

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