The trial will run until December 31, 2021 and your feedback is welcome. Please submit feedback using the online form on the resource page below or by sending directly to emily.fornwald@ubc.ca Children's Literature Comprehensive Database (<https://go.library.ubc.ca/k5PQb4>)

Course Reserves

A reminder to submit your course reserve requests in advance of the next term. You have two options for adding items to Course Reserve: the Syllabus Service or Self Serve. If you submit your reading list to the Syllabus Service, Library and Permissions staff will add items into LOCR, obtain reading materials, secure licenses where necessary, and upload the content. Self Service allows you to add reserve items directly into LOCR. The UBC Education Library Course Reserves staff can help faculty and instructors to check on the status of LOCR requests, copy reading lists for multi-section courses, and provide guidance on the course reserves process.

If you have any questions, please contact us at education.reserve@ubc.ca or 604-822-0996. More information on Course Reserves is available here: <https://go.library.ubc.ca/FvPs6v>

Upcoming Workshop: Literature Reviews for Humanities, Social Sciences and Education

This workshop is appropriate for graduate students conducting literature reviews in the Faculty of Arts and the Faculty of Education. Topics include:

- What is a literature review?
- Finding the right databases
- Search strategies for databases
- Finding scholarly articles, theses and dissertations, books, and more
- Resources to help you keep track of your research

There will be discipline-specific breakout rooms for hands-on time for searching and assistance from the presenting librarians.

Date: Tuesday, October 26, 2021

Time: 1:00pm - 3:00pm

Location: Online

Registration link: <https://libcal.library.ubc.ca/event/3636829>



Appendix 4 (a): EDST's Operating Budget for 2021-2022

Department of Educational Studies		
Operating Budget 2021-2022	\$55,000	
	<i>Forecast - FY 2021-04-01</i>	<i>Actuals -as of 2021-09-30</i>
Building Operations	\$ 1,500	
Communication (Marketing programs)	4,000	
Courier	750	
Department Retreat & Self-study	1,500	
Honoraria for Guest Speakers (BEd)	3,500	
IT (Telephone equipment rentals, Long Distance charges & additional mailbox space)	30,000	1,080
License Fees (IRCC) for Visitors	1,000	230
Office Supplies	4,000	873
Postage	250	18
Photocopier rentals	8,000	2,913
Toner	500	
TOTAL EXPENSES	\$ 55,000	\$ 5,113
TOTAL AVAILABLE		\$ 49,887

Appendix 4(b): EDST's Innovation Budget for 2021-2022

Department of Educational Studies		
Innovation Budget 2021-2022		
REVENUE		
Balance carried forward from Innovation p/g 2020-2021		\$ 588,477
TOTAL		\$ 588,477
EXPENSES	<i>Projected 2021/22</i>	<i>Actuals as of 2021-09-30</i>
Program Development & Support		
Program Enhancement funds (4 program areas; MA & PhD)	\$ 6,000	
Honoraria for Guest Speakers, Graduate Programs	3,000	\$ 520
Alternative course and program delivery	50,000	
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	250
Visiting Scholar Initiatives	2,000	-
External Examiner visits	2,000	-
		-
Strategic Research projects		
EDST Research Infrastructure fund (Faculty Seed grants)	6,000	1,053
Grant Matching Funds	10,000	-
Journal Editorship contributions	2,000	-
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	-
Donation	2,000	-
Misc. gifts	5,000	3,019
Bank charges/bad debt	200	-
Departmental Laptops	5,000	1,863
Yearly deficit provision (Operating budget \$54,000)	2,000	-
TOTAL EXPENSES	\$ 221,300	\$ 60,711
TOTAL AVAILABLE		\$ 527,766.40



Appendix 5

Joint Report of the Graduate Advisor and Graduate Curriculum Coordinator

October 21, 2021

From the Graduate Advisor—Claudia Ruitenber

We have recently seen a number of students with SSHRC, 4YF or other major funding who did not realize that the [Annual Progress Report for Fellowship Holders](#), which the Department must submit to Graduate Awards (G+PS), is separate from the [EDST Annual Progress Report](#), which is only an internal requirement that allows us to monitor progress. Students with SSHRC, 4YF or other major funding receive a G+PS reminder about the Annual Progress Report for Fellowship Holders; if this report is not submitted, new funding instalments are not released. Supervisors and students should be aware of this [policy](#); the text below has been edited for greater clarity.

Students who hold an award more than 12 months in duration must submit to Graduate Awards an *[Annual Progress Report for Fellowship Holders]*. Failure to submit *[this]* progress report will result in award payments being suspended until a satisfactory progress report is received. Multi-year fellowships can include NSERC, SSHRC, CIHR, Killam Doctoral Fellowships, Four Year Fellowships, Aboriginal Fellowships, Rick Hansen Fellowships, and Affiliated Fellowships.

From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on October 7, we:

- Received an update from Dr. Natasha Boskic, Director of Learning Design in the FoE's Educational Technology Services, on the current process and costs of developing online versions of existing courses. The current process is the same as that established pre-COVID, but she indicated that discussions are underway about developing a more flexible system to support the transition of "COVID versions" of courses into ones of suitable quality for future online delivery.
- Received and endorsed a proposal from Educational Administration and Leadership (EDAL) to offer an "off-campus" MEd cohort program in collaboration with the Vancouver School Board beginning in July, 2022. Workload and budget details will now be considered by the Head's Advisory Committee (HAC).
- Discussed a proposal for a third iteration of the MEd in Educational Studies—Education for Sustainability (EfS) cohort, to also begin in Summer, 2022. The proponent is

considering delaying the start to a subsequent year and spend 2021-22 initiating a formal proposal for a new degree program. This would involve a wide consultation process, developing a governance structure similar to other master's programs, and going through the Category 1 new program proposal process.

- Were informed by the proponent that the proposal for an “off-campus” hybrid MEd cohort in Adult Learning and Education (ALE1) was expected to be tabled while workload issues and online course development work was discussed in the ALE group.
- Received a report from the HIED group that they decided to offer MEd students more options—in addition to EDUC 500—for completing the 3-credit research methods requirement. The additional three courses that will be accepted as meeting this requirement are EDST 545, 546 and 571.
- Discussed and endorsed a proposal from the HIED group to develop online versions of three required graduate courses—EDST 511, 521 and 536—in the Graduate Certificate in Higher Education (GCHIED) and MEd programs. These will be scheduled so GCHIED students can complete all required courses online. Workload implications and funding of course development will be discussed with the Head and Deputy Head.
- Received a request from the coordinator of the *Diverse Paths of EDST Alumni* project for feedback on a set of “reflective questions” to be used as prompts when interviewing alumni.
- Decided that simple information items and updates not requiring discussion be handled between meetings by email to allow more time to discuss substantive issues during our limited meeting time.

No action items are proposed for the October department meeting.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

Deputy Head's Report to the EDST Department meeting, October 21, 2021

Deirdre Kelly (submitted on October 15, 2021)

Course & faculty workload planning for 2022-23:

- Teaching preference forms were reviewed and distributed to program chairs and coordinators
- As of October 15, 2021, all program chairs and most program coordinators have submitted their recommendations
- I will coordinate with GAAs about the best way to more formally document student reports of a relative lack of methodology courses and program electives over the last year or so.
- Next steps: review recommendations, with an eye to balance across terms, core commitments, sufficient electives, and methodology courses.
- Our summer course offerings due to FoE by October 29.

UBC term dates for 2022-2023 have been announced:

2022 SUMMER TERM DATES

All Session: May 16 to August 11, 2022

Term 1: May 16 to June 22, 2022

Term 2: July 4 to August 11, 2022

Term 2A: July 4 to July 22, 2022

Term 2B: July 25 to August 11, 2022

2022-2023 WINTER TERM DATES

All Session: September 6, 2022 to April 13, 2023

Term 1: September 6 to December 7, 2022

Term 2: January 9 to April 13, 2023

Peer Review of Sessional Lecturers

Peer reviews of sessional lecturers have been scheduled, five for this term and two for Winter 2. Thank you to faculty members who have agreed to undertake this important responsibility in EDST: Ali Abdi, Gerald Fallon, Deirdre Kelly, Michelle Stack, Rob VanWynsberghe, Jude Walker, and Fei Wang. A policy specific to EDST that distinguishes formative and summative peer review has been drafted and will be circulated to HAC and GPACC for discussion, eventually coming to the department for discussion and voting.

Hybrid Model and Multi-block Pattern Scheduling

The scheduling of course sections – in terms of dates, times, and location – continues to present significant challenges for departments and the University more generally. To address these challenges, the UBC Vancouver Scheduling Project seeks to identify an optimal approach to course scheduling. Currently underway, the project aims to identify a model and pattern that would assist in course scheduling and room allocation. The hybrid and multi-block pattern scheduling begins in Winter 1 of 2022.

In determining the hybrid and multi-block scheduling, three models have been considered:

- The “*distributed model*” in which departments manually determine when (time) and where (room) a section will be offered. This model offers “limited flexibility on allowable day and start-time combinations.”
- The “*hybrid model*”¹ in which departments determine when a section will be offered and Scheduling Services use *Scientia* to determine the location (room). This model offers “moderate flexibility on allowable day and start time combinations.”
- The “*coordinated model*” in which departments provide the scheduling inputs (course requirements, considerations and constraints) and Scheduling Services use *Scientia* to produce the schedule. This model offers “Complete flexibility on allowable day and start time combinations.”

The “hybrid” and the “coordinated” models involve using *Scientia*, an Internet Explorer-based “scheduling system where activity templates are created, planned size is input, and resource requirements like, days, times, locations, and instructors, are assigned.” *Scientia* interfaces with the Student Information Service Centre (SISC). This ensures that room scheduling and assignments are fully synchronized with student course registration information. To that end, it is recommended that staff have both *Scientia* and SISC launched on their system when engaged in course scheduling.

It seems that the project does not apply to most EDST offerings, given that many EDST graduate courses are offered in the evenings (16:30-19:30). In addition, B.Ed. courses cannot follow the multi-block pattern because of the particular course credit structure of the Teacher Education Program, among other factors. In addition, Shermila (EDST’s point person on scheduling) notes that the multi-block pattern is used only for Winter and not for Summer courses.

The Faculty of Education contact person for scheduling is [Jennifer Stewart](#), Program Planning Manager.

¹ Not to confuse the term “hybrid” in relation to scheduling model with “hybrid course” following the pandemic.

Appendix 7



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

Department of Educational Studies
Service Committee Assignments¹
July 1, 2021 – June 29, 2022

Faculty Member	EDST Service Assignments	Faculty of Education/UBC Assignments or/& Voluntary Engagements ²
Abdi, Ali A.	Chair, PhD Management and Admissions Committee Member, Graduate Program Advisory & Curriculum Committee (GPACC)	Member, Faculty of Education Personnel Committee (FPC)
Ahenakew, Cash		(On Study Leave as of July 1, 2021 to June 29, 2022)
Andreotti, Vanessa	Member, Merit Committee	Interim Director, Peter Wall Institute for Advanced Studies David Lam Chair in Multicultural Education (until Jan 2022)
Andres, Lesley		Seconded, Dean's Office, Associate Dean, Faculty Affairs
Edwards, Mark	Coordinator, Educational Administration & Leadership (EDAL) Member, GPACC (until March 31, 2022) Member, EdD Management and Admissions Committee	Assistant Dean, Professional Development & Community Engagement (PDCE)
Ellis, Jason	Chair, MA Management and Admissions & GPACC Member Chair, Undergraduate Programs & Curriculum Committee (UPACC) Coordinator, Teacher Education Course Member, Head's Advisory Committee (HAC)	Member, Teacher Education Advisory Committee (TEAC) Representative, Committee on Curriculum, Admissions, Standings & Appeals (CCASA)
Fallon, Gerald	Member, PhD Management and Admissions Committee Member, Merit Committee	
Gill, Hartej	Member, EdD Management and Admissions Committee Member, PhD Management and Admissions Committee	

¹ Membership in the Graduate Program Advisory & Curriculum Committee (GPACC) is an integral part of a Program Coordinator's role and responsibilities or/and those of a Committee Chair.

² Engagements beyond EDST are not necessarily part of mandatory service commitments. Notwithstanding, these engagements are listed alongside formal service assignments as a symbolic recognition and acknowledgement of members' wide-ranging and fruitful contributions to the Faculty of Education & University communities, beyond the call of duty. Assignments beyond UBC are mentioned.

Gleason, Mona	Department Head (until August 31, 2021)	(On Administrative Leave from August 31, 2021 to April 30, 2022) Early Childhood Education Advisory Committee (as of May 1, 2022)
Grain, Kari	Coordinator, Adult Learning & Global Change (ALGC) Member, GPACC Member, ALGC Management and Admissions Committee	
Kelly, Deirdre M.	Deputy Department Head Member, Head's Advisory Committee (HAC) Member (non-voting), GPACC Member (non-voting), UPACC	
Kovach, Maggie		Seconded, Dean's Office as Associate Dean, Indigenous Education
Mazawi, André Elias	Department Head (as of September 1, 2021) Chair, Head's Advisory Committee (HAC) Chair, Merit Committee Chair, Departmental Standing Personnel Committee (DSPC)	Member, Dean's Advisory Committee (DAC) Member, Associate Dean Teacher Education Advisory Committee Member, Professional Development, Community Engagement & Innovation Advisory Committee (PDCI) (DNSO) Member, Alumni Teacher of the Year Award (Faculty of Education)
Metcalf, Amy Scott	Coordinator, Higher Education Prog. (HIED) (as of Jan 1, 2022) Member, GPACC (as of January 1, 2022) Member, MA Management and Admissions Committee	(On Study leave from July 1 to December 31, 2021) Member, Scholars at Risk Advisory Committee, Office of UBC's VP International.
Opini, Bathseba	Member, MA Management and Admissions Committee Member, Scholarship and Fellowships Committee Member, UPACC	Member, Faculty of Education Dean Search Committee Member, UBC Centennial Scholars Entrance Awards Adjudication Committee
Parent, Amy	Member, PhD Management and Admissions Committee Member, Merit Committee	Faculty Mentor, Supporting Aboriginal Graduate Enhancement (SAGE), Office of Indigenous Education, Faculty of Education
Palacios, Carolina	Coordinator, Adult & Higher Education (ADHE) Course Member, Merit Committee Member, UPACC	
Rocha, Samuel D.		(On Study Leave from July 1, 2021 to June 30, 2022)
Ruitenber, Claudia	EDST's Graduate Advisor (until Dec 31, 2021) Member, GPACC (until Dec 31, 2021) Member, Head's Advisory Committee (HAC) (to Dec 31, 21)	(On Study Leave from January 1 to December 31, 2022)
Shan, Hongxia	EDST's Graduate Advisor (as of Jan 1, 2022) Member, Head's Advisory Committee (HAC) (as of Jan 1, 22) Member, MA Committee (till Dec 31, 2021)	

Sork, Tom	Chair, Graduate Program Advisory & Curriculum Committee (GPACC) Chair, ALGC Management and Admissions Committee Coordinator, Graduate Curriculum Member, Head's Advisory Committee (HAC)	Member, Graduate Curriculum Advisory Committee (GCAC), Faculty of Education Member, Faculty of Education Personnel Committee
Stack, Michelle	Chair, EdD Management and Admissions Committee Member, GPACC Member, ALGC Management and Admissions Committee	Peter Wall Institute for Advanced Studies Scholar for 2020-2021
Stein, Sharon	Coordinator, Higher Education (HIED) (till Dec 31, 2021) Member, GPACC (till Dec 31, 2021) Member, MA Management and Admissions Committee	Member, Graduate Scholarship Committee (GSC), Faculty of Education
Taylor, Alison	Member, ALGC Committee (as of Jan 1, 2022) Member, Scholarship & Fellowships Com (as of Jan 1, 22)	(on leave Jan 1 to Dec 31, 2021)
VanWynsberghe, Robert	Chair, Scholarships and Fellowships Committee Member, GPACC Member, EdD Management and Admissions Committee	Member, Academic Steering Committee, Centre for Sport and Sustainability (HKIN/Education) Member, Academic Steering Committee, Centre for Sustainable Food Systems (UBC) Member, Collaborative PhD Working Group, Faculty of Graduate and Postdoctoral Studies (UBC)
Walker, Jude	Coordinator, Adult Learning Education (ALE) Member, GPACC Member, MA Management and Admissions Committee	
Walter, Pierre		(on leave September 1, 2021 to August 31, 2022)
Wang, Fei	Member, Scholarship and Fellowships Committee	Member, Dean's Advisory Committee on Research (DACR)
Webb, P. Taylor	Coordinator, Society, Culture, Politics in Education (SCPE) Member, GPACC Member, Scholarships and Fellowships Committee	(On leave Jan 1 2020 to June 29, 2021)
Wright, Handel Kashope		President's Task Force on Anti- Racism & Inclusive Excellence Director, Centre for Culture, Identity and Education (CCIE)

AREA SPECIFIC RESPONSIBILITIES WITHIN THE DEPARTMENT OF EDUCATIONAL STUDIES

Area of Responsibility	Faculty Member	Support
<u>Head's Advisory Committee:</u>	André Mazawi, Head (as of Sep 1, 2021) Deirdre Kelly, Deputy Head (as of Sep 1, 2021)	Shermila Salgadoe (EDST Administrative Manager) Olivia Vazdifar (Acting Assistant to Department Head)
<u>Graduate Advisor:</u>	Claudia Ruitenberg (till Dec 31, 2021) > Hongxia Shan (as of Jan 1, 2022)	Sophia Choi (Interim Graduate Programs Assistant) Lynn Zhang (Administrative Support)
<u>Curriculum Coordinators:</u>		
• GPACC & Graduate Curriculum	Tom Sork	Sophia Choi (Interim Graduate Programs Assistant)
• UPACC & Teacher Education	Jason Ellis	Shermila Salgadoe (EDST Administrative Manager)
<u>Program Coordinators:</u>		
• ALE: Adult Learning Education	Jude Walker	Lynn Zhang (Administrative Assistant)
• ALGC: Adult Education & Global Change	Tom Sork	Kari Grain (Program Coordinator)
• EDAL: Educational Administration & Leadership	Mark Edwards (till Mar 31, 2022)	Lynn Zhang (Administrative Assistant)
• HIED: Higher Education	Sharon Stein (till Dec 31, 2021) > Amy Metcalfe (as of Jan 1, 2022)	Lynn Zhang (Administrative Assistant)
• SCPE: Society, Culture, Politics in Education	Taylor Webb	Olivia Vazdifar (Acting Assistant to Department Head)
<u>Committee Chairs:</u>		
• EdD	Michelle Stack	Tony Edwards (Academic Coordinator) Lynn Zhang (Administrative Assistant)
• MA	Jason Ellis	Sophia Choi (Interim Graduate Programs Assistant)
• PhD	Ali Abdi	Sophia Choi (Interim Graduate Programs Assistant)
• Scholarships & Fellowships	Robert VanWynsberghe	Sophia Choi (Interim Graduate Programs Assistant)
<u>Web & Communications:</u>		Carl Luk (Web & Communications Coordinator)

Student Representatives on EDST's Programs & Committees, 2021-2022

ALE	:	Britt Dzioba
ALGC	:	Moon Wang
EDAL	:	Archana Koli
EdD	:	By cohort: Edenia Lai (2020); Gen McMahon (2020) Henry Lee (2018) Brad Baker (2017); Chas Desjarlais (2015); Marney Paradis (2015); Ellen McIntosh (2014) Alanna Williams (2012) Sharon Hobenshield (2011); Marian Riedel (2011) Susan Kelsall (2009) Dana Goedbloed (2006) Nancy Twynam (2003); John Vellacott (2003) Bill McMichael (2001) Joe Greenholtz (2000)
EDST	:	Shirley Hardman (Student Representative) Catalina Bobadilla (GAA) Christy Frost
GPACC:		Julia Burnham (GAA) TBD (PhD Student Representative) Puthykol Sengkeo (Masters' Representative)
HAC	:	Roshni Kumari (GAA)
HIED	:	Deanna Bracewell
MA	:	Rosemarie Desmarais
PhD	:	Yeonjoo Kim
Scholarships:		Jessica Chan
SCPE	:	Cassandra Moniz
UPACC:		Phoebe Lee / Tamara Vincent (split role for B.Ed. & u/g programs)

Faculty of Education Committees:

GCAC : Julia Burnham (GAA)

Graduate Academic Assistants (GAA Team), 2021-2022

(The GAA Team can be contacted at the following email address: edst.gaa@ubc.ca)

Yotam Ronen, Peer Advisor

Julia Burnham, Peer Advisor

Roshni Kumari, Academic Research & Publication Assistant

Catalina Bobadilla, Academic Research & Publication Assistant

Graduate Academic Assistants (GAAs) for on campus hybrid delivery support, W1, 2021-2022

We have received some funding from ORE for graduate course support in particularly for delivering hybrid and on-campus courses in Winter Term 1. With the help of Natasha Boškić, ETS Director, Learning Design, we have been able to appoint two GAAs. The names and contacts for the GAAs are as follows:

Maria Jose Athie - athie.mj@gmail.com

John Lim - john.lim@alumni.ubc.ca

The duties of the teaching support GAAs for W1 are as follows:

- Learn the hardware and software components of the Faculty of Education classrooms, UBC AV Zoom cart and mobile recording kit;
- Support classroom and hybrid instruction, problem solve the hardware and software systems and to facilitate participation of remote students;
- Assist with booking of AV Zoom cart or other equipment
- Set up the equipment in the classroom and online tools for blended instruction
- Work with the ETS team and with the EDST course instructor to deliver the synchronous /asynchronous graduate course.
- Provide masks in case a student in class, the instructor, or a guest is not in possession of one for whatever reason.

FACULTY MEMBERS ON STUDY /ADMINISTRATIVE LEAVE, 2021-2022

Cash Ahenakew - July 1, 2021 to June 29, 2022

Mona Gleason - September 1, 2021 to April 30, 2022

Amy Scott Metcalfe – July 1 to December 31, 2021

Samuel D. Rocha – July 1, 2021 to June 29, 2022

Claudia Ruitenberg – January 1 to December 31, 2022

Alison Taylor – January 1 to December 31, 2021

Pierre Walter – September 1, 2021 to August 31, 2022

Appendix 8(a)



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

Full-time Lecturer Position Adult Learning and Education Undergraduate Program (6 Oct 2021)

The Department of Educational Studies at the University of British Columbia (UBC) invites applications for a full-time Lecturer appointment in the **Adult Learning and Education (ALE) undergraduate program**. The appointment is expected to commence **May 1, 2022**, or as negotiated with the successful candidate.

The annual workload for this Lecturer position is 30 credits, which includes 24 credits of teaching undergraduate courses in our Adult and Higher Education (ADHE) program combined with 6 credits of teaching-related program coordination and service commitments as detailed below.

Applicants will have an earned doctoral degree with expertise in Adult Learning and Education and successful experience with post-secondary online teaching and learning, ideally with students from different disciplinary and cultural contexts. Consistent with the requirements of the Lecturer rank at UBC, the successful candidate will have an exemplary record of teaching, especially in an online environment. The diverse range of students who take our ADHE courses requires an instructor and program coordinator who has demonstrated expertise in inclusive pedagogy and collaborating well with others. We also seek someone who is an effective communicator and who has successful experience managing complex projects or programs. We also seek applicants who will contribute to equal opportunities at UBC. We particularly welcome candidates who place Indigenous Education, gender/sexuality, disability, race and ethnicity, diasporic concerns, underrepresented populations, or social inequalities at the centre of their teaching interests and practices as these pertain to groups historically underrepresented in higher education.

The primary responsibilities of the successful candidate will be to: (a) teach ADHE courses; (b) serve on relevant departmental committees; (c) liaise with other units and instructors regarding waitlist management, ordering and access to textbooks, coordinating curriculum, and developing additional program recognition; (d) provide teaching-related program research and coordination support including peer reviews of teaching; (e) support on-going program integrity and improvement. It is expected that this position will participate fully in affairs and activities of the ALE program and Department of Educational Studies.

The Lecturer appointment is for an initial term of three years, with the first year being a probationary period. Reappointment for future terms is subject to funding availability and upon demonstration of excellence of teaching as defined in the Collective Agreement.

The University of British Columbia is located on traditional, ancestral, unceded Musqueam territory in beautiful Vancouver, a multicultural, multilingual city ranked as one of the world's best places to live. It is committed to teaching and research excellence and provides a comprehensive set of programmatic offerings at the baccalaureate, magisterial and doctoral levels.

Applications should include a cover letter, curriculum vitae, a statement of teaching philosophy, evidence of teaching experience—online and in-person—and effectiveness (such as course outlines and student evaluations), and the names and contact information of three references. Applications must be submitted in the form of one bookmarked PDF file. Review of applications will begin immediately following the deadline. Please forward applications electronically to the attention of Dr. Andre Mazawi, Professor and Head, Department of Educational Studies, Faculty of Education) via Olivia Vazifdar, Assistant to the Head, at olivia.vazifdar@ubc.ca. Complete applications must be received by _____.

This position is subject to final budgetary approval. Starting salary is determined both by the candidate's qualifications and experience and by their placement on the career progress scale for Lecturers within the Faculty of Education. Queries about this term position should be directed to Dr. _____, Chair, Search Committee at [email address].

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



Faculty of Education

Faculty Hire Proposal (Ed Leadership Positions)

This form must be submitted to DNSO as part of the Faculty Renewal process (for educational leadership positions only). Approval by the Dean or their designate is required before a search for a faculty position can be initiated.

Department/School/Unit: Educational Studies

Rank Requested: Lecturer

Tenure Status: Non-tenure track

Term: 3 years renewable

For term/without review positions only.

What is the rationale for the proposed stream and rank (150 words):

Note that this is a request to initiate a search for a Lecturer to replace Dr. Kapil Dev Regmi, who resigned from UBC to accept a position at the University of Melbourne. Dr. Regmi was affiliated with the Adult Learning and Education (ALE) program within the Educational Studies department (EDST), and was primarily responsible for teaching multiple sections of our undergraduate ALE (ADHE) courses.

How will 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 of the field or discipline, particularly vis a vis its historical and/or present-day exclusions, blind spots or gaps. (150 words)

As you will see in the attached job ad, we prioritise diversity and a demonstrated commitment to inclusive pedagogy in the hiring of a lecturer for the ALE program. Further, we intend to disseminate this job ad across many channels to ensure it reaches the widest audience possible. Specifically, the job will be advertised through:

- EDST website
- CAUT website
- University Affairs website
- Work BC website
- Canadian Association for the Study of Adult Education
- First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association

Desired Start Date: May 1, 2022

Job description attached? Yes No

Program Area/Research Focus: Adult Learning and Education--ALE undergraduate program (ADHE courses)

Linked to a retirement/resignation? Yes No Dr. Kapil Regmi

If yes, please provide the name of the outgoing faculty member.



1. Educational Leadership Capacity

1a. How will the hire permit the unit to pursue new curricular and programmatic priorities and new pedagogical innovation opportunities, or how can the area be expanded or transformed by the hire, advance the faculty and the university's standing, build on existing strengths, catalyze new inter-unit or campus-wide initiatives. (150 words)

This position involves program coordination and development which will allow us to innovate, grow the program, connect more with other departments and Faculties across UBC, and to better meet the needs of students. [See below for further description]

1b. How will this proposed hire contribute to achieving the unit's, Faculty's and University's strategic priorities? (150 words)

This request is for a replacement hire primarily responsible for teaching undergraduate courses (ADHE) that serve several audiences (see details below). This hire is consistent with EDST's commitment to promoting adult learning and education as an important dimension of lifelong learning that touches on all aspects of society and exposes undergraduate students to theory, research and forms of practice useful in a wide range of formal and nonformal settings.

1c. How would the new hire strengthen an already-existing inter-disciplinary cluster within the Faculty of Education, or more broadly, across the University and beyond? (100 words)

Not applicable for a lecturer appointment.



2. Faculty Staffing and Program Course Demand Data

What is the current faculty staffing level in this area and how do current workload and student demand and changes in the discipline and profession support the request for the hire? *Please provide data that address: 1) Total number of BEd course sections taught by faculty in this area annually, 2) Total number of tenure stream faculty (both the professorial stream and the educational leadership stream) in this area, 3) Total number of graduate course sections taught by faculty in this area annually, 4) graduate student/faculty ratio, 5) Total number of graduate students in this area, and 5) evidence of demand for program at point of application to program.* (150 words)

ADHE courses are currently taught by one Lecturer, Sessional Lecturers, and tenured faculty (up to 1 course per year). We disproportionately rely on Sessional Lecturers--especially since Dr. Regmi left UBC--and wish to re-establish this full-time Lecturer appointment to reduce this reliance on Sessionals.

There are currently five courses in the ALE ADHE program for a total of 45 sections of these courses per year. Enrollment is typically 25 - 30 students p/section.

ADHE 327, 329, 330, 412 - are core courses for i) the ALE Diploma, ii) Undergraduate Certificate in Adult Learning and Education (UGCALE), and iii) Arts Minor in Community, Adult and Higher Education

ADHE 328 - is an elective for the above programs

All 5 ADHE courses are taken by:

- a) ALE diploma, other Education Diploma programs (e.g., TESOL), UGCALE, and Arts minor students
- b) Master's students in ALE, ALGC, and Higher Education
- c) Undergraduate students from throughout the university, including: Arts (all majors), Kinesiology, Commerce, Land and Food Systems, Science, Applied Science, Dentistry, Pharmacy, and Unclassified

3. Revenue Source & Implications

3a. What is the revenue source and/or funding arrangement for this hire? (100 words)

The primary source of funding for this position is revenue generated from enrolments in ADHE courses.

3b. How does the hire link to known or projected retirements, resignations, or other changes in the faculty complement? (100 words)

This is replacement position for a resignation that occurred this past spring on relatively short notice. Multiple Sessionals are currently being hired to teach scheduled sections of ADHE courses in Winter Session Terms 1 and 2.



4. Workload

What is the proposed Educational Leadership workload for the hire? Please describe potential Educational Leadership roles, and major Curriculum Development and Pedagogical Innovation workload that you will prioritize in the workload for this hire. Also include specific courses likely to be assigned and any other responsibilities? (200 words)

We are proposing a 30 credit workload: 24 credits of direct instruction, and 6 credits of teaching-related and service responsibilities.

Teaching: Teaching all five ADHE courses (i.e., ADHE 327, 328, 329, 330, 412) for a total of 8 courses per year.

Teaching-related program coordination:

- 1) Liaise with PDCE regarding waitlist management for courses
- 2) Ordering textbooks and coordinating with the bookstore and with instructors regarding adoption of textbooks etc.
- 3) Data collection on student need/participation (# of students in courses, # in diplomas, etc.)
- 4) Creation and maintenance of an assignment database for courses to ensure academic integrity
- 5) Ongoing communication with ADHE instructors (e.g., sharing of monthly newsletter)
- 6) Supporting program integrity and improvement (e.g., creation and maintenance of instructor resource site for sharing of ideas for course changes, teaching activities, assignments, links to sites re peer assessment, group work, and participating in peer reviews of teaching.)
- 7) Coordination with other Faculties and Senate to develop further undergraduate minors (like that which exists in Arts), and/or recognition of UGCALE (like that which currently exists in Science and Applied Science) in, for example, Sauder, Forestry, Land and Foods Systems.

Departmental Service:

- Serving on a departmental committee in EDST (e.g., Merit, UPACC, peer review, etc.) to ensure full integration into the department.

5. Impact and Significance

Are there any other considerations including emerging evidence from the field/discipline that strengthen the rationale for the position? (150 words)

Delays in filling this position mean that we must hire multiple sessional instructors to cover the scheduled sections in Winter Session. We have arranged for sessional teaching for this Winter and hope to have the new person in place to teach in Summer Session. Without a full-time lecturer responsible for program coordination, we have been unable to fully support program improvement and coordination.

Requested by (please print):

Signature

Date

Approved by (please print):

Signature

Date