Department Meeting, Thursday, April 21, 2022 from 12:30PM to 2:30PM

Join Zoom Meeting

Zoom: Meeting ID: 661 7678 5848   Passcode: 673128

AGENDA

 Welcoming & Land Acknowledgement:
  • Introducing the work of Carl Beam (1943-2005)
  • The Columbus Suite at the Art Gallery of Ontario (AGO)
  • Carl Beam’s bio
  • Work: “Burying the ruler” (1989)

AGO First Nations Art and Artefacts

...“Colonial interference with how we construct our identities was a recurring theme that we explored further with Carl Beam’s Burying the Ruler. In this self portrait, Beam depicts himself with his legs and feet fading into whiteness. He stands resolutely with a ruler in hand. Archer said it was about blood quantum, the colonial measurement of Indigenous identity. The Ruler interferes with traditional Indigenous constructions of identity that emphasize a person’s connection to their relations, and also, a person’s obligations to the nation they are a part of (Palmater, 2016). Beam aspires to bury the ruler, knowing that its purpose is to erase his nation and identity.” (Janet, AGO, 2018)
1. Approval of the Meeting Agenda for April 21, 2022

2. Approval of the draft minutes of the March 17, 2022 Meeting (Attachment 1)

3. Reports
   a. GAA Report & April 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
   b. Education Library Report (Wendy Traas)
   c. Operations & Innovation Budget for 2021-2022 (Shermila Salgadoe) (Attachment 3)
   d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
   e. Graduate Advisor (GA) & Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Hongxia Shan) (Attachment 4)
   f. Deputy Head (Deirdre Kelly)
   g. Head (André Mazawi): Letter - Institutional response to international students from conflict and war regions (André Mazawi) (Attachment 5)

4. New Business
   a. UPACC terms of reference (Jason Ellis) (Attachment 6)
   b. Proposed Innovation Fund Budget for 2022-2023 (André Mazawi & Shermila Salgadoe) (Attachment 7)
   d. GAA Recognition & Appreciation Award for Exemplary Service to Students (Catalina Bobadilla) (Attachment 9)

5. Announcements
   b. Retirement of Dr. Dave Smulders (Jude Walker, on behalf of ALE)

6. Forum Discussion: Working Group for an EDST Climate Action Plan (Claudia Ruitenberg)

   Next department meeting: May 19th, 2022, 12:30PM PST
Department of Educational Studies
Department Meeting Minutes
Thursday, March 17, 2022 at 12:30 p.m. on Zoom


Regrets: Amy Metcalfe

Guest: Carl Luk and Johanna Mufic

Recorder: Jenifer D’souza

Welcome note

Land Acknowledgment by André Mazawì.

  Acrylic on canvas, Framed: 205.7 x 297.2 cm. Art Gallery of Ontario, Toronto, ON.

- Official Site. The following bio outline is from Kent Monkman’s official site –
  “Kent Monkman (b. 1965) is an interdisciplinary Cree visual artist. A member of Fisher
  River Cree Nation in Treaty 5 Territory (Manitoba), he lives and works in Dish With
  One Spoon Territory (Toronto, Canada).
  Known for his provocative interventions into Western European and American art history,
  Monkman explores themes of colonization, sexuality, loss, and resilience—the complexities
  of historic and contemporary Indigenous experiences—across painting, film/video,
  performance, and installation. Monkman’s gender-fluid alter ego Miss Chief Eagle
  Testickle often appears in his work as a time-traveling, shape-shifting, supernatural being
  who reverses the colonial gaze to challenge received notions of history and Indigenous
  peoples.”

1. Introduction of Johanna Mufic, Visiting International Research Student (PhD)
   from Linkoping University, Sweden. (Tom Sork)
• Johanna Mufic has a Master's degree in educational science. She is also an upper secondary school teacher and teaches Swedish and History. Before Johanna Mufic started her PhD at Linköping University she was working as a Swedish for Immigrant’s teacher. Johanna Mufic is nearing the end of her doctoral program which has focused on quality in Swedish adult education. She plans to collect some data here in Vancouver to be able to compare how quality is construed in the Swedish and Canadian adult education system.

2. Approval of Agenda - **Approved**

3. Approval of Minutes of January 20, 2022 - **Approved**

4. Reports

   a. GAA Report & February 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
      • Catalina updated the members on the GAA newsletter and events for the month. She announced the keynote speaker for Research Day: Dr. Laurel Forshaw.

   b. Education Library Report (Wendy Traas)
      • No report

   c. Operations & Innovation Budget (Shermila Salgadoe)
      • No report

   d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
      • No report

   e. Graduate Advisor (GA) & Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Hongxia Shan) (Attachment 3)
      • Hongxia Shan updated the members about the completion of application evaluation and thanked Kelly Xu (Graduate Programs Assistant) for her work.
      • Tom Sork highlighted a couple of points in his report namely EDST program marketing strategies, diversity of applications and updating ‘Steps to Completion’ documents.

   f. Deputy Head (Deirdre Kelly) (Attachment 4)
      • Deirdre went through the attached report submitted with the meeting package.

   g. Head (André Mazawi)
      • André updated the members on the search for the PAEI position in Educational Leadership in Global Context and thanked EDST Professor Tom Sork for generously and magnanimously accepting to chair the Search Committee. André
also thanked Associate Dean Lesley Andres for her support during the process and for the approval of the Search Committee:

The following table summarizes the proposed membership of the Search Committee as of March 14, 2022:

<table>
<thead>
<tr>
<th>Member’s Name</th>
<th>Email Contact</th>
<th>Status of Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartej Gill</td>
<td><a href="mailto:hartej.gill@ubc.ca">hartej.gill@ubc.ca</a></td>
<td>Associate Professor; EDAL Program Member, EDST</td>
</tr>
<tr>
<td>Shirley Hardman</td>
<td><a href="mailto:Shirley.Hardman@uvf.ca">Shirley.Hardman@uvf.ca</a></td>
<td>PhD Student; Indigenous education; Student Representative, EDST</td>
</tr>
<tr>
<td>Archana Koli</td>
<td><a href="mailto:akoli041274@gmail.com">akoli041274@gmail.com</a></td>
<td>MEd Student; EDAL Program Student Representative, EDST.</td>
</tr>
<tr>
<td>Amy Scott Metcalfe</td>
<td><a href="mailto:amy.metcalfe@ubc.ca">amy.metcalfe@ubc.ca</a></td>
<td>Professor; HIED Program Member, EDST</td>
</tr>
<tr>
<td>Bathseba Opini</td>
<td><a href="mailto:bathseba.opini@ubc.ca">bathseba.opini@ubc.ca</a></td>
<td>Assistant Professor (Teaching); EDAL Program Member, EDST.</td>
</tr>
<tr>
<td>Tom Sork</td>
<td><a href="mailto:tom.sork@ubc.ca">tom.sork@ubc.ca</a></td>
<td>Professor; ALE &amp; ALGC Program Member; Search Committee Chair (non-voting).</td>
</tr>
<tr>
<td>Jennifer Vadeboncoeur</td>
<td><a href="mailto:j.vadeboncoeur@ubc.ca">j.vadeboncoeur@ubc.ca</a></td>
<td>Professor; ECPS, Faculty of Education.</td>
</tr>
<tr>
<td>Jenifer D’souza</td>
<td><a href="mailto:jennifer.dsouza@ubc.ca">jennifer.dsouza@ubc.ca</a></td>
<td>Assistant to the EDST Head; Committee Support Staff (non-voting)</td>
</tr>
</tbody>
</table>

- HAC begun discussing EDST’s external review for 2022-2023.
- André asked EDST members to express their opinion on the possibility of beginning to meet face to face in the coming months.

5. **New Business**

   a. Curriculum change proposal (Tom Sork) (Attachment 5)
      - Tom briefed about the change to the University Calendar. Approve a category 2 calendar change to the prerequisites for EDST 529 ‘Qualitative Research Interviewing’ from only EDUC 500 to one of EDUC 500, EDST 545, EDST 571, EPSE 595 or permission of the instructor. This is an attempt to broaden the range of experiences for the students to be prepared for the course that it is supposed to be taught. The motion was unanimously carried.

6. **Announcements**

   a. **New Publications:**
b. **Forthcoming Events:**

- EDAL Public Presentations of Research on April 2\textsuperscript{nd}, 2022 (Multi-Purpose Room).
- EDST Research Day 2022, April 8\textsuperscript{th}.

c. **Additional Announcements:**

- **EDST Blog:** How to submit contributions?

- Link to Scarborough Charter
  https://www.utsc.utoronto.ca/principal/scarborough-charter

- Link to Signing and Institutional Signatories of Scarborough Charter
  https://www.utsc.utoronto.ca/principal/signatories-scarborough-charter

7. **Forum Discussion:**

a. **Multi-Year Planning in EDST: Initial Thoughts (Attachment 6 and 7) (Tom Sork, Deirdre Kelly, Shermila Salgadoe & Carl Luk).**

   - Deirdre briefed the members on the purpose of the MYP committee on offering students a thoughtful scheduling for courses, varied selection of electives being offered in a particular term and proactively identify opportunities for curriculum development.
   - Tom went introduced the MYP initiative with a power point distributed earlier with the meeting package.
   - Two questions for discussion in breakout groups:
     1. What points of feedback on the MYP document and presentations did the group identify and discuss?
     2. What are the implications of the MYP, if adopted, for the role of the Program Coordinator (ALE, EDAL, HIED, SCPE) or the Area Committee Chair (ALGC, EdD, PhD)?

   - The majority of breakout groups expressed support for the MYP approach:

   - On the support side:
     - MYP facilitates faculty workload planning.
     - Facilitate cohort planning and marketing ahead of time.
     - MYP could further enhance inter-departmental discussions and opportunities for team teaching.
     - Developing new courses based on current situations.
On the critique side, the MYP should:
- Ensure a built-in flexibility
- Expand opportunities for the development of innovative courses while having regularized courses actively offered
- Encourage joint and multi-lateral initiatives among programs that cut across EDST
- Explicitly promote co-teaching opportunities across programs in ways that avoid siloed paths to teaching, thus promoting an equitable, diverse, inclusive, and “non-regulative” teaching culture
- Add course descriptions to listed courses
- Actively and visibly account for courses in new areas of scholarship that engage Indigenous, decolonizing, cultural studies, and anti-racism perspectives.

There being no further business the meeting ended at 2:30 p.m.

Next department meeting: Thursday, April 21st, 2022.
It’s April and the end of the term approaches with hopefully more sunny days and beautiful flowers everywhere. It’s the last effort of the winter term and we are here to help you reach your goals. Join us in some co-working sessions.

Our most important event of the year is almost here. EDST Research Day 2022 is an all-day event in which we share perspectives and ideas, engage with our colleagues, and strengthen our community. Everyone is invited! Don’t miss out on Dr Laurel Forshaw’s keynote address, some amazing presentations, and join us at a local pub for a post-conference get together for participants. We encourage you to take a look at the poster presentations ahead of time. They can be accessed at: https://edst.educ.ubc.ca/researchday/

Finally, it’s always important for us to remind you that the GAA team is here for you. So please reach out if you have questions, need any sort of support, or just want someone to chat with. Our doors are open, so email us at edst.gaa@ubc.ca.
**Announcements**

**EDST Research Day 2022**

This year Research Day is on April 8, and we hope to see everyone there! Sign up here: [http://tinyurl.com/EDSTRD2022](http://tinyurl.com/EDSTRD2022)

By signing up you will be emailed the Zoom links prior to the event.

For the full program and further updates, please check here: [https://edst.educ.ubc.ca/researchday/](https://edst.educ.ubc.ca/researchday/)

<table>
<thead>
<tr>
<th>Time</th>
<th>Opening Session</th>
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| 10am-12pm | Land Acknowledgement  
Musqueam Welcome  
Opening remarks — GAA team  
Opening remarks — Prof. André Mazawi, EDST Department Head  
The Graduate Academic Assistants Recognition and Appreciation Award for Exemplary Service to Students  
Comments from award recipient  
Keynote Address — Dr. Laurel Forshaw  
Concluding remarks — GAA team |
| 12pm-12:50pm | Lunch break                                                                 |
| 1pm-3pm | EDST 571 Research Proposal Poster Gallery |
| 1pm-3pm | **Session I**  
Room 1: Racism and Resistance in Education  
Room 2: Society, Policy, and Space  
Room 3: Adult Experiences and Education |
| 3:10pm-5:10pm | **Session II**  
Room 1: Perspectives on Teaching and Learning  
Room 2: Perspectives in Higher Education |
| 5:20pm-6:20pm | **Session III**  
Political Climate: A Game for Institutional Reconciliation |
| 7:30 | Post-conference reception at the Wolf and Hound |
Educational Studies Research Day

Keynote: Music Education in Transition: Challenges to Decolonizing and Indigenizing Higher Music Education

Speaker: Laurel Forshaw, PhD

Indigenous musicians and scholars have repeatedly demanded a transformative re-imagining of music education. While Canadian universities have, increasingly, begun to engage in decolonization and indigenization efforts, engagement in these efforts has been inconsistent and uneven within institutions and across the sector. Higher music education, in particular, has done little in terms of participating in decolonization and Indigenization efforts. The transformative re-imagining of music education called for by Indigenous musicians and scholars needs to occur at all levels and areas of music education; however, higher music education has an immense power and influence on most interactions and experiences that students have throughout their lives with music education. Transformative re-imagining of all facets of higher music education will result in school and community music programs that are taught by music educators who understand, value, and include Indigenous perspectives, musics, and musical practices in culturally safe(r) ways that meaningfully and respectfully engage with reconciliation, decolonization, and Indigenization efforts. This talk aims to address the challenges to higher music education’s engagement in decolonization and Indigenization efforts and to consider the ways in which these efforts position music education as education in transition. The talk will draw on Laurel’s doctoral research—Engaging Indigenous Voices in the Academy: Indigenizing Music in Canadian Universities (2021)—in which she engaged with six university-trained Indigenous musicians, conceptualizing a transformed higher music education in which Indigenous musics, musicians, knowledges, and musical practices are valued and included in ways that go well beyond Indigenous inclusion (Gaudry & Lorenz, 2018). The magnitude of what will be required of higher music education in the work of decolonization and Indigenization will necessitate visionary and courageous leadership and will necessarily involve all stakeholders in higher music education (including deans and senior leadership, chairs, faculty, staff, students, patrons and donors, and audience members) as the discipline navigates the challenges it faces as an education in transition.

Laurel Forshaw is a Postdoctoral Research Fellow at the University of British Columbia in the Faculty of Education, Department of Educational Studies. She recently completed her doctoral research (PhD in Music Education, University of Toronto). Laurel holds a Master of Arts in Music Education (Choral Conducting) and Kodály and Orff-Schulwerk certification from the University of St. Thomas, Minnesota, and serves on faculty for the Kodály certification program at Western University. Laurel has served as a course instructor at the University of Toronto and Lakehead University, teaching elementary music education methods and conducting.
Donation Box for EDST Ukrainian student

In the context of an unfolding war in Ukraine, an incoming EDST student and their family find themselves directly affected. Therefore, we want to make sure our community steps up. We would like to encourage faculty, staff, and students, to support with donations that would go to assist the student and their family in their first steps in Canada.

We put a donation box at the EDST office, and we hope you can help us with donations for things the student and their family will need. At this time, we are looking for the following:

1. New or lightly used household items.
2. New or lightly used clothing.
3. Academic items, such as books, notebooks, pens, pencils, etc.
4. New in the box toiletries.

For the moment we are not looking for food or any perishable items. We will collect the items and make sure they reach the right hands. We are thankful to the office staff for their willingness to help in this initiative.

Please join us in solidarity with the student and their family by providing any donations you can.
EDST Ice Cream Social

**Date & Time:** Thursday, April 21st from 2:45 – 4:30 pm PDT

**Modality:** In-person

**Location:** Outside Ponderosa Commons – Oak House

**Description:** Join us for an afternoon of ice cream and conversation. Everyone is welcome! We invite all students, staff, and faculty in EDST to join us for a casual meet up to enjoy some delicious ice cream, beautiful spring weather, and each other’s company.

Please sign up here:
[https://tinyurl.com/EDSTicecream](https://tinyurl.com/EDSTicecream)
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!

APRIL SCHEDULE
Join here: https://ubc.zoom.us/s/608580548

You can also view the schedule in this Google doc, which will be updated throughout the year (tip - bookmark this page!):
https://docs.google.com/spreadsheets/d/1IgOaxJYpIDmVljmjVRFYoE-nR3PTUBAh46AjswVxec/edit?usp=sharing

<table>
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<tr>
<th>Co-working SESSIONS APRIL 2022</th>
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<tbody>
<tr>
<td><strong>Monday, April 4</strong></td>
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<tr>
<td><strong>Thursday, April 7</strong></td>
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<tr>
<td><strong>Monday, April 11</strong></td>
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<tr>
<td><strong>Thursday, April 14</strong></td>
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<tr>
<td><strong>Monday, April 18</strong></td>
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<td><strong>Monday, April 25</strong></td>
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<tr>
<td><strong>Thursday, April 28</strong></td>
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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>
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# Department of Educational Studies

## Operating Budget Proposal 2022-2023

<table>
<thead>
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<th>Budget Allocation</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>$55,000</td>
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<table>
<thead>
<tr>
<th></th>
<th>Actuals as of 2022-03-21</th>
<th>Forecast - FY 2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations</td>
<td>$98</td>
<td>$500</td>
</tr>
<tr>
<td>Communication (Marketing programs)</td>
<td>-</td>
<td>4,000</td>
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<tr>
<td>Courier</td>
<td>-</td>
<td>500</td>
</tr>
<tr>
<td>Department Retreat &amp; Self-study</td>
<td>-</td>
<td>1,000</td>
</tr>
<tr>
<td>Honoraria for Guest Speakers (BEd)</td>
<td>336</td>
<td>2,500</td>
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<tr>
<td>IT (Telephone equipment rentals, Long Distance charges &amp; additional mailbox space)</td>
<td>28,114</td>
<td>30,000</td>
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<tr>
<td>License Fees (IRCC) for Visitors</td>
<td>230</td>
<td>1,000</td>
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<tr>
<td>Office Supplies &amp; Equipment</td>
<td>5,832</td>
<td>8,000</td>
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<tr>
<td>Photocopiier rentals</td>
<td>6,011</td>
<td>7,250</td>
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<tr>
<td>Postage</td>
<td>44</td>
<td>250</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$40,665</strong></td>
<td><strong>$55,000</strong></td>
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# Innovation Budget 2021-2022

## Revenue

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<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance carried forward from Innovation p/g 2020-2021</td>
<td>$588,477</td>
</tr>
<tr>
<td>Fiscal Year 2020-21 Revenue Against Cost Recovery (RACR) Distribution</td>
<td></td>
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<tr>
<td>EDAL cohort - SEAL</td>
<td>$30,000</td>
</tr>
<tr>
<td>Distance Education courses</td>
<td>$21,334</td>
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<tr>
<td>ALGC Program</td>
<td>$37,298</td>
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<tr>
<td>EdD Program</td>
<td>$62,221</td>
</tr>
<tr>
<td>2021 AEGT Conference surplus to EDST</td>
<td>$20,044</td>
</tr>
<tr>
<td>2021-22 Graduate Student Application Fees distribution from G+PS</td>
<td>$22,851</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$782,225</strong></td>
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</table>

## Expenses

### Program Development & Support

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<th>Description</th>
<th>Projected 2021/22</th>
<th>Actuals as of 2021-03-31</th>
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</thead>
<tbody>
<tr>
<td>Program Enhancement funds (4 program areas; MA &amp; PhD)</td>
<td>$6,000</td>
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</tr>
<tr>
<td>Honoraria for Guest Speakers, Graduate Programs</td>
<td>$3,000</td>
<td>$1,271</td>
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<tr>
<td>Alternative course and program delivery</td>
<td>$50,000</td>
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### Key Programmatic Initiative for students

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<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Awards (contingency fund)</td>
<td>$1,000</td>
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<tr>
<td>MA funding for incoming students</td>
<td>$40,000</td>
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<tr>
<td>PhD funding package</td>
<td>$12,100</td>
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<tr>
<td>MA Academic Excellence Award</td>
<td>$2,500</td>
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<tr>
<td>Community Engagement &amp; Leadership Award - all students</td>
<td>$2,500</td>
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<tr>
<td>Travel</td>
<td>$15,000</td>
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<tr>
<td>Emergency funding</td>
<td>$10,000</td>
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<tr>
<td>Events (Orientation, 2 Convocations; Research Day and Seminars)</td>
<td>$5,000</td>
</tr>
<tr>
<td>Visiting Scholar Initiatives</td>
<td>$2,000</td>
</tr>
<tr>
<td>External Examiner visits</td>
<td>$2,000</td>
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### Strategic Research projects

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDST Research Infrastructure fund (Faculty Seed grants)</td>
<td>$6,000</td>
</tr>
<tr>
<td>Grant Matching Funds</td>
<td>$10,000</td>
</tr>
<tr>
<td>Journal Editorship contributions</td>
<td>$1,000</td>
</tr>
<tr>
<td>AEGT Conference - T. Sork (funds loaned; dept. has been refunded)</td>
<td>$12,000</td>
</tr>
<tr>
<td>Faculty initiated events for EDST students at (non-UBC) Conferences (for faculty without grants)</td>
<td>$5,000</td>
</tr>
<tr>
<td>CHEA Biennial Conference (apptmt of student + defray registration costs for students)</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

### Professional Development

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$3,000</td>
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### Indigenous Education fund

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to initiatives in Indigenous Education (bridge funding)</td>
<td>$8,000</td>
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</tbody>
</table>

### Teaching

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAL on-campus research component (EDST 501 &amp; EDST 553A)</td>
<td>$8,000</td>
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</table>

### Departmental

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering (department meetings &amp; events)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Donation</td>
<td>$2,000</td>
</tr>
<tr>
<td>Misc. gifts</td>
<td>$5,000</td>
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<tr>
<td>Bank charges/bad debt</td>
<td>$200</td>
</tr>
<tr>
<td>Departmental Laptops</td>
<td>$5,000</td>
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<tr>
<td>Yearly deficit provision (Operating budget 554,000)</td>
<td>$2,000</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$220,300</strong></td>
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<tr>
<td><strong>TOTAL AVAILABLE</strong></td>
<td><strong>$709,775.81</strong></td>
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Joint Report of the Graduate Advisor and Graduate Curriculum Coordinator
April 21, 2022

From the Graduate Advisor—Hongxia Shan

- In the process of student admission for MEd programs. Special cases are still being processed at G+PS;
- Processing requests for PhD defenses - seven PhD and EdD students who are planning to graduate by the end of Aug. 2022;
- Processing requests for program completion for May graduation – Deadline for program completion application: April 22.
- Processing program extensions for people whose program ending dates are the end of April.
- A letter of advocacy from the Department sent to the university to call for systematic and institutional responses for students impacted by world events, including war and climate change.
- Thanks to all GAAs for their outstanding work and services to the department and to our students, particularly to Yotam and Julia who are ending their services (special shout-out to them for their involvement in student advocacy and for extending services to help and orient new GAAS); Welcome back Catalina and Roshni as peer advisor and academic research and publication assistant for the summer.

Items of information

- Here is a link to UBC Student Relief Fund for World Events.
  https://givingday.ubc.ca/23105/givingday2022/135601/world-events-relief
- Government of Canada removed pre-entry test requirement for fully vaccinated travelers on April 1
- Special Response Fund for Trainees (Ukraine)
From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on April 7, we:

- Welcomed Fei Wang to GPACC as new EDAL Coordinator and thanked Puthykol Sengkeo, MEd Student Representative, who is leaving GPACC after having completed her program this month.
- Discussed a draft survey to be completed by program Coordinators and degree committee Chairs to identify current “marketing” approaches being used, in addition to the department’s website. Several useful revisions were suggested that will be incorporated into the survey.
- Were briefed on the project to update the various “Steps to Completion” documents on the EDST website.
- Reviewed and discussed the next phase of Multi-Year Planning (MYP) and a proposed “sequence of steps” to refine the draft scheduling template and initiate course scheduling conversations within program area and degree committees.
- Reviewed the posted application deadlines for program starts in 2023. These will be reviewed within program area and degree committees for possible modification for program starts in 2024.
- Reviewed and discussed a draft summary table of application and admission data across all EDST graduate programs with the intent to more carefully track “application pressure” and admission trends over time. Related to this is the workload implications for staff and faculty involved in processing and adjudicating applications, which merits further discussion.
- Received, as part of the meeting package, extracts from UBC’s Strategic Plan, "Shaping UBC’s Next Century," for consideration during discussions of curriculum renewal and hiring priorities.
- Received updates from GPACC members on developments in their respective portfolios.

There were no action items on the GPACC agenda for this month.
Monday, April 4th, 2022

Esteemed:

UBC President Santa Ono,
Vice-President (Students) Ainsley Carry,
Vice-Provost Susan Porter,
Dean pro tem Jan Hare,

Re: Institutional response to international students from war regions

Faculty, staff, and students of the Department of Educational Studies have reached out to different units on campus to facilitate and support a May 2022 program start for a Master of Education student from Ukraine. We write to you because while there is a will on the part of individual staff and leaders to support this student, we believe that UBC needs a strong institutional response when it comes to refugee students of any nationality, particularly Indigenous communities worldwide, most adversely affected by military conflicts, war-related upheavals, and uprootedness, especially when Canadian federal and provincial authorities are engaged in resettlement efforts.

UBC’s Global Engagement Strategy (2020-2030), In Service, states, “[W]e hope to enhance the impact of our scholarly activities, creative endeavours and service capacity to help build a more just, sustainable, resilient and thriving world.” UBC’s strategy hinges on a greater level of involvement in the crises that befall communities across the globe. It demands that we take concrete actions to support those in need. In the spirit of this Strategy, we wish to encourage UBC’s leadership to consider the following proposals when it comes to international students who are turned into de facto or de jure refugees or into displaced and uprooted persons:

1. establish tuition waiver and/or reduction of tuition to the domestic student rate;
2. offer housing cost subsidies for students, and immediate family members, if any;
3. create job opportunities for students on campus.

We understand that UBC is currently deliberating upon strategies to respond to Russia’s invasion of Ukraine. Considering the scope of the Canadian government’s response to the Ukrainian crisis and the creation of the Canada-Ukraine Authorization for Emergency Travel (CUAET) that may enable entry into Canada but does not equate to refugee status, there is cause for UBC to reconsider “international” student tuition and fees for students originating from war- and conflict-affected world regions. We have also seen the need for affected international students to secure larger and more costly housing arrangements for themselves and their families, whereas previously they may have anticipated single residential spaces on campus.
We hope that our voice as an academic unit would be taken into consideration as we address, in solidarity, issues facing students impacted by military conflicts, uprootedness, displacement, and war upheavals, and students who might be subjected to similarly devastating circumstances.

Thank you for your consideration.

Sincerely,

André Elias Mazawi, PhD
Professor & Head

Hongxia Shan, PhD
Associate Professor &
EDST Graduate Advisor

Julia Burnham
Catalina Bobadilla
Roshni Kumari
Yotam Ronen
EDST’s GAA Team
Subject: FW: Letter regarding UBC's engagement with international students from war and conflict zones.

Date: Thursday, April 7, 2022 at 4:32:50 PM Pacific Daylight Time

From: Shorthouse, David

To: Education - edst-head

CC: Beretta, Jocelyn, Reid, Samantha, Porter, Susan, Hare, Jan, D'souza, Jenifer, Education - EDST GAA

Attachments: Letter re international students originating from war regions (05042022) Signatures EDST.pdf

Dear Dr. Mazawi and colleagues,

My name is David Shorthouse and I’m very pleased to co-chair, along with Samantha Reid from VPS, the World Events Working Group. It is in this capacity that Professor Ono asked me to respond on his behalf.

We are very grateful for your very thoughtful email and wish advise you that your suggestions are among those being considered by our working group not only in the context of the war in Ukraine, but how we might respond in the future to global conflicts and natural disasters.

Again, thank you all for your engagement and outstanding ideas and suggestions; they are greatly appreciated.

With best wishes,

Dave

David Shorthouse

Executive Director, Office of the Provost

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From: Education - edst-head <edst.head@ubc.ca>
Date: April 5, 2022 at 10:25:05 AM PDT
To: UBC President's Office <presidents.office@ubc.ca>, VP Students Office of the Vice-President Students <vicepresident.students@ubc.ca>, "Porter, Susan" <susan.porter@ubc.ca>, "Hare, Jan" <jan.hare@ubc.ca>
Cc: "D'souza, Jenifer" <jenifer.dsouza@ubc.ca>, Education - EDST GAA <edst.gaa@ubc.ca>, Education - Graduate Advisor-EDST <gradadvisor.edst@ubc.ca>
Subject: Letter regarding UBC's engagement with international students from war and conflict zones.

Esteemed

- UBC President Santa Ono
Undergraduate Program Advisory and Curriculum Committee (UPACC)

DRAFT 5—for department review. 21 April 2022.

Terms of Reference

1. Mandate

a. UPACC advises and makes recommendations to Department of Educational Studies (EDST) members on undergraduate programs and curricula.

b. UPACC makes recommendations to the deputy head of department (HOD) on some faculty undergraduate teaching assignments and on sessional and graduate teaching assistant (GTA) hiring.

c. UPACC conducts teaching workshops and similar activities for instructors.

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

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).

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 four other faculty members appointed by the HOD and representative of different areas in the department. 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, this representative will be a B.Ed. student assigned by the UBC Education Students’ Association (B.Ed. students) at the UPACC chair’s request; or will be an undergraduate not enrolled in the B.Ed., but who is identified by the Teacher Education Office, Program Manager – Student Services responsible for Adult Learning and Education program diploma, 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 four voting members.

b. Meetings will be held 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 reviews and assesses existing undergraduate programs and curricula.

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

c. UPACC forwards approved undergraduate program and curriculum proposals (i.e., documents for Category 1 and 2 proposals) to the departmental meeting for approval.

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

e. UPACC conducts regular teaching and related workshops and other similar activities for instructors in EDST undergraduate courses.

f. UPACC makes recommendations to the EDST deputy HOD on the assignment of tenure-track faculty and lecturers to teacher education undergraduate courses and sections.¹

¹This includes instructors for EDST teacher education courses in the West Kootenay Teacher Education Program (WKTEP), the Rural and Remote (RRED) program, and NITEP professional year courses labelled EDST but taught at a field centre. There is a separate hiring cycle for these courses. See the WKTEP-RRED-NITEP hiring cycle document.
g. The ALE coordinator makes recommendations to the EDST deputy HOD on the assignment of tenure-track faculty and lecturers to ADHE undergraduate course sections (ADHE 327, 328, 329, 330, 412) and informs UPACC of these recommendations.

h. The HIED coordinator makes recommendations to the EDST deputy HOD on the assignment of tenure-track faculty and lecturers to HIED undergraduate course sections (EDST 493) and informs UPACC of these recommendations.

5.II. UPACC hiring subcommittee:

a. UPACC shall have a hiring subcommittee.

b. The subcommittee makes recommendations to the EDST deputy HOD on the hiring of sessional and continuing sessional instructors for teacher education courses, ADHE courses (ADHE 327, 328, 329, 330, 412), and for EDST 493.²

c. The subcommittee makes recommendations to the EDST deputy HOD on the hiring of graduate teaching assistants (GTAs) for teacher education courses, ADHE courses (ADHE 327, 328, 329, 330, 412), and for EDST 493.

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.

² See note 1.
Greetings from the Department of Educational Studies (EDST).

The EDST community has been discussing how best to support its incoming international students who originate from war- and conflict-related world regions. While this discussing pertained to an MEd student from Ukraine, our discussions and mobilization of available support led us to consider the wider UBC context and the need for institutional support frameworks to that effect.

Please, find attached our respectfully submitted letter regarding the importance of institutional (UBC) support extended to international students from war- and conflict-related areas.

Thank you for your attention and care.

With best wishes, on behalf of EDST,

André Elias Mazawi
EDST Head
Department of Educational Studies
Innovation Budget Framework for 2022-2023
(Draft for discussion on April 21st 2022)

Introduction

EDST manages several financial accounts—exclusive of research accounts—that are used to carry out the work of the Department. Please note: faculty and staff salaries are paid centrally; they are not included in any of the accounts described in this document. EDST Accounts include:

• Operating Account
• Innovation Fund (formerly known as “Outreach Account”)
• EdD Program Enhancement Fund
• ALGC Program Enhancement Fund
• EDAL Professional Development Fund (housed in PDCE)

The two major accounts relevant for the present discussion are:

The Operating Account: Each fiscal year, EDST, like other departments, is allotted funds by the Dean’s Office to carry out its basic operations. The Administrative Manager provides periodic updates at department meetings on expenditures and the current balance. The annual allotment EDST receives varies little from year to year. Current annual allocation is $55,000 (FY 2021-22).

The Innovation or Fund: This is a “department account into which various sources of revenue are deposited and from which various expenses are paid that are not line items in the department’s annual “Operating Account””. The Innovation Budget depends entirely on the outcomes of revenue generating initiatives undertaken by faculty in EDST, after deducting from these revenues the overhead fees due to UBC and to the Faculty of Education. Revenue is often received in the fiscal year following the year it is “earned” and some expenses incurred in one fiscal year are “reimbursed” the following year.

The proposed budget under discussion focuses exclusively on the Innovation Fund for 2022-2023:

As shown in Fig. 1, the Innovation Fund depends almost entirely on revenues generated by faculty members’ outreach activities. For example, the following activities serve as sources for revenue that feed into the Innovation Fund: off-campus MEd cohorts initiated by different EDST Programs, the ALGC

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1 The introduction is based exclusively on the powerpoint materials prepared by Prof. Tom Sork in 2022, as a background to HAC and EDST discussions. EDST is grateful for Prof. Sork’s generous input and for allowing the inclusion of part of these materials in this section of the document.
online program delivery, revenues from the EdD program, the distance education delivery of online courses in the form of Adult & Higher Education (ADHE) and Higher Education (HIED) courses. A secondary source of revenue originates from EDST’s share in the processing of application fees paid to UBC (G+PS) by applicants who seek admission to the different EDST programs.

The reliance of the Innovation Fund on “outreach activities” means that in the absence of such outreach revenues, EDST will not be in any position to provide for students and faculty opportunities, whether those associated with students activities, faculty initiatives, or even supporting student travel funds and faculty initiatives and needs. Under such a scenario, EDST will be limited to maintain only these activities funded by the central UBC administration through the Operating Account.

It is important for EDST Members to be aware of the distinctive contribution of the Innovation Fund in expanding the scope of EDST’s activities, commitments, and engagement.

**Innovation Budget Framework for 2022-203:**
**Select Thematic Directions**

The Innovation budget framework for 2022-2023 aims to enhance the quality of EDST student experiences, as well as the opportunities available to members of the administrative staff, to visiting faculty and to invited guests. While it does present continuity to the Innovation budgets approved in previous years, it does reflect some new funding lines.

- **Supporting Incoming Graduate Students:** A significant portion of the Innovation Budget continues to support the funding of thesis-bound incoming students (MA & PhD) (see B1 & B2).

- **Enhancing the quality of teaching-learning-research:** The Innovation budget supports instructors in their design of innovative courses and pedagogical approaches, by increasing student participation in instructional design and in research projects through paid work (see A3, A4, & C1). It also opens up new opportunities that enhance student experiences in academic publishing (see C3) and, as in previous years, continues to support students’ travel and presentation of their work in academic conferences and venues (see B5). The Innovation Budget introduced two new excellence and community engagement awards for graduate students (see B3 & B4). The student emergency funding offered by EDST complements UBC support packages instituted by Enrolment Services (see B6).

- **Fostering a meaningful engagement with UBC Strategic Plans:** The Innovation budget has consolidated the support offered to EDST initiatives to engage the various UBC strategic plans, such as the Indigenous Strategic Plan (see, E1) and additional vision and strategic documents introduced by UBC (see, E2).

- **Supporting academic exchanges:** The Innovative enhances the opportunities available to EDST members to invite guest speakers (see A2), support initiatives by postdoctoral and academic visitors (see B8), and continues (as in previous years) to match G+PS funds that seek to bring to campus external examiners involved in the examination of doctoral dissertations (see B9).

- **Support to Programs:** As in past years, the Innovation Budget continues its support to the various EDST programs by allocating funds for their respective collective activities, including for the holding of program retreat and related activities (see A1).
- **Support to student activities**: In addition to supporting students through the enhancement of the quality of teaching-learning-research (see, second bullet point, above), the Innovation Budget earmarked resources for student-led and student-related activities (see, B7).

- **Enhancing the professional development available to administrative staff**: The 2022-2023 Innovative budget increased the resources available for the professional development of the members of the administrative staff (see, D1).

### A. Key Programmatic Initiatives for Students

1. **Program Development & Teaching Support: Program enhancement funds (four program areas, MA and PhD)**: $1,000 allocated each fiscal year to program areas (ALE, EDAL, HIED, SCPE), and to UPACC, the PhD and the MA committees for expenses towards meetings, student engagement in the program/committee, and for retreats. This allocation is intended to cover any “non-catering” related expenditure directly related to any aspect of the activities of the various bodies listed here.

2. **Honoraria for guest speakers for graduate programs**: Available for guest speakers for PhD, MA, and MEd courses up to $50 per 3-credit course. Approval from the Head is needed for more than $50 per 3-credit course. [https://edst-educ.sites.olt.ubc.ca/files/2018/07/EDST-guest-speaker-honoraria-2018-07-26.pdf](https://edst-educ.sites.olt.ubc.ca/files/2018/07/EDST-guest-speaker-honoraria-2018-07-26.pdf)

3. **Alternative course and program delivery**: For the development of online synchronous versions of courses, if in excess of the support offered by ETS. This allocation cannot be used for supporting course releases. This budget line could be drawn on to support the following priorities: (1) to enhance student work and engagement with course design and development; (b) the purchase of supplementary audio and video production, editing, and transcription to enhance courses and programs beyond services/equipment already available within UBC; (c) to support innovations in teaching face-to-face courses; (d) the development and design of courses with activities that enhance student experiences and community engagements, for instance as part of EDST 561s and EDST 598s.

4. **EDAL on-campus research component (EDST 501/553A)**: Payment for assistance to students to develop BREB applications and other aspects of this research requirement. Towards 2023-2024, EDAL will review the purpose and principles upon which this budget item will be based as part of a re-configuration of the EDST 501/553A courses.

### B. Key Programmatic Initiative for students

1. **Awards (contingency fund)**: Used as needed to “top up” endowment-based awards when proceeds from endowments fall short of expectations.

2. **PhD & MA funding packages for incoming students**: Funds received by EDST (GSI, EDUC Strategic and PhD Entrance Scholarships from Faculty of Education) to funding packages for incoming MA & PhD students.
3. **MA Academic Excellence Award:** The MA Admissions Committee will award the MA Academic Excellence Awards to up to two incoming MA students who have confirmed their acceptance of the admission offer. The amount of each MA Academic Excellence Award is $2,500. In case of an incoming student’s deferral, the Award will not be granted.²

4. **Community Engagement & Leadership Award:** Award up to two Leadership awards per year, open to ongoing students in all EDST programs, to be adjudicated by the Scholarships & Awards Committee.³

5. **Travel:** Provides travel support up to $2,000 per student per the duration of their degree program. Students must first present proof that they have applied for the G+PS Graduate Student Travel Fund and the Faculty of Education, Graduate Student Conference Travel Grant, if eligible. *Students who hold major funding awards that include a dedicated travel budget are not eligible to apply for EDST Graduate Student Travel and Research Presentation funding.* The following policy applies: [https://edst.educ.ubc.ca/resources/policies/edst-graduate-student-travel-and-research-presentation-funding-policy/](https://edst.educ.ubc.ca/resources/policies/edst-graduate-student-travel-and-research-presentation-funding-policy/)

6. **Emergency funding:** One-time emergency funding of up to $750 per student per degree program. Given as a tuition award. The following policy applies: [https://edst.educ.ubc.ca/current-students/funding/](https://edst.educ.ubc.ca/current-students/funding/)

7. **Events (Fall Student Orientation, 2 Convocations; Research Day, Seminars):** Used to support GAA activities and student events, including related catering of each event.

8. **Visiting Scholar Initiatives:** This fund could be used for two purposes: (a) To provide honoraria of up to a maximum of $200 given to one visitor who offers a seminar to the EDST membership, not as part of a course; (b) To support EDST postdoctoral fellows and visiting scholars/academics affiliated with EDST for at least one full term in support of initiatives they seek to launch for the benefit of the entire EDST membership in a total annual value not exceeding $1,000 per postdoctoral fellow/visitor.

9. **External Examiner visits:** Matching funds when the department requests support from the G+PS Doctoral External Examiner Transportation Fund. The following policy framework applies: [https://www.grad.ubc.ca/sites/default/files/doc/page/docexams_xx_transport_fund_0.pdf](https://www.grad.ubc.ca/sites/default/files/doc/page/docexams_xx_transport_fund_0.pdf)

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² The MA Committee should set the Terms of Reference (TOR) for this Award, articulate a clear set of criteria, and describe the application process involved. The TOR should be submitted to the EDST Plenary for approval and ratification at one of its monthly meetings and, following approval, the TOR should be uploaded to the EDST Website and made available to all concerned. The MA Committee should also follow-up, with the assistance of the Graduate Curriculum Coordinator, on issuing a SIS award number to the award.

³ The Scholarship & Awards Committee should set the Terms of Reference (TOR) for this Award, articulate a clear set of criteria, and describe the application process involved. The TOR should be submitted to the EDST Plenary for approval and ratification at one of its monthly meetings] and, following approval, the TOR should be uploaded to the EDST Website and made available to all concerned. No award shall be granted before the confirmation of the TOR.
C. **Strategic Research Projects**

1. **EDST Research Infrastructure Fund (Faculty Seed Grants):** Available to faculty members to hire a GRA to support research work up to 50 hours. The following policy applies: [https://edst-educ.sites.olt.ubc.ca/files/2019/09/Research-Infrastructure-Fund-Faculty-Seed-Grant-Revised-2019-09-19.pdf](https://edst-educ.sites.olt.ubc.ca/files/2019/09/Research-Infrastructure-Fund-Faculty-Seed-Grant-Revised-2019-09-19.pdf)

2. **EDST-based Journal Editorship Contributions & Student Paid Internships in Journals and Scholarly Publications whose Editors are based in EDST:** Funds provided to support journals based in our department either by being part of the advisory board or for sponsoring students for paid internships to work for the relevant publication.\(^4\)

D. **Professional Development Fund for EDST Staff**

1. Administrative Staff:\(^5\) resources for books and professional journals; registration fees for courses, workshops, exams, webinars, and conferences; professional memberships and certifications that are not required for one’s job; one-on-one career coaching fees, when provided by an ICF – credentialed coach; travel and accommodation for out-of-town conferences, as per Policy FM8. [https://universitycounsel-2015.sites.olt.ubc.ca/files/2021/10/Business-Expenses-Policy_FM8.pdf](https://universitycounsel-2015.sites.olt.ubc.ca/files/2021/10/Business-Expenses-Policy_FM8.pdf)

E. **Strategic and Indigenous Education**

1. **Indigenous Education Initiatives:** To support proposals that further EDST’s responses to priorities in the Indigenous Strategic Plan (ISP).

2. **Other UBC Strategic Initiatives:** To support proposals that further EDST’s responses to UBC’s and the FoE’s strategic plans, the Report on Race, Indigeneity and Social Justice; UBC’s Inclusion Action Plan; Climate Action Plan; the Anti-racism Taskforce report, and UBC strategic calls for action.

F. **Departmental Expenses**

1. **Catering:** For Department meetings and other events.
2. **Misc. Gifts:** For gifts, up to a maximum of $100, approved by the Head.
3. **Bank charges/bad debt:** For bank charges that the department may incur.
4. **Departmental Equipment:** For the purchase of departmental laptops or other equipment.
5. **Yearly deficit provision (Operating Budget $54k):** Funds to cover possible Operating Budget deficits.

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\(^4\) The referenced policy is out of date and not in sync with the new directions of this budget line. The following new policy will be introduced and subject to a vote at the April 21\(^{st}\), 2022 EDST Meeting: *Policy for Supporting EDST-based Editorships & Students Residencies in Scholarly Publications*. Refer to Attachment 8 of EDST’s Agenda Package for April 21\(^{st}\), 2022.

\(^5\) Office staff & the EdD Academic Coordinator.
## Department of Educational Studies  
### Innovation Budget Proposal 2022-2023

### Revenue

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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance carried forward 2021-2022</td>
<td>$709,776</td>
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### Expenses

#### A. Program Development & Teaching Support

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1. Program enhancement funds (4 program areas; MA, PhD &amp; UPACC committees)</td>
<td>$7,000</td>
</tr>
<tr>
<td>2. Honoraria for guest speakers in graduate programs</td>
<td>$2,500</td>
</tr>
<tr>
<td>3. Alternative course and program delivery</td>
<td>$15,000</td>
</tr>
<tr>
<td>4. Support for EDAL, EDST 501-553 on-campus (salary $8k + benefits)</td>
<td>$8,500</td>
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#### B. Key Programmatic Initiatives for students

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1. Awards (contingency fund)</td>
<td>$1,000</td>
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<tr>
<td>2. PhD and MA funding packages for incoming students</td>
<td>$55,000</td>
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<tr>
<td>3. MA Academic Excellence Award</td>
<td>$5,000</td>
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<tr>
<td>4. Community Engagement &amp; Leadership Award - all students</td>
<td>$5,000</td>
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<tr>
<td>5. Travel</td>
<td>$20,000</td>
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<tr>
<td>6. Emergency funding</td>
<td>$10,000</td>
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<tr>
<td>7. Events (Orientation, Convocations, Research Day and Seminars)</td>
<td>$5,000</td>
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<tr>
<td>8. Visiting Scholar initiatives</td>
<td>$4,000</td>
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<tr>
<td>9. External Examiner visits</td>
<td>$2,000</td>
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#### C. Strategic Research projects

<table>
<thead>
<tr>
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<th>Amount</th>
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<tbody>
<tr>
<td>1. EDST Research Infrastructure Fund (Faculty Seed grants)</td>
<td>$6,000</td>
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<tr>
<td>2. Journal Editorship contributions &amp; Student Internships in Publication Venues</td>
<td>$12,000</td>
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#### D. Professional Development

<table>
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<tr>
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<tbody>
<tr>
<td>1. Staff</td>
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#### E. Strategic and Indigenous Education

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1. Indigenous Education initiatives</td>
<td>$8,000</td>
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<tr>
<td>2. Other UBC strategic initiatives</td>
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#### F. Departmental

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<th>Amount</th>
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<tbody>
<tr>
<td>1. Catering (department meetings &amp; events)</td>
<td>$10,000</td>
</tr>
<tr>
<td>2. Misc. gifts</td>
<td>$5,000</td>
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<tr>
<td>3. Bank charges/bad debt</td>
<td>$200</td>
</tr>
<tr>
<td>4. Departmental equipment</td>
<td>$5,000</td>
</tr>
<tr>
<td>5. Yearly deficit provision (Operating Budget is $54,000 per year)</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$202,200</strong></td>
</tr>
<tr>
<td><strong>TOTAL AVAILABLE</strong></td>
<td><strong>$507,576</strong></td>
</tr>
</tbody>
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THE UNIVERSITY OF BRITISH COLUMBIA  
Department of Educational Studies  

DRAFT  
Policy for Supporting EDST-based Editorships &  
Students Paid Internships in Scholarly Publications ¹  
(Draft submitted to EDST’s April 21st, 2022 Meeting)

The Policy aims to support and promote:

(a) journals and scholarly publications (e.g., book series) whose editors are affiliated with EDST.

(b) Paid internship opportunities offered to EDST graduate students in journals and scholarly publications more generally whose editors are affiliated with EDST.

1. The Department will support the work of EDST-based faculty members who serve as Editors in peer-reviewed academic journals and scholarly publications (including book series). The funding is available yearly for the duration of the editorship. It includes:
   • Travel for up to $500 per annum to be used by the EDST-based Editor only.
   • Infrastructure support – shared office space, photocopying, mailing/careers, and dispatching costs – per annum, up to $500.

   Faculty members can submit an application to the Department Head. The application will provide details and duration of the editorship. The decision to fund the editorship will be made by the Department Head, following consultations with the members of the Head’s Advisory Committee (HAC).

2. In an effort to promote graduate student opportunities to learn about and participate in scholarly publications and their related processes, EDST will support up to three graduate student paid internships opportunities per annum in an EDST-based scholarly publication, as described in section (1) of the present policy, up to one resident per publication. This is an opportunity for the selected students to take part in one volume/year worth of editorial scholarly work, its management, and organisation. Equally, the paid internship position offers an opportunity to experience first-hand how academic publishing works – from the initial submission process, through peer review, and to final publication.

   (a) Term of the Paid Internship: one academic year, with a possibility of renewal for a second and final year.

   (b) Selection and Features of Work: The responsibility to advertise and select the finalist for the position lies with the Editor of the concerned EDST-based Editor. The

¹ The proposed policy aims to replace the Policy for Funding Editorship in Education Journals (Approved at the Department Meeting on Thursday, September 20, 2012).
work will include some of the following responsibilities: administrative duties, assistance to the Editor, the identification of external reviewers and maintaining the database of reviewers, book reviews editing, managing the publication’s media accounts, the planning and promotion of the publication’s events, the submission of review essays, and publication-related activities.

(c) **EDST Support:** EDST will allocate to each select intern the equivalence of 60 hours per annum (or 5 hours per month, paid directly to the student according to the relevant EDST & UBC policies).

(d) **Reporting:** At the end of the paid internship the EDST-based publication editor will submit a summative report regarding the work undertaken by the student during the year. No renewal for a second year, or any subsequent selection of interns, will be considered failing the submission of this yearly report.

(e) **Application Process:** EDST-based publication editors can submit an application to the Department Head. The application will provide details of the selected graduate intern and the tasks entrusted to them for the year. The decision to fund the internship will be made by the Department Head, following consultations with the members of the Head’s Advisory Committee (HAC).
The GAA Recognition & Appreciation Award for Exemplary Service to Students

Description:

The Graduate Academic Assistants Recognition and Appreciation Award for Exemplary Service to Students is a student-driven award established in 2022. It is presented to a member of the Department of Educational Studies (EDST) who has demonstrated an exemplary and consistent service in support of students.

The Award seeks to recognize excellence in student support beyond the setting of the classroom and of graduate supervision. Rather, it aims to recognize and celebrate the unsung student-oriented mentorship, initiatives, support, and collaborations of a faculty member who has contributed significantly of their time and efforts to enhance students’ experiences and engagement within departmental life as a whole.

The recipient for this student-driven award is chosen annually by the EDST Graduate Academic Assistants Team.

Eligibility:

Nominees must currently hold a faculty position (all ranks) or affiliation (e.g., adjunct, sessionals) in EDST.

Nomination:

Nominations can be submitted by any current EDST student, either independently or in collaboration with current students and EDST alumni, through the last day of January of each academic year.

The nomination should include the following components:

1. A one page cover letter signed by the nominators that outlines the contributions of the nominee and their fit with the purpose and criteria of the award.
2. Two one page testimonial letters of support written by current or/and past EDST students.
Criteria:

The nomination should provide a track-record narrative of the nominee’s fulfilment of at least three out of the following five criteria:

- Demonstrates a consistent commitment to fostering the intellectual, creative, scholarly, and professional growth of EDST students as a whole, beyond the classroom setting and the formal supervision of students.
- Contributes to the development of EDST students’ research skills (planning and conducting research; organizing workshops and presentations towards grant funding, enhancing the co-publishing with other than just supervisees);
- Provides guidance to EDST students on establishing collaborative relationships with other researchers across the campus or/and the professional community thus promoting networking among students and researchers working in various fields;
- Demonstrates professional behavior, attitudes and/or leadership skills that foster a positive departmental culture based on collegiality, solidarity, and respectful intellectual engagement;
- Supports the work of the GAA Team and contributes to its initiatives.

Selection:

The Selection Committee is constituted of all serving members of the GAA Team. The Selection Committee reviews all submitted complete nominations and selects the recipient they consider to best match the Award’s criteria.

Announcement & Presentation:

The announcement of the Award will take place at the opening session of EDST’s annual Research Day (normally in April). The announcement will be made by the GAA Team or by one of their members delegated to that end. If no Research Day is held at any given year, then the announcement should be made at one of the EDST monthly departmental meetings or at a venue to be determined by the GAA Team.

At the presentation of the Award, the recipient will be given an opportunity to offer a brief set of comments of up to ten minutes.

The presentation of the Award to the recipient must include:

1. An official (UBC-EDST logo) Recognition and Appreciation certificate signed by all serving members of the GAA Team, and with the signature of the Head of Department’s as witness.
2. A symbolic gift (e.g., book, framed picture, a cultural artefact) not exceeding $100 dollars to be paid for by EDST.
3. The adding of the recipient’s name and year to a publicly-displayed commemorative plaque of this Award, to be paid for by EDST.
4. An appropriate announcement on the EDST Website.