

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

February 4, 2013

PRESENT: Jennifer Branch, George Buck, Trudy Cardinal, José da Costa, Shelane Jorgenson, Anna Kirova, Margaret Mackey, Janelle McFeetors, Brenda Spencer, Greg Thomas, Lindsey Whitson, Mark Yurick, Patricia Boechler (Chair), Betty jo Werthmann (Secretary)

Regrets: Alexandria Fidyk, Elaine Simmt, Jorge Sousa

1. Approval of Agenda

MOVED TO APPROVE the agenda as circulated.

*J Branch
B Spencer
CARRIED*

2. Approval of November 5, 2012 Minutes

MOVED TO APPROVE the minutes of November 5, 2012 as presented.

*G Buck
G Thomas
CARRIED*

3. Chair's Report

3.1 PeopleSoft Module for Graduate Student Tracking

Patricia presented this item for information only as it is in a very early development phase.

- Central Administration is developing a central system to track graduate students as currently information has to be pieced together from a variety of documents.
- Supervisors will be able to track their individual student's progress.
- Q – Will this system enable the tracking of a student's academic accomplishments, e.g. publications and presentations? A – Fields will be modifiable to meet each faculty's purpose
- Patricia was not clear if students would be able to enter their own data similar to an academic's annual report.
- Q – Could the system include tracking where our students end up for employment? A – This is not in the system but Patricia will make the suggestion.
- Anna Kirova is part of the working group developing quality measures, and what works across campus. One factor being looked at is employment of graduate students following graduation.
- The system should be built to interact with other systems so alleviate graduate administrators having to enter data.
- Patricia will continue to report as progress is made.

3.2 FGSR update

In an attempt to dispel rumors Patricia reported that no changes have been made at FGSR. Information is being gathered to see what changes are necessary, but currently nothing is happening.

4. Notice of Motion

4.1 EDPS 520 International Adult Education

A revision to the course title is proposed to better reflect the content of the course.

4.2 EDPY 505 Advanced Univariate Statistics in Educational Research

4.3 EDPY 507 Test Theory

4.4 EDPY 605 Multivariate Statistical Methods in Education Research

Revised titles are proposed for the above three courses to allow instructors to update course content to reflect changes in the discipline as well as the needs of students and faculty in the department. Course descriptions are also being added for each course.

4.5 EDPY 508 Item Response Theory

This course is being deleted and rebuilt as a doctoral level course.

4.6 EDPY 607 Measurement Theory II

This proposed new course is a renumbering and refocus of EDPY 508 to a doctoral level course which will improve the department's doctoral level course complements.

Note to Minutes – Due to the cancellation of the February 4 GAAC meeting, and to allow the above courses to move forward through University governance in a timely fashion, members were asked on February 25 if they would agree to voting via email. A response was received from each GAAC member in favour of voting via email, and the following course were deemed approved:

- EDPS 520 International Adult Education
- EDPY 505 Advanced Univariate Statistics in Educational Research
- EDPY 507 Test Theory
- EDPY 605 Multivariate Statistical Methods in Education Research
- EDPY 508 Item Response Theory
- EDPY 607 Measurement Theory II

5. Teacher Qualifications Service Update

Presenter: Mark Yurick, Chair of the ATA Teacher Qualifications Committee and TQC representative to GAAC

Mark spoke in relation to the *Principles for the Evaluation of Years of Teacher Education for Salary Purposes*, and provided booklets for members' information. Teachers are paid on a grid that combines years of education with years of service. It is important for students as future teachers to understand some of the intricacies, such as:

- there is no rounding up or down for partial years
- not all post-secondary programs are evaluated the same, such things as the number of courses in a program is a factor. Each transcript and the courses contained within it are reviewed in the evaluation process.
- on occasion institutions transfer in credits into a program from another institution that may not receive credit under the principles for evaluation that are used by the service.
- one year of education for salary purposes generally requires 10 courses at the undergraduate level, eight at the graduate level.

Students are encouraged to check with the Teacher Qualifications Service at any time to review matters related to salary qualifications.

Mark also provided brochures and posters for the ATA Doctoral Fellowships in Education, Nadene M Thomas Graduate Research Bursary, and the John Mazurek Memorial – Morgex Insurance Scholarship. Dr Randy Wimmer is our Faculty representative on the ATA Scholarship Committee.

Patricia will have the scholarship information posted on the edgrad listserve.

6. Collaborative Research Space

Dr Boechler presented on the proposed Education collaborative research space in 2-111 Education North.

- The Faculty of Nursing occupied 2-111 Education North for many years, until the Edmonton Clinic Health Academy was opened and they relocated.
- The Dean and Dr Rinaldi, former Associate Dean Research, worked to secure this space for Faculty use.
- A core facility assessment took place in April 2011 when Faculty researchers were asked to complete a survey concerning their research needs.
- Three main issues identified were
 - physical space
 - advanced research methodology support
 - research innovation through technology support
- The hope is to create a space that is collaboratively used by every member of the faculty at one time or another, and supports many different kinds of research.
- All fixtures stayed when the space was vacated, and have been reconfigured into an interim floor plan.
- A proposal has been submitted to Central Administration for equipment and renovations.
- There will be space for different formats of data collection, research collaboration, meeting space, short-term work space, that will be booked through the Dean's Office.
- Project space will require an application process as bookings will be long-term.
- It is hoped to eventually have a research mentor and research technology support on site.
- There is direct access through a stairwell to Educational Technology Services.
- In reviewing similar collaborative research space at other institutions, graduate students play a large role as research assistants.
- Until there is a better feel for the needs of the faculty, students using the space should be in the role of research assistant.
- The space will officially open once equipment has been received and installed.
- GAAC members are encouraged to talk to their colleagues about the research space, and to watch for an announcement of the official opening.

Miscellaneous

Greg Thomas is the Editor of *ajer* (Alberta Journal of Educational Research). The journal has hired several graduate students as copy editors. This pays \$25 per hour as well as provides good experience for their CV. As a student finishes their program or no longer wishes the placement, new students will be hired. Please check www.ajer.ca for information.

MOVED TO ADJOURN.

*G Thomas
A Kirova
CARRIED*

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

June 10, 2013

PRESENT: George Buck, Trudy Cardinal, Jose da Costa, Jennifer Kelly (for Brenda Spencer), Anna Kirova, Janelle McFeetors, Elaine Simmt, Greg Thomas, Bill Whelton, Mark Yurick, Patricia Boechler (Chair), Betty jo Werthmann (Administrator)

Regrets: Alexandra Fidyk, Jorge Sousa, Brenda Spencer, Lindsey Whitson

1. Approval of Agenda

MOVED TO APPROVE the agenda as circulated.

*E Simmt
G Thomas
CARRIED*

2. Approval of February 4, 2013 Minutes

MOVED TO APPROVE the minutes of February 4, 2013 as presented.

*J McFeetors
J da Costa
CARRIED*

3. Chair's Report

3.1 FGSR Update

Patricia reported on the following changes that were approved at FGSR Council on May 15, 2013.

- i. Motion: Be it resolved that the FGSR Council delegates the authority for making the final decisions in the following situations to the departments, with no secondary approval being required. The departments, therefore, become the office of accountability for the decisions made.
 - a) Admissions (except for the admission of a student from a doctoral program at another institution).
 - b) Readmissions.
 - c) Transfer of a graduate student from one University department to another.
 - d) Approval of the membership of a supervisory committee.
 - e) Approval of the membership of a doctoral candidacy examination committee.
 - f) Restricting access to a thesis.
 - g) First extension of the time limit for program completion.
 - h) First extension of the time limit for completion of program requirements.
 - i) Approval of leaves of absence on medical or parental grounds (negative decisions can be appealed to the FGSR).

Motion: Be it resolved that the FGSR Council delegates the authority for approving changes to the graduate program requirements to the Dean of the Faculty to whom the department reports, so

long as those changes do not result in a program requirement falling below the minimum University standards.

ii. Motion: Be it resolved that the FGSR Council delegates the authority for making the final decisions in the following cases to the Dean of the Faculty to whom the department reports. The Dean (or delegate), therefore, is the secondary approver on the following decisions. The Dean of the Faculty to whom the department reports is the office of accountability for these decisions.

- a) Approval of the appointment of a final examining committee (master's or doctoral).
- b) Approval of the appointment of an external examiner/reader for a doctoral final examination.

iii. Motion: Be it resolved that the FGSR Council delegates the authority for approving the appointment of the supervisor(s) of a graduate student to the Dean of the Faculty to whom the student's department reports. The Dean (or delegate) is, therefore, is the secondary approver, and the office of accountability for these decisions.

Discussion/questions:

- motion 1
 - Patricia reported that Mazi Shirvani, FGSR Dean, indicated that FGSR would continue to approve the authenticity of transcripts from other institutions. If departments will eventually have to do this they will need the institution list from FGSR. It was also questioned as to how an institution gets on the approved list.
- Motion 2 and 3
 - Is the delegation of authority just to the dean or 'dean or delegate'?
 - Patricia reported that the associate deans, graduate studies across campus have met to determine a consistent understanding of the tasks as it is felt there is a lack of clarity.
- There was no date of implementation at the vote but items from motion 1 have already been downloaded.

4. Notice of Motion

4.1 EDPS 681 Frameworks for Research in Educational Policy Studies

The proposed revised course title and description more clearly state the focus of the course and the research methodology most graduate students in the department engage in.

Currently if a student requests a course in quantitative methodology they are encouraged to take one from another department. The department will be looking at the potential development of quantitative methodology courses.

4.2 EDPY 521 Principles of Psychological Assessment I

The proposed title better reflects the course content. The course description has been revised slightly to better capture the course content.

4.3 EDPY 641 Advanced Personality Assessment

The proposed title will more accurately reflect the course content.

4.4 EDPY 643 Child/Adolescent Therapy and Intervention

4.5 EDPY 644 Consultation in School and Clinical Child Psychology

EDPY 643 and 644 are required courses in the School and Clinical Child Psychology PhD professional program. Each course has been previously offered under the department's umbrella number.

4.6 EDU 511 Introduction to School Improvement

Editorial revision.

4.7 EDU 503 Foundations of Curriculum

4.8 EDU 513 Leadership for Educational Change

The proposed course descriptions for EDU 503 and 513 will better reflect the course content.

4.9 EDU 515 Conducting Educational Research

The proposed title change better reflects the course content.

4.10 EDU 900 Directed Research Project

For the first five years, MES students in EDU 900 engaged in an action research project and wrote a research report for credit. The number of obstacles to completing those projects grew as the size and number of cohorts grew. The research project required ethics review for approximately 30 to 40 students per year, submitted en masse to the Research Ethics Board. The complexity of action research meant that the students required close supervision in a non-thesis program. In 2010, the MES director, in consultation with instructors and the steering committee, changed the action research project to a "research assignment", limiting the students' research experiences to formulating a research question, preparing a literature review, and exploring a question through conducting a small survey, a set of interviews, or a form of data collection that does not involve human research participants. Currently, the instructor for the course seeks course-based ethics for the research assignment. No longer do students write a research report for EDI 900 but instead integrate their research assignment with all other elements of the MES program thus synthesizing their learning experiences from the whole of the MES program.

This change in focus was done in 2010 but the title of EDU 900 was not changed. The proposed title change will reflect the change in the course from preparing and reporting on a research project to doing a program synthesis paper.

5. GAAC Terms of Reference

Patricia presented the following proposed changes to the terms of reference:

- 2.2 and 2.3 changes are merely format revisions

- 6. Procedures

Background

The only items for the March 4 agenda were motions to approve calendar changes presented at the February 4 meeting. In order to move these changes through in a timely fashion, permission was asked of Council members to hold an email vote. At that time it was agreed that a process for email voting would be added to the terms of reference.

Discussion:

- remove “only if the GAAC Chair deems there are no upcoming agenda items”
- add “outcome of email vote will be included in the appropriate minutes”

MOVED TO APPROVED the GAAC terms of reference with the noted changes.

*B Whelton
J McFeetors
CARRIED*

The terms of reference will be forwarded to Education Faculty Council for approval.

Meeting adjourned.

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

September 9, 2013

PRESENT: Jennifer Branch, George Buck, Diane Conrad, Ying Cui, Anna Kirova, Achsah Lionel, Christine Massing, Paul Newton, Ali Shiri, Elaine Simmt, Jorge Sousa, Greg Thomas, Randy Wimmer, Jill McClay (Chair), Betty Jo Werthmann (Administrator)

Regrets: Ali Abdi, Mark Yurick

1. Approval of Agenda

MOVED TO APPROVE the agenda as circulated.

A Kirova / Jennifer Branch / CARRIED

2. Approval of June 10, 2013 Minutes

MOVED TO APPROVE the minutes of June 10, 2013 as presented.

G Buck / G Thomas / CARRIED

3. For Information Only

- 3.1 Membership
- 3.2 Terms of Reference
- 3.3 U of A program approval flowchart
- 3.4 Meeting schedule

The above items were reviewed for information of Council members.

4. Annual Report

The annual report will be presented to Faculty Council for information.

5. Summary of 2011-2012

For information of Council members.

6. Chair's Report

The dates for faculty SSHRC workshops are as follows:

- Master's – September 16th, 1:00
- Doctoral – September 16th, 2:00

The FGSR SSHRC workshop will be September 11th at 3:00.

The process for Master's SSHRC has changed. An allotment is provided by SSHRC to each research university and the adjudication will be done at the U of A.

The Faculty's graduate student recruitment open house will be October 24th from 4:30 to 6:00 in the main floor atrium.

The previously reported FGSR changes have now resulted in a transition within our Faculty. The Associate Dean, Research and Graduate Studies mandate has been split and Jill McClay is now Associate Dean, Graduate Studies. This is a part time role split with her role as an Associate Dean in FGSR.

In May, 2013, FGSR Council passed resolutions that delegated authority for a number of procedures to the departments/units or to the disciplinary faculties. The signing authorities that are now at the department/unit level mean that the forms for these processes are sent to FGSR for processing rather than approval, and so these changes should streamline workflow at the department level. The authorities that were designated to the Deans of the disciplinary faculties are handled by the Associate Deans for Graduate Studies; of the four processes delegated to the AD Graduate Studies, Faculty of Education, two processes are to be kept in the AD office—the approval of external examiners or readers for final doctoral examinations and the minor graduate program changes (meaning those not requiring FGSR Council approval). The other two approvals—appointing supervisors and appointing final examining committees—are to be further delegated to the department level.

Graduate coordinators asked Jill to provide a chart to indicate who has signing authority for different forms (department vs FGSR) as well as what is sent to FGSR for approval versus information.

Jill presented her priorities as:

- to consider efficient ways of offering our graduate programs;
- to look for consistencies across the departments/school;
- to develop an efficient way to run reports from across the departments/school;
- to develop a strategic plan at the Faculty level.

7. Motion to Approve

7.1 EDPS 681 Frameworks for Research in Educational Policy Studies

- 7.2 EDPY 521 Principles of Psychological Assessment I
- 7.3 EDPY 641 Advanced Personality Assessment
- 7.4 EDPY 643 Child/Adolescent Therapy and Intervention
- 7.5 EDPY 644 Consultation in School and Clinical Child Psychology
- 7.6 EDU 503 Foundations of Curriculum
- 7.7 EDU 511 Introduction to School Improvement
- 7.8 EDU 513 Leadership for Educational Change

7.9 EDU 515 Conducting Educational Research
7.10 EDU 900 Directed Research Project

MOVED TO APPROVE THESE COURSE CHANGES: CARRIED

8. Parallel online and face-to-face programs experience

Ali Shiri and Jennifer Branch reported on new online programs. The School of Library and Information Studies has a new cohort of 49 MLIS students from 5 countries beginning a program in Community-focused MLIS, the first such online program in Canada. They discussed some of the issues (e.g., scholarship and awards availability, building an online community, tech support) that require considerable planning.

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

October 7, 2013

PRESENT: George Buck, Diane Conrad, Ali Abdi, Mark Yurick, Christine Massing, Paul Newton, Ali Shiri, Elaine Simmt, Greg Thomas, Randy Wimmer, Ali Abdi, Dania Wattar, Pamela Fong, Billie-Dawn MacDonald, Jill McClay (Chair), Van Dam (Administrator)

Regrets: Jennifer Branch, Ying Cui, Anna Kirova, Achsah Lionel, Jorge Sousa, Bettyjo Werthmann

1. Approval of Agenda

MOVED TO APPROVE the agenda as circulated.

E Simmt / G Buck / CARRIED

2. Approval of September 9, 2013 Minutes

MOVED TO APPROVE the minutes of September 9, 2013 as presented.

G Buck / P Fong / CARRIED

3. Report from the ATA Teacher Qualifications Committee

- Teacher Salary Pay Grids (booklets circulated):
 - Teachers paid on a grid, based on years of experience (to 3 decimal points)
 - There is no rounding up (ie: 4.9=4.0)
 - Most jurisdictions in the province start at year 4, and end at year 6. Some have a 7, and tend to require a graduate degree to get there. The majority of placements occur in the 4 to 6 range.
 - Starting at pay grade 4: Undergrad level require 10 courses, while grad needs only 8 (because Grad courses count as 1.25, while undergrad courses count as 1.0)
 - If you take an undergrad course in a grad program, it also counts as 1.25.
- Some points and considerations:
 - More and more students coming in with more than 40 courses because of combined programs, after degrees, etc.
 - In order to be at a 6, they need to have 16 courses within a grad program. Two groups in particular (students who graduate from a Master's program and those that transfer in from another faculty and then do an after degree program in Education) often misunderstand these criteria.

- Mark indicated it may be an opportunity for the U of A to re-engage these students earlier on when they're considering courses to take, because not all courses transferred are acceptable.
- Committee has been certifying about 1000 students from outside the province, with a majority of them from Ontario.
- AITLOA (Agreement on Internal Trade Letter of Authority) process: a teacher is certified to teach the same level across Canada. The Ministry highlights deficiencies for the teacher to fulfill.
- Most of these individuals are already at 5 years on the grid and are looking for ways to fulfill these deficiencies while at the same time starting their journey towards a grad program. We can think about if there's an opportunity for them to do this within our programs.
- Mark chairs the TQC committee who is the first point of contact for all complaints relating to teacher salary assessment. They're noticing that cases coming in are becoming more complex and it's getting increasingly difficult to define and give credit to prior learning. Principles can and have changed based on these changing trends. TQC brings recommendations forward to the TSQB, who in turn reviews determine whether changes are required.

Mark's follow-up email to questions that arose:

Any course at the graduate level that is taken from your institution is credited 1.25 towards the magic number of 10 to receive credit for a year. It doesn't matter if the course is taken as part of a program or not. If the course is taken at a senior undergraduate level, it only receives 1.0 until it is used in a graduate program, and is only granted the 1.25 upon completion of the program. Also, if an individual completed their Masters and then needed to take additional coursework to get to year 6, any courses they took extra to the degree at the graduate level would count 1.25. If they decided to take a 400 level course it would only be worth 1.0. As for a 500 level course from Concordia, if an institution accepted it into a graduate program, upon program completion it would receive the 1.25 credit. If an individual took the course and asked for an assessment outside of transferring into an institution that has a graduate program, they would receive credit at 1.0 because Concordia currently does not offer a graduate program.

4. Discussion: Paper-based (article-format) theses

- Background info from Jill
 - Journal or paper-based theses (both masters and doctoral level) not a question of FGSR requirements but of department regulations.
 - There have been some problems at the FGSR level where students are complaining about the consistency among supervisors in terms of what is and is not allowed.
 - Jill would like to encourage departments and SLIS to define and clarify their requirements. She hopes to have each unit standardize and have the

requirements in print but there is no intent to unify the requirements across the faculty.

- Department grad coordinators each reported on what they do currently, with most noting the informality of understanding of what should be in a paper-based thesis.
- Clarifying requirements is especially critical at the doctoral level. If the external examiner hasn't been given guidance on what is required, then we're leaving way too much to chance.
- There was a discussion around the kinds of expectations held for creative contributions and around interdisciplinary programs.
- What qualifies as peer reviewed? Jill requested depts to think about this when firming up their requirements.

5. Chair's Report

- SSHRC workshops well attended; procedure will be established by FGSR for Masters CGS as SSHRC makes clear its procedures. Thank you to the students who spoke at SSHRC workshops:
 - Masters workshop: Kirsten Klinge, Ed Psych; Gemma Leonard, EdPsych; Bethany MacCullum, SLIS
 - Doctoral workshop: Vera Janjic- Watrich, Elem Ed; Allyson Funamoto, Ed Psych; Wisam Abdul Jabber, Sec Ed; Thashika Pillay, Ed Policy; Christine Massing, Elem Ed
- Oct 24 Graduate Open House—Van will be in touch regarding your dept/school table and staffing.
- Exit survey—Van and Jill are working to develop a Faculty-wide exit survey, which will be important to have in strategic planning. Various depts have done these, and we are working from their versions to create one version without redundancies. Jill hopes to bring it to GAAC next month for feedback, would like to have it up for this term's graduates.

The meeting was adjourned at 11:27 am

The University of Alberta
Faculty of Education

GRADUATE ACADEMIC AFFAIRS COUNCIL

November 4, 2013

PRESENT: Jennifer Branch, George Buck, Diane Conrad, Pamela Fong, Jennifer Kelly (for Ali Abdi), Anna Kirova, Billie-Dawn MacDonald, Christine Massing, Paul Newton, Elaine Simmt, Greg Thomas, Dania Wattar, Randy Wimmer, Mark Yurick, Jill McClay (Chair), Betty jo Werthmann (Administrator)

Regrets: Ali Abdi, Ali Shiri

1. Approval of Agenda

MOVED TO APPROVE the agenda as circulated.

J Branch / A Kirova / CARRIED

2. Approval of Minutes

Mark Yurick provided a correction to his email answer in his report from the ATA Teacher Qualifications Committee. The original minutes will be amended.

MOVED TO APPROVE the minutes of October 7, 2013 as amended.

E Simmt / D Wattar / CARRIED

3. Chair's Report

Graduate student reps on faculty committees

- each fall a call for graduate student reps on faculty committees is distributed to our graduate students
- an ad hoc committee consisting of department GSA presidents and chaired by the Associate Dean, Graduate Studies is established to review submissions
- this year it was very difficult to get submissions
- sitting on faculty committees is a good way for students to learn about the faculty's governance
- in future this information could be announced at department orientations
- student GAAC reps were asked to bring this to the attention of the department GSA and talk to their colleagues
- ideas of how to better reach out to the students would be welcomed

Graduate Student Open House

- our faculty's graduate student open house was held on October 24 and was well attended by faculty and students

Scholarships

- in the last academic year our graduate students received \$2,130,000 worth of scholarships and awards

December GAAC meeting

- The December 2 GAAC meeting will be cancelled

4. Faculty of Education Graduate Student Exit Survey

- We are developing an exit survey as part of our graduate strategic management plan
- some departments already have surveys but we need to gather consistent data faculty-wide
- department surveys have been reviewed to see where there was overlap, what questions were asked by some and not others, etc.
- an amalgamated survey was created but it needs to be trimmed to make it manageable and ensure students will participate
- a draft survey was circulated and Jill asked for feedback from the departments, department grad committees, and GSA groups
- Sherri Fricker from EdTech Services is working on developing a google form – it was suggested SurveyMonkey be considered
- it is hoped the survey can run for our November graduates
- it was suggested that streaming be built into the survey at an early point to consider part time vs full time vs online students
- Anna Kirova sits on the University's Quality Measures Committee, which is looking at concerns of PhD students not finding employment. Should our survey ask what the student's employment is, e.g. are they working in their field?
- FGSR will still send their survey which hopefully doesn't affect our return rate
- our survey will be sent to students via email from their department contact, providing a familiarity that hopefully will help with the response rate

Meeting adjourned 10:50 a.m.