



Department of Educational Studies
Department Meeting
Thursday, September 16, 2021 from 12:30pm to 2:30pm

Agenda

Land Acknowledgement

1. Approval of Agenda
2. Approval of Minutes of meeting on May 20, 2021 (Refer to Attachment 1)
3. Old Business:
 - a. 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 (Mark Edwards) (Refer to Attachment 2)
 - b. GPACC Terms of Reference (Tom Sork) (Refer to Attachment 3)
4. Reports:
 - a. GAA Report (Catalina Bobadilla)
 - b. Education Library Report (Wendy Traas) (Refer to Attachment 4)
 - c. Head's Report (André Mazawi)
 - d. Deputy Head's Report (Deirdre Kelly)
 - e. GA-GCC Joint Report (Tom Sork & Claudia Ruitenber) (Refer to Attachments 5)
 - f. Operations report (Shermila Salgadoe – no report this month)
5. Announcements
6. Forum Discussion: Head's address & discussion

Next Meeting: October 21, 2021

Attachment 1

Department of Educational Studies
Department Meeting Minutes
Thursday, May 20, 2021 at 12: 30 p.m. on Zoom

Present: Amy Metcalfe, Amy Parent, André Mazawi, Bathseba Opini, Mona Gleason (*Chair*), Carolina Palacios, Cash Ahenakew, Claudia Ruitenber, Gerald Fallon, Hartej Gill, Hongxia Shan, Jason Ellis, Jude Walker, Kari Grain, Lesley Andres, Margaret Kovach, Mark Edwards, Michelle Stack, Pierre Walter, Rob Vanwynsberghe, Sam Rocha, Sharon Stein, Shermila Salgadoe, Tom Sork, Tony Edwards, Vanessa Lawrence and Yotam Ronen

Apologies: Garnet Grosjean, Handel Wright, and Wendy Traas

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

The following appreciation of thanks and acknowledgement of retirements were shared. Mona Gleason's headship in the past 3 years, and retirements of Garnet Grosjean and Deo Bishundayal.

1. **Approval of Agenda** – approved.
2. **Approval of Minutes** – April 2021 - Approved
3. **Education Library Report** (Wendy) no report.
4. **Topics for discussion/decision**
 - a) *Head's Report – Mona*
See Head's Report attached to Department Meeting package.
 - Congratulations to Jude Walker who was successfully promoted to Associate Professor effective July 1, 2021.
 - Congratulations to Dr. Lesley Andres, Professor in the Department of Educational Studies, will assume the role of Associate Dean, Faculty Affairs, with responsibility for providing strategic leadership and policy and process oversight of matters pertaining to faculty affairs. Dr. Andres will serve in this role from July 2021 to June 2022.
 - Congratulations to Dr. Margaret Kovach, Professor in the Department of Educational Studies, will assume the role of Associate Dean, Indigenous Education. Dr. Kovach will provide leadership in the areas of Indigenous programs and research in the Faculty, overseeing programs and initiatives supported through the Office of Indigenous Education and NITEP. Dr. Kovach will serve in this role from July 2021 to June 2022.
 - In regards to return to work on campus in the Fall. Both Mona and André joined the Faculty meetings and other University meetings regarding the planning and will share the details and information to the Department when is available around mid-June.
 - Ayaz Mahmood, Acting Director, Finance has confirmed that the Faculty of Education deficit would be \$1,000,000
 - Mona encouraged faculty to participate in reviewing first time sessionals. Lesley mentioned that we were advised not to do the peer review last summer, therefore we

need to complete the peer review for last summer and this summer. There will be two peer reviews needs to be done in May/June and two peer reviews in July.

- Sharon asked Mona if there will be no new asks for hiring the coming year and also whether we will have a hire for an Indigenous faculty member? Mona clarified about the hiring plan and understand according to Dr. Bryson there would not be a massive call from all Department Heads for the hiring “asks” but if we do have a significant need Mona will work for the case and prepare the proposal to the Dean. Mona will share this “ask” with André for his additions and edits.
- Ad for position in **Educational Administration and Leadership with a focus on Equity and Inclusion in Global Contexts**
 - a) The start date for the position is not yet confirmed and the discussion of the job Ad will continue in September towards approval.
 - b) Tom suggested to remove “Open Rank” and Mona clarifies in the initial ask, the rank requested was Associate or Full Professor.
Tom recommended to have the consistency whether to have a K12 focus or Higher Education focus.
 - c) Jason asked what we are asking for and the actual composition of the Ad. He suggested more plain language and clarity in the description of the position.
 - d) Sharon suggested to mention the importance to have the candidate having familiarity in the current debate areas such as inclusion, equity, social justice which are rapidly changing.
Sharon also advised to rephrase the paragraph on page 2 regarding “the x^wməθk^wəyəm (Musqueam), who are the original owners and custodians of the land” as this kind of “ownership” language is outdated.
 - e) Vanessa Lawrence suggested to outline in bullet points into two major requirement such as a) Required Skills and b) Desired Skills at the end of the job description.
 - f) Claudia mentioned not only the title but also the entire posting was written for Assistant or Associate but not for Associate or Full Professor. The entire ad would need to be rewritten for example if we hire Associate or Professor the candidate should not be potential for excellence in teaching, research, and scholarship.
Claudia suggested to include the details regarding the support of relocating and housing if we are looking for international candidates
 - g) Mark confirmed that EDAL has a commitment to K-12 and is looking for a person that would be able to help engaging K-12 education leadership and beyond K-12 as well.
 - h) André pointed out there is a typo in the job ad on page 3 which should be “Assistant to Dr. Mazawi” instead of “Assistant to Dr. Gleason.”
 - i) Pierre Walter asked about EDAL cohorts and how that is represented in the Ad, and Mark clarified on page 2 that “The successful candidate may be asked to consider teaching in and/or playing a role in the

administration of graduate field-based programs coordinated by the Department.”

- j) Mona advised to have the consistency with an equity focus leadership in a global context in relation to the original ask in the PAEI proposal.

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

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

- André asked Tom about whether GPACC had moved forward on the Terms of Reference process that he had initiated while Grad Advisor last year. Tom will follow up.
- Claudia suggested if any faculty member who lost touch with their students can let her know so that she can try to help with the struggling students and possible solutions

c) *Deputy Head (Lesley)*

See Deputy Head’s Report attached to Department Meeting package.

d) *Operations (Shermila)* no report.

e) *GAA (Yotam)*

See EDST GAA Newsletter attached to Department Meeting package

5. Announcements

Deirdre Kelly

In the Department meeting package, a preliminary version of a call for papers is included. The editorial group has been refining this call and it will be a Special Issue in Honour and Memory of Professor Michael Marker (1951-2021) a more specific title: Indigenous Historiographies, Place, and Memory in Decolonizing Educational Research, Policy, and Pedagogic Praxis. This special issue is sponsored by (in alphabetical order): Drs. Hartej Gill, Deirdre Kelly, André Elias Mazawi, Bathseba Opini, Amy Parent, Michelle Stack, and Pierre Walter. Drs. Gill, Opini, and Parent will more specifically serve as lead guest-editors of the proposed special issue. The additional members of the group will serve as an ad hoc editorial collective. When the call for papers has been finalized, the group will circulate it within the department by email.

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

Attachment 2

Tenure Stream Professoriate Faculty Position (Professor or Associate Professor) in Educational Administration and Leadership with a focus on Equity and Inclusion in Global Contexts

Department of Educational Studies Faculty of Education

The Call

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

The Vision

The University of British Columbia, the Faculty of Education, the Department of Educational Studies, and the Educational Administration and Leadership (EDAL) program area have created this position 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 teaching, research, 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.

Candidate Requirements

The successful candidate will hold a doctoral degree (PhD or EdD) in Educational Administration and Leadership or related area. An established record of excellence in teaching, research and service is expected. This record will provide evidence of engagement with educational leadership in the K-12 system, though educational leadership in other formal and informal educational domains will be considered. This record will demonstrate a pattern of broadening the base of knowledge in this field, challenging how the theories, research and practices of educational leadership impact racialized and marginalized social groups in diverse locations around the world, moving the field toward social justice. The record will represent the successful candidate's knowledge of, and leadership in, current debates in the field.

Preferences

The ideal candidate will demonstrate understanding of non-western knowledge systems, racialized, Indigenous or Global South world views, for example. Indigenous education, reconciliation, and flourishing are primary commitments of the EDAL program area, Department, Faculty and University. The ideal candidate will contribute to advancing these commitments. Work on one or more of decolonization, human rights, community engagement, activism, solidarity building, inclusion, Indigenous epistemologies and world views located in an Indigenous context across the globe (e.g. Asia, The Pacific, Africa, Middle East, the Americas)

will be considered as evidence of capacity to make such a contribution. The ideal candidate should show evidence of engagement with global phenomena that helped to confront, interrupt and end marginalization and inequities including anti-Black racism, anti-Asian racism, Islamophobia, ableism, homophobia and intersecting forms of oppression. The ideal candidate will have lived experience as a formal or informal educational leader, preferably but not necessarily in K-12 education.

The Position

The successful candidate will be expected to: 1) teach in undergraduate teacher education (B.Ed.) and graduate programs to fulfill the purposes and responsibilities of the EDAL area and the Department; 2) supervise graduate students (M.Ed., M.A., EdD., PhD) enrolled in the area's and Department's programs; 3) engage in sustained and productive scholarly research; and 4) contribute to the scholarly community and service work of the EDAL area, the Department, the Faculty of Education and the University. A full-time tenure stream faculty member in the Professoriate Stream carries an annual teaching workload of 12 credits (equivalent to 4 courses taught on campus or through an off-campus cohort). 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.

This is a tenure-track position in the professoriate stream. The rank for the successful candidate will be determined by the qualifications and their record of achievements based on UBC's appointment criteria for each rank following the University's established appointment processes. For a description of the ranks in the professoriate stream and criteria for appointment, reappointment and promotion, visit:

<http://www.hr.ubc.ca/faculty-relations/collective-agreements/appointment-faculty/> or <https://hr.ubc.ca/sites/default/files/documents/SAC%20Guide.pdf>.

Starting salary is determined both by the candidate's qualifications and experience and by the career progress scale within the Faculty of Education.

Our Context

The University of British Columbia (UBC) acknowledges the unceded, ancestral and traditional territories of the xʷməθkʷəy̓əm (Musqueam), who are the original inhabitants and custodians of the land on which we are situated. The University is recognized internationally as a leading research institution. The UBC Faculty of Education was ranked 2nd in Canada and 10th globally among all faculties of education in the world (2021 QS World University Rankings). As a global leader in Indigenous education, the Faculty of Education offers 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. See our strategic plan at <https://educ.ubc.ca/learningtransformed/>

The Department of Educational Studies (EDST) is a multi-disciplinary community of scholars who share an overarching interest in questions of equity and social justice in education. Our programmatic and research diversity is our strength. EDST is committed to UBC's [Strategic Plan](#) that includes a renewed [Indigenous Strategic Plan](#), and the Faculty of Education's Strategic Plan- [Learning Transformed](#) with vigorous commitment to equity, diversity, inclusion, and anti-racism. These inform EDST's commitment to maintaining and advancing equity and inclusion as educational priorities.

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

Educational Administration and Leadership (EDAL) is home for scholars and scholar-practitioners who are dedicated to advancing the study and practice of educational administration and leadership in K-12 education systems and beyond. We are committed to improving the learning experiences of all children, youth, and adults. We do this through researching, theorizing and practicing educational administration and leadership that seeks equity, diversity, inclusion, anti-racism, decolonization, reconciliation, and the flourishing of Indigenous Peoples in an ecologically healthy world. Our working relationships with communities and with each other are collaborative, co-constructive, and caring, and are critical of status quos that perpetuate injustice and the destruction of life. After 40 years, we are in a moment of exciting renewal, pivoting to face the daunting challenges of the twenty-first century through education. Join us!

For more information about EDAL please visit our website:
<https://edst.educ.ubc.ca/programs/educational-administration-leadership/>

The Application Process

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

The quality of teaching will be assessed as part of the selection process. All qualified candidates are encouraged to apply; Canadian citizens and PRs will get priority.”

Completed applications should be addressed to Dr. Andre Mazawi, Department Head, and sent electronically to **TBD, Assistant to the Head, Dr. Mazawi** at email **TBD**. Applications must be provided in the format of one bookmarked PDF file. Questions regarding the position should be directed to Dr. Andre Mazawi at andre.mazawi@ubc.ca.

This position is subject to final budgetary approval. The deadline for receipt of completed applications is **TBD**.

The University supports the relocation of Faculty through a variety of means. Please view <https://hr.ubc.ca/working-ubc/finding-housing> and <https://hr.ubc.ca/working-ubc/finding-housing/faculty-home-ownership-program> for more information.

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

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



Graduate Programs Advisory and Curriculum Committee (GPACC)

Terms of Reference, 2021-22

(Approved by GPACC—9 September 2021)

(For consideration at EDST Department Meeting— 16 September 2021)

1. Mandate

- a. The Graduate Programs Advisory and Curriculum Committee (GPACC) is the operating committee that is charged with advising on all matters related to graduate education within the Department of Educational Studies (EDST).
- b. GPACC Members are responsible for reviewing, advising, and assessing the department's educational philosophy and curriculum development, coordinating student admissions and enrolments, and organizing student orientation initiatives and graduation activities.

2. Accountability and Reporting

- a. GPACC is chaired by the Graduate Curriculum Coordinator of the Department or the faculty member appointed by the Head of Department (HOD). GPACC's Chair:
 - i. reports to and updates the HOD through the Head's Advisory Committee (HAC);
 - ii. reports to, updates and submits all GPACC recommendations and GPACC-approved documents for discussion and approval to EDST's Plenary in its monthly meetings;
 - iii. ensures the liaison between EDST and the Faculty of Graduate and Postdoctoral Studies (G+PS);
 - iv. ensures the liaison between EDST and the Faculty of Education's Graduate Curriculum Advisory Committee (GCAC);
 - v. represents EDST on GCAC in all matters pertaining to GCAC's mandate, including the conduct of consultations regarding curriculum changes (Category 1 and 2);
 - vi. liaises with EDST's program area coordinators;
 - vii. liaises with EDST's Graduate Advisor on matters with implications for students and coordinates recommended actions.
- b. GPACC decisions are submitted by the Chair to EDST's Plenary monthly meetings as recommendations that must be discussed and approved by EDST's Plenary. EDST's Plenary in its monthly meetings provides feedback and requests

for revisions on GPACC recommendations which need to be reviewed and resubmitted for final approval at one of EDST's subsequent meetings.

- c. GPACC decisions submitted by GPACC's Chair to GCAC are recommendations subject to discussion and feedback. GPACC's Chair reports back to GPACC on these discussion and shares feedback and requests for revisions received before their resubmission to EDST's Plenary, and then to GCAC for subsequent action.
- d. GPACC must maintain its own records (minutes and all relevant archival records) and is supported to that end by the Graduate Programs Assistant who acts as its secretary.

3. Membership and Composition

- a. GPACC membership is defined as representatives of the various constituents in EDST (programs, committees, members of EDST's leadership team, and students).
- b. GPACC members are expected to inform the constituents they represent of pertinent issues discussed in GPACC. Similarly, they are expected to report back to GPACC on discussions, deliberations, recommendations, and proposals for action and change that took place in their constituent group.
- c. GPACC members are expected to participate in all deliberations and activities as applicable, except when specified leave, professional responsibilities, or emergencies prevent attendance. If unable to participate, a GPACC member will ensure an alternate member affiliated with their constituent group acts as an alternate representative to GPACC for the duration of the absence.
- d. Membership of Affiliated Constituents:
 - i. EDST's Graduate Curriculum Coordinator. In the absence of the GCC, the EDST Graduate Advisor serves as interim Chair.
 - ii. Voting Members:
 - Coordinator, Adult Learning and Education (ALE)
 - Coordinator, Higher Education (HIED)
 - Coordinator, Educational Administration and Leadership (EDAL)
 - Coordinator, Society, Culture, and Politics in Education (SCPE)
 - Coordinator, Adult Learning and Global Change (ALGC)
 - Coordinator, Ts"kel
 - Chair, PhD Management and Admissions Committee
 - Chair, EdD Management and Admissions Committee
 - Chair, MA Management and Admissions Committee
 - Chair, ALGC Management and Admissions Committee
 - Chair, Scholarships & Fellowships Committee
 - EDST Graduate Advisor
 - A representative of the GAA Team
 - Peer Academic Advisor

- PhD Student Representative
 - MA Student Representative
- iii. Ex-officio (Non-voting) Members:
- EDST's Deputy Head
 - The Graduate Program Assistant, who serves as GPACC's secretary.
- iv. Quorum: A quorum for a GPACC meeting shall consist of six (6) members, including the Chair.
- v. Meetings will normally be held monthly, from September thru June, unless decided otherwise by the GPACC plenary:
- Meetings follow the general procedures of *Roberts' Rules of Order*.
 - At its first meeting each September, GPACC can decide on the specific meeting dates agreed upon for the academic year.
 - At its first meeting, the Head of Department (HOD) can choose to address GPACC, in terms of sharing their general vision and areas of work priorities proposed for the year, and respond to questions, as applicable.
 - During its meetings, GPACC can invite the HOD to respond to matters under discussion, for further information and queries. The HOD can also request to appear at GPACC by formally approaching GPACC's Chair in advance and specifying the issues to be raised.

4. Roles and Responsibilities

- a. Internal governance structure:
- i. In addition to the Chair, GPACC can agree to allocate specific areas of responsibility (or portfolios) to different members, as applicable and warranted by circumstances and needs. These areas of responsibility can be permanent or for a specific period of time, as applicable.
 - ii. GPACC operates as a collegial and collaborative space in ways that promote participation, a healthy departmental culture, and a sound vision of EDST's vision and strategic goals.
 - iii. GPACC offers its members a space where information and knowledge about EDST, the Faculty of Education, and UBC is collegially shared, and where lines of communications with other units and constituencies are transparent, based on accurate information and documentary materials.
- b. Convening meetings and related matters:

- i. GPACC's Chair is responsible to convene meetings at the agreed upon dates and times.
- ii. GPACC's Chair is responsible to prepare and disseminate all documents relevant for meetings at least 4 days ahead of the scheduled date of a meeting.

5. Term and ToR Review

- a. The present, GPACC Terms of Reference can be amended within the rules set up by GPACC and for the explicit purpose of fulfilling its mandate and mission.
- b. At its first meeting every September, GPACC will devote time to collectively review and discuss the present Terms of Reference and introduce whatever amendments it considers warranted and necessary, whether at that first meeting or at any subsequent meeting. Any amendments must be submitted for review and approval at one of EDST's Plenary monthly meetings, as stipulated in clause 2(2). Discussions and voting on amendments to the present Terms of Reference should follow the general procedures of *Roberts' Rules of Order*.
- c. Requests for amendments can be proposed by any GPACC member, whether representative of a constituent group, or an ex-officio member.

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EDUCATION LIBRARY

MONTHLY REPORT | September 2021

Welcome back!

The Education Library is open to the public. We look forward to seeing you in the branch again!

Hours:

Monday - Thursday 8am - 9pm

Friday 8am - 6pm

Saturday + Sunday 12pm - 6pm

The Education Library will be closed on September 30 for the National Day of Truth and Reconciliation.

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.

The trial will run until December 31, 2021. Your feedback is welcome:

[Indexes & Databases | UBC Library Index & Database Resources](#)

(<https://resources.library.ubc.ca/page.php?details=childrens-literature-comprehensive-database&id=2665>)

Science Literacy Week, Sept 20-26

Led by the Natural Sciences and Engineering Research Council of Canada (NSERC), Science Literacy Week showcases the many ways kids and families can explore and enjoy the diversity of Canadian science. From September 20 to 26, 2021, UBC Library celebrates this year's theme, *Climate*. Check out the climate-themed picture book display at the Education Library. Get hands-on with workshops such as "Getting Started with Citizen Science" and "Civic Engagement in the Climate Emergency".

More information about the campaign and related events is available on the Science Literacy Guide:

<https://guides.library.ubc.ca/SciLit21>





THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

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

September 16, 2021

From the Graduate Advisor—Claudia Ruitenber

No Report

From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on September 9, we:

- Heard from André Mazawi, EDST Head, his views on the role of GPACC in EDST and his expectation that GPACC will be the major initial deliberative body for all aspects of our graduate programs.
- Received and approved a revised Terms of Reference (ToR) for GPACC. Although an initial ToR had been approved by GPACC last year, this version, with slight revisions, is submitted to the department for approval (see action item below).
- Received and discussed a revised Terms of Reference for the Scholarship Committee. The EDI section will be revised and the ToR will be resubmitted for approval.
- Discussed a Category 1 new course proposal submitted by Amy Metcalfe titled “Visual Research Methods.” Several suggestions were made for the rationale for the course, some initial informal consultations, and the course outline. The proposal will be revised and resubmitted.
- Noted that the section of the UBC Calendar that addresses the graduate programs in EDST needs updating including the section that describes the Ts’kel concentration. Proposed Category 2 revisions will be presented at our October meeting.
- Discussed the challenges some students have faced enrolling in courses required to complete their programs due to courses filling quickly, lack of electives on offer, frequency of offerings, etc. We will discuss this problem in more details at a later meeting.
- Discussed the process to follow to change/expand the courses that meet the “research methods” requirements of our programs. We will take up this question again at a subsequent meeting and also consider current enrolment pressures in some courses and frequency of offering.
- Briefly discussed four proposals with workload and resource implications: three “off-campus” cohort proposals that would all launch in 2022 and a proposal to develop online versions of three Graduate Certificate in HIED (GCHIED) required courses. These will

be revisited in more detail after we clarify the review and approval process for new cohorts and the roles of PDCE & ETS.

- Were informed by the Graduate Advisor that the EDST [Academic Appeal Policy](#) was revised in June to clarify the process to follow depending on the program in which the student is enrolled or the course involved in cases of academic misconduct.

Several other items on the agenda were deferred—due to lack of time—until our October meeting.

- **Approved for action by the Department:**
 - GPACC Terms of Reference (attached)