



In Person EDST Department Meeting

Thursday, June 16, 2022, 12:00PM to 2:30PM PST (Ponderosa Ballroom)

Join via Zoom

[Join Zoom Meeting](#)

Zoom: Meeting ID: 661 7678 5848 Passcode: 673128

AGENDA

Welcoming & Land Acknowledgement



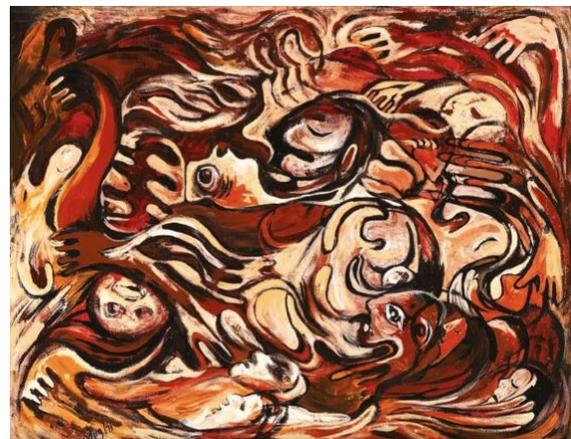
Dr. Daphn Odjig (1919-2016)

Daphne Odjig is a Canadian artist of Aboriginal ancestry. She was born September 11, 1919 and raised on the Wikwemikong Unceded Indian Reserve on Manitoulin Island (Lake Huron), Ontario. Daphne Odjig is the daughter of Dominic Odjig and Joyce Peachey. Her father and her grandfather, Chief Jonas Odjig, were Potawatomi, descended from the great chief Black Partridge. Her mother was an English war bride. The Odjig family was among the Potawatomi who migrated north and settled in Wikwemikong after the War of 1812. The Potawatomi (Keepers of the Fire) were members with the Ojibwa and Odawa, of the Three Fires Confederacy of the Great Lakes. Daphne passed away in Kelowna, BC at age 97 on

October 1, 2016. (Source: <http://odjig.com/>)

“Her work has addressed issues of colonization, the displacement of Indigenous Peoples, and the status of Indigenous women and children, bringing Indigenous political issues to the forefront of contemporary art practices and theory. She is the winner of the 2007 Governor General’s Awards in Visual and Media Arts.”

(Source: <https://www.gallery.ca/collection/artist/daphne-odjig>)



Genocide No. 1 (1971, National Gallery of Canada)

1. Agenda of EDST's June 16, 2022 Department Meeting
2. Draft Minutes of May 19, 2022 Department Meeting (Attachment 1)
3. **Reports**
 - a. GAA Report & June 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
 - b. Education Library Report (Wendy Traas) (Attachment 3)
 - c. Operations & Innovation Budget (Shermila Salgadoe) (Attachments 4A & 4B)
 - d. Undergraduate Programs Advisory Curriculum Committee (UPACC) (Jason Ellis)
 - e. Scholarships & Awards Committee (Robert VanWynsberghe) (Attachment 5)
 - f. Graduate Advisor (GA) & Graduate Curriculum Coordinator (GCC) Joint Report (Tom Sork & Hongxia Shan) (Attachment 6)
 - g. Deputy Head (Deirdre Kelly) (Attachment 7)
 - h. Head (André Mazawi)
4. **New Business**
 - a. Reconfiguration of the Graduate Advisor's role: Reviewing the two-year pilot (André Mazawi) (Attachment 8)
 - b. Policy on Seat Restrictions in Graduate Program Core Courses (Tom Sork) (Attachment 9)
5. **Forum Discussion:**
 - a. Anti Racism Task force Report (Handel Wright) (Attachment 10)
Presentation on and discussion of UBC President's Task Force on Anti-Racism and Inclusive Excellence, including possible approaches to implementation.
 - PDF of presentation included as Attachment 10.
 - Full ARIE TF report can be accessed here: <https://antiracism.ubc.ca/task-force/>
 - b. Local and Global Engagement Working Group (Amy Metcalfe)

Next department meeting on Thursday, September 15th, 2022 (in person)

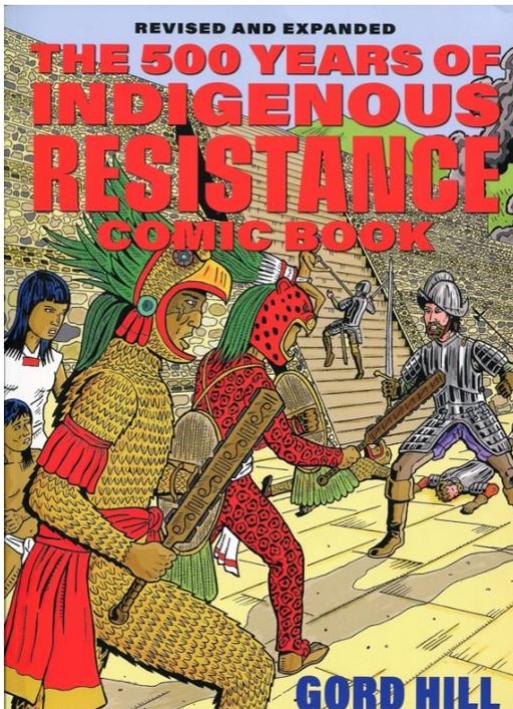
Department of Educational Studies
Department Meeting Minutes
Thursday, May 19, 2022 at 12:30 p.m. on Zoom

Attendees: André Mazawi (chair), Alison Taylor, Amy Metcalfe, Amy Parent, Bathseba Opini, Catalina Bobadilla, Deirdre Kelly, Fei Wang, Hartej Gill, Hongxia Shan, Handel Wright, Jason Ellis, Johanna Mufic, Lesley Andres, Mark Edwards, Mona Gleason, P. Taylor Webb, Rob VanWynsberghe, Roshni Kumari, Shirley Hardman, Sharon Stein, Sharon Jarvis, Tom Sork and Vicheth Sen

Regrets: Shermila Salgadoe, Wendy Traas, Anthony Edwards and Laurel Forshaw

Recorder: Jenifer D'souza

Welcoming & Land Acknowledgement
(Presented by Deirdre Kelly)



Hill, Gord. (2021). *The 500 Years of Indigenous Resistance Comic Book* (revised and expanded ed.). Vancouver: Arsenal Pulp Press.*

*Hill's book was required reading in Dr. Amy Parent's recent special topics course, *Indigenous Graphic Novels, Visual Representations & Storytelling in the Curriculum*.

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).



1. Approval of agenda for May 19, 2022- **Approved**
2. Approval of minutes of April 21, 2022 meeting- **Approved**
3. **Reports**
 - a. GAA Report & May 2022 Newsletter (Catalina Bobadilla) (Attachment 2)
 - Catalina went through the attached report in the agenda. She thanked for the support and response received for the ice cream event organized on the April 21st. She added that this kind of support makes room for more events in the future which provide an opportunity to be together.
 - She provided an update on the addition of two new GAAs (Addyson Frattura and Siyi Chen) she thanked Yotam Ronen and Juila Burnham for their dedication and service.
 - Catalina provided updates on co-working sessions which will be held in person in the Multipurpose room with coffee and treats.
 - André thanked the GAAs Yotam and Julia and appreciated GAAs engagement in organizing events for community building.
 - b. Education Library Report (Wendy Traas)
 - No Reprt
 - c. Operations & Innovation Budget (Shermila Salgadoe)
 - No Reprt
 - 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)
 - Shan updated that GMPS introduced a new policy change regarding the doctoral students' advancement to candidacy. Shan requested the department to send her the composition of the supervisory committees at the earliest or before the student reaches the stage of candidacy.
 - Tom thanked Julia Burnham as she ended her appointment as a GAA appointment in GPACC.
 - Tom mentioned that he has been asking degree program co-ordinators and chairs information on marketing their programs and what means are used to reach potential applicants. Tom pointed out that the EDST website needs some work and other approaches being tested in GPACC meetings. GPACC will come with more integrated strategy in early Fall to market the programs and make the EDST website accessible, organized and user friendly.
 - Tom provided an update on the Multi-Year Planning (MYP) process. He asked program co-ordinators and degree chairs for possible courses that could

be offered and identify expected delivery modes. First version of three year plan by May 20th a consolidated version of the document will be discussed in GPACC in June.

- University has been in discussion on delivery modes (in person, hybrid or online) clarity on delivery mode should be incorporated in the MYP process.
 - Tom reminded the faculty to post a brief description of their course on the website before students begin to register for the winter session.
- f. Deputy Head (Deirdre Kelly) (Attachment 4)
- 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).
- g. Head (André Mazawi) (Attachment 5)
- André made a correction under section A.1. in the Head's Report : changed 'Assistant Professor' to 'Associate Professor'.
 - André proposed that the department compile a list of all student and faculty recipients of awards and funding every year in order to honour them at the last department meeting of each academic year.
 - André updated the department on the meeting he had with LLED head Dr. George Belliveau regarding clarifying aspects with the use of learning space particularly the research commons and kitchen. The meeting with Dr. Belliveau intends to put together a working group for use of these spaces and designing the use of these spaces.
 - André welcomed new GAAs Addyson Frattura and Siyi Chen and thanked Yotam Ronen and Julia Burnham for their dedicated support during their time as GAAs.
 - André reminded the department of the deadline (June 6th) to email their preference list for committee assignment (2022-2023). He further added that program co-ordinators and committee chairs to begin identifying student representatives, with the help of the GAAs, on their committee and programs.
 - André announced the June 16th EDST end of academic year lunch meeting which will be held in person.
 - Update on timing of external review, granted the permission to halt the review for 2022 and conduct it in early 2023. Discussions have begun in HAC meetings to revise the documents and add new initiatives to them.

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 *Guiqin 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*.

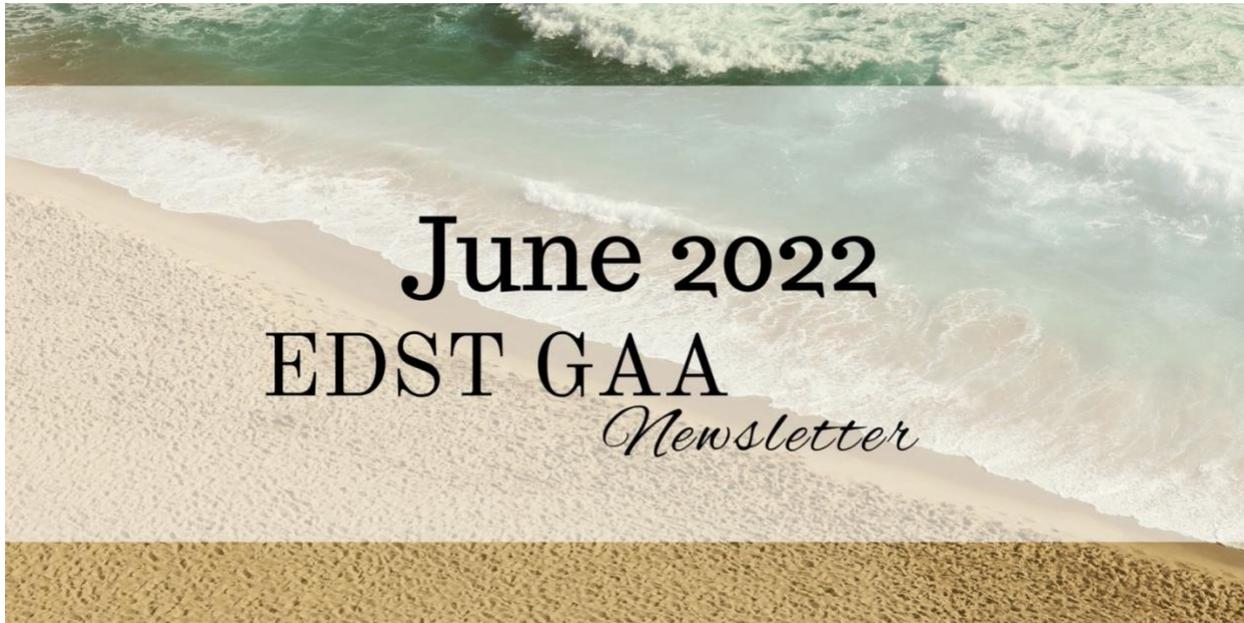
- d. Christy Frost, an MA student in the Adult Learning and Education stream of EDST was recently awarded a SSHRC Canadian Graduate scholarship for the second year of her MA. The award will support her in the completion of her MA research project entitled "Intercultural and Intertextual Learning: A Critical 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)
- f. Fei Wang added an announcement: Call from the Dean’s Advisory Committee for research looking for representatives to review applications.

6. **Forum Discussion:**

- a. EDST Indigenous Strategic Plan Working Group reflections (Sharon Stein) (Attachment 7)
 - Sharon went through the report attached as part of the agenda.
 - The group met about five times, but has not gotten through all the questions. The reflections on the group's work were discussed.
 - Shirley Hardman thanked the working group for the reflections. She viewed the document as something that paves the path for the unlearning journey.
 - Points raised based on the ISP reflections: The document creates momentum for actions in the department, external review part of discussion in GPACC or UPACC, call for action in the report, raises a number of important points to consider (point 2 and 3 in the report). André asked for specific recommendations that can be part of the MYP and recommendations.
 - Question raised: What actionable ways are there that we may want to act up on to consider practical ways to enhance the ISP reflections?
 - Idea of opening up a space to share teachings from each other and systematic approach to teaching. Creating shared understandings about
 - Idea of haing a department level reading group where leadership rotates across program specializations.

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

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



This month we welcome summer and hopefully some long and bright days. In whichever stage of your degree this summer might find you, count on the GAA team to provide some spaces for productive work and community support. Coming up you will find an afternoon-long co-working session and a writing retreat led by Dr Rob VanWynsberghe.

We will also be sharing some useful information about workshops provided by UBC and the Faculty of Education, which may be allies in navigating different aspects of our academic and personal lives.

Lastly, we encourage you to get outside and find inspiration in the beautiful sceneries of Vancouver. Summer truly is a wonderful time!



- Announcements -

Preparing excellent fellowship applications

Date: Tuesday, 21 June 2022

Time: 10:00 to 11:00

Modality: Online

Check out this really useful event hosted by the Graduate Pathways to Success program and facilitated by Dr Julian Dierkes. The talk will be oriented to graduate students who are thinking about applying for fellowship (tri-agency or others) and need support preparing their applications.

Learning objectives

- Understanding selection processes
- Strategic approaches to funding applications
- How to think about your application as presenting an overall narrative
- Selecting referees to ask to write letters of reference
- Tailoring your application to particular audiences
- Awareness of funding applications as a continuous process and motivation to start drafting applications immediately

To know more and sign up, visit: <https://community.grad.ubc.ca/gps/event/21966>

Calm Summer Series: Workshop Series for all Faculty of Education students

The Faculty of Education and the embedded Counsellor Dayna McCracken are inviting all graduate students to a series of wellness workshops. Consider attending one or all workshops!

“The purpose of this group is to take just ½ hour together to learn & practice some potentially helpful strategies to manage stress. The goal is to build up our personal toolkits with techniques & strategies that can be helpful when feeling overwhelmed.”

Week 1 (June 2, 2022): Mindfulness

Week 2 (June 8, 2022): Self-Compassion

Week 3 (June 15, 2022): Relaxation

Time: 12:10 pm – 12:40 pm

Where: Zoom or In-Person (Scarfe 310)

Register here: https://ubc.ca1.qualtrics.com/jfe/form/SV_bloqf9gckXBqhnM

Editing services for EDST students

Are you in need of editing services on a course paper, funding proposal, publication draft, or thesis? We have compiled a list of people who offer editing and copy-editing services for students. Please reach out to the GAAs and we will help connect you. Take a look at the [UBC guidelines for ethical editing](#) of theses for more information about how to approach editing services as a student. You might also check out [the Centre for Writing and Scholarly Communication](#) for a dialogical approach to writing support that is free for UBC students.

Student Representative Appreciation Event

This month we commemorate the outstanding work of EDST student representatives who have served our community by representing students' voices in committees in our department, faculty, and university. Thank you for your generous service in the past year! The GAA team will be hosting an appreciation event that celebrates their commitment and service.

- Events -

In-person co-working session (with lunch!)

EDUCATIONAL STUDIES

CO-WORKING SESSION

Join us for an in-person afternoon of lunch and co-working. We will start with sharing pizza and continue with working side-by-side. We will take walking breaks and have supply of coffee/tea and snacks!

Tuesday, June 14 from 1:00 to 6:00 PM
Multipurpose room 2012
Ponderosa Commons

Sign up here: <https://tinyurl.com/EDSTcoworking>

Dates & Time:

Tuesday, June 14 from 1 pm – 6 pm PDT

Modality: In-person

Location: Multipurpose room 2012 at Ponderosa Commons – Oak House

Description: Join fellow EDST students for an in-person co-working session that includes a pizza lunch to get us started in the best way! We will work side-by-side, take coffee breaks, and support each other through our different goals. We will gather in the multipurpose room 2012.

Please sign up here:

<https://tinyurl.com/EDSTcoworking>

“Weesht’ and Write: A Structured Academic Writing Retreat”

Join us for this in-person session over food & snacks



Dr. Robert
VanWynsberghe

Monday, June 20, 2022
4:30 - 7:30 pm.

**Wheesht
and
Write**

We are calling the structure retreat “Wheesht’ and Write.” Wheesht comes from the Scottish saying Haud yer wheesht’ which means “be quiet.” Combining it with Write is meant to incorporate it with the Shut Up and Write movement, which is an international set of gatherings where strangers get together and write. There is a Vancouver Chapter. You are invited to the retreat on June 20th.

This is dedicated writing time in a supportive environment. Brief scheduled discussions between writing slots generate solutions to writing problems, research conversations and/or feedback on writing-in-progress. You can work on a range of writing projects: theses, chapters, books, reports, conference abstracts, grants, articles, research proposals, and all manner of social media. We are seeking the achievement of writing goals that include a set of writing habits designed to increase productivity, reduce stress, stimulate conversation, heighten confidence in writing, and, of course, improve the quality of writing.

Sign up at :

For queries: edst.gaa@ubc.ca



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



Dates & Time:

Monday, June 20 from 4:30 pm – 7:30 pm PDT

Modality: In-person - *Meet, Eat & Write*

Location: Multipurpose room 2012 at Ponderosa Commons – Oak House

Description: We are calling the structured retreat “Wheesht’ and Write.” Wheesht comes from the Scottish saying Haud yer wheesht’ which means “be quiet.” Combining it with Write is meant to incorporate it with the Shut Up and Write movement, which is an international set of gatherings where strangers get together and write. There is a Vancouver Chapter.

The retreat is a dedicated writing time in a supportive environment. Brief scheduled discussions between writing slots generate solutions to writing problems, research conversations and/or feedback on writing-in-progress. You can work on a range of writing projects: theses, chapters, books, reports, conference abstracts, grants, articles, research proposals, and all manner of social media. We are seeking the achievement of writing goals that include a set of writing habits designed to increase productivity, reduce stress, stimulate conversation, heighten confidence in writing, and, of course, improve the quality of writing.

The retreat works best when you

- Reflect on your writing-in-progress
- Focus exclusively on writing.
- *Agree not to do "other things" e.g., use internet and other social media.*
- Stay true to the specific goals and sub-goals you have carefully considered, i.e., sections of paper/chapter, number of words.
- Define and discuss content and structure for writing sub-goals.
- Take stock of your achievements of these goals throughout the retreat.

What to bring to writing retreats

relevant readings, laptop, power cable, memory stick, printer, notes, outlines, yoga mat, 'model' paper, data, music, seating, treats, slippers, bike, blanket, favourite stuffy, running shoes, head/wristband

Schedule

These are precise timings, so please plan your life and travel around these timings.

4:30-4:45: Introductions, writing warm up, selecting specific writing goals

4:45-5:30: Writing

5:30-6:00 Break (squibbles)

6:00-6:30 Writing

6:30-6:45 Break (activity)

6:45 - 7:15 Writing

7:15-7:30 Discussion

Please sign up here: <https://tinyurl.com/EDSTwritingretreat>

Contact us!

| | |
|---|--|
| Contact us! | |
| Email: edst.gaa@ubc.ca | GAA Blog |
| Twitter | Facebook Student Community |

EDUCATION LIBRARY

MONTHLY REPORT | June 2022

Historical collection

The Historical Collection will be relocated to a new location on the lower level of the Education Library. The collection will remain intact and available for use. We are aware of how much this collection is valued by students, researchers and educators in the Faculty of Education.

We would like to take this opportunity to invite a discussion with you about the collection to ensure that it is meeting your needs. Please let Wendy Traas know if you would like to take part in this conversation. We are eager to hear from you!

RefWorks and Citation management workshops

UBC Library has made the decision to end the subscription to RefWorks citation management software as of **September 30th, 2022**. All users of Legacy or New RefWorks will have to transfer their references to another citation management tool before that date. For step-by-step instructions on migration and FAQ, see the [RefWorks Migration Guide](#).

The Research Commons is offering a series of workshops on choosing a citation manager and migrating from RefWorks. Please consider [registering](#).

Book an appointment with an Education Librarian

Need a one-on-one appointment to help you with your research? Book an in-person or virtual consultation with a librarian or student librarian on LibCal: <https://libcal.library.ubc.ca/appointments/edlib>

Orientations and library instruction

As we begin a new term, your students may want an introduction to library resources or a workshop on library research skills. Get in touch with your librarian to discuss workshop options for your class.

Seed Lending Library

The Seed Lending Library is open! Visit the collection at the Education Library. "Borrow" a variety of seeds and return some seeds at the end of the growing season. Are you interested in using the Seed Lending Library in your classroom? Get in touch with Wendy Traas.

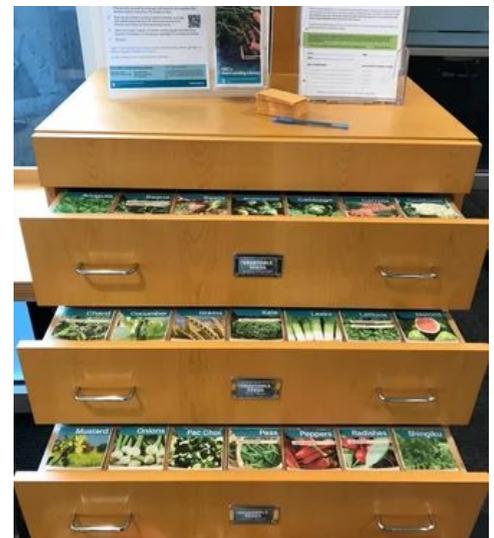


Photo of Seed Lending Library cabinet



Attachment 4A

| Department of Educational Studies | | |
|--|------------------------------------|-------------------------------|
| Operating Budget 2022-2023 | | |
| | | |
| Budget Allocation | | \$57,000 |
| | | |
| | Forecast - FY 2022-2023 | Actuals 2022-05-30 |
| Building Operations | \$ 1,000 | \$ 45 |
| Communication (Marketing programs) | 5,000 | |
| Courier | 500 | 26 |
| Department Retreat & Self-study | 1,000 | |
| Honoraria for Guest Speakers (BEd) | 2,500 | 130 |
| IT (Telephone equipment rentals, Long Distance charges & additional mailbox space) | 30,000 | 342 |
| License Fees (IRCC) for Visitors | 1,000 | |
| Office Supplies & Equipment | 8,500 | 269 |
| Photocopier rentals | 7,250 | 1,003 |
| Postage | 250 | 31 |
| TOTAL EXPENSES | \$ 57,000 | \$ 1,847 |

Attachment 4B

| Department of Educational Studies | | |
|---|----------------------------|---------------------------|
| Innovation Budget 2022-2023 | | |
| | | |
| REVENUE | | |
| Balance carried forward 2021-2022 | \$ 709,776 | |
| | | |
| | | |
| EXPENSES | Projected 2022/2023 | Actuals 2022-05-31 |
| A. Program Development & Teaching Support | | |
| 1. Program enhancement funds (4 program areas; MA, PhD & UPACC committees) | \$ 7,000 | |
| 2. Honoraria for guest speakers in graduate programs | 2,500 | 550 |
| 3. Alternative course and program delivery | 15,000 | |
| 4. Support for EDAL, EDST 501-553 on-campus (salary \$8k + benefits) | 8,500 | |
| | | |
| B. Key Programmatic Initiatives for students | | |
| 1. Awards (contingency fund) | 1,000 | |
| 2. PhD and MA funding packages for incoming students | 55,000 | |
| 3. MA Academic Excellence Award | 5,000 | |
| 4. Community Engagement & Leadership Award - all students | 5,000 | |
| 5. Travel | 20,000 | 12 |
| 6. Emergency funding | 10,000 | 750 |
| 7. Events (Orientation, Convocations, Research Day and Seminars) | 5,000 | 1,742 |
| 8. Visiting Scholar initiatives | 4,000 | |
| 9. External Examiner visits | 2,000 | |
| | | |
| C. Strategic Research projects | | |
| 1. EDST Research Infrastructure Fund (Faculty Seed grants) | 6,000 | 2,661 |
| 2. Journal Editorship contributions & Student Internships in Publication Venues | 12,000 | |
| | | |
| D. Professional Development | | |
| 1. Staff | 6,000 | 133 |
| | | |
| E. Strategic and Indigenous Education | | |
| 1. Indigenous Education initiatives | 8,000 | |
| 2. Other UBC strategic initiatives | 8,000 | |
| | | |
| F. Departmental | | |
| 1. Catering (department meetings & events) | 10,000 | 1,010 |
| 2. Misc. gifts | 5,000 | |
| 3. Bank charges/bad debt | 200 | |
| 4. Departmental equipment | 5,000 | 753 |
| 5. Yearly deficit provision (Operating Budget is \$54,000 per year) | 2,000 | |
| TOTAL EXPENSES | \$ 202,200 | \$ 7,612 |
| TOTAL AVAILABLE | \$ 507,576 | \$ 702,164 |

Attachment 5

EDST Scholarships Committee Award Summary, 2021-2022

2021-2022 Committee Members:

Chairs: Rob VanWynsberghe (through August 31, 2022)

Admin support: Tracy Strauch

Members: **Jessica Chen** (Student Representative*), Bathseba Opini, Alison Taylor, Taylor Webb, Fei Wang and Handel Wright

[*The Student Representative on the Scholarships Committee is not involved in confidential adjudication of student awards.]

Graduate award competitions with graduate program nominations, 2020-2021

| Award Competition | Application Deadlines and Departmental Nomination Process | Completed Applications Received | EDST Nominations | Successful EDST Applications | Funding Awarded in EDST |
|---|--|---------------------------------|------------------|---|-------------------------|
| Vanier Canada Graduate Scholarship (Vanier CGS) https://www.grad.ubc.ca/awards/vanier-scholarship | Application deadline: 12 noon (PDT - Vancouver time) on Sept, 21, 2021. Applications completed online on Sept 10, 2021. Graduate programs submit nominations to G+PS by Sept 17, 2021. EDST Nomination Quota: 2 | 3 | 2 | applications forwarded by UBC to federal level (incoming PhD student) 0 successful | 0 |
| SSHRC Doctoral Fellowships/Canada Graduate Scholarship— Doctoral (CGS-D) and Affiliated Awards https://www.grad.ubc.ca/awards/sshrc-doctoral-fellowships | Application deadline (through The University of British Columbia): Oct. 8, 2021 Graduate programs submit nominations to G+PS by Oct. 1 EDST Allocation: 4 EDST Quota: 3 Affiliated Fellowships: 1 | 7 | 6 | applications forwarded by UBC to federal level 2 successful (\$ each) | \$80,000 |
| Killam Postdoctoral Research Fellowship | Applications due to the Office of Research Services (ORS) by Nov. 21, 2021). ORS will then convene a | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---|---|---|---------------------------------|---------|
| https://www.postdocs.ubc.ca/award/killam-postdoctoral-research-fellowship | <p>Standing Review Committee to review the applications received and select the finalists.</p> <p>Each department or unit at the Vancouver campus may forward one nominee to the G+PS.</p> | | | | |
| EDST Graduate Student Research Grant | Applications due to the department by August 31, 2022 (for next round [2022]). | 0 | 0 | 0 | 0 |
| <p>Canada Graduate Scholarships Master's (CGS-M) Program and Affiliated Awards</p> <p>https://www.grad.ubc.ca/awards/canada-graduate-scholarships-masters-cgs-m-program</p> | <p>Applications due by December 1, 2021, through the Research Portal.</p> <p>Graduate submit nominations to G+PS by January 26, 2022 .</p> <p>EDST Quota: 2 Allocation: 1 Affiliated: 1</p> | 4 | 2 | 2 | TBA |
| Graduate Studies Completion Award in Educational Studies | Applications due to the department by 2022 by March 25, 2022. Decisions reached on April 6 th , 2022. | 9 | 9 | awards (Master's and Doctoral) | \$6,000 |
| <p>Aboriginal Graduate Fellowships</p> <p>https://www.grad.ubc.ca/awards/aboriginal-graduate-fellowships</p> | <p>Applications submitted to the department by January 14, 2022.</p> <p>G & PS program nomination deadline: February 11, 2022.</p> | 0 | 0 | 0 | 0 |
| <p>SSHRC Talent Award</p> <p>https://www.grad.ubc.ca/awards/sshrc-talent-award</p> | <p>Applications submitted to the department by Feb. 4, 2022.</p> <p>G & PS: February 25, 2022.</p> <p>Each graduate program or academic department may forward a maximum of one doctoral nomination and one</p> | 0 | 0 | 0 | 0 |

| | | | | | |
|--|---|-----|-----|-----|-----|
| | postdoctoral nomination. Complete nomination packages must be received by G+PS by . | | | | |
| CAGS/ProQuest Distinguished Dissertation Awards https://www.grad.ubc.ca/awards/cagsproquest-distinguished-dissertation-awards | Applications submitted to the department by. Each UBC graduate program may nominate one dissertation to G+PS by . | 0 | 0 | 0 | 0 |
| Spring Graduate Awards https://www.grad.ubc.ca/awards/spring-graduate-awards-competition | Applications due to the department by May 8, 2022. Departmental nominations submitted to G+PS by May 20, 2022 | 0 | 0 | 0 | 0 |
| CGS/ProQuest Distinguished Dissertation Award https://www.grad.ubc.ca/awards/cgsproquest-distinguished-dissertation-award | Applications due to the department by May 30, 2022 Departmental nominations submitted to G+PS by June 10, 2022. | 0 | 0 | 0 | 0 |
| Aboriginal Graduate Fellowship Bridge Funding https://www.grad.ubc.ca/awards/aboriginal-graduate-fellowship-bridge-funding | Applications due to the department by 4:00 PM on Friday, June 10, 2022. Departmental nominations submitted to G+PS by Friday, June 24, 2022. | TBA | TBA | TBA | TBA |

| 2021-2022 EDST Departmental Award Statistics | | | | | |
|---|--------------------------|--|-------------------------|-------------------------------------|--------------------------------|
| | Award Competition | Completed Applications Received | EDST Nominations | Successful EDST Applications | Funding Awarded in EDST |
| Total awards adjudicated: | | | | | |
| | | | | | |
| Total completed applications adjudicated: | | | | | |
| | | | | | |
| Total departmental nominations submitted: | | | | | |
| | | | | | |
| Total awards made to EDST students: | | | | | |
| | | | | | |
| Total funds awarded in EDST through departmental nominations, 2021-2022: | | | | | |

Appendices: 2020-2021 Call for Nominations for Departmental Awards

- EDST Graduate Student Research Grant
- Graduate Studies Completion Award in Educational Studies
- Patricia Dyer Memorial Award



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

**Joint Report
of the
Graduate Advisor and Graduate Curriculum Coordinator**
June 16, 2022

From the Graduate Advisor—Hongxia Shan

- Update on student numbers – incoming in Sept. 2022 – 94 in total and existing - 182;

| | September 2022 Admission Data | | | | Number of Current Students |
|-------------|---------------------------------|--------------------------------|--------------------------|--|----------------------------|
| | Accepted Offers | Deferrals from Previous Intake | Deferrals to Next Intake | Number of students starting September 2022 | |
| MEd in EDAL | 14 | 2 | 0 | 16 | 18 |
| MEd in HIED | 13 | 2 | 3 | 12 | 21 |
| MEd in ALE | 17 | 3 | 4 | 16 | 20 |
| MEd in SCPE | 17 | 1 | 3 | 15 | 12 |
| MEd in ALGC | 17 | 2 | 2 | 17 | 29 |
| MEd in CULE | 3 | 0 | 0 | 3 | 3 |
| PhD in EDST | 7 | 0 | 1 | 6 | 52 |
| MA in EDST | 8 | 1 | 0 | 9 | 27 |
| EdD in EDST | No Admission in 2022 | | | | 53 |
| GCALE | 3 (pending acceptance of offer) | | | | 1 |
| GCHIED | Under evaluation | | | | |

(Table prepared by Kelly Xu on June 10 2022)

- Students who requested deferrals would receive an updated admission offer letter in the fall.

- A GAA - Academic Research & Publication Assistant position for September 2022 to April 2023 will be posted soon.
- Students are expected to submit program progress reports by Mid-June.
- Steps-to-completions are being updated at present.
<https://edst.educ.ubc.ca/current-students/steps-to-graduation/>
- Student orientation – Sept. 9 in the PM – please have this on your calendar. All faculty members, especially program chairs and coordinators are encouraged to attend.
- Writing with Integrity workshop: <https://www.grad.ubc.ca/about-us/events/22145-writing-integrity> Monday, 27 June 2022 - 9:00am
- Forum on [effective mentorship of racialized graduate students](#): June 24, 10 AM to 3:30 PM at St. John's College

From the Graduate Curriculum Coordinator—Tom Sork

At the GPACC meeting on June 2, we:

- Welcomed Siyi Cheng who will be attending GPACC as GAA representative.
- Briefly reviewed the responses of area coordinators and degree committee chairs to a survey on current marketing approaches used in EDST, their effectiveness in producing diverse applicant pools, and ideas about enhancing our marketing. The results of the survey provide a baseline from which “enhanced” marketing strategies can be proposed for each program and the department as a whole.
- Received a report from the Graduate Advisor on the project to revise/update the “Steps to Completion” documents, which is nearly complete. After final edits and formatting, these will be posted to the EDST website.
- Reviewed the “round one” version of the Multi-Year Planning (MYP) template that includes proposed three-year course offerings for most EDST programs. Follow-up actions are needed to:
 - Develop a plan of action for each course designated “inactive.”
 - Change the “home” designations for several courses based on feedback from coordinators/program committee chairs.
 - Include for every course the expected “delivery mode” or “modality” consistent with the university’s recently-released definitions/descriptions.
 - Decide how best to use the template for workload planning in the Fall and a process to add new “Year 3” course offerings.
 - Decide how to make the proposed offerings available to students.
- Reviewed a list of all EDST courses with variable credit and proposed that all program area and degree program committees should review all variable credit courses to decide if any credit values should be updated in the Calendar. There is a general concern that some of the maximum values are too high given how our graduate programs are currently structured.
- Received and supported a recommendation from the Graduate Advisor that a two-week (14-day) “grace period” from application deadlines to receive letters of reference should be implemented for all EDST graduate programs, not including graduate certificates, for the next admission cycle.

- Reviewed and approved the proposed “Policy on Seat Restrictions in Graduate Program Core Courses” (see Action Item below)
- Received updates from those present on developments in their respective portfolios.

Action item approved by GPACC for consideration by the department:

Policy on Seat Restrictions in Graduate Program Core Courses



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational Studies

Faculty of Education

Deputy Head's Report to the EDST Department meeting, June 16, 2022

Deirdre Kelly (submitted on June 12, 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 hiring subcommittee of UPACC met on May 30, 2022 to make recommendations regarding Sessional Lecturer and GTA appointments for the 2022/2023 Winter Session. Shermila has been working to finalize these appointments.
- *Registration*: We have been piloting a process of *temporary seat restriction* in high-demand core courses in HIED. One challenge we did not foresee is that Jennifer Stewart cannot restrict for particular “concentrations” in the MA program, but only for the “specialization” (which is EDST in all cases). Concentrations include: (a) Adult Learning and Education (ALE), (b) Educational Administration and Leadership (EDAL), (c) Higher Education (HIED), and (d) Society, Culture and Politics in Education (SCPE). By contrast, M.Ed. degrees specify program areas as their “specialization,” and thus Jennifer can specify a program-specific seat restriction. As a provisional solution, Jennifer has lifted the seat restriction on the MA, and EDST staff will need to register manually MA students with a HIED concentration.
- *Waitlists*: Another issue related to registration has to do with waitlists. In January 2022, GPACC discussed the idea of piloting a waitlist using EDST 577, a core course required for SCPE M.Ed. students as well as MA students with a concentration in SCPE. GPACC minutes report: “For the last few years, some students have had trouble enrolling in EDST 577 due to non-SCPE students taking this course. We will pilot a waitlist process for the SCPE section of EDST 577 in 2022-23 WT1 to see how much work is involved in managing it, how well it works for students, and so on. The Graduate Program Assistant will monitor this waitlist in consultation with both the instructor and the SCPE coordinator. The waitlists need to be managed manually (moving people from the waitlist into the course, checking to see if people on the waitlists are still interested in taking the course, and so on). There is a separate ‘waitlist section’ set up for each course.” (GPACC minutes for January 6, 2022, approved February 3, 2022).

In recent years, there have been a couple of required courses in other program areas where students in those programs have had problems enrolling. One solution is to artificially lower the enrollment capacity to 15 for the courses that we know tend to be over-subscribed. This gives us control over the final 5 students, and we can have students registered manually by the Graduate Program Assistant. We can put a comment on our website as well as on the Course Schedule to instruct students who must take these courses as a requirement to contact course instructors if they want to register in courses that are full. This usually creates more work for staff than the *temporary seat restriction* strategy (see above under *Registration*). To work, however, this strategy involves program areas clearly communicating to incoming students the importance of early registration!

- *Low enrollment courses, Summer terms*: Shermila and I have been monitoring for this. In these cases, we alerted instructors who were able to get the word out.

***Handbook of Department Academic Service Roles in the
Department of Educational Studies***

Revised on July 6, 2020

Two Guiding Principles Regarding Equitable Service Rotation within the Department of Educational Studies

1. Programmatic, Department-wide, Faculty, and University-wide Service: Every member of the Department will be approached over the course of their career to fulfill multiple service roles in their program area, the wider Department, at the Faculty and the University level. Both Department-wide and programmatic service roles should be filled before Faculty and University service is undertaken. Most faculty members will be called upon to provide Department-wide service (e.g., Head, Deputy Head, Graduate Advisor) possibly more than once and on a rotating basis. In particular, Professors and senior Associate Professors are expected to take on Department-wide service roles. Associate and Assistant Professors are expected to provide academic service in keeping with their rank and to be provided with opportunities to develop the skills necessary to take on Department-wide roles in the future. A key part of the responsibility of being a member of an academic community, and particularly a community with a commitment to social justice, lies in participating in leadership and administrative service equitably and on an ongoing basis.

2. From committee to committee: No member should serve on any departmental committee for more than two years at a time (with the exception of program area committees). All members must serve on at least two committees (departmental committees take precedence) as administrative service each year, except when on leave. Professors and senior Associate Professors are expected, on a rotating basis, to act as Chairs of Department-wide Committees. Associate and Assistant Professors may serve as deputies on committees with the expectation that they will act as Chairs in the future.

1. Department Head

Reporting to the Dean, the Department Head provides academic and administrative leadership and oversight to the Department. A total of 12 administrative credits per year are allocated for this position.

Specific duties include (but are not limited to):

- Provide leadership to the Department.
- Manage all matter of Department governance.
- Work with the Administrative Manager to manage the Department budget.
- Ensure the ongoing development of Department Academic and Strategic Plans.

- Manage the Undergraduate and Graduate Advisors' responsibilities in their absence.
- Assign and oversee workload of full time Faculty.
- Appoint members of standing committee, including the Dean's Advisory Committee on Research and/or organize elections of all Department Standing Committees and Special Committees.
- Work with the Deputy Head to support and assess all teaching of tenure stream and lecturer faculty members, and sessional instructors.
- Provide ongoing mentoring and career support for Faculty members and staff.
- Participate as a member of the Dean's Advisory Committee and Department Head meetings with the Dean.
- Prepare agendas for and chair Department Meetings.
- Chair the Department Standing Personnel Committee.
- Chair the Merit Committee.
- Chair the Head's Advisory Committee.
- Include a report informing department members of recent developments and initiatives as part of the monthly Department Meeting package.

2. Deputy Head

Reporting to the Department Head, the Deputy Head works closely with the Department Head. The Deputy Head will be allocated six administrative credits. The appointment is two years from July 1st to June 30th.

Specific duties include:

- Serve as Acting Head in the Department Head's absence.
- Participate as a member of the Head's Advisory Committee (HAC).
- Coordinate with Faculty process for Peer Reviews of Teaching (PRT) for tenure track faculty and instructors.
- Assist Department Head with Departmental Committee assignments for faculty.
- Work with the Administrative Manager to ensure that all courses are staffed and scheduled across the terms.
- Respond to program and course changes initiated by other departments or faculties that may impinge on EDST programs.
- Assist the Department Head with student appeals.
- Liaise with the Head and Administrative Manager to address concerns with teaching evaluations of sessional lecturers and teaching assistants.
- Liaise with Faculty Relations and Human Resources to ensure that Department policies and procedures are aligned with current Collective Agreements and university policies for faculty, sessional lectures, teaching assistants, and staff.
- Monitor and, when necessary, propose revisions to Department policies and procedures.
- Undertake activities and responsibilities as delegated by the Department Head.
- As appropriate, include a monthly report informing department members of recent developments and initiatives in the Department Meeting package.

3. Graduate Advisor (pilot 2020-2022)

Reporting to the Department Head, the Graduate Advisor (GA) is the liaison between graduate students and the Faculty of Graduate and Postdoctoral Studies (G+PS). This means that, for all student matters which are governed by G+PS, the GA is the primary contact. This includes, for example, admissions, leaves of absence, program extensions, permissions to teach, requests for program transfers, withdrawal and readmission, change of supervisor, appeals, and external and university examiner nominations. The Graduate Advisor works closely with the *Graduate Program Assistant and Graduate Student Support staff. The appointment is for two years from July 1st to June 30th. A total of six administrative credits per year are allocated for this position.

Specific duties include:

- Serves as “point person” for all matters related to graduate students’ individual programs of study that cannot be dealt with by the supervisor (PhD/EdD/MA) or advisor (MEd).
- Reviews and signs off on student admissions, program completions, and all changes to or other matters related to a student’s individual program of study where that signature is required by G+PS or EDST policy.
- Liaises with G+PS on student-related policies and all matters requiring action by the GA.
- Consults on all cases of academic misconduct involving EDST graduate students, as outlined in G+PS policy (<https://www.grad.ubc.ca/faculty-staff/policies-procedures/dealing-academic-misconduct-graduate-students>).
- Monitors graduate student progress, for example, through annual Progress Reports and (with assistance from the Graduate Program Assistant) upcoming candidacy deadlines, program expiry dates, and student registration.
- As needed, provides mentorship and guidance to students and faculty about supervisory and advisory practices and models.
- Works with EDST’s Graduate Academic Assistants (GAAs) to provide leadership in organizing academic seminars, professional development workshops and the annual Research Day for graduate students.
- Assists with the organization of and/or delegates as appropriate matters related to new student orientations and graduation events.
- Answers general questions from prospective applicants about which program would be a good fit and directs them to the relevant program coordinator for program-specific information.
- Ensures department-level handbooks for graduate students are up to date.
- Attends, as a voting member, meetings of EDST’s Graduate Programs Advisory and Curriculum Committee (GPACC).
- Together with the GCC, submits “EDST Graduate Affairs” reports for distribution prior to EDST department meetings.
- In the absence of the Graduate Curriculum Coordinator, attends GCAC meetings, and performs other time-sensitive duties of the GCC as needed.

*Note: The Graduate Program Assistant and the Graduate Student Support staff positions work closely with the Graduate Advisor on graduate related matters. However, for operational reasons, the staff positions are supervised and directly reports to the Administrative Manager.

4. Graduate Curriculum Coordinator (pilot 2020-2022)

Reporting to the Department Head, the Graduate Curriculum Coordinator (GCC) takes primary responsibility for providing support and administrative oversight to all graduate programs and courses offered by the Department. This includes, for example, new program and course proposals, program and course change requests, major changes to course and program delivery, and off-campus programs. The appointment is for two years from July 1st to June 30th. A total of six administrative credits per year are allocated for this position.

Specific duties include:

- In consultation with the Head, Deputy Head, and program coordinators, provides administrative oversight to graduate programs and cross-program initiatives.
- Collaborates with the Head, Administrative Manager, Graduate Program Assistant, Graduate Student Support staff and Chairs of PhD and MA committees on student funding allocations.
- Participates as a member of the Department Head's Advisory Committee (HAC).
- Chairs EDST's Graduate Programs Advisory and Curriculum Committee (GPACC) and works with Graduate Program Assistant and Graduate Student Support staff to ensure meeting minutes are recorded and archived.
- Recommends to GPACC any changes to its Terms of Reference.
- Represents EDST as a member of the Faculty of Education's Graduate Curriculum Advisory Committee (GCAC).
- Works with faculty to initiate course/program curriculum changes and facilitates their progress through departmental, Faculty and University approval processes.
- Manages the review and approval process for all graduate course and new program consultation requests received from other UBC units.
- In concert with program coordinators and EDST's Web and Communications Coordinator, ensures that website materials representing programs are accurate, complete, and fairly represent EDST's graduate offerings.
- Reviews program marketing materials and proposals for their placement beyond the EDST website. Recommends marketing expenditures to the Head.
- Together with the GA, submits "EDST Graduate Affairs" reports for distribution prior to EDST department meetings.
- In the absence of the GA, signs forms and performs other time-sensitive duties of the GA as needed.

5. Program Area Coordinators (ALE, SCPE, HIED, EDAL, ALGC)

Reporting to the Department Head, Program Area Coordinators provide support for students and instructors within program areas. The appointment is for two years, from July 1st to June 30th.

Specific duties include:

- Organize and chair program area meetings to develop courses and program initiatives, including ongoing monitoring of curricular content, pedagogical, and policy matters of all courses. Work with support staff assigned to them by the Administration Manager to ensure meeting minutes are recorded and archived.
- Organize major meeting to adjudicate admissions applications to MEd program(s) and work with the Graduate Program Assistant and Graduate Student Support staff to access student applications.
- Answer enquiries regarding the program.
- Provide oversight of both on-campus and off-campus cohorts
- Consult members of the program area on matters related to hiring plans, replacement of faculty while on leave, or any other matters related to staffing courses within the program.
- Work with the Administrative Manager to advise on instructors for courses offered in the curriculum area.
- Work with the Administrative Manager to schedule courses.
- Work with Web Assistant to promote program area courses and programs.
- Work with the Deputy Head to organize Peer Reviews of Teaching for sessional instructors teaching courses in the program area.
- Attend GPACC meetings.
- Review the content of the program area section of the department website periodically – including program of study worksheets - and provide updated information to the appropriate support staff person.

Chairs of Department-wide Committees

1. Undergraduate Program Advisory and Curriculum Committee (UPACC) Chair

The UPACC provides support to undergraduate programs and courses offered by the Department. UPACC Chair reports to the Department Head. The appointment is for two years, from July 1st to June 30th.

Specific duties of the Chair include:

- In concert with the Committee, provide oversight to all the undergraduate programs and courses offered.
- Liaise with the Teacher Education Office and Professional Development and Community Engagement office on matters pertaining to undergraduate courses, cohorts, and programs.

- Work with the Department Head, Program Area Coordinators and the Administrative Manager to ensure that courses are staffed and scheduled.
- Work with faculty members to monitor and develop program curriculum content and structures.
- Chair the Department UPACC meetings and work with support staff to ensure meeting minutes are recorded and archived.
- Serve as the department representative on the Teacher Education Advisory Committee (TEAC) or designate an alternate.
- Attend meeting of the Head's Advisory Committee (HAC).
- As appropriate, report to the Department meeting with updates, developments, and initiatives.

2. PhD Management and Admissions Committee Chair

Reporting to the Department Head, the PhD Management and Admissions Committee provides academic leadership to all aspects of the PhD program. The Chair of the Committee is appointed is for two years, from July 1st to June 30th.

Specific Duties of the Chair include:

- Organize and chair meetings of the PhD Management and Admissions Committee and work with Graduate Program Assistant and Graduate Student Support staff to ensure meeting minutes are recorded and archived.
- Organize major meeting to adjudicate admissions applications to the PhD program.
- Work with the Deputy Head and Program coordinators to recommend faculty for teaching core courses in the program.
- Review the program, including processes, curriculum, and student experiences, and make recommendations for supporting the program on an ongoing basis.
- Work with the Graduate Curriculum Coordinator and the Web Assistant to promote the program and to encourage student recruitment.
- Review the content of the program area section of the department website – including policies relevant to the PhD program and to PhD students - periodically and provide updated information to the Web Assistant.
- Attend GPACC meetings.
- As appropriate, report to the Department meeting with updates, developments, and initiatives.

3. EdD Management and Admissions Committee Chair

Reporting to the Department Head, the EdD Management and Admissions Committee supports all aspects of the EdD program offered by the Department. A three-credit buy-out drawn from the EdD program budget is allocated annually to this role. The Chair of the Committee is appointed is for two years, from July 1st to June 30th.

Specific Duties of the Chair include:

- Organize and chair meetings of the EdD Management and Admissions Committee and work with assigned support staff to ensure meeting minutes are recorded and archived.
- Organize sub-committee to review and adjudicate admissions files in years of cohort intake
- Work with the Deputy Head and Program coordinators to recommend faculty for teaching core courses in the program.
- Work with the Graduate Program Assistant and Graduate Student Support staff to access application and student files.
- Chair, and recruit additional members for, the EdD Comprehensive Examinations Committee. (See the “Terms of Reference for the EdD Comprehensive Examinations Committee”).
- Work with the EdD Academic Coordinator to plan, organize, and cohost the Annual EdD Institute .
- Organize the planning of, and host, the Annual EdD Writing Retreat.
- Review the program, including curriculum and student experiences, and make recommendations for supporting the program on an ongoing basis.
- Work with the Graduate Curriculum Coordinator and the Web Assistant to promote the program and to encourage student recruitment.
- Review the content of the program area section of the department website periodically – including the program of study worksheet - and provide updated information to the appropriate support staff person.
- Attend GPACC meetings.
- As appropriate, reports to the Department meeting with updates, developments, and initiatives.

4. MA Management and Admissions Committee Chair

Reporting to the Department Head, the MA Management and Admissions Committee supports all aspects of the MA program offered by the Department. The Chair of the Committee is appointed for two years, from July 1st to June 30th.

Specific Duties of the Chair include:

- Organize and chair regular meetings of the MA Management and Admissions Committee and work with Graduate Student Support staff to ensure meeting minutes are recorded and archived.
- Organize major meeting to adjudicate admissions applications to the MA program.
- Work with the Deputy Head and Program coordinators to recommend faculty for teaching core courses in the program.
- Work with the Graduate Program Assistant and Graduate Student Support staff to access application and student files.
- Review the program, including curriculum and student experiences, and make recommendations for supporting the program on an ongoing basis.

- Work with the Graduate Curriculum Coordinator and the Web Assistant to promote the program and to encourage student recruitment.
- Review the content of the program area section of the department website periodically – including the program of study worksheet - and provide updated information to the appropriate support staff person.
- Attend GPACC meetings.
- As appropriate, report to the Department meeting with updates, developments, and initiatives.

5. Scholarships and Fellowships Committee Chair

Reporting to the Department Head, the Scholarships and Fellowships Committee adjudicates all major student scholarship competitions (SSHRCC, Affiliated Scholarships, Vanier, Killam Postdoctoral Fellowships, Aboriginal Graduate Fellowship, etc.) on behalf of the Department. The Chair of the Committee is appointed for two years, from July 1st to June 30th.

Specific duties of the Chair include:

- Organize and chair regular meetings of the Scholarships and Fellowships Committee and work with Graduate Program Assistant and Graduate Student Support staff to ensure meeting minutes are recorded and archived.
- Along with the Committee, adjudicate student applications for scholarships and fellowships, including communicating results with funding agencies and within the department.
- Liaise with Graduate and Postdoctoral Studies to obtain up to date information about student awards.
- Attend Department Graduate Programs Advisory and Curriculum Committee (GPACC) meetings.
- Monitor the range of awards available and encourage graduate students to apply for these awards.
- Work with the Graduate Advisor, the Graduate Program Assistant, Graduate Student Support staff, and the Web Assistant to ensure that information about major funding opportunities for students is communicated in a timely way.
- As appropriate, report to the Department meeting with updates, developments, and initiatives.

6. Head's Advisory Committee

Consists of the Head, Deputy Head, Graduate Curriculum Coordinator, UPACC Chair, and Graduate Academic Assistant representative.

- Meetings are chaired by the Head and are scheduled once a month.
- Additional meetings may be called at the discretion of the Head for advice on Department matters.

Policy on Seat Restrictions in Graduate Program Core Courses

(Approved by GPACC, June 2, 2022)

Occasionally, due to the number of new student admissions and acceptances, there is a reasonable probability that core courses may quickly be filled to capacity—partly with students taking these courses as electives—and therefore not available for students within programs that require those courses. In such cases, the following process should be followed to **temporarily** restrict registration to degree-enrolled students.

Limited-Time Seat Restrictions in Required (Core) Courses

The coordinator or chair of a graduate program in EDST may request that “seats” in a required (core) course be restricted for students enrolled in that program for a maximum of up to 5 days from the start date of registration for Summer and Winter Sessions, as applicable. The program’s request must be accompanied by a brief rationale regarding the case made for each course separately. The request must specify the number of seats out of the maximum that should be temporarily restricted in a given course. The program coordinator’s or chair’s request should be made directly to the Deputy Head, copying EDST’s Administrative Manager, in an email message. If approved, the Deputy Head or Administrative Manager will then communicate the request to the Program Planning Manager in TEO, along with the date on which the restriction shall be lifted. For example, if the start of Winter Session registration is June 7, then the restriction will be lifted no later than June 12.

The graduate program making the request is responsible for communicating—through the coordinator/chair or academic advisors—to current and incoming students the importance of registering in required course/s during this restricted period. If the students fail to do so, and a course fills to capacity, it will then be up to the individual instructor of the required core course whether to grant permission for a student to be enrolled over the course limit.

ANTI-RACISM AND INCLUSIVE EXCELLENCE TASK FORCE

Handel Wright



BACKGROUND

- The ongoing anti-Black, anti-Asian, and anti-Indigenous racism and violence that we have seen in communities across North America during 2020 has focused attention on the deeply rooted racism in Canada and globally. UBC itself is not immune to racism and inequity.
- In statements made on June 1st and June 16th, President Ono committed to dismantling the tools of oppression, white supremacy, and systemic bias on UBC campuses.
 - The statements reaffirmed UBC's institutional commitment to inclusion and called for an acceleration and intensification of efforts to build a more equitable and inclusive campus community.
- Since July 2020, President Ono has held 22 listening sessions with various equity deserving groups across both campuses.
- In December 2020, a UBC Broadcast was issued regarding a series of initiatives addressing systemic racism within our community.

HIGHLIGHTS OF INITIATIVES

Since October 2020, UBC has launched a series of initiatives addressing systemic racism within our community:

- Drs. Ainsley Carry and Ananya Mukherjee-Reed appointed **Executive Co-Leads of Anti-Racism**
- Dr. Handel Kashope Wright appointed **Senior Advisor to the President on Anti-Racism and Inclusive Excellence**
- Establishing a **President's Task Force on Anti-Racism and Inclusive Excellence (ARIE)**
- Launching an **Anti-Racism Initiatives Fund** on both campuses, providing \$200,000 for cultural programming
- Launching the **Beyond Tomorrow Scholars Program** to support recruitment and scholarships for Black Canadian students
- Hosting Canada's first **National Forum on Anti-Asian Racism**
- Launching UBC's **Inclusion Action Plan**
- UBC signing the **Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education**

PRESIDENT'S TASK FORCE ON ANTI-RACISM AND INCLUSIVE EXCELLENCE

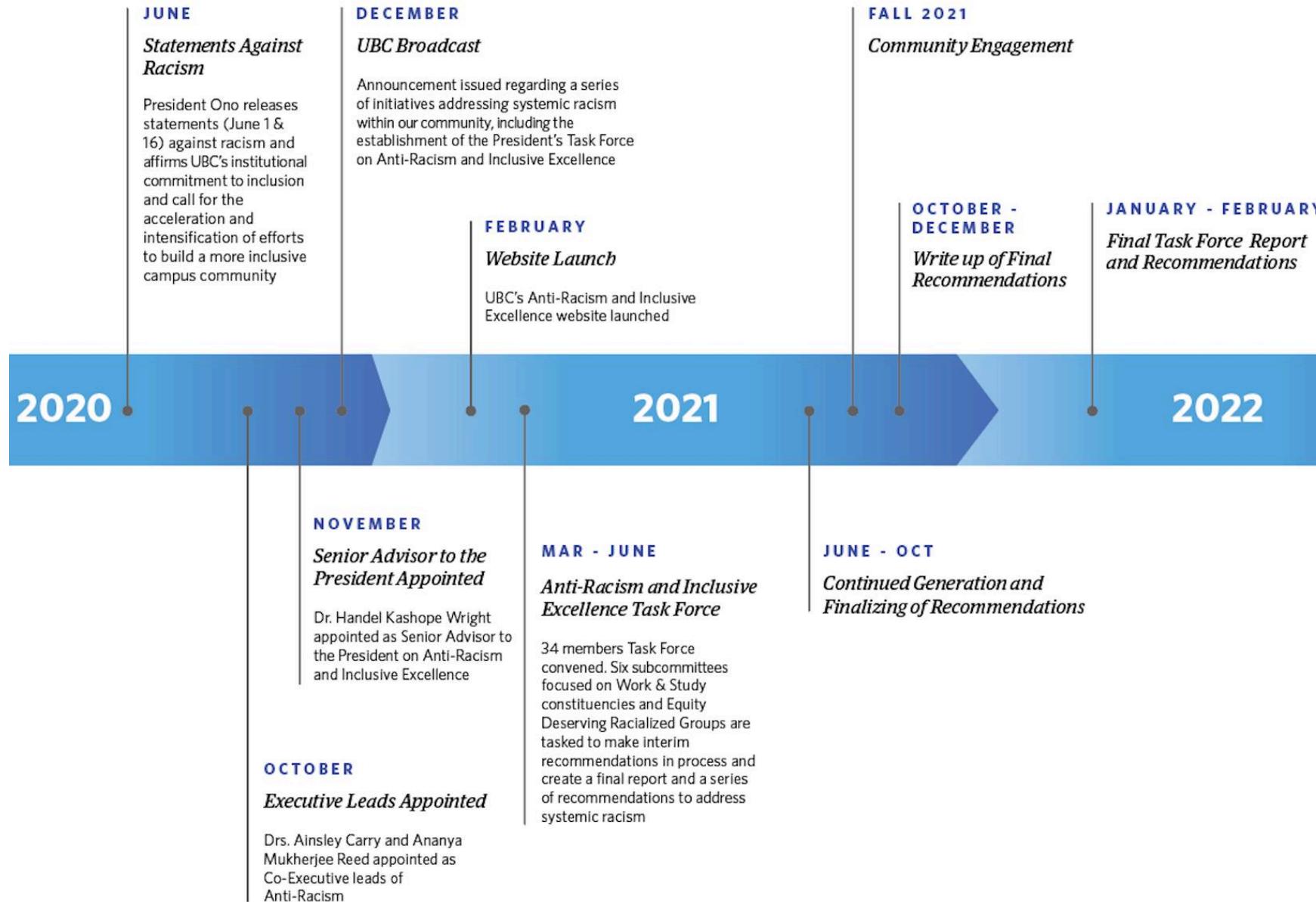
- The ARIE Task Force began its work in March 2021. It has been led by two co-chairs: Dr. Handel Wright, Senior Advisor to the President on Anti-Racism and Inclusive Excellence, and Dr. Shirley Chau, Associate Associate Professor, School of Social Work, Faculty of Health and Social Development, UBC Okanagan. The Final Report will be released in early spring.
- The task force consisted of 34 members drawn from the faculty, student and staff from both campuses. It was comprised of 6 committees organized according to equity-deserving group (Indigenous, Black, People of Color) and relationship to university (students, staff, faculty).
- The work of the Task Force was grounded in an anti-oppression framework and characterized by intersectionality.
- The Task Force developed 54 recommendations in total. In developing these recommendations, they drew upon a vast array of materials, including listening and witnessing sessions undertaken by the President, strategic and academic plans, and the individual and collective experiences, reflections, institutional knowledge and perspectives of the task force members.



Strategic
Plan
In Action



TIMELINE OF TASK FORCE ACTIVITY



DISTINCTIVE AND INNOVATIVE CHARACTERISTICS OF THE UBC ARIE TASK FORCE

1. Inclusive Excellence as the expressed goal of its anti-racism work
2. Comprehensive anti-racism related to specific ethnoracial and other equity denied groups
3. The creation of six committees that were given the mandate to operate relatively autonomously and to produce recommendations designed to address racism against both ethnoracial and institutional constituencies
4. The submission of recommendations at various interim intervals for the consideration of the President and Executive anti-racism leads rather than only in the TF final report
5. Work undertaken in a compressed timeline
6. Intersectionality
7. Purposeful inclusion of minority within minority
8. Community input and rigour

ARIE TASK FORCE RECOMMENDATIONS

In total, the Task Force developed 54 recommendations

Collectively, they underscore the reality that UBC, like any other Canadian institution of higher learning, has a deep-seated problem of institutionalized, systemic and other forms of racism that cut across its various units on both campuses, and affects Indigenous and racialized students, staff and faculty.

The recommendations can be read in two interrelated ways:

- (1) Holistically, with the recommendations from the six committees constituting a comprehensive set of recommendations to UBC.
- (2) Six distinct yet interrelated task force reports, each of them having a separate summary report and full set of recommendations related to a particular ethnoracial group or work/study constituency at UBC.



SUMMARY OF RECOMMENDATIONS BY COMMITTEE (1/3)

Indigenous Committee recommendations

1. Racial discrimination and marginalization at the intersections of class, gender, sexual orientation, ability and nationality
2. Indigenous hiring, recruitment and retention
3. Decolonizing and indigenizing research and the academy
4. Protection of Indigenous Peoples' Rights, Representation, and Intellectual Property
5. Anti-racism praxis, recruitment, protection, support and retention of Indigenous Students

Blackness Committee recommendations

1. Belonging, Health and Wellness
2. Enabling Infrastructure for Addressing Anti-Black Racism
3. Centering Blackness in the Academy (hiring of Black faculty and increasing Blackness in curriculum)
4. Anti-Black Racism in Professional Degree Programs



SUMMARY OF RECOMMENDATIONS BY COMMITTEE (2/3)

People of Colour Committee recommendations

1. Sustained anti-racist training and education
2. Improvements in the system for handling complaints involving POC
3. Improving IBPOC women's employment experiences and outcomes across UBC
4. Anti-racist and inclusive communications
5. Anti-racist recruitment and retention policies for UBC undergraduate and graduate students
6. Meaningful and Effective Corrections to Workload Inequity

Staff Committee recommendations

1. Infrastructures to support anti-racism
2. Accountability mechanisms
3. Supporting IBPOC talent
4. Culture change



SUMMARY OF RECOMMENDATIONS BY COMMITTEE (3/3)

Faculty Committee recommendations

1. Increase representative diversity of IBPOC faculty: Recruitment, hiring, and retention
2. Enhance anti-racism and inclusive excellence in leadership
3. Educate all faculty members and leaders about anti-racism
4. Support career progress: Research, funding, wage equity, and award opportunities
5. Establish the UBC Anti-Racism Living Library
6. Enhance data collection and governance
7. Make complaint policy and procedure protective and transparent

Student Committee recommendations

1. Diversify the faculty, especially increase Black faculty
2. Campus life (resources and support)
3. Address mental health of Blacks at UBC, especially students
4. Diversify prospective student body- increase IBPOC and especially Black student numbers



SUMMARY OF RECOMMENDATIONS: INTERSECTIONAL

- In addition to the 6 Committee reports and recommendations there are 6 additional comprehensive and intersectional recommendations that emerged from the TF work:
 - establishment of an Anti-racism and inclusive excellence office at UBC,
 - one on recognizing discrimination based on language and accents as intersecting with racism,
 - one on the intersection of race and sexual orientation- how 2SLGBTQ+ intersects with race and representation,
 - Acknowledging and addressing the specificity of anti-Asian racism at UBC
 - Responding to the crisis of Islamophobia, Muslim representation at the intersection of religious intolerance, xenophobia, racism and sexism.
 - Acknowledgement that the Latina/o/x community is particularly underrepresented in anti-racism work in general and hence a recommendation for greater representation of the Latina/o/x community at UBC.
- This list is not exhaustive but these recommendations do underscore the importance of addressing the complexity of intersectionality and the specificity of representation of certain groups and sub-groups, such that anti-racism works for equity for us all, in all our difference and complexity.



IMPLEMENTATION MODEL ONE: EXECUTIVE DETERMINED

Several recommendations have been identified for the first phase of implementation:

- The need for sustained Anti-Racism training and education
- Increasing recruitment and retention of Indigenous, Black, and People of Colour (IBPOC) faculty
- Create pathways for IBPOC success within the talent pipeline: recruitment, hiring, performance, succession planning, retention
- Develop and establish mechanisms of accountability through race-based data and reporting
- Improve Black student mental health and wellness
- Racial justice commitment for change
- Improvements in the system for handling complaints involving IBPOC

IMPLEMENTATION MODEL TWO: UNIT DETERMINED

- EDST committee to select, prioritize and implement (Coordination with other EDST IBPOC/Equity committees)
- Faculty of Education committee to select, prioritize and implement ARIE TF recommendations (includes EDST representation)
- EDST and/or FoE to select, prioritize and implement, guided by UBC Executive identified priorities