EDST Department Meeting: Thursday, May 19, 2022, 12:30PM to 2:30PM PST

Join Zoom Meeting
Zoom: Meeting ID: 661 7678 5848   Passcode: 673128

AGENDA

Welcoming & Land Acknowledgement
(Presented by Deirdre Kelly)

The Author: Gord Hill is a member of the Kwakwaka’wakw nation whose territory is located on northern Vancouver Island and the adjacent mainland in what is currently known as the “Province of British Columbia.” His previous books include The Antifa Comic Book, The Anti-Capitalist Resistance Comic Book, and the first edition of this book, published in 2010 as The 500 Years of Resistance Comic Book. He has been involved in Indigenous peoples’ and anti-globalization movements since 1990. (from last page of the 2021 edition)

From the book’s preface: “Unfortunately, the history we are taught through the educational system and corporate entertainment industry is false, particularly its depiction of European colonization as inevitable (or even justified) and Indigenous peoples as helpless victims (or even willing participants). This strategy has been used to impose capitalist ideology on people, to pacify them, and to portray their struggle as doomed to failure” (Hill, Preface to the 2010 edition, p. 5).

Mi’kmaw lawyer and professor Pamela Palmater writes in her Foreword to the book:

“Hill’s artwork sets our [Indigenous peoples’] stories against a backdrop of colourful green landscapes, white-capped waves, and blue skies that merges our peoples and the living ecosystems into one. This beauty of our lands and peoples is contrasted with the violence of the invaders and their bloodthirsty quest for riches” (2021, p. 10).

*Hill’s book was required reading in Dr. Amy Parent’s recent special topics course, Indigenous Graphic Novels, Visual Representations & Storytelling in the Curriculum.
1. Agenda of EDST’s May 19, 2022 Department Meeting

2. Draft Minutes of April 21, 2022 Department Meeting (Attachment 1)

3. Reports
   a. GAA Report & May 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
   b. Education Library Report (Wendy Traas)
   c. Operations & Innovation Budget (Shermila Salgadoe)
   d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
   e. Graduate Advisor (GA) & Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Hongxia Shan) (Attachments 3A & 3B)
   f. Deputy Head (Deirdre Kelly) (Attachment 4)
   g. Head (André Mazawi) (Attachment 5)

4. New Business
   There are no action items on the agenda for this month.

5. Announcements
   a. Dr. Lesley Andres (EDST) was awarded a 3-year SSHRC Insight Grant for her proposal entitled COVID-19 and the Work/Family Interface: Gender, Education, Labour Market Inequalities, Household Dynamics, and Individual Wellbeing from a Life Course Perspective.
   b. SSHRC Insight Grant (4 years): Dr. Fei Wang (EDST) and his team Guiquin An, Inner Mongolia University for Nationalities & Juanita Chastity Desjarlais, Vancouver School Board – School District 39 were awarded a SSHRC Insight Grant for their proposal entitled Is Culturally Responsive Leadership Culturally Responsive? A Critical Comparative Study between Canada and China
   c. Congratulations to two EDST colleagues - Fei Wang & Michelle Stack — for each having been awarded a 2022 John and Doris Andrews Research and Development Award:
      Fei Wang for his project entitled Psychological Safety of School Principals in BC: Why It Matters and What Can We do?
      Michelle Stack for her project entitled Responding to World In Crises through Cooperative Governance and Pedagogy in Post-Secondary Education.
   d. Christy Frost, an MA student in the Adult Learning and Education stream of EDST was recently awarded a SSHRC Canadian Graduate scholarship for the second year of her MA. The award will support her in the completion of her MA research project entitled “Intercultural and Intertextual Learning: A Critical Discourse Analysis of a Chinese Foreign Language Textbook Series"
e. **Webinar on Climate Justice Education: Weaving Together Our Stories of Nature and Place.** 24 May 2022, 90 minutes. Co-hosted by PIMA, the Canadian Association for Studies in Adult Education (CASAE), Adult Learning Australia (ALA), MOJA Adult Education Africa and Standing Conference on University Teaching and Research in Education of Adults (SCUTREA). The webinar is free and will be recorded. Facilitators are Shauna Butterwick, Darlene Clover and Joy Polanco O’Neil. Please Register beforehand. (Attachment 6)

6. **Forum Discussion:**

EDST Indigenous Strategic Plan Working Group reflections (Sharon Stein)
(Attachment 7)

Next department meeting on Thursday, June 16th, 2022 (in person)
Attachment 1

Department of Educational Studies
Department Meeting Minutes
Thursday, April 21, 2022 at 12:30 p.m. on Zoom


Regrets: Fei Wang, Kari Grain, Sharon Stein, Handel Wright, Wendy Traas

Recorder: Jenifer D’souza

Welcome note

Land Acknowledgment by André Mazawi.

- 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)


"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."

(AGO First Nations Art and Artefacts)

Janet, AGO, 2018
1. Approval of agenda for April 21, 2022- Approved

2. Approval of minutes of March 17, 2022 meeting- Approved

3. Reports

   a. GAA Report & April 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
      • Catalina thanked the Department for the support received to make the April 8th Research day a successful event.
      • Catalina introduced the GAA Recognition & Appreciation Award for Exemplary Service to Students. In its first iteration, Professor Amy Metcalfe was awarded this recognition. The Award is introduced to acknowledge EDST’s members exemplary service to enhance student experiences. The GAA will henceforward adjudicate the nominations as stipulated in the Awards’ Terms of Reference. The Terms of Reference will be posted on the EDST website.

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

   c. Operations & Innovation Budget for Fiscal Year Ending 2021/2022 (Shermila Salgadoe) (Attachment 3)
      • Shermila reviewed the Operations budget and indicated that $14k was not spent and was therefore returned to the University.
      • Shermila emphasized the revenue received from various programs and other initiatives in the Innovation budget.

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

   e. Graduate Advisor (GA) & Graduate Curriculum Coordinator (GCC) Joint Report (Hongxia Shan & Tom Sork) (Attachment 4)
      • Shan congratulated the GAAs for their effort in organizing Research Day.

Shan updated the department on admission numbers and notified the Department about the deadline for the May graduation application.

<table>
<thead>
<tr>
<th>Program</th>
<th>Offers</th>
<th>Accepted Offers</th>
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</thead>
<tbody>
<tr>
<td>EDAL</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>HIED</td>
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<td>12</td>
</tr>
<tr>
<td>ALE</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>SCPE</td>
<td>21</td>
<td>15</td>
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</table>
Tom mentioned discussed the template for the Multi-Year Planning (MYP) for course scheduling, including the delivery format and electives for the next three years. The template was discussed and distributed to the program coordinators and degree chairs at the April 2022 GPACC meeting. The consolidated reports will be reviewed at the June 2022 GPACC meeting.

Senate Meeting has approved two new courses: Anti-Racism Education (Bathsheba Opini) and Theory and Practice of Transformative Learning and Education (Jude Walker). Congratulations to both colleagues:

f. Deputy Head (Deirdre Kelly) – No report

g. Head (André Mazawi):

Institutional response to international students from conflict and war regions (Attachment 5). André mentioned that the Dean’s office has initiated a renewal process where each department is invited to submit up to three positions for new hiring, stacked over three years. This plan is intended to compensate for retirement and departures within the department. A proposal has been submitted and dean’s decision is awaiting. The three submitted positions are: Assistant/Associate Professor in Indigenous Studies; Assistant Professor in teacher related research; Assistant Professor in Adult Learning and Education.

André introduced the letter initiated by Amy Metcalf ‘Institutional Response to International Students from War Regions’ sent to UBC President Santa Ono, Vice-President Students, Ainsley Carry, Vice-Provost Susan Porter, Dean pro tem Jan Hare.

André announced that the June 2022 department meeting will take place in person to mark the end of the academic year. Additional information will be provided in due course. This meeting will have an outdoor buffet lunch before the meeting begins.

4. **New Business**

a. UPACC terms of reference (Jason Ellis) (Attachment 6)

- Jason went through his report as attached with the meeting agenda.

  Comments as part of the discussion: Tom pointed out that the UPACC hiring subcommittee section (5.11.) does not describe the number of people or level of expertise in the terms of reference. Shan questioned the capacity issue of UPCAA in section 5.a. of the terms of reference.

  Response: Jason clarified that UPACC members are part of the subcommittee. Jason will specify the subcommittee composition in the new terms of reference.
• Motion to adopt the Terms of Reference for UPACC (subject to amendment in section 5.11. as pointed out by Tom): The motion was carried unanimously.

b. Proposed Innovation Fund Budget for 2022/2023 (André Mazawi & Shermila Salgadoe) (Attachment 7)
- André and Shermila introduced EDST’s Innovation budget for the year 2022-2023, as attached to the meeting agenda.
- Shermila pointed out a typo in the ‘framework EDAL Professional Development Fund (housed in PDCE)’ and suggested that it should be changed to ‘(housed in EDST)’

This year with the assistance of the Head’s Advisory Committee (HAC) budget notes were developed for the Innovation budget. The notes will be appended with the monthly financial statements for department meetings in the future. The budget highlights were as follows: additional funding for awards for students, student internships in publication venues, funding for strategic Education initiatives in line with UBC’s strategic documents, and increase in professional development funding for staff.

A faculty member asked if there was a plan in place for the balance funding in Innovation. Shermila responded that she will check with EDUC Finance to find out if there are any options available.

- André introduced the motion as attached to the meeting agenda.
- The motion was carried unanimously.

Note: The new policy for Supporting EDST-based Editorships and Students Paid Internships in Scholarly Publications will replace the current policy on EDST website.

d. GAA Recognition & Appreciation Award for Exemplary Service to Students (Catalina Bobadilla) (Attachment 9)
- Catalina introduced the Award, as attached to the meeting agenda.
- André mentioned the possibility of extending this award to include staff as well.

5. **Announcements**


b. Resignation of Dr. Dave Smulders as a long time Continuing Sessional and Dr. Carolina Palacios as a 12-month Lecturer was acknowledged by Jude Walker, ALE program coordinator. Carolina will continue to work as a sessional for the department.
6. **Forum Discussion:**

   a. **Working Group for an EDST Climate Action Plan (Claudia Ruitenberg)**
      
      - Claudia briefed the department members on the UBC departmental Climate Action Plan. She reviewed the Climate Action Plan of Department of Earth, Ocean and Atmospheric Sciences (EOAS).
      
      - Claudia proposed a working group to draft an EDST Climate Action Plan consisting typically of 6 members including students and staff members.
      
      - Claudia and Rob volunteered to co-chair the Working Group for 2 years.
      
      - EDST members will signal their interest in joining the WG for an EDST Climate Action Plan to the Head, who will determine the final composition of the WG in consultation with the co-chairs.
      
      - Motion to approve the working Group for an EDST Climate Action Plan. The motion was carried unanimously.

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

    **Next department meeting: Thursday, May 19th, 2022.**
This month we say goodbye to two amazing GAAs in the department, Yotam Ronen and Julia Burnham. They have both contributed immensely to students and our community at EDST and beyond. We have learned so much from them! Thank you, Yotam, for your kindness, overwhelming support, and transparency. Thank you, Julia, for your generous sharing of resources and guidance informed by a wealth of knowledge and experiences of student leadership. We are grateful to these incredible GAAs for their service and commitment to this department.

We welcome two new members to the GAA team, Addyson Frattura and Siyi Cheng! Addyson is the new Academic Research & Publication Assistant and Siyi is the new Peer Advisor. We are so excited to work alongside you!
Support for scholarship or funding application
To help you through thinking and writing your applications, we encourage you to refer back to the resources page, on “Proposal Writing for Scholarships and Funding – Workshop Series”, which includes video recordings and materials from three workshops:

Workshop #1 (Facilitated by Prof. Amy S. Metcalfe)
**Beyond the proposal:** What are the important ingredients for a good application and when should we start working on them?

Workshop #2 (Facilitated by Prof. André Elias Mazawi)
**Asking for letters:** Between references and appraisals

Workshop #3 (Facilitated by Prof. Claudia Ruitenberg)
**Writing for peer-reviewed scholarly journals**

Follow this link: https://edst.educ.ubc.ca/resources/2021-workshop-series/
- Events -

Two in-person co-working sessions

**Dates & Time:**
Friday, May 20 from 2 pm – 5 pm PDT  
Friday, May 27 from 2 pm – 5 pm PDT

**Modality:** In-person  
**Location:** Multipurpose room 2012 at  
Ponderosa Commons – Oak House

**Description:** Join fellow EDST students for in-person co-working sessions. We will work side-by-side, take coffee breaks, and support each other through our different goals. We will gather in the multipurpose room and share some food together. You can sign up for one or both events.

**Please sign up here:**
https://tinyurl.com/EDSTcoworking

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**Contact us!**

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<thead>
<tr>
<th>Email: <a href="mailto:edst.gaa@ubc.ca">edst.gaa@ubc.ca</a></th>
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<tbody>
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<td>Twitter</td>
<td>Facebook Student Community</td>
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Joint Report of the Graduate Advisor and Graduate Curriculum Coordinator
May 19, 2022

From the Graduate Advisor—Hongxia Shan

- 105 students to start in May or Sept. 2022

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of students starting in May 2022</th>
<th>Number of students starting in Sept. 2022</th>
<th>Number of students deferred to September 2023</th>
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</thead>
<tbody>
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<td>EDAL</td>
<td>N/A</td>
<td>16 (including 2 deferrals from 2021)</td>
<td>N/A</td>
</tr>
<tr>
<td>HIED</td>
<td>4</td>
<td>13 (including 3 deferrals from 2021)</td>
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<tr>
<td>ALE</td>
<td>2</td>
<td>19 (including 3 deferrals)</td>
<td>1</td>
</tr>
<tr>
<td>SCPE</td>
<td>N/A</td>
<td>16 (including 1 deferral)</td>
<td>2</td>
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<td>ALGC</td>
<td>N/A</td>
<td>17 (including 2 deferrals)</td>
<td>2</td>
</tr>
<tr>
<td>CULE</td>
<td>N/A</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>MA</td>
<td>N/A</td>
<td>9 (including 1 deferral)</td>
<td>N/A</td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
<td>6 (including 1 deferred from 2021)</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>98</td>
<td>7</td>
</tr>
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</table>

- Discussion under-way re grace period for late reference letter – will likely bring a proposal to June meeting;
- Working with program coordinators/chiefs and program areas to update steps-to-completion across programs.
  - Program advisors as the main point of contacts for students re courses and programs
  - MA supervisor committee constitution – a department and program discretion
- 28 students completed their programs and would graduate in May;
<table>
<thead>
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<td>HIED Count</td>
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<tr>
<td>SCPE Count</td>
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</tr>
<tr>
<td>PhD Count</td>
<td>1</td>
</tr>
<tr>
<td>Grand Count</td>
<td>28</td>
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</tbody>
</table>

- Annual progress reports by MA, EdD and PhD students are due May 31.
- GCALE and GCHIED students laddering to MED programs need to apply for credit transfer from the certificate programs to the MED programs – I know, paper and pain; This information will be shared with certificate students at the time of admission.
- Graduate advisor and graduate program assistant need to be informed if a student fails a course;
- Students currently on leave and preparing to return in Sept. would be able to register for courses once registration open in June.
- Summer courses fill up hours after registration opens. Students are advised to register early.
- EDST Graduate Student/Supervisor Expectations for students on thesis-based programs, i.e., MA and Doctoral students – document updated by G+PS- to replace the old one.

**From the Graduate Curriculum Coordinator—Tom Sork**

At the GPACC meeting on May 5, we:

- Acknowledged, with thanks, the participation this year of Julia Burnham (GAA representative), who completed her appointment last month.
- Welcomed Catalina Bobadilla who attended today’s meeting as GAA representative.
- Received updates on:
  - The program marketing survey to be completed by area coordinators and degree program chairs by May 13.
  - The project to update the department’s “Steps to Completion” documents.
  - The multi-year planning process with initial submissions due from coordinators and chairs by May 20 for discussion at our June 2 meeting.
Discussed a draft process for temporarily reserving spaces in required courses at the beginning of registration periods so degree-enrolled students can register before students outside of that program.

Discussed a draft process for proposing a new delivery mode for some graduate courses—most often to develop an online version of an existing course.

Noted that an EDST working group has been established to develop a departmental climate action plan. UBC’s Climate Action Plan and extracts from UBC’s Inclusive Action Plan and the recently released Report on Anti-Racism and Inclusive Excellence were included in the GPACC meeting package.

Discussed the maximum number of credits in variable-credit courses students are permitted to include in their program of studies. All variable-credit courses will be reviewed during the coming months and decisions made about any necessary changes to Calendar entries and program of studies worksheets.

Discussed the value of a consistent “grace period” following application deadlines for receipt of letters of reference across all graduate programs.

Discussed possible solutions to the problem of students who complete graduate certificate programs and who take courses under the Western Deans Agreement (and other exchange agreements) but fail to formally request transfer of credits into their graduate programs.

Received updates from those present on developments in their respective portfolios.

A Reminder to those teaching in Winter Terms 1 & 2
Faculty have an obligation under EDST’s Policy on Providing Course Information for Students to have basic information about the courses they are teaching posted to the Winter Session course schedule prior to the opening of registration. If you have not already done this for courses you are scheduled to teach, please do so as soon as possible. Please provide the information to Carl using one of the templates (Word or fillable PDF) provided on the “EDST Policies, Procedures and Guidelines” page of the website, or in another form.

There were no action items on the GPACC agenda for this month.
Attachment 3B

Graduate Student / Supervisor Expectations

The document is for thesis-bound students and their supervisors. Ideally, supervisors and students will discuss the document, retain copies of the document, and have a copy of the document placed in a student’s file. Discussion of expectations can foster open communication between supervisors and students and prevent misunderstandings that might otherwise arise. This document is not a replacement for University rules. To the extent that any statements in this document contradict University of British Columbia policies, rules, or regulations, the University of British Columbia policies, rules and regulations prevail. Ultimately, successful completion of a graduate program of study is the student’s responsibility.

Mutual understanding of expectations between students and their supervisors is critical to the success of a graduate program. This document is intended to be read and discussed by students and their supervisors at the onset of the students’ programs. This document may be re-visited and modified over time as necessary, with any revised versions held by students and supervisors and kept on students’ files. Students undertaking work at the master’s level will find some of the points outlined are specific to doctoral students.

Name of Supervisor and Date: __________________________________________

As your supervisor, you can expect me to support you in the following ways:

Scholarly development and research integrity

• Demonstrate commitment to your research and educational program, and offer stimulation, respectful support, constructive criticism, and consistent encouragement.
• Assist with identification of a research topic that is suitable for you and manageable within the scope of your degree.
• Have sufficient familiarity with your field of research to provide guidance as a supervisor.
• Assist you in planning your research program, setting a time frame, and adhering as much as possible to the schedule.
• Institute a supervisory committee (with appropriate input from you) and prepare for committee meetings, which will occur on a regular basis (at least once a year) to review your progress and provide guidance for your future work.
• Support you in your preparation for the comprehensive examination and admission to candidacy which will be completed within 36 months of program initiation.
• Attend your presentations in appropriate venues and join in associated discussion.
• Encourage you to present your research results within and outside the University. [Approximately how often? _____________________________.]
• Respond thoroughly (with constructive suggestions for improvement) and in a timely fashion to submitted, written work.
• Provide mentoring in academic writing.
• Provide guidance in the ethical conduct of research and model research integrity.
• Acknowledge your contributions, when appropriate, in published material and oral presentations [Discuss policy regarding authorship, etc. of papers] in accordance with good scholarly practice and the University of British Columbia scholarly integrity policies.
• Submit recommendations for external examiners and university examiners for the doctoral dissertation within the time frames required by the Faculty of Graduate and Postdoctoral Studies.

Financial support and resources

• Be transparent about funding and discuss your financial support issues and assist with scholarship applications and/or providing advice on academic employment opportunities.
• Assist you in gaining access to required facilities or research materials for your projects.

Communication regarding meetings, responsibilities, academic progress and goals

• Clarify my preferred style of communication with students about areas, such as student independence, approaches to conflict, direct questioning, and mentoring.
• Provide information about my availability for meetings and expectations about preparation for meetings.
• Be accessible for consultation and discussion of your academic progress and research at a minimum of once a term. [On average, our meetings will be held ____________________________].
• Discuss with you the implications of engaging with activities/work unrelated to your thesis topic.
• Minimize my expectations for activities/work that may interfere with your thesis completion
• Act as a resource about managing program requirements, deadlines, etc.
• Make arrangements to ensure adequate supervision if I am absent for extended periods, e.g. more than a month.
• Encourage you to finish up when it would not be in your best interest to stay longer.
• Provide reasonable expectations about work day hours and vacation time in accordance with University of British Columbia policies.
• Explain my expectations for mode of address, professional behaviour (e.g. punctuality), when to seek assistance, response to constructive criticism, and academic performance expectations.
• Provide advice and mentorship with respect to career opportunities, which may be assisted by resources, skills, professional development, and other avenues.

General support related to respectful environment, wellbeing, and equity, diversity and inclusion

• Acknowledge and help with addressing any cultural barriers in relation to norms and expectations for your program
• Promote a research environment that is safe, inclusive and free from harassment.
• Assist in managing conflict or differences among members of the supervisory committee.

Other:

__________________________  ____________________________  __________________
supervisor signature      supervisor print name      date
Name of Student and Date: ____________________________________________

As your student, you can expect me to:

Scholarly development and research integrity

- Take responsibility for my progress towards my degree completion.
- Demonstrate commitment and dedicated effort in gaining the necessary background knowledge and skills to carry out the thesis.
- Conform to the University and departmental/school requirements for my program.
- At all times, demonstrate research integrity and conduct research in an ethical manner in accordance with University of British Columbia policies and the policies or other requirements of any organizations funding my research.
- Develop a clear understanding concerning ownership of intellectual property and scholarly integrity (refer to UBC policy on Patents and Licensing, the scholarly integrity policy SC6, and the University Industry Liaison Office).
- Keep orderly records of my research activities.
- Inform you in a timely manner about any of my presentations to facilitate attendance.

Responsibilities related to funding and resources

- As applicable, apply to the University or granting agencies for financial awards or other necessary resources for the research.
- Meet standards and deadlines of the funding organization for a scholarship or grant.
- Be thoughtful and reasonably frugal in using resources.
- Discuss, with you, the policy on use of computers and equipment.
- Return any borrowed materials on project completion or when requested.
- Finish my work and clear up my work space when program requirements have been completed.

Communication regarding meetings, responsibilities, academic progress and goals

- Meet and correspond with you when requested within specified time frames.
- Report fully and regularly on my progress and results.
- Maintain my registration and ensure any required permits or authorizations are kept up to date until the program is completed.
- Progress to my candidacy defense (including completion of my comprehensive exam) within 36 months of the initiation of my program.
- Work at least regular workday hours on my research project after course-work has been completed.
- In conjunction with you, develop a plan and a timetable for completion of each stage of the thesis project.
- Adhere to negotiated schedules and meet appropriate deadlines.
- Keep you and the Faculty of Graduate and Postdoctoral Studies informed about my contact information.
- Meet at regular intervals with my supervisory committee (no less than yearly).
• Complete my thesis and course work within timelines specified by the Faculty of Graduate and Postdoctoral Studies and suitable for my discipline.
• Explain to you my comfort with modes of communication (e.g. formal or informal, use of questioning) and independent activities.
• Make it clear to you when I do not understand what is expected of me.
• Describe my comfort with approaches to our academic relationship, e.g. professional versus personal.
• Take any required training programs that are discussed and agreed.
• Discuss, with you, my career plan and hopes for professional growth and development.

General support related to respectful environment, wellbeing, and equity, diversity and inclusion

• Behave in a respectful manner with peers and colleagues
• Contribute to a safe and inclusive workplace where each individual shows tolerance and respect for the rights of others.
• Respond respectfully to advice and criticisms (indicating acceptance or rationale for rejection) received from you and members of my supervisory committee.

Other:

________________________  __________________________  __________________________
student signature          student print name          date
Deputy Head's Report to the EDST Department meeting, May 19, 2022

Deirdre Kelly (submitted on May 9, 2022)

- **Confirmation of EDST Assignments** forms for 2022-23: I have been working with Shermila and Jenifer to update these forms for some faculty members, in light of the usual variety of changed circumstances.

- **Hiring**: The deadlines for EDST BEd and ALE GTAs is Friday, May 13. The UPACC Hiring Subcommittee will meet to make recommendations in early June. Sessional Lecturers and GTAs for the 2022/2023 Winter Session will be selected by mid-June.

- I have agreed to serve as EDST liaison to the newly forming Educational Technology Support (ETS) Advisory Committee; the first order of business will be to review the Terms of Reference. This Committee will meet five times a year (twice in W1 and W2 and once in Summer).
INTRODUCTION TO MULTI-YEAR PLANNING INITIATIVE

- I don't want to repeat what is in your Dept. Meeting package

- But, by way of introduction to the forum discussion, I do want to highlight a few of our most important aspirations and motivations:
  - Offer STUDENTS advance information regarding upcoming course opportunities in ways that supports their timely move towards graduation
    - Information about expected course offerings—albeit tentative—to help them better plan their programs of study
    - A more thoughtful scheduling of elective courses will encourage each program—and the department as a whole—to offer a more varied selection to students while avoiding placing too many or too few electives in anyone term, including advanced methods.
  - Nurture the spirit of CREATIVITY while balancing the need for FAIRNESS and a meaningful and BALANCED array of core and elective courses
  - Proactively identify opportunities for curriculum development and the introduction of emerging areas of research and teaching
May 19, 2022

Head’s Report

Updates:

A. Positions— A total of six hiring searches are expected to take place in EDST between 2022 & 2025:

1. Ongoing search:
   PAEI1: Associate Professor/Professor with tenure in Equity-focused Educational Leadership in a Global Context (Chair: Tom Sork)

2. Positions approved:
   (a) Two fixed term lecturer positions (ADHE), hopefully for W1 2022-2023
   (b) PAEI2: Assistant Professor in the Economics of Educational Equity (Search: 2022-23; Start: July 2023)
   (c) Assistant/Associate Professor of Indigenous Education (Search: 2023-2024; Start: July 2024)
   (d) Assistant Professor in Adult Learning & Education (Search: 2024-2025; Start: July 2025)

3. Acknowledging Students’ Award Recipients –

In an effort to ensure equity in departmental announcement for students’ SSHRC award recipients, every June the head will include a full list of student award recipients (Funding and recognitions) as part of the agenda package of the year’s last meeting. For June 2022, the list will include all recipients of 2020-2021 & 2021-2022. Faculty and Students who have received awards and funding during 2020-2021, 2021-2022 are encouraged to email the Assistant to the Head, Jenifer D’souza, no later than May 31st, 2022 with the title of their respective awards.

C. Working Group (WG) for an EDST Climate Change Action Plan –

This is a follow-up on the Working Group for an EDST Climate Action Plan introduced by Claudia Ruitenber and Rob VanWynsberghe in the April 21st EDST department meeting.
The WG will include 6 members, including the (co-)chair(s): 3 faculty members, of at least 2 different ranks, 2 students, 1 staff member. So far, we have received one faculty member’s expression of interest. Those interested in joining this WG should email the head no later than June 6, 2022 clearly laying out their motivation to join this WG.

Note: At this point in time EDST has two formally constituted Working Group, each engaging a different UBC strategic document, namely: The Indigenous Strategic Plan Working Group & the Working Group for an EDST Climate Change Action Plan. It is expected that up to two new WGs
would be introduced over the coming months. WGs represent an innovative and dynamic approach adopted by EDST to engage the broader implications of UBC strategic documents. EDST members – students, staff and faculty – are strongly encouraged to join one WG at least that is aligned with their interest. This is a way to indicate that EDST takes seriously the aspirations, visions, and objectives included in UBC’s strategic documents and works in earnest for interpreting and enacting them as part of EDST’s governance, work, and processes.

D. Common space use issues in PCOH:

Issues have been reported regarding graduate students’ use of common spaces available to them in PCOH, whether in relation to use of the kitchen on the second floor and the Learning and Research Commons on the first floor (these two spaces are shared with LLED). Several graduate students have reported unpleasant experiences when using those spaces. In addition, it seems many graduate students are not aware of the information regarding guidelines how they can reserve study areas in student offices on the third floor. Currently, there are three rooms assigned for that purpose, namely PCN 3032 (8 spaces), PCN 3051 (4 spaces) and PCN 3055 (4 spaces). The matter of space assigned for graduate student use is currently under discussion. The Assistant to the Head in EDST, Jenifer D’souza, has compiled related materials and existing guidelines that pertain to these spaces and interviewed individuals who use some of these spaces. The document Jenifer produced includes significant findings about a range of issues that must be attended. The document is being built upon in the efforts currently underway to secure a welcoming, hospitable, and community building environment in PCOH.

E. Head’s announcements:

1. Thank you to Yotam Ronen and to Julia Burnham who have completed their term as GAA. Their dedication and highly significant contributions are acknowledged and greatly appreciated. All good wishes to Yotam and Julia. It's been a pleasure working with you both. Many thanks for all your contributions to students' academic and social life, and our collective learning and growth as GAAs.

2. Addyson Frattura has been appointed as the incoming GAA for Academic Research & Publication Assistant for 2022 Summer. Addyson will join Roshni Kumari in this role and Catalina Bobadilla and Siyi Cheng as Peer Advisors. We welcome Addyson and Siyi in their new roles and thank the continuing GAAs – Roshni & Catalina – for their ongoing contributions. Thank you, too, to EDST’s Graduate Advisor Hongxia Shan and to EDST’s Administrative Manager Shermila Salgadoe for facilitating this transition and the appointment of the incoming members of the GAA Team.

3. Please email the head your preferences (3-4) for service assignment for 2022-2023 no later than June 6, 2022.

4. Program Coordinators & Committee Chairs: Please start identifying student representatives on your respective bodies. Please engage the GAA Team.

5. The next EDST Meeting, on June 16th, 2022, the last for this academic year, will take place in person, preceded by an open-air shared buffet. Please RSVP once announcement and details are emailed out by Jenifer.

**** END ****
INVITATION TO A WEBINAR
CLIMATE JUSTICE EDUCATION: WEAVING TOGETHER OUR STORIES OF NATURE AND PLACE

24 May 2022, 90 minutes
8am PT, 16:00 BST; 17:00 CAT/CEST; 20:30 IST; 1:00 AEDT (25 May)

This webinar builds on the previous March 2022 session where participants worked in small groups to share ideas and experiences of effective climate justice education (CJE). This webinar continues to explore CJE, this time, using the power of creative expression and arts which can create spaces of imagination, hope, and even healing. Working in small groups, we will use a storywork and métissage approach, a form of creative engagement that combines and weaves together individual stories into a collective narrative.

For further information contact
Shauna.butterwick@ubc.ca

PIMA co-hosts the Climate Justice and Adult Learning and Education (ALE) Webinar Series with Canadian Association for Studies in Adult Education (CASAE), Adult Learning Australia (ALA), MOJA Adult Education Africa and Standing Conference on University Teaching and Research in Education of Adults (SCUTREA).

The webinar is free and will be recorded. Facilitators are Shauna Butterwick, Darlene Clover and Joy Polanco O’Neil. We look forward to you joining us! Please Register beforehand.

https://us06web.zoom.us/meeting/register/tZYuc-ypqzwoE9CqgRsM1rsElrEbbEDPB3KY
EDST Indigenous Strategic Plan Working Group
Reflections on Our Process Thus Far
May 2022

Working group members: Mark Edwards, Tony Edwards, Laurel Forshaw, Deirdre Kelly, Archana Koli, Maki Natori, Vicheth Sen, Sharon Stein

As we began our time together as a working group, we were cognizant of the tokenistic and superficial ways that reconciliation, decolonization, and Indigenization are often engaged by settler individuals and institutions. This concern was also shared by Dr. Amy Parent at a department meeting where the possibility of forming a working group was discussed. We therefore sought to make our work together meaningful not only for ourselves but also for the department as a whole. We also recognized that we have no official mandate or policy-making abilities, and that we volunteered to do this work; we were neither appointed nor elected by our peers. With this document, however, we wanted to share some of our learnings thus far, in an effort to invite others to engage in their own self-assessment process, either individually or collectively, and to ask themselves what might be needed in order to deepen our settler responsibilities and our support for Indigenous resurgence in the department.

From the outset, we were very attentive to the fact that our working group was made up entirely of settlers, including both white and racialized settlers. This fact speaks to a tension that we continue to sit with and that we invite the department to sit with as well. On the one hand, reconciliation, decolonization, and Indigenization should center the perspectives and priorities of Indigenous peoples (following the dictum “nothing about us without us”). On the other hand, Indigenous peoples are often asked and expected to carry the bulk of the labour of organizational change, and often in contexts where these changes are not necessarily well received by settler colleagues who expect this work to make settlers “feel good” and “look good.” Within the working group, we tried to ensure Indigenous perspectives were present even when Indigenous peoples were not, by consulting with critical literatures in this area and through conversations with Indigenous collaborators who shared their readings of several questions from the ISP Self-Assessment document. That said, there is much that we still do not understand, and we have learned that admitting “we don’t know” can be a generative starting place.

We also recognized that settlers have not created an organizational culture in EDST in which Indigenous faculty and students feel welcome and comfortable to raise issues and concerns with non-Indigenous colleagues. This, in turn, is rooted in a lack of trust, indicating that non-Indigenous people have much work to do to earn the trust of Indigenous colleagues as well as Indigenous community collaborators, so that we might work toward grounding relationships not only in trust but also respect, reciprocity, accountability, and consent (Whyte, 2020). This relational work cannot be rushed; it can only move at the speed of trust itself. As we worked through the ISP Self-Assessment questions, the working group began to recognize just how much we still have to un/learn, and that this will not be a fast or easy process.

However, we also had a sense that settlers tend to think we are further along in our un/learning journeys than we actually are. This might have to do, in part, with not always recognizing the difference between our intent and our impact. Settlers will need to learn to approach the gap...
between where we think we are/where we want to be and where we actually are with more honesty, humility, and self-reflexivity, so that we can also start to recognize the work that still needs to be done on our part. We will also need to identify what we have got wrong so far, why things went wrong, and what we have learned from this, so that we can start to interrupt the patterns that have prevented more generative engagements in this work. In other words, we will need to commit to learning from our failures, so that we can try not to repeat the same mistakes, knowing that we might fail in these efforts, and that our un/learning is never “done.”

We therefore started our work with two orienting frameworks:

- Approaching our self-assessment with 3Hs: humility, honesty, and hyper-self-reflexivity
- A commitment to asking how we might learn to ground relationships with Indigenous colleagues and communities in trust, respect, reciprocity, accountability, and consent, while also recognizing that these words mean different things to different people and communities.

Grounded in this approach, in addition to offering our rating of each ISP self-assessment question (https://aboriginal-2018.sites.olt.ubc.ca/files/2021/06/UBC-ISP-Self-Assessment-Tool_06072021.pdf), we also asked ourselves two questions:

1) Where do we tend to think we are at as a department, and how does this compare to where we really are?

2) Are we behind the curve, ahead of the curve, or on the curve in relation to other units engaged in this work?

More so than discussing just the ratings, we spent time unpacking each self-assessment question and how we approached answering it. We learned that the answers we gave to these questions were significantly affected by positionalities and experiences. We also learned that it was difficult to speak about the department as a whole, given that individuals can be at very different places in their un/learning process. Nonetheless, we sought to think about the departmental culture overall, recognizing our responsibility to balance the need to respect the pace of people’s learning with the need to be accountable to those individuals and communities most negatively affected by historical and ongoing colonization.

We also observed that engaging around questions of reconciliation, decolonization, and Indigenization is increasingly not optional, given that the social context and students’ interests have shifted toward expecting an education that will prepare them to engage these issues in intellectually and relationally rigorous ways, in both personal and professional contexts.

At times, our discussions were uncomfortable and unsettling, and yet the working group agreed that this was a welcome sign that we were at our learning edge, and that much more un/learning was needed. It was also a reminder that the long-term, non-linear process of decolonization is ongoing, and in many ways is just getting started. We observed the need to develop more stamina and deeper capacities within the department to hold space for this difficult un/learning, which has intellectual as well as emotional, ethical, relational, and political layers.

Below, we share some reflections on our learnings thus far, as well as things to consider as we move forward in thinking through the future of our programs and our department as a whole:
1) **Lesson learned:** Settlers tend to overestimate where we are at in our un/learning journey, and underestimate the challenges and complexities of reconciliation, decolonization, and Indigenization work. We learned this, in part, by comparing where we placed our initial assessment of each question to where we placed our assessment after deeper conversations, as well as by consulting with Indigenous collaborators about their analysis of several ISP questions.

**Things to consider:** We suggest that, as individuals and as a department, we should always be somewhat suspicious of our own self-assessments of how far we have come. The most responsible thing to do is assume we are not as ‘advanced’ in this process as we might think, and that we still have much to un/learn.

2) **Lesson learned:** Decolonization is everyone’s work, but the work we are specifically called to do depends on our positionality, our expertise, and our role/position/power within the institution. Each of us on the working group is a settler, and we recognize the tension between wanting to ensure Indigenous perspectives are centered and not wanting to create more labour for Indigenous colleagues and communities, many of whom are already overburdened. We deduced that Indigenous members of the department did not feel welcome and/or called to the working group. We have tried to contextualize this in relation to insights that Indigenous scholars, including some of our own colleagues, have shared in relation to their experiences in higher education, summarized into three, interrelated elements: a) Indigenous faculty and students are often extremely busy and overtaxed in seeking to fulfill their commitments to their communities and to the institution, especially given the additional labour that is often expected or even demanded of them by the university in relation to reconciliation, decolonization, and Indigenization; b) Indigenous faculty and students do not feel their perspectives are welcome in settler-dominated spaces, especially when they are critical of the status quo or point to colonial patterns of relationship; and c) There is a lack of trust between Indigenous students and faculty and non-Indigenous students and faculty. We sensed that thus far, the department has not created the conditions for more generative, non-colonial relations to orient our collective work, and we wondered what kind of work might be needed in order to create those conditions. For us, the starting point was first admitting that the current dynamic reproduces harmful patterns.

**Things to consider:** We recommend that each member of the department take some time to consider how they are positioned in relation to reconciliation, decolonization, and Indigenization. How does this position shape your perspectives and actions? How does it shape your responsibilities? We especially encourage people to consider that Indigenous peoples are often expected to carry the burden of organizational change, and settlers need to commit to: 1) redistribute some of that labour to themselves, without trying to ‘speak for’/‘in the name of’ Indigenous peoples or appropriate their knowledges and struggles, and 2) respect that Indigenous peoples have their own self-determined priorities for decolonization. There is much work settlers need to do to discern what is being asked of us by decolonization, including identifying, interrupting, and redressing our colonial patterns. This includes the often uncomfortable but necessarily ongoing practice of holding both ourselves and other settlers accountable in generative ways (Robinson, 2019). When we do not do this work, we generally end up creating more work for Indigenous peoples. It might be useful for settlers to have
collective spaces for supporting each other to deepen our un/learning around these issues, rather than expecting our Indigenous colleagues to teach us.

3) Lesson learned: The more deeply we engaged with issues of reconciliation, decolonization, and Indigenization, the more we realized how much we still need to un/learn, as new layers of sedimented colonial patterns and relationships become evident in nearly every aspect of our work as a department, as well as our individual roles. We came to understand the ISP Self-Assessment Tool as a starting point for deeper conversations and individual and collective reflexivity; we found it is most generative when treated not as a “checklist” to be completed once, but rather an ongoing invitation to revisit our individual and collective accountabilities in relation to the ISP and Indigenous peoples and lands more generally. We are only at the very beginning of this life-long work, and we will need to develop the stamina to continue this work over the long-term, especially when it gets difficult, uncomfortable, and tense.

Things to consider: We encourage the department to continually revisit and revise our work in this area, including revisiting the ISP and ISP Self-Assessment Tool. In addition, we recommend that the department closely consult these documents when engaging in long-term departmental planning, including when considering future faculty hires and program changes, so that the commitments made in the ISP can be integrated into every dimension of the department’s work. We also encourage different subsets (e.g., program areas) of EDST to engage in their own self-assessment process in order to consider how the ISP and related responsibilities affect their work and their future plans.

4) Lesson learned: Decolonization is an area of research and practice that is complex, contentious, and rapidly shifting. What was considered relevant and responsible even a few years ago may not be today, and new dimensions and complexities continue to arise (e.g., settlers claiming an Indigenous identity; the pitfalls that have arisen as settlers seek to incorporate Indigenous knowledges into their courses without due diligence, deference, and care; cultural appropriation; critiques about homogenization of Indigenous peoples [pan-Indigenization]; critiques of reconciliation; calls for #LandBack; questions about relationships between different anti-racist and anti-colonial struggles). Ethical approaches to engagement with Indigenous peoples and knowledges by settler educators are not timeless, but rather must adapt in relation to emerging critiques in these areas and shifting social contexts.

Things to consider: We encourage everyone in the department to step back and consider how they are currently approaching the work of decolonization, Indigenization, and reconciliation. Where and when did this approach derive from? Is this approach still responsive to today’s hyper-complex context? If not, why not? What would we need to do as individuals and as a department in order to ensure we are being more socially accountable and socially relevant in relation to shifts in this area?

5) Lesson learned: Decolonization is not easy work; it has been said that if it is not difficult and uncomfortable (for settlers), then we are not doing it right. We recognized how often settler feelings and fragilities are implicitly centered, at the expense of Indigenous colleagues who are often expected to tiptoe around this. We came to see that we need to learn to stay with difficult truths and questions, rather than seek quick solutions and affirmations.
**Things to consider:** Settlers who are committed to the work of decolonization should recognize from the outset that we need to decenter common desires for this work to make us “look” and “feel” good. These desires are systemic, so having them does not mean we are “bad” people. They are also often unconscious. However, we will need to learn to identify and interrupt these desires, and accept responsibility for their historical and ongoing impact on other people and the work that we do. If our efforts are calibrated by these desires, then we will continue to prioritize our own feelings and agendas in ways that reproduce colonial dynamics and recenter settlers yet again.

**6) Lesson learned:** Colonization is not just an intellectual problem (a way of thinking), or a problem of ignorance, that can be addressed with more information. It is vitally important that settlers educate themselves and others in relation to the histories and ongoing processes of colonization, however, this alone will be insufficient to prompt substantive individual and organizational change. In many cases, settlers might be well aware of how the problems of colonization shape our research and practice, but we do not necessarily know what responsibilities follow from this, or how to translate this to action. As well, settlers might be committed to decolonization, but remain invested in the benefits that colonialism offers them.

**Things to consider:** We encourage the department, especially the settler members, to consider how we might deepen our affective and relational capacities to embrace discomfort and resistance, so that we might be better prepared to confront difficult truths. Ultimately, we will need to learn to have difficult conversations across difference without relationships falling apart; but we also suggest that we are not there yet, as many existing relationships are characterized by mistrust. Further, many settlers still desire the impossible: to transcend colonialism without giving anything up.

**7) Lesson learned:** Decolonization requires intellectual humility because it is full of many unknowns and is likely to entail many failures and mistakes. Settler engagements with Indigenous knowledges also require intellectual humility, and a recognition that it is Indigenous peoples who are the rightful holders of Indigenous knowledges. This is counter to the usual expectation of academia where one is encouraged to seek and demonstrate ‘mastery’ and expertise, regardless of one’s positionality - where all knowledge is perceived to be ‘available for the taking.’ Settler engagements also require challenging the orienting assumption of western universities that western knowledges are universal and superior to Indigenous and other non-western knowledges. Thus, the humility required for the decolonization of knowledge can be unsettling for those of us who derive a sense of security and purpose from “knowing.”

**Things to consider:** If settler faculty are to engage more respectfully with Indigenous knowledges and worldviews in their courses and in the governance of the department, then we will need to acknowledge and accept our lack of expertise around Indigenous knowledges and worldviews. This means positioning ourselves as novices and ceding space for Indigenous peoples to share their own knowledges, if they see fit (in the form of course readings, guest speakers, etc.), with appropriate remuneration. We also suggest that engagements with Indigenous knowledges in teaching and research need to be accompanied by deep reflection on the effects of epistemic eurocentrism and the enduring colonial politics of knowledge. Specifically, those trained and socialized within
western knowledge systems will need to acknowledge that western knowledges, like all knowledges, are partial and situated, yet many continue to assume they are universal.

8) **Lesson learned:** There are multiple, at times competing, perspectives on what reconciliation, decolonization, and Indigenization of the university should entail. This includes a heterogeneity of perspectives among Indigenous peoples themselves. This can be frustrating for those who want to flatten this complexity and be told what to do by a single authoritative voice.

**Things to consider:** We encourage the department as a whole and individuals as well to consider how they are approaching reconciliation, decolonization, and Indigenization (for one framework, see Gaudry & Lorenz, 2018), and how this might be perceived by those pursuing a different approach. What are the possibilities and potential limitations of each approach? How can we create space for different approaches to Indigenization and decolonization to be welcomed, and for generative conversations and collaborations across these different approaches to occur? We invite people to consider that there is no universal framework for change, only partial, provisional interventions that should be continually assessed and rethought in relation to their impacts.

**Recommended Readings**
- Indigenous content requirements in Canada – A resource centre. https://ualbertaicr.wordpress.com


Robinson, D. (2019). To all who should be concerned. *Intersections, 39*(1), 137-144. https://doi.org/10.7202/1075347ar


It is important to acknowledge that there is an ongoing, quickly changing, robust conversation amongst Indigenous, Black, and other racialized scholars and activists about the position of non-Indigenous racialized peoples in relation to settler colonialism (see e.g., Dhamoon, 2015; Diabo, 2019; King, 2019; Patel, 2015; Patel, 2016; Maynard & Simpson, 2022; Thobani, 2007; Tuck & Yang, 2012). These conversations also consider how struggles against settler colonialism relate to struggles against anti-Black racism, anti-Asian racism, and global imperialism, including the possibilities and complexities of solidarity across struggles. Current critiques suggest the need to recognize that there are different manifestations of systemic marginalization and white supremacy; this also means that one can be marginalized in some ways, and benefit from the marginalization of others in other ways. Because of this, they note it is important not to presume marginalized communities have the same experiences or strategies of resistance. Too often, conversations about organizational change in relation to racism and colonialism flatten these experiences, and expect “IBPOC” to speak with a single unified voice or propose a shared vision about the future. Recognizing heterogeneity and complexity both across and within marginalized communities will be important for the department moving forward.