

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

February 1, 2016

PRESENT: Cathy Adams, George Buck, Joe da Costa, Jackie Filipek, Doug Gleddie, Heather Kanuka, Christa King, Chantal Labonte, Lynn McGarvey, Norma Nocente, Marian Rossiter, Ali Shiri, Elaine Simmt, Rochelle Starr, Mark Yurick (for G Schreiber), Jill McClay, (Chair), Betty jo Werthmann (Administrator)

Regrets: Jennifer Branch, Alicia Cappello, Gaylene Schreiber

1. Approval of Agenda

*MOVED TO APPROVE the agenda as circulated.
M Rossiter / J da Costa / CARRIED*

2. Approval of Minutes

The spelling of SSHRC on page 2 will be corrected.

*MOVED TO APPROVE the minutes of December 7, 2015 as amended.
A Shiri / G Buck / CARRIED*

3. Report from the ATA

Mark Yurick from the ATA spoke to GAAC about the work of the Teacher Qualifications Standards Committee (TQS) in the evaluation of teachers for salary purposes.

- The “Principles for the Evaluation of Years of Teacher Education for Salary Purposes” was distributed to members.
- For education taken outside of Alberta, as well as graduate-level courses taken within the Province, transcripts are reviewed, course by course, as not all courses are accepted.
- It is not the “degree” that is reviewed, but each individual course within the degree.
- Teachers are encouraged to contact the TQS ahead of time if they wish to ensure acceptability of courses they plan to take. Email is best in order to have the information in writing.
- TQS principles are reviewed regularly by the ATA Teacher Salary Qualification Board, which has a representative from our faculty as a sitting member. If changes are made, they are back dated so individuals could apply for re-evaluation if it is to their benefit.
- TQS works together with our Undergraduate Student Services office and is working towards having conversations with FGSR.
- Mark also reviewed the fellowships, scholarships and bursaries available to teachers through the ATA.

4. Motion to Approve

4.1 EDIT 578 Internship in Instructional Technology

4.2 EDIT 579 Internship in Instructional Technology

When these courses were presented for notice of motion at the December 7, 2015 meeting, it was suggested that the lecture hours be shown as “variable, variable”. After consultation with the instructor and approval at department council this change has been made.

MOVED TO APPROVE EDIT 578 Internship in Instructional Technology and EDIT 579 Internship in Instructional Technology.

G Buck / M Rossiter / CARRIED

5. Notice of Motion

5.1 EDEL 566 Ethnographic Research Methodology in Education

This course has been piloted several times and the department now wishes to make it a permanent course. Students from across the faculty have enrolled in this course which suggests the need for a specialized research methods course.

6. Spring and summer graduate course offerings

The graduate coordinators and MES director gave an overview of their department course offerings for spring and summer. Current information can be found on department websites.

7. Chair’s Report

Jill reported as follows:

PD for graduate students

“Career Paths outside of Academia with a PhD in Education”

This was a successful event with a strong student turn out; panel members provided in-depth information and discussion. The event was recorded with a link sent on edgrad.

edgrad listserv update

A process is being developed to have all grad students subscribed to edgrad at the same time as their department listserves. The transition will be done through the Dean’s Office. Going forward the hope is to have students added and removed at the department level.

Teacher Conventions

We are registered to attend six conventions throughout the Province. Arrangements are being made to have individuals from departments and the Dean’s Office in attendance. It would be nice to have students at the table to advocate for our programs.

FGSR Council

A notice of motion for laddering of programs is expected to be on the next agenda.

FGSR workshop

March 8 “Inspiring Possibilities”

This workshop, in partnership with Blue Quills College, is to encourage FNMI undergraduate students to consider doing graduate work. Current FNMI graduate students will be in attendance to speak with students.

MOVE TO ADJOURN.

D Gleddie

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

April 4, 2016

PRESENT: George Buck, Alicia Cappello, Jackie Filipek, Doug Gleddie, Heather Kanuka, Christa King, Lynn McGarvey, Norma Nocente, Marian Rossiter, Gaylene Schreiber, Ali Shiri, Jill McClay, (Chair), Betty jo Werthmann (Administrator)

Regrets: Cathy Adams, Jennifer Branch, Joe da Costa, Chantal Labonte, Elaine Simmt, Rochelle Starr

1. Approval of Agenda

*MOVED TO APPROVE the agenda as circulated.
M Rossiter / L McGarvey / CARRIED*

2. Approval of Minutes

Under the *Report from the ATA*, the ATA Board of Governors should be stated as the ATA Teacher Salary Qualifications Board. Original minutes will be amended.

*MOVED TO APPROVE the minutes of February 1, 2016 as amended.
A Shiri / H Kanuka / CARRIED*

3. Motion to Approve

3.1 EDEL 566 Ethnographic Research Methodology in Education

This new course was presented for notice of motion at the February 1, 2016 meeting. No feedback was received.

An editorial change was requested for “Ethnographic” to have a lower case ‘e’ in the course description.

*MOVED TO APPROVE EDEL 566 Ethnographic Research Methodology in Education, and to include the editorial change.
J Filipek / L McGarvey / CARRIED*

4. Notice of Motion

4.1 EDSE 510 Research Methods in Secondary Education

As the Department now offers this course in fall and winter, it is a request to change from “first” term to “either” term.

There was a process question at this point concerning minor editorial changes. Do they need a notice of motion? Could they be approved by the Chair on behalf of GAAC? This process is used at the Undergraduate Academic Affairs Council. Jill will take this under consideration.

4.2 EDPS 515 Sexual and Gender Minorities in Education and Culture

This course has been taught under an umbrella number and the Department now wishes to have a permanent number. The course is designed to address emerging issues, legislation, research, and trends in K-12 education and culture in Canada.

5. Chair's Report

Jill reported as follows:

- The University is moving to gender neutral language. The Registrar's Office has reviewed the Calendar and made all appropriate changes. Departments and instructors should be aware of this in preparing calendar descriptions, course outlines, etc.
- The approval body for certificate programs has been Faculty Council. Future certificate submissions will now be reviewed by GAAC (graduate) and UAAC (undergraduate). GAAC's role will be to consider how proposed certificate courses and the overall program fit into our graduate programs.

As GAAC minutes go to Faculty Council for receipt, what if a certificate was challenged at that point, but had already been sent forward through governance from GAAC. Lynn McGarvey responded that if proper consultation takes place, followed by a strong review and discussion at GAAC, then any questions that may arise at Faculty Council should be for clarification only. One of the consultation steps required prior to GAAC is a review by the Vice Dean.

- An upcoming project taking place in the Faculty is obtaining information on our BED and graduate students following graduation, e.g. where employed. This is important information for many reasons but will be required for future graduate program reviews. A graduate student internship will soon be posted to assist with this project.
- The Faculty has advertised for five post-doctoral positions – one for each department with selections being done by department review committees.
- Congratulations to Educational Psychology, Elementary Education and Secondary Education on their successful student research showcases.
- Catherine van Kessel from Secondary Education is a finalist in the 3 minute thesis competition.
- The latest PD session was "Applying and Interviewing for Academic Jobs". Approximately 40 students attended in person with 14 livestreaming. The panel consisted of Heather Brown, Educational Psychology; Lindsay Gibson, Elementary Education; and Elaine Simmt, Director, Master of Educational Studies.

MOVED TO ADJOURN
N Nocente

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

September 12, 2016

PRESENT: Cathy Adams, Joe da Costa, Doug Gleddie, Lynn McGarvey, Norma Nocente, Gaylene Schreiber, Ali Shiri, Elaine Simmt, Trudy Cardinal, Jacqueline Pei, Evelyn Steinhauer, Veronica Smith, Hayley Morrison, Ella Hitchcock, Remonia Morrison, Jill McClay, (Chair), Van Dam (Administrator)

Regrets:

1. Approval of Agenda

*MOVED TO APPROVE the agenda as circulated.
Elaine Simmt / Doug Gleddie / CARRIED*

2. Approval of April 4, 2016 Minutes

An editorial change was requested for section 4.1 of the minutes from “it is request a change from” to “it is a request to change from”

*MOVED TO APPROVE the minutes of April 4, 2016 as amended.
Cathy Adams / Ali Shiri / CARRIED*

2.1 e-vote results for notices of motion

EDSE 510 Research Methods in Secondary Education and EDPS 515 Sexual and Gender Minorities in Education and Culture were both approved.

3. For Information

- 3.1 Membership
- 3.2 Terms of Reference
- 3.3 Meeting Schedule
- 3.4 U of A program approval flowchart
- 3.5 Calendar submission information
- 3.6 Summary of 2015-16

These items were reviewed for the information of GAAC members.

4. **Annual Report for 2015-16**

This report was presented for the information of GAAC members. The report will be presented to Faculty Council in the fall.

5. **Notice of Motion**

5.1 EDSE 611 Phenomenological Research and Writing

This course has been offered for many years as a two term (full year), 6-credit course. This editorial change is the first part of a two-part submission to split EDSE 611 into two 3-credit courses. This move is intended to accommodate a growing number of requests from students to participate only in the first half of the current full-year course. Students wishing to pursue the additional 3-credits may complete a second course (proposed as EDSE 616 Phenomenology of Practice). The course is normally offered every second year; early implementation means this course may be offered on schedule in its new version in Fall 2017.

5.2 EDSE 621 Phenomenology of Practice

This new course, EDSE 616 Phenomenology of Practice, represents the second part of a two-part submission to split EDSE 611 into two 3-credit courses. This move is intended to accommodate the growing number of requests for students to participate only in the first half of the course. Students wishing to pursue the additional 3-credits beyond the new 3-credit EDSE 611, may take this course. Thus, its prerequisite is EDSE 611. The course is normally offered every second year; early implementation means this course may be offered on schedule in its new version in Fall 2017.

A discussion ensued around potential problems for students who have already received credits for EDSE 611 prior to this change and would now like to take the new EDSE 621 course as well. It was recommended that the form include text to prohibit a student from receiving credits for both courses after the change.

It was further suggested to remove the text indicating the *staffing* and *extra to load* detail in the *Resource Requirements* section of the submission form.

Lynn McGarvey posed the question about how to proceed now with calendar submissions since the Calendar is no longer categorized by section numbers. The committee was unaware of this change and Jill McClay indicated she would look into this further.

5. Chair's Report

The Chair reported as follows:

- Upcoming graduate student SSHRC Workshops:
 - Doctoral Workshop: September 22, 2016 from 1-2:30 pm
 - Masters Workshop: October 20, 2016 from 1-2:30 pm
- Graduate Professional Development
 - Upcoming Faculty hosted session: November 3, 2016 from noon to 1:30 pm. The title is "Creating a Curriculum Vita".
 - EEGSA and SEGSA started an initiative called *Ed-Link – Graduate Learning and Inquiring New Knowledge!* Hayley Morrison spoke further about these sessions: Each month, they aim to host a session, led by faculty members, for graduate students to participate in. The sessions may be workshops, research talks, etc., and the intent is to get more students engaged with faculty and making connections for committees and other work.
- Faculty Overview
 - 960 graduate students last year in our Faculty; 7000+ across the U of A
 - Our Faculty convocated 150 graduate students in Spring 2016
 - 40+ graduate programs within the faculty (M.Ed thesis and course-based, MLIS, Combined MLIS/MBA, P.hD, Ed.D)

MOVED TO ADJOURN.

C Adams

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

October 3, 2016

PRESENT: Cathy Adams, Doug Gleddie, Lynn McGarvey, Norma Nocente, Gaylene Schreiber, Ali Shiri, Evelyn Steinhauer, Veronica Smith, Hayley Morrison, Ella Hitchcock, Remonia Morrison, Kelsey Reed, Dominique Gadsden, Jill McClay, (Chair), Van Dam (Administrator)

Regrets: Trudy Cardinal, Jacqueline Pei, Joe da Costa, Elaine Simmt

1. APPROVAL OF AGENDA

*MOVED TO APPROVE the agenda as circulated.
D Gleddie / A Shiri / CARRIED*

2. APPROVAL OF SEPTEMBER 12, 2016 MINUTES

*MOVED TO APPROVE the minutes of September 12, 2016 as presented.
H Morrison / E Hitchcock / CARRIED*

3. WORKING GROUPS FOR TECHNOLOGY INTEGRATION (L. McGarvey)

General discussion

- Technology integration into teaching and learning needs attention. We should look at graduate courses and technology integration across the faculty in this area.
- Majority of the faculty research is qualitative but we don't have qualitative research tools available to our students. Instructors are limited by what they can do and have often sought out other ways to go around this. For example, the 2 day workshops offered by the Qualitative Research Institute but those workshops are pricey; or and pointing students to the 10 day free trial download but that's actually not helpful for students if they want to use the tool more extensively.
- We can be doing better in integrating technologies to help graduate students to organize their lit reviews, collect data, analyse data, and learn innovative ways to communicate knowledge from research.

- Lack of site licensing is problematic for researchers. The stand-alone version is sometimes prohibitive but the team based version is even more expensive. It's not feasible in terms of time and investment, but might be a good option for the faculty to provide as a whole.
- Moving forward, would need to involve the Associate Dean Research in the process.
- Proposed to strike a working group to be responsible for gathering information on the current uses of technology within our graduate courses (e.g., technology to support literature reviews, analysis software used within courses, use of technology in online courses, etc.), and make recommendations to support technology integration more fully (e.g., purchase of site licenses, professional development, etc.).
- Ideally, the group would include at least one graduate student. L McGarvey will send out a request to GAAC members for volunteers. There are no limits to the number of working group members and is not limited to GAAC members only.

MOVED TO STRIKE a working group to look at technology and integration across graduate courses.

L McGarvey / CARRIED

4. MOTION TO APPROVE

4.1 EDSE 611 Phenomenological Research (Editorial Change)

4.2 EDSE 621 Phenomenology Writing (New Course)

The discussion from GAAC's meeting on September 12, 2016 resulted in a couple of changes. First, the title of EDSE 611 changed to *Phenomenological Research* and EDSE 621 to *Phenomenological Writing*. Second, EDSE 621 now includes clarification that students who have taken EDSE 621 may not take it for credit if credit has already been obtained in EDSE 611 prior to September 2016.

MOVED TO APPROVE EDSE 611 Phenomenological Research and EDSE 621 Phenomenology Writing.

C Adams / N Nocente / CARRIED

4.3 Elementary Education M.Ed. Thesis (Editorial Change)

J McClay indicated last spring GAAC talked about the idea of not needing a vote for minor editorial changes, as the Chair in UAAC often just approved of them on his own. GAAC agreed to do a trial this fall and she felt this item seems to fit this situation. However, to err on the side of caution, she would also like a group discussion as well.

D Gleddie reported two changes. First, a credit change from 24 to 21 credits for courses in a thesis based master's program, with a *9 thesis (raised from *6). This change is intended to encourage more students to apply to the thesis route. Second, making the capping exercise non-credit. This is a cleanup of the calendar since it has already gone to a non-credit in September 2013. There are still some exceptions so the department has decided to keep the word "normally" in the description.

A discussion followed regarding FGSR's minimum requirements for a capping exercise, and each department reported on how they fulfil this requirement. It was further noted that the number of required course credits ranged quite significantly across the faculty and the university as a whole.

G Schreiber noted an editorial change on the GAAC submission form. Since the item is brought forward for motion to approve, the box for "Formal motion or Approval" should be checked instead of "Consultation and Notice of Motion".

5. NOTICE OF MOTION

5.1 Secondary Education General Information

C Adams reported it was a clean-up of the Calendar: new website URL, research areas and general wording. Additionally, there were other changes that the department is just catching up on (i.e. on the website but not on the calendar). These included requirements for non-English speaking students, an increased TOEFL score, and a final project rather than a capping project in the master's program).

J McClay noted that this would have been bumped up to a motion to approve, if it was brought forward in time since it was just a general clean-up of the calendar.

5.2 EDPY 645 SCCP School Practicum Placement

5.3 EDPY 647 SCCP Clinical Practicum Placement

V Smith reported both are editorial changes brought forward last year and were approved but the credits assigned to them were incorrect. This notice of motion is to correct this.

C Adams recommended crossing out "fi 6" and replacing it with "fi 12" on the form as the course is now 6 credits with a fee index of 12.

J McClay confirmed the removal of section numbers within the Calendar, and to note there is no need now to fill in the section number piece on the GAAC submission form.

5.4 EDPY 601 Advanced Doctoral Research Seminar

V Smith reported this is a new course that resulted from discussion in the department wanting a cross area course that all doctoral students take to introduce them to theoretical and research relevant topics suitable at the doctoral level in psychology in education. The course is anticipated to be offered in winter 2018.

There was discussion around whether it is a required course. V Smith noted that there have been a lot of changes in two of the accredited programs: School and Clinical Child Psychology and Counselling Psychology. This course is coming from the SCCP group and she is uncertain if it is required across the entire department.

5.5 EDPY 616 Achievement Motivation

This course has been offered as EDPY 597/697 for many years. The rationale is to change the course name and seek a permanent calendar number for the course. EDPY 616 Achievement Motivation will run in winter 2017.

J McClay explained the course numbering process to the group: if a department is going to run a course consistently, it's a good idea to give it a proper number so that students' transcripts do not have multiple courses with the same course number. This may cause some suspicion for those reviewing these transcripts.

There was discussion around the restrictive nature of the note "Restricted to Graduate students in all faculties". V Smith clarified it is to indicate that students from other faculties are welcome to register in the course. It was then proposed that perhaps the wording should be "open to all graduate students in all faculties". However, it was further noted that it may not be needed in the Calendar copy at all since this type of info is usually found on Bear Tracks. V Smith concluded that if the department sees a need to revise the wording, she will bring it forward to GAAC at that point.

6. **CHAIR'S REPORT**

SSHRC Doctoral Workshop

- The Dean's Office ran the workshop September 20. The date was moved from September 22 to the 20 so as not to conflict with FGSR's workshop. Students were encouraged to attend both workshops.
- Big thank you to Hayley Morrison and Maggie Shane for sharing their tips and experiences; to Curtis Riep for allowing us to share his proposal with the group.

Alumni Survey:

- Money received from internship went into creating an alumni survey. L McGarvey and J McClay supervising Alicia Cappello on this project.
- Survey done in cooperation with Alumni Relations to get a snapshot of the people who graduated from our faculty (B.Ed., masters or doctoral).
- Survey is not a program evaluation but for us to get a broader sense of where they are and what fields they are working in.
- Within the next few days, J McClay is hoping to send to Associate Chairs for feedback. It is a time sensitive turnaround and they're hoping to distribute surveys around October 8.

7. NEWS FROM THE ATA

G Schreiber shared info on Beginning New Teachers Conference:

- ATA offered two conferences: one in Edmonton (this past weekend) and one in Calgary (weekend after Thanksgiving).
- Edmonton had 518 registrants, and Calgary had 400+, so about 900+ new teachers this year.
- Are offered free of charge to students in their first and second year of teaching or new to teaching in Alberta.
- Starts Thursday night and ends Saturday for lunch. The entire first day is spent on pedagogy and the second day is used for curriculum specific sessions. ATA emphasizes that these sessions offer practical skills that teachers can use Monday morning.
- J McClay thanked Gaylene for the impromptu report.

MOVED TO ADJOURN.

C Adams

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

December 5, 2016

PRESENT: Cathy Adams, Doug Gleddie, Lynn McGarvey, Norma Nocente, Ali Shiri, Veronica Smith, Trudy Cardinal, Jacqueline Pei, Elaine Simmt, Hayley Morrison, Ella Hitchcock, Kelsey Reed, Monique Gravel (ATA Designate), Jill McClay, (Chair), Van Dam (Administrator)

Regrets: Joe da Costa, Evelyn Steinhauer, Gaylene Schreiber, Domenique Gadsden, Remonia Morrison

1. APPROVAL OF AGENDA

*MOVED TO APPROVE the agenda as circulated.
D Gleddie / L McGarvey / CARRIED*

2. APPROVAL OF OCTOBER 3, 2016 MINUTES

*MOVED TO APPROVE the minutes of October 3, 2016 as presented.
C Adams / D Gleddie / CARRIED*

3. NOTICE OF MOTION

3.1 EDPS 560 Philosophies, Theories and Methods of Teaching and Learning in Adult and Higher Education

3.2 EDPS 561 Design and Development of Learning, Teaching and Assessment in Adult and Higher Education

3.3 EDPS 585 Assessing Needs and Program Planning in Adult and Community Education

The department of Educational Policy Studies is unable to be at the meeting to speak to these items. J McClay asks that committee members notify V Dam of any issues within the next two weeks. If there are no concerns brought forward, the three items will go for motion to approve at the next GAAC meeting.

4. TANZANIAN CONVOCATION – E SIMMT

- MES program is run out of the Dean's Office and consists of 8 compulsory

- courses and two electives. There is a 3-week summer residency component and then the program repeats this pattern in the second year.
- In 2012, we received a grant from Global Affairs Canada and were able to fully fund 22 masters and 3 doctoral students. In the MES program, we funded 12 MES students and 10 more that completed MEds with the Aga Khan University in Dar es Salaam, Tanzania.
 - 10 students locally in Tanzania and 12 MEd MES students. This was a one-off opportunity.
 - An instructor was sent to co-teach with a local Tanzanian instructor and students completed their residencies there.
 - On November 12, 2016 these students participated in a “Parchment Celebration”. This is not considered “convocation” as “convocation” only occurs if the Chancellor is present. Therefore, it was a Tanzanian Parchment Celebration.
 - Students were thrilled and family members attended the celebration
 - It was good that Heather Zwicker, Dean of FGSR, came because she appreciated the international cohort model. She commented on how great it was for the students to be able to study in their home town.
 - J McClay appreciated that the FGSR Dean was there as it allowed us to showcase the excellent work that we do.

5. PROFESSIONAL DEVELOPMENT – REPORTS FROM DEPARTMENTS / SCHOOL

Background and rationale – J McClay

- J McClay requested each unit report on professional development work 1) to be proactive and prepared for future program reviews and 2) to let others know more about what each unit is doing in this area.
- This Fall, FGSR implemented a professional development component. The history behind it: In 2012 GSA requested it be mandatory for fear that if it wasn't, then supervisors would not permit them to take it. At that time, the Faculty of Education opted out because we already do a lot of PD activities for our students. We felt that ours were more specific to the Faculty, and FGSR ones would be more generic in nature. Some other faculties and programs also opted out of this component (e.g., Faculty of Law).
- In recent FGSR PD resources, it is not always clear that our students are exempt from this requirement.
- J McClay noted that our Faculty has an abundance of PD related activities and sessions, but she wanted to be ensure that students and units are aware of the activities available as one-off and/or ongoing events.
- Part of the rationale behind the current Alumni survey, too, is to find out the types of careers our grads are going into and to use the information gathered to help guide our topics for future PD offerings.

SLIS – A Shiri

- ePortfolio / capping exercise is a compilation of PD activities
- Used a facet analysis technique to think about all the potential aspects related to professional development
- There are 9 facets / categories and they’re not mutually exclusive. They can be expanded, modified and changed.

	PD Facet	PD Activity
1	Leadership role in academic committees	Faculty and University level committees or initiatives
2	Participation in professionals associations and organizations	Membership & Leadership role
3	Conferences	Organizing, presenting at, and/or attending conferences. One of them is student-run.
4	PD course(s)	Leadership, management, real world experience, attending committee meetings etc.
5	Professional Communication	Dissemination of information, guest lectures, panel participation, directed study course
6	Professional socialization	Social events and activities
7	Career planning	Employment related events (EPL guest provided interviewing tips, resume writing, career fairs, access to job postings, SLIS Facebook for job posts)
8	Scholarly and research work	Conducting research, attending talks, research assistantship, grant writing activities, talks and colloquiums
9	Technology PD	Keeping up to date with technology (lunch how-to sessions, Tech in Ed workshops)

Elementary Education – D Gleddie

- Informal process due to the type of grad students we have (online, part time) so it’s a challenge for them to come here to campus to attend.
- We provide supports for our students
 - Share and encourage students to attend both Faculty and FGSR hosted PD sessions
 - EEGSA and SEGSA Ed-LINK (Graduate Students Learning and Inquiring New Knowledge!)

- Research Showcase
- Last year, Carla Peck provided a session on peer reviewing
- One off sessions:
 - Panel discussion for what elementary schools are doing now and how we can be future-ready
 - Grad Expo last year
 - Informal chat every Saturday at Earls with 3 PhD students to talk about their programs and what their current needs are
- H Morrison added –
 - Have been collaborative with Faculty initiatives
 - Creating a community with students and career planning sessions
 - Library resources
 - Oral candidacy info sessions from a student perspective
 - Research technologies
- J McClay added –
 - Department runs open public presentations before candidacy which provide students the experience of talking about their work

Secondary Education – C Adams

- Florence Glanfield ran a Scholarship and Award Boot Camp in September, and this was opened up to Elementary Education students as well. This is the second year this boot camp was offered.
- Master and PhD programs are actually professional development because students are teaching professionals who are coming back to do their grad program with the department
- It's difficult to pin down what constitutes as PD because students take such varying programs

J McClay indicated she will need to check with Office of International Initiatives about what they offer for PD.

Educational Psychology – V Smith

- GSA organizes monthly Brown Bag sessions (i.e. students/faculty presenting on a topic, student preparation for a defence)
- Psychology Salon: Students in the Counselling program get together at pubs to talk about psychology related topics and how they relate to the real world
- Counselling SCCP students have SSHRC writing grant sessions. J Pei added that at their September orientation, students are informed they can be provided with supplemental support for the next 3 months.
- Faculty member in the Measurement and Evaluation program offers measurement talks via Skype every 3 months
- Scholars who visit the department are invited externals and they tend to host a topic talk
- J Pei added –

- Research Consortium
- Student memberships come with opportunities to attend sessions and conferences

A Shiri agreed to share his categories / chart with the group.

J McClay reported on our efforts at the Faculty level:

- Fall SSHRC workshops offered at both the master and doctoral levels
- PD Series (e.g.,. Creating a CV). We consistently stream videos for our off-site students and make available the recording of each session after the event.

J McClay opened the conversation up to suggestions for future sessions:

- V Smith suggested a session on Mitacs internships and awards
- H Morrison suggested reprising the session “Interviewing for academic positions” as it was very helpful
- A Shiri commented the session on alternative paths for academics was a very good one. He suggested perhaps using the Kaltura platform to monitor viewership of our online session recordings. He noted that Kaltura can show you not only the number of viewers for each video but also the location from where they’re coming from
- D Gleddie suggested a session presented by an ombudsperson to provide information on being proactive and to talk about the supervisor – student relationship
- T Cardinal suggested a session on Indigenous Awareness / Relationship Building that is a much more gentle and private approach as opposed to the current class structure. Perhaps, it could be having regular access to an Elder and building that relationship with him/her
- V Smith suggested sessions on helping students develop their oral ability to showcase and describe their research

J McClay indicated for members to email her after today’s meeting, if they should have further suggestions.

There was general discussion around the 3 Minute Thesis competition and identifying which students should be encouraged to apply. Members agreed that it is highly competitive and may be best to be more selective in the process and not just simply encourage everyone to apply. J McClay requested Associate Chairs to bring it back to their units for discussion.

6. CHAIR’S REPORT

- **Update on submission procedure for calendar:** We now must go through RO first for consultation

- **Exit survey Fall 2016:** We had an impressive 63% response rate, which is similar to the response rate we consistently get from this survey. Van and Jill are analyzing data and will report at a later date.
- **Graduate Alumni Survey** is up and running with >800 responses so far. Please fill it out if you have completed a degree from this Faculty (not for current registration in a program). Please distribute widely, especially to people working in diverse fields.
- **Upcoming Professional Development sessions, noon-1:30 PM** (RSVP required so that we order well for lunch):
 - January 19: *“Developing your publications record”* with panelists Drs Marian Rossiter, Linda Laidlaw, Greg Thomas, and Cheryl Poth, all of whom have extensive editorial experience with academic and professional journals.
 - February 2: *“Postdoctoral fellowships: What are they and how do you transition from doctoral to postdoctoral studies?”* Panel of current postdoctoral fellowship holders in our Faculty.
- **Doctoral recruitment scholarships committee:** Jill is on a small FGSR committee of Associate Deans across the University looking into the question of how best to award doctoral recruitment scholarships. Recommendations will be given to Dean, FGSR in January.
- **Micro-grants:** FGSR is offering “micro-grants” of up to \$10,000 for programs to apply for so that we can explore innovative curriculum in doctoral programs. Two proposals have gone in from the Faculty of Education, and we await word on our success. The two are: (1) to explore possibilities of an alternative-delivery EdD program, and (2) to better understand the diverse careers that people with doctorates in Education go into.

MOVED TO ADJOURN.

C Adams