The UBC Vancouver Campus is located on the traditional, ancestral, and unceded territory of the x̱məθkwəy̓əm (Musqueam) people.

Department Meeting  Web: http://www.edst.educ.ubc.ca

Thursday, February 17, 2022 from 12:30PM to 2:30PM
Zoom: Meeting ID: 661 7678 5848  Passcode: 673128

AGENDA

Welcoming & Land Acknowledgement
• Buffy Sainte-Marie: “No, No Keshagesh” (Refer to Appendix, p. 3 of this document)
• Official Website (bio)

1. Agenda for the February 17, 2022 Meeting

2. Draft Minutes of January 20, 2021 Meeting (Attachment 1)

3. Reports
   a. GAA & February 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
   b. Education Library (Wendy Traas)
   c. Operations & Innovation Budget (Shermila Salgadoe) (Attachment 2A)
   d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
   e. Graduate Advisor (GA) & Graduate Curriculum Coordinator (GCC) (Tom Sork & Hongxia Shan) (Attachment 3)
   f. Deputy Head (Deirdre Kelly)
   g. Head (André Mazawi)

4. New Business
   a. Formative Peer Reviews of Teaching for Sessional Lecturers (Deirdre Kelly) (Attachment 4)
   b. Recording Summative Assessments of Applicants in eVision (Hongxia Shan) (Attachment 5)
   c. New course proposal: EDST 558 (3) Antiracism Education (Tom Sork) (Attachment 6)
   d. GPACC Terms of Reference: Amendment (Tom Sork) (Attachment 7)
   e. UPACC Terms of Reference (Jason Ellis) (Attachment 8)
   f. MA Admissions for 2022-2023 & Program Prospects (Jason Ellis) (Attachment 9)
   g. PhD Admissions for 2022-2023 & Program Prospects (Ali Abdi)
5. **Announcements**

a. **New Publications**:


b. **Call for Contributions**:

*Special Issue of Journal of Contemporary Issues in Education in Honour & Memory of Professor Michael Marker (1951-2021)* (Hartej Gill, Bathseba Opini, & Amy Parent)

c. **Forthcoming Events**:

- *Diverse Career Paths of EDST Alumni* (Mary Kostandy):
  Join us for the second iteration of *Career Connections Day* on Saturday, March 5th, 2022, 10:30-12:00noon (Attachment 10)

d. **Additional Announcements**?
  Introduced by participants in the meeting.

6. **Forum Discussion**:

Invitation to Collaborate: Education Library & the Department of Educational Studies (Wendy Traas) (Attachment 11)

**Next Meeting:** Thursday, March 17, 2022 @ 12:30PM PST
Appendix

Buffy Sainte-Marie

**No, No Keshagesh**

1 I never saw so many business suits
   Never knew a dollar sign could look so cute
   Never knew a junkie with a money Jones
   Who's buying Park Place?
   Who's buying Boardwalk?

2 These old men they make their dirty deals
   Go in the back room and see what they can steal
   Talk about your beautiful for spacious skies
   It's about uranium
   It's about the water rights

3 Got Mother Nature on a luncheon plate
   They carve her up and call it real estate
   Want all the resources and all of the land
   They make a war over it
   They blow things up for it

4 The reservation out at Poverty Row
   There's something cookin' and the lights are low
   Somebody's tryin' to save our Mother Earth I'm gonna
   Help 'em to
   Save it and
   Sing it and
   Pray it singin'

5 No no, Keshagesh you can't do that no more

6 Ol' Columbus, he was lookin' good
   When he got lost in our neighborhood
   Garden of Eden right before his eyes
   Now it's all spyware Now it's all income tax

7 Ol' Brother Midas, lookin' hungry today
   What he can't buy he'll get some other way
   Send in the troopers if the Natives resist
   Same old story, boys
   That's how ya do it boys

8 Look at these people Lord they're on a roll
   Gotta have it all
   Gotta have complete control
   Want all the resources and all of the land
   They break the law over it
   Blow things up for it

9 While all our champions are off in the war
   Their final ripoff here at home is on
   Mister Greed, I think your time has come I'm gonna
   Sing it and
   Pray it and
   Live it and
   Say it singing

10 No no, Keshagesh you can't do that no more

Source: LyricFind
Songwriters: Buffy Sainte-Marie
No No Keshagesh lyrics © Kobalt Music Publishing Ltd.
Department of Educational Studies
Department Meeting Minutes
Thursday, January 20, 2021 at 12:30 p.m. on Zoom


Recorder: Jenifer D’souza

Welcome note

Land Acknowledgment by André Mazawi.

1. Approval of Agenda – Approved

2. Approval of Minutes of December 16, 2021 – Approved

3. Professor Michael Marker (1951-2021): One Year Commemoration (Attachment 2 & Attachment 3)

4. Reports

   a. GAA report (Catalina Bobadilla) (Attachment 4: GAA Newsletter for January 2022)
      - Catalina went through the GAA Newsletter for January 2022.
      - Hosting Student Town Hall next Tuesday (January 25, 2022)
      - Online sessions for students to meet up, share goals and share resources.

   b. Education Library Report (Wendy Traas)
      - No formal report for the month.
      - Follow up on the policy comments database. It will be available for the faculty to access.

   c. Operations report & Innovation budget (Shermila Salgadoe) – Report attached
      AEGT 2021 Conference surplus of $20k was given to the department. This was after settling all the expenses. Andre thanked Tom for this contribution to the department.

   d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
      - No Report
c. Graduate Advisor (GA) – Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Hongxia Shan) – Report attached
- Shan: has now access to SISC.
  Shan updated the department that if any of their students are planning to do research outside of Canada they need to be aware of the travel and vaccination updates for international travel. Same goes for any international students planning to travel soon.
  Competition for Thesis: update your students and encourage participation.
  Killam GTA award: Shan asked instructors to encourage nominations for the award.
- Tom: briefly spoke about enhancing marketing strategies for EDST programs. This will be discussed in the GPACC meeting soon.
  Tom asked instructors to be clear and detailed about course restrictions and enrollment criteria.

André commented that all members must carefully read the joint GA-GCC report as they contain informative pieces. He also added that it is great that GPACC has taken the responsibility for discussing the strategic marketing plans. Finally, EDST how best to design the EDST website needs to be considered seriously and diligently, as a follow-up on our December 2021 discussion.

f. Deputy Head’s Report (Deirdre Kelly) – Report attached
- Deirdre briefly highlighted the work that has been done.

g. Head’s Report (André Mazawi):
- Extension of online teaching till February 07, 2022.
- Nominations for the Killam GTA award, sessional lecturer award: projected number of nominations and reminder of submission deadline.
- Planning and projections for Faculty Renewal and Retirement: Topic introduced in the meeting.
- Initiate meeting with coordinators regarding their programs for overview.

5. New Business

a. PAEI 2 Position: Assistant Professor in the Economics of Educational Equity (André Mazawi) (Attachment 8)
- André updated the department about the number of applications received for the PAEI 1 (EDAL) position. He encouraged members to forward the PAEI1 (EDAL) advert within their network and beyond.
EDST needs to start preparing for the writing of the advert for the PAEI 2 (2022-2023) position.

André requested that interested individuals to indicate their availability to join the search committee for the PAEI 2 position.

André welcomed Dr. Dustin Louie (incoming NITEP Director) to his first EDST department meeting.

b. **Book Launch Panel for the Spring of 2022 (André Mazawi)**

- André mentioned that the department’s members are engaged in an impressive range of publications (articles, books, book chapters, reports). This is a very significant body of work and in order to acknowledge this work a potential panel can be formed. This panel will be responsible for creating a standing event every year to foster engagements and conversations between these different publications in ways that foster significant conversations.
- Catalina suggested that the GAA team can perhaps help coordinate the event at student level and include scholar exchange/conversations as part of the event.

6. **Announcements**

   a. **Appointments:**

   - **Professor Vanessa Andreotti appointed David Lam Chair in Multicultural Education**, Faculty of Education, UBC.

   b. **Events:**

   - **Spotlight on Alumni Careers: Educational Studies Alumni in Higher Education Pathways Beyond the Professoriate.** Thursday, February 3 | 5:00 PM - 6:30 PM PST

   c. **Grants:**

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

   d. **Keynotes/Presentations:**

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

e. Publications:


- Venessa Andreotti: Podcast “*Allowing Earth to dream through us*”. Episode on *Green Dreamer*.

There being no other business the meeting was adjourned at 2:07 pm
We are well into the term now, and we can sense days getting longer!

A few things to keep in mind: UBC Senate approved an extension on Winter term 2 drop deadline. You now have until Sunday, February 6 at 11:59 pm PT to drop courses.

In addition, starting February 7 UBC is back for in-person classes, unless your instructor says otherwise.

We are happy to have you back! Following the safety measures in place and looking out for each other, this term we hope to see more of you on campus.

And remember, the GAA team is here for you! So please reach out if you have questions or want to chat, come to our social events this month, work alongside peers in co-working sessions, and get ready to submit those proposals for Research Day 2022!
Call for EDST Research Day 2022

Research Day 2022 invites proposals for individual presentations, poster sessions, roundtable, and panel sessions, and more from students and faculty members. This year Research Day will be held virtually.

All students are welcome: Ph.D., Ed.D., M.A., and M.Ed.

More information on the application requirements, please visit the EDST website:
https://edst.educ.ubc.ca/researchday/

To submit your application visit:
https://tinyurl.com/ResearchDay2022

If you have any questions, please reach out to us via email at edst.gaa@ubc.ca

We can’t wait!
INTRODUCTION TO THE ONLINE MINI-COURSE: QUALITATIVE DATA ANALYSIS
with Dr Deirdre Kelly

Date & Time: Thursday, February 10 at 12:00 pm PT
Modality: Hybrid
Location: Ponderosa Commons Multipurpose Room 2012 (1st floor) and on Zoom

Description: This is the first of two sessions. In this occasion Dr. Kelly will introduce the online mini-course on Qualitative Data Analysis. She designed the course to complement students’ knowledge and be a guide for research.

“Across the five modules in this mini-course, I discuss a variety of tools, strategies, and heuristic devices—but provide no magic solutions or guaranteed recipes. I emphasize the need for, and importance of, ongoing reflexivity as well as offer a pragmatic, flexible, and iterative approach to QDA. My examples draw inspiration primarily from ethnography, reflexive thematic analysis, narrative analysis, and counter-storytelling.”

This is a great opportunity to get settled into the course and participate alongside a group of students!

If you decide to complete the mini-course, there will be a follow-up Q&A session with Dr. Kelly on March 10th, at 12:00 PT. Save the date!

RSVP here: https://tinyurl.com/GAAevents
**Co-working sessions this month**

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

**FEBRUARY SCHEDULE**

Join here: [https://ubc.zoom.us/s/608580548](https://ubc.zoom.us/s/608580548)

You can also view the schedule at this Google doc, which will be updated throughout the year (tip - bookmark this page!): [https://docs.google.com/spreadsheets/d/1lGgOaxjYplIDMvljmjVRFYFoeNr3PTUBAh46AjswVxec/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1lGgOaxjYplIDMvljmjVRFYFoeNr3PTUBAh46AjswVxec/edit?usp=sharing)
NEW: Registered counselling student health insurance coverage increased to $1500

If you’re part of the student health insurance package through the AMS/GSS Health and Dental Plan, you can now claim up to $1500 in the September 2021-August 2022 policy year towards registering counselling services. Previously, the annual coverage was $1000 per year. If you have considered trying counselling, it’s a great time to take advantage of the additional coverage and find the support you need!

For more information or questions about the student insurance plan, please contact Student Care: [https://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_Home](https://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_Home)

---

### Contact us!

<table>
<thead>
<tr>
<th>Email: <a href="mailto:edst.gaa@ubc.ca">edst.gaa@ubc.ca</a></th>
<th>GAA Blog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter</td>
<td>Facebook Student Community</td>
</tr>
</tbody>
</table>
Staff updates

Kelly Xu will be starting on Monday, February 28 as the Graduate Program Assistant (GPA). This position was temporarily held by Sophia Choi from June 2021 to February 2022. Sophia will be taking maternity leave starting February 28, 2022, and will be returning in August 2023. I would like to extend my appreciation to Sophia for all her work as the interim GPA. Lynn Zhang will continue in her current role until August 2023.

Shermila Salgadoe.
## Department of Educational Studies

### Operating Budget 2021-2022

<table>
<thead>
<tr>
<th>Category</th>
<th>Forecast - FY 2021-04-01</th>
<th>Actual - as of 2021-01-31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations</td>
<td>$1,500</td>
<td>$98</td>
</tr>
<tr>
<td>Communication (Marketing programs)</td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td>Courier</td>
<td>750</td>
<td></td>
</tr>
<tr>
<td>Department Retreat &amp; Self-study</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Honoraria for Guest Speakers (BEd)</td>
<td>3,500</td>
<td>225</td>
</tr>
<tr>
<td>IT (Telephone equipment rentals, Long Distance charges &amp; additional mailbox space)</td>
<td>30,000</td>
<td>27,746</td>
</tr>
<tr>
<td>License Fees (IRCC) for Visitors</td>
<td>1,000</td>
<td>230</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>4,000</td>
<td>3,256</td>
</tr>
<tr>
<td>Postage</td>
<td>250</td>
<td>41</td>
</tr>
<tr>
<td>Photocopier rentals</td>
<td>8,000</td>
<td>5,042</td>
</tr>
<tr>
<td>Toner</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$55,000</strong></td>
<td><strong>$36,637</strong></td>
</tr>
<tr>
<td><strong>TOTAL AVAILABLE</strong></td>
<td></td>
<td><strong>$18,363</strong></td>
</tr>
</tbody>
</table>
## Department of Educational Studies
### Innovation Budget 2021-2022

### REVENUE
- Balance carried forward from Innovation p/g 2020-2021: $588,477
- Fiscal Year 2020-21 Revenue Against Cost Recovery (RACR) Distribution:
  - EDAL cohort - SEAL: $30,000
  - Distance Education courses: $21,334
  - ALGC Program: $37,298
  - EdD Program: $62,221
  - 2021 AEGT Conference surplus to EDST: $20,044
- **TOTAL**: $759,374

### EXPENSES
- **Projected 2021/22** and **Actuals as of 2021-01-31**

#### Program Development & Support
- Program Enhancement funds (4 program areas; MA & PhD): $6,000
- Honoraria for Guest Speakers, Graduate Programs: $3,000 (Actual: $898)
- Alternative course and program delivery: $50,000

#### Key Programmatic Initiative for students
- Awards (contingency fund): $1,000
- MA funding for Incoming students: $40,000 (Actual: $40,010)
- PhD funding package: $12,100 ($12,007)
- MA Academic Excellence Award: $2,500
- Community Engagement & Leadership Award - all students: $2,500
- Travel: $15,000 (Actual: $88)
- Emergency funding: $10,000 (Actual: $2,250)
- Events (Orientation, 2 Convocations; Research Day and Seminars): $5,000 (Actual: $446)
- Visiting Scholar Initiatives: $2,000 (Actual: -)
- External Examiner visits: $2,000 (Actual: -)

#### Strategic Research projects
- EDST Research Infrastructure fund (Faculty Seed grants): $6,000 (Actual: $1,544)
- Grant Matching Funds: $10,000 (Actual: -)
- Journal Editorship contributions: $1,000 (Actual: $816)
- 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 (Actual: -)

#### Professional Development
- Staff: $3,000 (Actual: $503)

#### Indigenous Education fund
- Commitment to initiatives in Indigenous Education (bridge funding): $8,000 (Actual: -)

#### Teaching
- EDAL on-campus research component (EDST 501 & EDST 553A): $8,000 ($4,162)

#### Departmental
- Catering (department meetings & events): $2,000 (Actual: $3,931)
- Donation: $2,000 (Actual: $200)
- Misc. gifts: $5,000 ($3,119)
- Bank charges/bad debt: $200 (Actual: -)
- Departmental Laptops: $5,000 (Actual: -)
- Yearly deficit provision (Operating budget $54,000): $2,000 (Actual: -)

#### TOTAL EXPENSES
- **Projected 2021/22**: $220,300
- **Actuals as of 2021-01-31**: $69,961

#### TOTAL AVAILABLE
- **Projected 2021/22**: $689,413.66
- **Actuals as of 2021-01-31**: **$689,413.66**
Joint Report
of the
Graduate Advisor and Graduate Curriculum Coordinator
February 17, 2022

From the Graduate Advisor—Hongxia Shan

- Dealing with admissions, program withdrawals and deferrals, WDAs, course drop-offs, supervisory issues, credit transfers etc.
- Vaccine-related university actions
  - Deregistration for noncompliance with vaccine declaration policy at UBC: Feb. 17
  - Non-compliant students will only be de-registered from in-person courses;
  - Should a student be erroneously de-registered, ability exists to force add students back to the same course section.

- Effective mentorship of racialized students (EMERGS): Inspired by an op-ed by graduate student Dwayne Tucker, this initiative will allow racialized graduate students at UBC to have their voices heard, and their experiences acknowledged and shared with UBC administration, faculty and beyond in an attempt to enhance racialized graduate experiences at UBC; highlight effective mentorship to amplify the value of ethnic/racial diversity at the core of graduate education excellence; https://www.grad.ubc.ca/about-us/initiatives-plans-reports/effective-mentorship-racialized-grad-students-emrgs

- Policy changes regarding visa application and postgraduate work permit application:
  - The Student Direct Stream (SDS): Expedited study permit processing program for those who are applying to study in Canada at a post-secondary designated learning institution (DLI). Student Direct Stream (SDS) | Student Services (ubc.ca)
  - The Post-Graduation Work Permit (PGWP) program has updated their requirements on leaves of absence. Students who have taken a leave of absence must provide documentation from their program to indicate that the leave of absence was approved by UBC. If students take leave without permission, they may be denied a PGWP. For information on specific requirements visit the Immigration website.
  - Direct student inquiries to international student advisor International Student Advising | Student Services (ubc.ca)

- FYI only: Integrated Renewal Program – Students (RP students): UBC shifting to an ecosystem approach that integrates Workday Student (replacing SISC), AwardCloud, Data management and reporting, and existing platforms such as E-Vision.
From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on February 3, we:

- Were reminded of the online professional development course "Respect, Sincerity & Responsibility: Land Acknowledgements @ UBC"
- Were notified that the project to update all Program of Studies worksheets was complete, with thanks to Carl Luk for his excellent design work.
- Received an update on the multi-year planning process.
- Approved several action items (see below).
- Briefly discussed a general plan for setting priorities for enhanced marketing of our programs.
- Discussed how to best initiate discussions of the various strategic and action plans and reports with implications for programs and our work across the department.
- Heard that the “Steps to Completion” documents on the EDST website either needed to be updated or removed since they contain outdated information.
- Received updates from the Graduate Advisor and Graduate Curriculum Coordinator.
- Received program updates from coordinators and committee chairs.
- Were reminded that Research Day has been scheduled for Friday, April 8, 2022, and encouraged to promote the event in our classes.

Action items approved by GPACC for consideration by the Department:

1. Motion to approve the EDST Policy on Formative Peer Reviews of Teaching for Sessional Lecturers [also reviewed and endorsed by UPACC].
2. Motion to approve adding to the voting membership of GPACC the EDST Representative on the Advisory Board of the MEd in Indigenous Education.
3. Motion to approve the new course proposal (Category 1) for EDST 558 (3) Antiracism Education, put forward by Dr. Bathseba Opini via the EDAL group.
4. Motion to approve a Resolution Concerning the Recording of Summative Assessments of Applicants in eVision.
EDST Policy on Formative Peer Review of Teaching for Sessional Lecturers
(draft for February 17, 2022 department meeting; approved by GPACC February 3, 2022)

Preamble
Peer Review of Teaching (PRT) for sessional lecturers is an important responsibility for two major reasons. First, many sessional lecturers are doctoral students or recent graduates who will benefit from a formative peer review that supports instructor growth and enhances their teaching capacities. Second, undertaking a PRT of sessional lecturers by faculty provides the EDST community an important way to shape and foster a collegial teaching culture based on ongoing reciprocal learning and exchange. Summative peer reviews for sessional lecturers are done to meet the requirements of the UBC-UBCFA (2019-2022) collective agreement (Part 7, Article 8.02) that stipulates that teaching effectiveness is to be based on more than student evaluations. Any serious concerns that arise in the course of a formative peer review can prompt a summative peer review.

Procedures for Formative Peer Reviews of Teaching for Sessional Lecturers

Overview: A formative peer review of teaching consists in one reviewer assessing the quality of the sessional lecturer’s approach and pedagogy. In the case of face-to-face and blended teaching, this includes a review of the course syllabus, an initial meeting with the instructor, observation of one class (either in person or, if applicable, online and synchronous), and a debrief and sharing of a draft report (can be done via email or another format). In the case of online (asynchronous) teaching, this includes a review of the course syllabus and online course, an initial meeting with the instructor, a mid-point “observation” of the course as it runs (e.g., looking at student engagement in the online format), and a debrief and sharing of a draft report (can be done via email or another format).

- A formative peer review of teaching should be completed under the following circumstances:
  - for a course at a different level (i.e., undergraduate vs. graduate);
  - if the last time the sessional lecturer taught successfully was a number of years ago.
EDST has two forms\(^1\) to guide the initial observation of either a class session or how an asynchronous course is unfolding online (mid-way through the course where possible) and provide a scaffolding for the FPRoT report.

Formative reviews are completed by one faculty member, ideally one who is knowledgeable about the course content and its methods of teaching.

Sessional lecturers should be given the results of their formative peer review of teaching—in the form of a draft report—as soon as possible. Given that different courses are taught at different intervals of time, it is understood that the turnaround time for feedback may be a bit longer than either the next class (in the case of a F2F or blended course) or after the mid-point “observation” of the course as it runs (in the case of an online, asynchronous course).

Note that formal student feedback is not solicited in the formative review process because, by definition, it is done before the term is over (which is when student evaluations are normally available).\(^2\)

If no concerns are raised in the formative review and student feedback is positive (as indicated by student evaluations), the sessional lecturer should be scheduled for another formative assessment at the instigation of the Deputy Head (e.g., if the last time the sessional lecturer taught successfully was more than 12 months ago; if they are teaching a course in a new area or at a different level; at the request of the sessional lecturer).

If serious concerns are raised during the formative review, either by the peer reviewer or by other means,\(^3\) the sessional lecturer should be given guidance on how to improve (recommendations for remediation). Once this is done, a second formative peer teaching review should be completed within the same term.

Low student evaluations or student concerns would also indicate a need for earlier review or—depending on the severity of the concerns—scheduling a more formal **summative** teaching review using an additional peer review by a second faculty member and the relevant Summative Peer Review of Teaching form in the **Faculty of Education Guidelines for Practice**.

The reviewed sessional lecturer has the option to review the draft report before it is submitted to the Deputy Head, to correct any factual errors or provide contextual response points to the reviewer.

Copies of all peer reviews are sent to the Deputy Head and are held in the sessional lecturer’s EDST file.

---

\(^1\) Appended to this policy are two forms to be used in formative reviews, one for face-to-face and blended courses, the other for online (asynchronous) courses.

\(^2\) Appended to this policy is a highly recommended process for the sessional lecturer to obtain anonymous, informal, early-in-the-term student feedback via the “Quizzes” feature of Canvas course shells.

\(^3\) Although comparatively rare, students with serious concerns about a sessional lecturer’s teaching performance may bypass the instructor and report their concerns to the Department; such concerns get referred to the Deputy Head and must be handled in accordance with Article 7 of the Collective Agreement.
• In addition, the sessional lecturer being reviewed has the opportunity to submit a written response to the PRT report submitted to the Deputy Head. This written response must normally be submitted within two weeks of the date that the Deputy Head receives the PRT report. In the written response, the sessional lecturer can raise any concerns they have with the reviewer’s report.

Assignment of Peer Reviewer

The Deputy Head decides who to ask to serve as a peer reviewer. As part of this process, the DH will make sure that the peer reviewer has not served, or is not serving, as a research supervisor or co-supervisor for the sessional lecturer. The reason for this is to avoid any perceived conflict of interest and to recognize student-supervisor power relations.

All things equal, the Deputy Head will keep in mind whether the peer reviewer has knowledge of the course that the sessional lecturer is teaching, both its subject matter and methods of teaching. It is understood, however, that the reviews are focused on the teaching (for elaboration, see “Focus of the Peer Review,” below) rather than the course content, because, in most cases, the sessional lecturers will not have designed the courses they are teaching.

Fairness of Selection Process

All things equal, the Deputy Head will endeavor to select a peer reviewer who has not done a PRT or has not done one recently in comparison to colleagues. The DH, in consultation with the Administrative Manager, will also track who has served on SPRoT committees for faculty members and lecturers, while considering that these service roles differ in a few significant ways from formative peer reviews for sessional lecturers (i.e., formative versus summative, one reviewer doing one observation).

Focus of the Peer Review

UBC’s Collective Agreement stipulates that, “Evaluation of teaching shall be based on the effectiveness rather than the popularity of the Sessional Lecturer, as indicated by command over subject matter, familiarity with recent developments in the field, preparedness, presentation, accessibility to students and influence on the intellectual and scholarly development of students” (Part 7, Article 8.02). Within EDST, specifically, the formative peer review will focus on (a) setting clear goals for student learning and providing feedback, (b) strategies for student engagement or facilitation of learning, (c) organization and planning of lessons or modules, (d) effective communication with students or online presence and facilitation of community, (e) attention to student intellectual growth, (f) classroom and/or learning platform management, and (g) overall quality of the instructor’s approach or pedagogy.
PRT Forms and Report Format

EDST has two versions of a form (one for F2F or blended teaching, the other for online asynchronous teaching) that peer reviewers can use. The form is meant to provide a handy summary of key categories that can inform the review, and it also contains space for narrative comments. The form provides a scaffolding for the FPRoT written report. The reviewer also has the option of writing a narrative report. In any case, the reviewer should signal in the report’s conclusion whether the teaching observed is satisfactory or not. If concerns are raised, then a second observation will, in all likelihood, need to be scheduled. Please note: if, on the basis of the course observation (either a F2F or synchronous class or a review of an online asynchronous course at its mid-point), the peer reviewer has serious concerns, they should immediately inform the Deputy Head via email. In the case of a face-to-face or blended course, timely communication is important so that an additional observer can be identified and a second observation date can be scheduled before the end of term. In the case of an online asynchronous course, timely communication is important so that an additional reviewer can be identified and given access to the course’s learning platform to do an “observation” of the course as it is running before the end of term.

Related Background Documents:

- The current (2019-2022) Collective Agreement, Part 7, Articles 7 (Evaluation of Initial Appointment) and 8 (Performance Evaluation)
- Summative Peer Review of Teaching: Faculty of Education Guidelines for Practice
The purpose of this formative online assessment is to support instructor growth and enhance teaching capacities. For this reason, sessional lecturers will normally be observed in any substantially new course that they teach, or if they request an observation, or if an observation has not been completed in a number of years. The observation is typically completed by a faculty member with knowledge of the course content, and this will require that the observer be given access to the online course. The observer will spend some time looking over the online course and, where feasible, spend time “observing” the course as it runs (or by looking at student engagement in the online format). Results will be shared and discussed with the instructors as soon as possible following the observation so that improvements can be made in the same term, if possible.

Part A: Information to be completed by the sessional lecturer

<table>
<thead>
<tr>
<th>Course instructor:</th>
<th>Course number &amp; section:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title:</td>
<td></td>
</tr>
<tr>
<td>Assessment term/year:</td>
<td>Peer reviewer:</td>
</tr>
</tbody>
</table>

1. Please describe your role, if any, in design and/or content authorship of this course. Describe any aspects of the course that you have modified.

2. Please describe your previous experience with online teaching, as well as how long you have been involved with the current course (e.g., is this your first time teaching it)?

---

1 Thanks to UBC’s Department of Educational and Counselling Psychology and Special Education for granting us permission to adapt this form.
**Part B: Information to be completed by the peer reviewer**

*Note: Some areas may be marked N/A if the sessional lecturer did not design the course*

### Overall Course Content

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is clearly laid out and easy to navigate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is significant/accurate/relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings and materials are appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is consistent with course plan/outline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate amount of material is included</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space for questions and discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Structure/Layout

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of instructor &amp; instructor availability are clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student expectations are clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments &amp; expectations are clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment assessment criteria are clear (e.g., inclusion of rubrics or other explanations as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course structure demonstrates knowledge of the topic/content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes examples effectively to communicate implications of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently and accurately translates theory into practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate online teaching techniques and teaching aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers questions effectively &amp; in a timely manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall academic rigor of course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructor-Student Interactions

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates an online learning community for the course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elicits active involvement of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect for students (good rapport) in the online space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates an online space where students feel safe to discuss and take risks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a space for students’ ideas, experiences, and contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains student engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalizes on teachable moments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages deeper thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Assessment of Teaching Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of instructor’s approach &amp; pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Comments & Recommendations (can be general or specific)

Peer Reviewer’s Signature: _______________________________ Date:

The signature below indicates that the sessional lecturer has been given the completed observation form and FPRoT report and has discussed these results with the peer reviewer. This does not necessarily indicate agreement with the results.

Sessional Lecturer’s Signature: _______________________________ Date:
EDST Formative Observational Teaching Assessment

The purpose of this formative observation is to support instructor growth and enhance teaching capacities. For this reason, sessional lecturers will normally be observed in any substantially new course that they teach, or if they request an observation, or if an observation has not been completed in a number of years. The observation is typically completed by a faculty member with knowledge of the course content, and it will be for approximately one hour of class time. Results will be shared and discussed with the instructors as soon as possible following the observation so that improvements can be made in the same term, if possible.

Part A: Information to be completed by the sessional lecturer

<table>
<thead>
<tr>
<th>Course instructor:</th>
<th>Course number &amp; section:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title:</td>
<td></td>
</tr>
<tr>
<td>Observation date:</td>
<td>Peer reviewer:</td>
</tr>
</tbody>
</table>

1. Please indicate below any information about your role in teaching this course that may be especially relevant to the peer review (e.g., Is it your first time teaching it? Feel free to reflect on your own social locations or identity or positionality in relation to students in the class and/or topics being addressed?).

Part B: Information to be completed by the peer reviewer

<table>
<thead>
<tr>
<th>Organization</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timing/pacing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical progression and effective transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Thanks to UBC’s Department of Educational and Counselling Psychology and Special Education for granting us permission to adapt this form.
<table>
<thead>
<tr>
<th>Appropriate amount of material</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time for questions and discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Presentation

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates clearly and knowledgeably</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content consistent with course aims &amp; the depth of coverage is appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledgeable about content (e.g., able to go beyond basic information; able to respond to broader questions and consider applications)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses examples effectively to communicate implications of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently and accurately translates theory into practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate teaching techniques and teaching aids (e.g., audio-visual)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers questions effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall academic rigor of presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructor-Student Interactions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elicits active involvement of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows respect for students (good rapport)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a climate where students feel safe to discuss and take risks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a space for students’ ideas, experiences, and contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains student engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalizes on teachable moments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages deeper thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Assessment of Teaching Effectiveness

<table>
<thead>
<tr>
<th>Topic</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of instructor’s approach &amp; pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Comments & Recommendations (can be general or specific)

Peer Reviewer’s Signature: ____________________________ Date: ____________________________

The signature below indicates that the sessional lecturer has been given the completed observation form and FPRoT report and has discussed these results with the peer reviewer. This does not necessarily indicate agreement with the results.

Sessional Lecturer’s Signature: ____________________________ Date: ____________________________
Formative Peer Review of Teaching for Sessional Lecturers: Recommended Procedure for Obtaining Student Feedback

Ideally, after the sessional lecturer has been hired but before the term starts:

- The Deputy Head and/or the Administrative Manager are in touch with the Teacher Education Coordinator and the ADHE Course Coordinator about upcoming peer reviews.¹
- Course Coordinators can contextualize the recommendation that sessional instructors obtain student feedback via Canvas as part of the review process (e.g., that obtaining student comments on teaching early on is good pedagogical practice, that they will control the process and can choose whether and how to share the feedback with the peer reviewer).

Once the Canvas shell for the course is available and the sessional lecturer is adapting it:

- Use the “Quizzes” feature in Canvas to create a short, anonymous survey
- Choose a “quiz engine”: Select “classic quiz.”
- Guidelines:
  - DETAILS TAB:
    - Title the quiz:
      - Learner Experience Survey: The First Few Weeks
      - Early Course Check-In
    - Create a preamble (aka “Quiz Instructions”):
      - “We are a few weeks into the term, and I would value your feedback on what has worked well so far and what might be improved going forward. I have made the "quiz" anonymous. There are 2 open-ended questions. Your responses will not be graded; they will help me think about what I might do to make the course better. This is an optional task for this course.”
      - Feel free to adapt the above language to fit your particular course.
  - Check off these parameters:
    - Quiz type: Ungraded survey
    - Options: Keep submissions anonymous

¹The online MEd in Adult Learning and Global Change (ALGC) uses a learning management system (LMS) at Linköping University in Sweden rather than Canvas and sessional lecturers teach both UBC and non-UBC students. Therefore, soliciting student feedback early in ALGC courses will have to be done through Linköping’s LMS.
• Options: Allow multiple attempts (latest)
• Assign to: Everyone
• Due: Figure out a time before the peer review begins (e.g., week 4) & select a date and time
• Available from: select a date about a week or so before your due date
  o QUESTIONS TAB:
  o New Question: Select “Essay question”
    ▪ Question 1: What has gone well in the class so far?
    ▪ Question 2: Suggestions for improvement?
• Publish the quiz within Canvas and direct your students to take it during the time period you have set; consider giving them 5 or 10 minutes to do this during class

During the initial meeting between the peer reviewer and the sessional lecturer:
• Come to an agreement on (a) whether the sessional lecturer will solicit student feedback and (b) if so, how to share the results (e.g., sharing survey results, summarizing student feedback).
Resolution Concerning the Recording of Summative Assessments of Applicants in eVision

Whereas the EDST Graduate Advisor is called upon to prepare letters in support of student applications for study permits, and occasionally for other purposes;

Whereas summative comments from the adjudication of applications are often the best source of information to include in such letters; and

Whereas the Chairs of adjudication committees are best able to provide a summative assessment to justify a committee’s decision.

Therefore, be it resolved that Chairs of admission committees for all EDST graduate programs include in eVision a concise summative assessment of each admitted applicant that is consistent with the admission decision made by the committee.

EDST Graduate Programs Advisory and Curriculum Committee
February 3, 2022
UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

<table>
<thead>
<tr>
<th>Faculty: Education</th>
<th>Date: January 27, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Educational Studies</td>
<td>Contact</td>
</tr>
<tr>
<td>Faculty Approval Date:</td>
<td>Person: Bathseba Opini</td>
</tr>
<tr>
<td>Effective Session (W or S): S</td>
<td>Phone: 604-822-5361</td>
</tr>
<tr>
<td>Effective Academic Year: 2022-23</td>
<td>Email: <a href="mailto:bathseba.opini@ubc.ca">bathseba.opini@ubc.ca</a></td>
</tr>
</tbody>
</table>

Proposed Calendar Entry:
EDST 558 (3) Antiracism Education

URL: Not applicable

Present Calendar Entry: None

Type of Action: New course

Rationale for Proposed Change:
Antiracism Education has been taught for the last two years as a special topics course, EDST 565. This is a proposal to regularize the course with a unique number and make it a standard offering in the Educational Studies curriculum.

The course was taught in Summer, 2020 and Summer, 2021. It attracted students from across departments in the Faculty of Education and was very well received. There is a great need for this course as it not only advances participants’ knowledge of antiracism education, decolonization, Indigeneity and intersecting oppressions, but is also timely in terms of addressing the Faculty’s and University’s commitment to decolonization, antiracism, equity and diversity and in responding to societal needs in this area. Course participants will have an opportunity to learn and reflect on race, racism and antiracism and be moved to action and commit to address systemic marginalization, racism and oppression in educational systems.
EDST 558: Antiracism Education

Instructor | Dr. Bathseba Opini
---|---
E-mail | bathseba.opini@ubc.ca
Office | Ponderosa Commons 3075
Telephone | 604-822-5361
Fax | 604-822-4244
Term | TBD
Time | TBD
Location | TBD
Office Hours | TBD

Course Description
This course introduces participants to the theory, practice and implementation of antiracism education in educational contexts and other related institutions. Antiracism education and practices raise a great deal of resistance and discomfort. This course strives to provide an opportunity for discussions that will promote an understanding of the realities of systemic racism and its implications for education and our everyday relations in contemporary society. The course will also help students develop an understanding of the ways that race is constructed historically, politically, economically and socially and continues to shape and/or frame people’s educational experiences. Drawing on works of critical race and antiracist education scholars and practitioners, the course examines how race (social constructed) and systemic racism is manifest and impacts the lives of Indigenous, Black and racialized peoples both in historical and in contemporary contexts. The course concludes with an examination of scholarship pointing to ways these institutions can implement critical antiracist education and leadership that promotes equity, safety, belonging in education systems.

Course Objectives
By the end of the course, participants will be able to:
1. Reflect on and critically examine their personal and professional journeys as they relate to their practices and beliefs about antiracism education.
2. Explain the historical, contemporary and social constructions of race and systemic racism and its implications on education.
3. Explain the origins and manifestations of systemic racism including anti-Indigenous racism, anti-Black racism, anti-Asian racism, anti-Muslim racism, anti-Semitism and multiple other forms of intersecting oppressions.
4. Apply critical race and antiracist theories to analyze and problematize educational and leadership practices in education systems and other societal institutions.
5. Analyze the practices of educators, leaders and organizations that may reinforce and sustain racism.
6. Identify the complexities of doing antiracism and anti-oppression work and the social forces that shape these complexities.
7. Develop a personal commitment to working toward addressing racial and intersecting inequities in the education system and the wider society.
Course Structure
This class will be a collaborative space. The course structure will involve a combination of mini-lectures, online discussion activities, guest presentations, interactive activities and discussion of assigned readings. In order to participate effectively, students are required to read the course material/readings and be prepared to participate in multiple ways including by sharing or posting questions about the readings. This will enhance class discussions and promote deeper personal and professional learning and understanding of the course material.

Course Readings
All required course readings are available on reserve (online) via UBC library reserve (free of charge) on Canvas platform. You must be logged into UBC library to access the readings. For instructions on how to set up your library connection from home please click into the URL or copy and paste: http://help.library.ubc.ca/help-for/graduate-students/. You will need to use your CWL username and password to log in to Canvas. Please contact the IT helpdesk for assistance [https://it.ubc.ca/news/new-ubc-it-help-desk-location; Phone 604-822-2008].

Summary Schedule of Topics

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome, introduction &amp; course overview</td>
</tr>
<tr>
<td>2</td>
<td>Understanding race, racism &amp; colonialism: Historical and contemporary considerations.</td>
</tr>
<tr>
<td>3</td>
<td>Race and racism: Theoretical perspectives</td>
</tr>
<tr>
<td>4</td>
<td>Race and racism: Intersectional considerations</td>
</tr>
<tr>
<td>5</td>
<td>Racism, anti-racism &amp; multiculturalism</td>
</tr>
<tr>
<td>6</td>
<td>Systemic and institutional racism I</td>
</tr>
<tr>
<td>7</td>
<td>Systemic and institutional racism II</td>
</tr>
<tr>
<td>8</td>
<td>Internalized racism, racism denial &amp; racial microaggressions</td>
</tr>
<tr>
<td>9</td>
<td>Antiracism education, Indigeneity &amp; decolonization</td>
</tr>
<tr>
<td>10</td>
<td>Antiracism education: Leadership, policy, research</td>
</tr>
<tr>
<td>11</td>
<td>Antiracism praxis: Problematizing institutional approaches</td>
</tr>
<tr>
<td>12</td>
<td>Working toward lasting transformation: What is my role?</td>
</tr>
<tr>
<td></td>
<td>Final Assignment Due</td>
</tr>
</tbody>
</table>
**Course Assessment**
All assignments should be submitted on the due date. The assignments should be double-spaced using Times New Roman, 12-point font. APA style 7th edition should be used for all citations, quotes and reference lists. Guidelines for APA style can be found at [https://guides.library.ubc.ca/apacitationstyle](https://guides.library.ubc.ca/apacitationstyle). All assignments must be submitted online through Canvas drop box unless otherwise stated by the instructor.

### Summary Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>10</td>
<td>Throughout the term</td>
</tr>
<tr>
<td>Critical and Reflective Reading Response</td>
<td>15</td>
<td>TBD</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>30</td>
<td>The day you sign up for the presentation</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>45</td>
<td>TBD</td>
</tr>
</tbody>
</table>

1. **Attendance and Class Participation (10%)** Attendance and participation are essential in this course. Students are expected to be active participants in the learning process. You are required to come to class having read the assigned course materials and ready to share/exchange and critique ideas presented. It is important to be continually reflective of the position from which you write/speak from. Your participation and contributions should be thoughtful, considerate and respectful of your fellow class members.

2. **Critical and Reflective Reading Response (15%)** Reading responses offer opportunities for readers to critically engage with texts. For this assignment, you will choose one of the weekly recommended readings and complete a critical and reflective reading response of 800-1000 words. Your reading response should address the key ideas raised in the reading that you selected. Consider and engage with the arguments presented by the author(s) e.g. How did the reading challenge your assumptions/beliefs? What is the relevance of the reading to contemporary education? What connections can you make with other course readings or discussions? What are the implications for practice? etc. You may also suggest a question for class discussion. A good reading response would demonstrate that you have thoroughly read and understood the reading. The response will also show connections between the reading and the themes of the course.

In preparing your response, ensure you reference appropriately any quotes you cite/use in your writing.

Your response will be graded based on evidence that you have engaged with the reading, shown key ideas of the reading, related these ideas to other class themes and/or discussions as well as educational situations; challenged/critiqued the reading and raised new questions/insights.
3. Class Presentation (30%)
Students are asked to sign up for a class presentation during one of the class meetings, starting from Week 4. To sign up for a group, click on People tab on Canvas, then Groups (maximum of 3 people per group). Please sign up for a group by the end of the second week. The goal of the presentation is to generate deeper class discussions based on the assigned weekly readings. Your group will prepare for a 30 minutes presentation through a close reading of the assigned texts and talking with your members outside of class. You can choose to divide up the readings, or to jointly prepare all assigned readings. The group will develop a plan for a stimulating discussion, whether it is a class activity, small group discussions, bringing in outside materials including relevant video clips or discussion questions posed to the class etc. The readings provide an opportunity to engage in thoughtful scholarly analysis and/or critique of the material. It is advisable to prepare 1 to 2 questions that will guide your presentation. Please email the instructor your questions and the presentation plan approximately 12 hours before the class meeting.

Your presentation will be graded based on the following:
- **Quality of content and organization of information** - are the key themes/concepts of the material from the week’s readings addressed?
- **Clarity of your presentation** – how clear is the information you are presenting? Is the presentation easy to follow? If using slides, are your slides clear and easy to follow?
- **Presenters’ knowledge** – do the presenters demonstrate a good understanding of the material you are presenting? Do they critique the readings and/or raise additional questions beyond mere summary of the readings?
- **Engaging the class** – do the presenters engage the class meaningfully in discussions relevant to the topic/theme of the day? Do the presenters attempt to make meaningful connections with other learnings/concepts/readings and contemporary situations?
- **Creativity in presentation** and paying attention to allocated time

3. Final Research Paper (40%)
The research paper is intended to provide you with an opportunity to more fully examine a theme or topic you are interested in relating to antiracism education and do further research. The paper should cover one of the topics/themes in the course outline and should be 15-20 pages double spaced in length (not including a cover page or references, 12 point font). It should consist of at least 10 research articles and/or book chapters. Your paper must synthesize materials addressed throughout the semester. You should incorporate research that extends beyond the required readings in the syllabus (An additional list of readings has been provided at the end of the course outline. Feel free to draw on these as well). The paper should be written in APA style, 7th edition. Please submit your completed assignment via Canvas drop box.
Your paper will be graded on:
- Rigor and coherence of analysis of the selected theme/topic discussed in the course and the implications for education
- Evidence used to support the analysis including scholarly literature and theoretical ideas, concepts, paradigms covered in the course and applications to practice/research
- Clarity, grammar, spelling, formatting, APA referencing style
- Adhering to required length of the paper
WEEKLY SCHEDULE BREAKDOWN

CLASS 1: WELCOME, INTRODUCTIONS & COURSE OVERVIEW

a) Getting to Know Each Other

i) Review course syllabus, assignments and assessment
ii) Co-create the course agreement

b) Beginning with the self

Self-knowledge and antiracism – Read the following:


CLASS 2: UNDERSTANDING RACE, RACISM & COLONIALISM: HISTORICAL AND CONTEMPORARY CONSIDERATIONS

Required Readings


Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press. (Read chapter 7). https://web-b-ebscohost-com.ezproxy.library.ubc.ca/ehost/ebookviewer/ebook/bmx1YmtfXzk3OTY2M19fQU41?sid=28314d0a-bb0e-4c5e-a83b-cb132d6f6421@pdc-v-sessmgr01&vid=0&format=EB&lpid=lp_96&rid=0

Optional Readings

CLASS 3: RACE & RACISM: THEORETICAL PERSPECTIVES

**Required Readings**


**Optional Readings**


CLASS 4: RACE AND RACISM: INTERSECTIONAL CONSIDERATIONS

**Required Readings**


CLASS 5: RACE, RACISM & MULTICULTURALISM

**Required Readings**


**Optional Readings**


---

**CLASS 6: SYSTEMIC AND INSTITUTIONAL RACISM I (Guest Speaker)**

**Required Readings**


**Optional Readings**


---

**CLASS 7: SYSTEMIC AND INSTITUTIONAL RACISM II**

**Required Readings (Jigsaw)**


Mock, K. R. (2016). Anti-Semitism in Canada: Realities, remedies, and implications for anti-
CLASS 8: INTERNALIZED RACISM, RACISM DENIAL & RACIAL MICROAGGRESSIONS

Required Readings


Optional Readings

CLASS 9: ANTI-RACISM EDUCATION, INDIGENITY & DECOLONIZATION (Guest Speaker)

Required Readings


Optional Readings


CLASS 10: ANTI-RACISM EDUCATION: LEADERSHIP, RESEARCH & POLICY

Required Readings


Optional Readings


CLASS 11: ANTIRACISM PRAXIS: PROBLEMATIZING INSTITUTIONAL APPROACHES

Required Readings (Group Assigned)


CLASS 12: WORKING TOWARD LASTING TRANSFORMATION: WHAT IS MY ROLE?

Required Readings


Optional Readings


__________________________________________________________________________________
ADDITIONAL READING LIST


https://www.proquest.com/docview/2130843579?accountid=14656&pq-origsite=summon

https://journals.sagepub.com/doi/pdf/10.3102/0091732X18759041


https://doi.org/10.1093/pch/21.5.2.45


https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4181947/


Hirshfield, L. E., & Joseph, T. D. (2012). ‘We need a woman, we need a Black woman’: Gender,


http://web.b.ebscohost.com.ezproxy.library.ubc.ca/ehost/detail/detail?vid=0&sid=714b0956-bba5-4ed8-c5d1068d%40pdc-v-sessmgr03&bdata=JnNpdGU9ZWhvc3QtbgI2ZSZzY29wZT1zaXRl#AN=1532563&db=nlebk


https://go.gale.com/ps/i.do?id=GALE%7C9781440864032&v=2.1&u=ubcolumbia&it=etoc&p=GVRL&sw=w


https://journals.sagepub.com/doi/pdf/10.1177/0038026118807672

Kempf, A. (2020). If we are going to talk about implicit race bias, we need to talk about structural racism: Moving beyond ubiquity and inevitability in teaching and learning about race. *Taboo: The Journal of Culture and Education*, 19(2), 10.

https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=1033&context=taboo


https://www.westmont.edu/sites/default/files/users/user551/Wright%20et%20al.pdf
ADDITIONAL COURSE POLICIES AND CONSIDERATIONS

**Ground Rules for Course Participation:** We will be dealing with challenging topics in this course that may trouble our taken for granted ways of knowing, being and viewing the world. Our goal is to build a learning community in our class where diverse points of view can be shared and critically examined from a foundation based on equity, respect and civility. Remember that class participants are at different journeys/stage in their understanding of antiracism education and intersectional oppression. It is important that when dialoguing/debating/discussing, responding to your classmates’ postings or questions, respect and courtesy are important in creating a safe, equitable and inclusive space where we can examine various issues, as they relate to education. We may disagree, and this is very much part of the learning process, but this needs to be done in a respectful and collegial manner.

**Academic Integrity**
The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions concerning such practices as acknowledging the work of others. Plagiarism and other forms of academic misconduct are taken very seriously at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the University Calendar that address academic misconduct: www.students.ubc.ca/calendar and of the university’s website on scholarly integrity: http://clc.library.ubc.ca/airc.html. The UBC library also has a useful webpage on plagiarism and how to avoid it: www.library.ubc.ca/home/plagiarism/. If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with the instructor.

**Copyright**
UBC is committed to the advancement and dissemination of knowledge. As such, UBC wishes to provide University Persons with broad access and exposure to copyrighted works, in a manner that facilitates evolving educational and instructional methodologies, while simultaneously respecting the proprietary intellectual property rights of knowledge creators. UBC and its faculty, staff and students are creators of various forms of intellectual property, as well as consumers of intellectual property. As creators, we rely on the protections offered by intellectual property laws to ensure that our work product is protected from improper use. As consumers of intellectual property, we are legally (and morally) obligated to respect the intellectual property rights of others, just as we expect others to respect our intellectual property rights. One intellectual property right that transcends all academic disciplines, and therefore is relevant to all University Persons, is copyright (see more information at https://copyright.ubc.ca/copyright-requirements/).

**Preview of Assignments:** The instructor will not pre-view your work before it is graded. You are welcome to discuss your final assignment ideas with the instructor.

**Canvas Assignment Drop box:** Please note that the assignment drop box is time and date sensitive. This means that once the deadline for an assignment is passed, its corresponding drop box becomes closed. Late assignments should be sent to the instructor as an attachment in a message using the course messaging system on Canvas. Please do not send duplicate assignments through the instructor’s UBC email account.
**Policy Regarding Assignment Submission, and Late Assignments**
All assignments are due on or before the date stated in the course outline. If you cannot meet a deadline, notify the instructor in advance and explain why you are unable to meet the deadline (e.g., if sick, the instructor may require a note from a physician). Negotiate an appropriate revised due date. In lieu of an arrangement negotiated with the instructor, late assignments will be assessed a penalty of 5% for each day or part day late. Classes are designed to provide opportunities for students to learn through interaction with the instructor, guest presentations and their classmates. Class work will involve small group and full-class activities, videos, lectures, and (guest) presentations.

**Statement of Respect and Inclusion**
The Faculty of Education at UBC is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an educational and employment environment that supports our community members’ full participation. The Faculty is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors with disabilities, members of racialized communities, Indigenous people, trans, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and citizenship status. The Faculty's courses occur in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Students, instructors, visitors and readings/media in Education courses may raise controversial issues. Learners and educators expect to be treated respectfully at all times and in all interactions.

**Students with Learning Needs**
Students who need academic supports are advised to speak with the instructor and/or contact the Center for Accessibility [https://students.ubc.ca/about-student-services/centre-for-accessibility](https://students.ubc.ca/about-student-services/centre-for-accessibility) as soon as possible for support (Email: info.accessibility@ubc.ca; Tel: 604-822-5844; Address: Brock Hall, 1874 East Mall Room 1203 Vancouver, BC V6T 1Z1).

**Cultural and Religious Observances**
Students will not be penalized because of observances of their cultural and/or religious beliefs. Whenever possible, students will be given reasonable time to reschedule any academic assignment that is missed due to participation in a cultural/religious observance. Students are responsible to inform the instructor of any intended absences for cultural/religious observances in advance.

**Contacting the Instructor**
You are welcome to contact the instructor and share your ideas, questions, concerns as they apply to the course during office hours or by appointment. If you want to have meeting feel free to drop me an email using the course messaging system on Canvas and we can set up a meeting.

**Orientation to Canvas**
If you are new to Canvas, it is important that you familiarize yourself with the platform that UBC uses for teaching and learning. In addition to the orientation that you may have had when you started your program, UBC Technology Services has created a shell called *New to Canvas* with
complementary information. Please make use of this important resource, which can be found here: https://students.canvas.ubc.ca/new-to-canvas-heres-a-place-to-start/

**Online Etiquette**
We will be using Canvas discussion boards from time to time. It is expected that course participants will be respectful in their online interactions with their classmates. Always think before you type and/or hit the send button. Please check the following resource for instructions on communicating online -https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/; https://keeplearning.ubc.ca/

**Important Safety Reminders During the COVID-19 Pandemic**
Provincial Health Orders and UBC policy *now mandate masks in all indoor spaces on campus*. These spaces include *classrooms, residence halls, libraries, and common areas*. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the [PHO Order on Face Coverings (COVID-19)](https://students.canvas.ubc.ca/new-to-canvas-heres-a-place-to-start/). Such requests must be made through the Center for Accessibility (Vancouver campus). After review, students that are approved for this accommodation *will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered*. Mask wearing protects you as well as others in your environment. Let’s do everything we can as a community to stop the spread of this virus.
Graduate Programs Advisory and Curriculum Committee (GPACC)

Terms of Reference, 2021-22
(Approved by GPACC—9 September 2021)
(Approved at EDST Department Meeting—16 September 2021)
(Voting membership revised by GPACC 3 February 2022)

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’ke‘el
      - 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 Representative on the Advisory Board of the Master in Indigenous Education program**
      - EDST Graduate Advisor
• A representative of the GAA Team
• Peer Academic Advisor
• PhD Student Representative
• MA Student Representative

iii. 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.
Undergraduate Program Advisory and Curriculum Committee
(UPACC)

DRAFT 3—for review. 31 January 2022

Terms of Reference

1. Mandate

a. UPACC advises and makes recommendations to Department of Educational Studies (EDST) members on undergraduate programs and curricula; and to the deputy head of department (HOD) on faculty undergraduate teaching assignments and sessional and graduate teaching assistant (GTA) hiring.

b. UPACC and the UPACC Chair are spokespersons for EDST’s undergraduate offerings to the Faculty of Education and UBC community.

2. Accountability and Reporting

a. The EDST HOD appoints the UPACC Chair. The Chair:

i. reports to the HOD through the Head’s Advisor Committee (HAC);

ii. reports to the EDST monthly department meeting;

iii. works with the Teacher Education Program (TEP) coordinator and the EDST Teacher Education Advisory Committee (TEAC) representative to liaise with the Teacher Education Office (TEO) and the Associate Dean, Teacher Education;

iv. works with the EDST representative on the Faculty of Education’s Committee on Curriculum, Admissions, Standings, and Appeals (CCASA) to represent the department on undergraduate curriculum change consultations (Categories 1 & 2) at CCASA.

b. The Chair submits UPACC recommendations to the EDST monthly department meeting for approval or revisions.

c. The Chair reports back to UPACC on EDST monthly department meeting approvals or requests for revisions.

d. UPACC retains records (minutes and relevant attachments). The UPACC secretary is responsible for records retention.

3. Membership

a. Members:

i. UPACC chair appointed by the HOD.

ii. At least three other faculty members appointed by the HOD. Normally, one member shall be considerably involved in delivering teacher education courses (EDST 401, 403, 404 and EDST teacher education electives); one member shall be considerably involved in delivering adult education undergraduate courses (ADHE 327, 328, 329, 330, 412); one member shall be considerably involved in delivering EDST 493.
iii. One undergraduate student representative. Normally assigned by the UBC Education Students’ Association (B.Ed students) at the UPACC chair’s request.

b. All members under 3(a) above are voting members.

c. Non-voting members:

i. EDST deputy head (ex officio member)

ii. UPACC secretary designated by the EDST administrative manager.

4. Meetings

a. Quorum shall be three voting members.

b. Meetings will be held bi-monthly, September-June. Or more frequently as needed.

c. Meetings observe Robert’s Rules of Order (most recent revision).

5. Roles and Responsibilities

a. UPACC makes recommendations to the EDST deputy HOD on the assignment of faculty to teacher education undergraduate courses and sections.

b. The ALE coordinator makes recommendations to the EDST deputy HOD on the assignment of faculty to ADHE undergraduate courses (ADHE 327, 328, 329, 330, 412) and sections and informs UPACC of these recommendations.

c. The HIED coordinator makes recommendations to the EDST deputy HOD on the assignment of faculty to HIED undergraduate courses (EDST 493) and sections and informs UPACC of these recommendations.

d. UPACC reviews and assesses existing undergraduate programs and curricula.

e. Faculty who wish to develop new undergraduate program and curriculum proposals shall bring these to UPACC for review and discussion first.

f. UPACC forwards new undergraduate program and curriculum proposals (ie. documents for Category 1 and 2 proposals) to the departmental meeting for approval.

g. UPACC receives curriculum consultation requests from CCASA through the EDST CCASA representative and reviews these requests to determine if they require departmental consultation. For consultation requests that it determines do not require consultation, UPACC prepares the department’s response and forwards this to the EDST CCASA representative.

5.II. UPACC hiring subcommittee:

a. UPACC shall have a hiring subcommittee consisting of the UPACC chair and TEP Coordinator.

b. The subcommittee makes recommendations to the EDST deputy HOD on the hiring of undergraduate sessional instructors for teacher education courses.
c. The ALE area coordinator makes recommendations to the EDST deputy HOD on the hiring of undergraduate sessional instructors for ADHE 327, 328, 329, 330, 412 and informs UPACC of these recommendations.

d. The HIED area coordinator makes recommendations to the EDST deputy HOD on the hiring of undergraduate sessional instructors for EDST 493 and informs UPACC of these recommendations.

e. The subcommittee makes recommendations to the EDST deputy HOD on hiring of graduate teaching assistants (GTAs) for undergraduate teacher education courses.

f. The ALE area coordinator makes recommendations to the EDST deputy HOD on the hiring of GTAs for ADHE 327, 328, 329, 330, 412 and informs UPACC of these recommendations.

g. The HIED area coordinator makes recommendations to the EDST deputy HOD on the hiring of GTAs for EDST 493 and informs UPACC of these recommendations.

6. Term and Review

a. This terms of reference is effective from September 1st of the current academic year (September-August).

b. This terms of reference may be reviewed and amended after consultation with the members named in section 3 or by the EDST departmental meeting.

c. Amendments to this terms of reference must be in writing. The amended terms of reference must be posted on the EDST website.
MA Committee Report on Applications and Adjudication #2

25 January 2022

J. Ellis

Applications, statistical summary

EDST received 28 complete MA applications for W1 2022 admission.

This represents a 33 per cent decline in the number of applications we received last year (42).

Applicant breakdown by status:

- Canadian citizens or permanent residents: 6 (21 per cent)
- International: 22 (79 per cent)
  - International, by last university attended regardless of student country of origin
    - Bangladesh: 2
    - Canada: 1
    - China: 6
    - Ghana: 1
    - India: 2
    - Japan: 1
    - Turkey: 1
    - UK: 2
    - USA: 5
    - Uzbekistan: 1

Breakdown by concentration:

- ALE: 5 applications (18 per cent of total)
- EDAL: 4 (14 per cent)
- HIED: 5 (18 per cent)
- SCPE: 12 (43 per cent)
- General (no concentration): 2 (7 per cent)

Adjudication, offers

Each eligible committee member was assigned approximately 11 or 12 files to adjudicate. At least one reader on each file is from the program area (i.e. concentration) that the applicant requested.

Adjudications are due January 7th. The committee will meet between January 19th-21st (exact date TBD) to make an initial ranking and recommend at least a first round of offers.

The committee has approximately $42,500 in funding from the innovation account and outstanding MA applicant award to distribute with admissions offers. This is in addition to other funding applicants may bring in, e.g. SSHRC Bombardier.

Faculty who are prospective supervisors will be contacted and at that time anyone who wishes to offer potential advisees funding from a research or other grant will be encouraged to do that.
**Offers, statistical summary**

The committee made a total of 8 offers of admission.

Offer breakdown by status:

- Canadian citizens or permanent residents: 6 applications (21 per cent of applications) / 4 offers (50 per cent of offers)
- International: 22 applications (79 per cent of applications) / 4 offers (50 per cent of offers)
  - International, by last university attended regardless of student country of origin
    - USA: 2
    - Canada: 1
    - Japan: 1.

Breakdown by concentration:

- ALE: 5 applications (18 per cent of applications) / 1 offer (13 per cent of offers)
- EDAL: 4 (14 per cent of applications) / 0 offers
- HIED: 5 (18 per cent of applications) / 1 offer (13 per cent of offers)
- SCPE: 12 (43 per cent of applications) / 5 offers (63 per cent of offers)
- General (no concentration): 2 (7 per cent of applications) / 1 offer (13 percent of offers).

**Offers, funding**

The committee agreed on the following criteria for distributing departmental funding:

- Make 9 shares. $4,400. 8 offers.
- $2,500 to Martin MA excellence.
- 9th share divided among offers w/ no supervisor funding + equity (Indigenous).

Six of 8 successful applicants received a funding offer from supervisors.

Supervisor funding amounts were from $2800 to $11,900/
EDST Career Connections Day 2022

**Date:** Saturday, March 5th | 10:30 AM – 12:00 PM PST

**Register:** https://ubc.zoom.us/meeting/register/u5clf-6urT8sH9RgUwejJvibxD_XMkSFoBIR

---

**Program**

- Welcome and Land Acknowledgment
- Introduction
- Session A breakout rooms

(During the breakout sessions, the audience will have the option to join one of the breakout rooms.)

**Room 1 Senior Leadership in Higher Education**

- **Karen Evans**, Former Vice-President, Students, University of the Fraser Valley
- **Linda Davis**, Vice President of Academic Affairs, The Bahamas Technical and Vocational Institute
Room 2: Educational and Organizational Consulting, Facilitating, & Writing

-Jeanie Cockell, Co-President, Cockell McArthur-Blair Consulting

-Joan McArthur-Blair, Co-President, Cockell McArthur-Blair Consulting

Room 3 Community Organizations

-Annie Montague, Regional Manager, BC, Frontier College (Literacy Non-Profit)

-Spring Gillard, Coordinator, English Conversation Program, UBC Learning Exchange

(Short break)

-Session B breakout rooms

Room 1: Higher Education Careers beyond the Professoriate

-Claudius Soodeen, Faculty Development Consultant, Red River College & Instructor, University of Winnipeg

-Sunita Wiebe, Director Langara college

Room 2: International Landscape

-Catherine Wilde, (Acting) Director, Development and Partnerships, Canadian Bureau for International Education

-Marilyn Hoar, Chief of Education, UNICEF Nepal

Room 3: Indigenous Leaders in the K-12 system

-Leslee White-Eye, Structural Readiness Coordinator, First Nations with Schools Collective

-Lyn Daniels, Director of Instruction, Aboriginal Learning & Co-Chair, Surrey Urban Indigenous Leadership Committee

-Large group discussion

-Event wrap-up
An invitation to Collaborate: Education Library and the EDST Department

Wendy Traas, Education Librarian
February 11, 2022

The Education Library invites members of the EDST department to consider how our spaces and collections can expand opportunities to explore issues of importance to the department. Our goal is to inspire new visions of the library as space and place with connections to research and pedagogy.

The Education Library is rich with resources to share, spaces to inhabit. In what ways could the Education Library be a living lab, a space for exploration, discussion, and a mingling of ideas? How can we foster a space of community, of solidarity? The library is not just a transactional space where you can get books and manage your course readings. We envision a relational space that allows for connections, ideas, and the creation of new knowledge.

We envision activating the pedagogical potential for our collections and spaces through exploration, curation, and display. Our goal is to work closely with faculty and graduate students to create meaning and understanding of the collections and spaces for the benefit of teaching and learning. We envision aligning aspects of our collection with current research focus areas, and inviting students to uncover less commonly accessed materials. For example, how can our space and resources support education for sustainability? How can we support efforts towards decolonization? Where can we make connections to our local community of school boards? How can we be a site for social justice?

Possible outcomes:
- Digital and physical displays
- Temporary and permanent exhibitions
- Course integration through assignments or activities

This work does not need to be limited to the Education Library. There may be opportunities to work with the Rare Books and Special Collections or Library Archives, and the Irving K. Barber Centre could feature larger displays and exhibits.

This work would support the UBC Library’s strategic framework in the following strategic directions:
- **Advance research, learning, and scholarship**, specifically to
  - Deliver and support transformational teaching and learning
  - Lead and collaborate to advance open scholarship
  - Develop strong partnerships throughout the research process
- **Create and deliver responsive collections**, specifically to
- Develop and maintain multi-format and multi-lingual collections to meet diverse user needs
- Preserve the University’s institutional memory and the Library’s world class collections
- Make collections easier to discover, access and use

Questions:
How can the Education Library work with the EDST department (faculty, graduate students) to activate our space and collections by creating space for pedagogy and lively research?

In what ways can this work support the Indigenous Strategic Plan?

In what ways can this work support the Faculty of Education’s priorities? EDST priorities?