Undergraduate Academic Affairs Council
Thursday, November 30, 2017
1:30 – 4:00 pm
533 A Education South
Minutes

Present: C Hickson (Chair), H Kennedy-Plant (Administrator)
B Ao, S Carr-Stewart, C Christianson, J da Costa, L Daniels, B Dunn, J McFeetors, A McInnes, L McGarvey, J Pegg, B Smilanich, L Sulz

Regrets: S Bigam, T Dust, M Gravel, L Shultz, E Steinhauer, J Thibaudeau, C Weber-Pillwax

Welcome, Introductions and Announcements
- Regrets were shared and members were welcomed to the meeting

Approval of the Agenda
MOTION (J da Costa): To approve the agenda, as circulated
Seconded by: B Ao
Carried

Approval of the Minutes
MOTION (L McGarvey): To approve the UAAC minutes of October 26, 2017
Seconded by: L Daniels
Carried

Editorial Calendar Changes: PERLS to KRLS
- Faculty of Physical Education and Recreation name change passed through GFC, effective January 1, 2018, it will be the Faculty of Kinesiology, Recreation and Sport
- Course prefix change from PERLS to KRLS was also approved
- Due to external time constraints, C Hickson reached out to departments and units where these changes need to be reflected in our Education sections of the Calendar and with support from departments/units C Hickson moved the Calendar items on to University Governance

Discussion Items
- Questions/Topics for the program review committee members (W Dunn and Associate Chairs)
  - The review team met on November 20, 2017. The initial work will focus on how people currently experience our program. The second step will be to imagine how the program could be and in order to complete the work by September 2018 it will be done in these stages towards framing the undergraduate program
  - Associate Chairs consulted with their areas to identify potential questions and direction for the review team in the aim to collect data on the state of our current undergraduate program and shared the feedback with UAAC members
  - From the Department of Educational Policy Studies:
    - Aboriginal concerns: must include both Metis & Treaty groups particularly in Treaty 6 & Treaty 8; would like to have Aboriginal teachers interviewed; have Aboriginal parents interviewed; make sure to interview the north, Treaty 8
    - Community groups: ensure we include representation of community groups, non-profit, and business groups which have interest in the undergraduate program
Gather statistics of who enters into school employment and why individuals do not enter into the school environment. It was noted that there are claims that state that 50% from our faculty are not in profession after 5 years.

Ask all individuals what they see as the role/theme of the undergraduate program. What they like/don't like.

The province is trying to review and revitalize education. What do we believe we are doing? Why? Include faculty, staff, parents, school divisions, and those who are connected with education and ask them what they see as revitalization, and why.

Compare our program to those institutions in the province who provide education degrees.

- From the Department of Educational Psychology:
  - Include the Specialist Council School Counsellors at the ATA - particularly if we think mental health is on the radar for renewal.
  - Include the Alberta Consortium for Assessment - particularly if we think assessment is on the radar for renewal. There were no specific questions for the groups, more just inclusion in that category.
  - It was thought that when speaking with Faculty members we should ask what their role in the undergraduate program is and what their commitment to teaching the types of things they prioritize would be.

- From the Department of Elementary Education:
  - Ensure representation across the province (e.g. school district personnel and mentor teachers) and across the different programs (e.g. collabs, ATEP).
  - Ask parents/families of students where we have placed our student teachers, community members (including community agencies), local competitors, campus partners (i.e. instructors of service courses from other departments/faculties), other partners (e.g. in non-profit sector, for-profit, etc.), public commentators on education, FEAs, high school guidance counselors, and children and youth taught by the current/former students. A list of potential questions was generated from the department feedback.
  - A list of several detailed questions/topics that could be asked of undergraduate students was shared, including asking how well the program is doing with respect to (things we say, we value or are stated outcomes in our guides, the ATA document, TRC, Deans document etc). What the specific experiences in the program have contributed the most/least to the development as an effective/proficient beginning teacher. Program features that contributed to growth as a student-teacher and factors that negatively impacted their ability to complete the requirements of the program in a timely manner and/or to a high degree of quality. What they wish they could do/have done in the program that isn't being done at present and why.
  - Include ATA (including the specialists councils).
  - If we are investing in "21st century learning" that requires creativity, problem solving, etc., then the arts have a great importance. Thus, any art related questions to any of the stakeholders is presently missing, framed within the literature of creative thinking to prepare learners for meaningful engagement in social issues and for the ever-evolving job market. Using the arts to foster creativity and community in education is of increasing importance.

- A comparison of other education programs was recommended.

- From the Department of Secondary Education:
  - Ask respondents to be clear as to whether their comments pertain to the Elementary route or the Secondary route.
  - Ask respondents why they think what they do… what evidence do they present to substantiate their viewpoint.
  - Ask respondents what they consider to be the main components of a quality teacher education program (e.g. practicum, curriculum & instruction, subject-area content, etc.)
  - Ask respondents what they see to be the overarching/undergirding “theme” of our teacher education program (e.g. social justice, ecological justice, etc.) – and what should the theme be.
  - Do a comparison of our program to teacher education programs as other institutions.
  - Include sessional instructors and graduate student instructors.

- Round the table discussion continued regarding the direction for the undergraduate program review.

- Recommendation for mixed methods research was made for gathering input and suggestion that surveys be piloted very carefully to small group(s), prior to surveying larger sample, if this is a priority it will be important to try to have a large, representative sample.
Concerns were expressed about the scope and scale of the work, given the short time period and it was noted that the review team will make every effort to do as much as they can. The review team will be steering but it is crucial that there is collective and broad input to make it happen.

It was suggested that considerations should be made to determine if the top priority is reaching a deadline or getting it right and there was a caution not to compromise.

W Dunn shared that the plan for the timeline is to have the review coincide with faculty strategic planning and the university's new budget model timelines which may be changing and if they are extended it may allow a bit of space beyond September.

The Dean would like review and renewal work to be ongoing and continue beyond the initial review.

If core pieces cannot be done initially they could be done later, such as consulting with parents, guidance counsellors or other faculties.

It was mentioned that it will be key to survey students, schools, instructors, during the review.

Consider questions in regard to strategic plan and how it can feed into that work as well.

Based on large group there will be need to know if focusing on capturing meaningful information.

L Daniels cautioned about dropping items from the list and recommended defining a transparent list and then identify where gaps are to see if there are those who may want to lead in gap areas and recommended coming back to the list once the parameters are known and then identifying what can be done later or ongoing. For instance CRAME could contribute to a questionnaire and others can take on smaller, tangible pieces, to broaden contributions without being on the review team.

Communicate well with faculty what is occurring during the various stages of the review, as they are not involved in every step of the process.

This will be a standing item on the UAAC agenda, as well there will be a report back to monthly DAC meetings and updates at Faculty Council.

J da Costa commented that the initial reaction to the emails to be a part of the review team was for him like some new doctoral students in that they may want to contribute but need to find what the focus is of the group and what is to be accomplished from the report what will be done with the report. Renewal would suggest that our program meets the needs of our undergraduate students when they go into the field so that they are ready to support students and keep up on professional development in the classroom and make the hiring for HR, superintendents, and school administrators an easy task.

W Dunn agreed that it is a good reminder that ideas that people have are articulated and clear and then communicated broadly.

What kind of graduate do we ‘produce’ as part of this process, depends in part on what we define as success and we need to do beyond looking inward but look to towards hiring and retaining in the profession.

J da Costa voiced that he would be interested in being part of that process, not as a member but a consultant.

School administrator issues and concerns need to be reviewed and there is need to look at how we recruit and counsel students into our programs, as there are a lack of teachers in many areas and an overabundance in other areas.

It was asked what the timelines are and what the relationship is between review and strategic planning.

Want to study ourselves now while the strategic plan is being built, as it is seen as essential to re-imaging our program.

L Daniels commented that a purpose statement is needed and will be beneficial to the process. Language of a self study and often has an outward external purpose and perspective, rather than what type of student do we graduate, do we equip graduates to take on the roles of the profession which is a good outcome for our graduates.

W Dunn stated that the expected outcomes are not imposed as explicitly as they are in some other programs, but we do have expected outcomes implied in documents such as the Teaching Quality Standards and the Accord on Teacher Education.

L McGarvey reminded that the review has two prongs, to first address current program issues and the next is the renewal piece. Current issues are being done at DAC, such as scheduling, seats, and timetabling and there may be things more urgent that will need the attention at UAAC in terms of the operation of our program within the mandate of UAAC. For example EDPS 410 placement in the program and combined degrees program considerations.

W Dunn stated that it will be important to ensure issues make it to the right place.

B Ao shared that the ESA has an ESA Advocacy Committee Google form to gather input on concerns, key trends, strengths and the mission of the faculty.

B Ao asked if there is possibility of extending the practicum to full term to make room in the program for more practical experience.

W Dunn mentioned that the next step is to review this initial input as a committee, including this UAAC discussion in order to determine next steps.
- B Ao asked if there is a student representative and it was stated that there is not at this time, as it is a researcher team but they will be talking with students, and there will be room for focus groups, surveys, etc.
- During the renewal phase the committee will have student involvement
- As a research project, initially the primary team are researchers but they could have a representative to attend meetings to keep in loop. As well, the intention is that there will be regular reports back
- B Smilanich commented that he is very encouraged by the conversation that we are preparing our students to teach in the field and that this is central and will be appreciated by the field
- C Hickson asked if there could be a framework for disseminating information

- **Update on New Teacher Quality Standards - Standard(s) addressing Aboriginal Knowledge, etc. discussion topic**
  - This item has been moved to the January meeting

**Future Discussion Items**
- Plan for discussion items for March 22 and April 26, 2018 UAAC meetings
- Standing item added: program review committee updates

**Update Items from the Council Membership**
- C Christianson shared with members that with the #metoo movement and increased awareness and disclosure of sexual harassment and sexual violence, instructors should be aware that students may disclose in the classroom and instructors should be encouraged to have a heightened awareness and acknowledgement that students in their classrooms may be impacted by sexual violence
- The ESA shared that they will have presentations by HR Supervisors during Ed Week

**Motion to Adjourn:** B Ao, 2:47 p.m.