Undergraduate Academic Affairs Council
Thursday, April 27, 2017
1:30 – 4:00 pm
533 A Education South

Minutes

Present: C Hickson (Chair), H Kennedy-Plant (Administrator)
S Carr-Stewart, C Christianson, B Dunn, T Dust, B Hanson, M Gravel, J McFeetors, M Gravel, B Smilanich, L Sulz, J Thibaudeau (ESA), C Weber-Pillwax, L Wiltse

Regrets: J Buencamino, S Bigam, L Daniels, L McGarvey, L Shultz, J Sousa, E Steinhauer

Welcome, Introductions and Announcements
C Hickson welcomed members and reminded this is last meeting of the year and the return to meetings will occur in September with the first meetings focusing on calendar changes

Approval of the Agenda
MOTION (M Gavel): To approve the agenda
Second: S Carr-Stewart
Carried

Approval of the Minutes
MOTION (C Christianson): To approve the minutes of March 9, 2017, as amended
Second: L Wiltse
2 Abstentions, Carried

Calendar Change Documents (attached)

Editorial Calendar Changes:
- Elementary Education – Updates to Social Science Element to remove courses no longer offered (HIST 350 and HIST 367) Motion: (L Wiltse), Second: J McFeetors, carried

Other Calendar Changes:
- Update on Notice of MOTION (W Dunn): Transition Year Program – Updates to course requirements
  - Regarding last meeting’s notice of motion to replace EDPY 301 with EDU 211 in TYP for Education bound students W Dunn reported that after consultation and feedback from IEC, he will continue exploring alternative options with the TYP office. The feedback from IEC noted that there is potential value in having TYP students take EDU 211, but it was also pointed out that the potential for a contentious tone in EDU 211 might not result in positive experience for TYP students as they seek to transition into university life. Further work will be done to bring back a as a new notice of motion in the fall.

- MOTION (T Dust): Education Chart 2 – New Minor: Interdisciplinary Studies: Liberal Arts (Only open to BEd Secondary Route, After-Degree program)
  Friendly amendment (W Dunn): Change of Title to Interdisciplinary Studies: Social Sciences
  Second: L Sulz
  Carried, as amended
  - This minor will be available to After-Degree applicants/students but not 4-year. This minor will allow After-Degree students to make better use of the courses that compose their previous degree(s). The *18 minor credits will be complemented with a *3 Curriculum and Teaching course that introduces students to the Alberta Program of Studies along with strategies for planning and delivering a lesson.
Discussion Items

Update on Associate Dean/Associate Chairs Education Electives meetings, W Dunn
- Last meeting on April 3rd focused on Education Electives. Current status quo is not working. New Dean coming in and would like to make aware of some ongoing issues such as Ed Electives and continue exploring potential solutions.
- C Hickson as chair asked to note that we must have actions that bring faculty back together and wondered if the Education Electives work could help. He respectfully asked if next meetings could look at what can be done in this regard. W Dunn agreed on this approach for future meetings.

Updates on requests from March UAAC meeting
- Faculty Council Agenda Request, C Hickson
  - Contacted Dean and requested an item on Faculty Council agenda for TQS Aboriginal Standards review topic. However, now that Faculty Council meetings have been cancelled it will not be on an agenda. C Hickson committed to bringing to the attention of the new Dean for consideration on future Faculty Council agenda, although timelines may not fit
- Undergraduate Program Review Request, C Hickson
  - It was reported that although there is no uptake on the request for a program review yet, C Hickson will take up with new Dean. It was noted that conversations have been occurring in other spaces but committed to bringing to attention of new Dean to ensure not lost.

UAAC Annual Report: Suggestions for 2017-2018 areas of focus
- Annual report will include major goals for the coming year and C Hickson asked members for recommendations
- Aboriginal standards of TQS
- T Dust spoke about focus areas that came from feedback gathered at the recent Secondary retreat with school principals from local and rural schools: Secondary route students should all complete a round in their minor subject area; get into schools in day one; students need trauma training (depression, anxiety, trauma…); all teachers need to be able to teach reading and literacy; needs for training for mentor teachers (maybe school responsibility); need depth as well as breadth in content area as breadth is not enough; specialty areas (Music, Drama, PE…) need to be able to teach in all grades (due to new K-9 schools); better job of screening applicants requested due to lack of interpersonal skills, professionalism; awareness of social media issues… All attendees were supportive of ways to focus on improvements. C Hickson offered to group together like recommendations and consider how to integrate into goals, although not all will be able to be covered in the year ahead
- C Hickson reminded members that Dr. Carley Christianson, Director of Student Support in the Faculty of Education and Dr. Michaela Kadambi from Clinical and Counselling Services provided a brief synopsis of short workshops they can offer to departments, on varying topics related to mental health and student support. The presentation occurred at the October 2015 meeting and to date no departments have reached out to request workshops
- C Weber-Pillwax shared that trauma training has been on the list for EDPS for years and is part of EDU 211
- B Smilanich suggested that the focus areas discussed are aligned to the need for review of the program and are also aligned to the new bundles and to the ATA direction that these needs are in the same areas of needs for field teachers
- J Thibaudeau asked on behalf of the ESA if trauma training is given to professors and shared that QPR (certified suicide prevention training) is offered as side project of ESA and asked if faculty could look at adding training to the curriculum. He also commented that there is variety across mentor teachers and some are supportive and some are hands off. C Hickson reminded that although there may be some extremes, many are in the middle and are good placements
- W Dunn and B Smilanich regularly meet with members of the ESA executive team and will have further conversations with the ESA around QPR
- B Smilanich reminded that it is the schools responsibility to administrate the importance of mentor teacher roles and school administrators roles and from past conversations with the ATA on this matter they were in agreement
- B Smilanich recommended consultation with the field and emphasised the importance in any new program planning to assess the need in the field. UAAC could have guests from the field and it should also be part of any program review to ensure the field voice is heard and considered. Dialogue is important
- W Dunn confirmed that Elementary has also conducted an event with school principals, not subject area specific list but what is needed to prepare pre-service teachers to relate well with students, meet students’ needs, and work in culturally and linguistically diverse classrooms. The focus was about what they need from our graduates. They also spoke about addressing the mental health needs of students and this would feed in well to the next program review. L Wiltse added that along with culture and linguistics there was also social-economic and class diversity mentioned. J McFeeters shared they also emphasized mental health should be a focus because it is not
something often thought of for elementary and that there could be a focus on authentic meaningful ways of learning for all children

- C Hickson mentioned that the recent Western Deans of Education Conference had a workshop on mental health at PSE at all levels
- B Hanson shared that in Counselling Psychology there is talk of a developing area for coursework around how to help students effectively support others and support their own health in tandem
- C Hickson agreed that these are central questions to consider as we move forward to ensure our graduates look after themselves, as well as others
- B Smilanich suggested consideration include how we support students to deal with mental health issues in schools and in the field
- B Hanson mentioned a faculty climate survey completed with undergrad and graduate students on perceptions of the learning environment has been completed by the Diversity, Equity and Respect Committee and they could present to the group
- C Weber-Pillwax recommended a focus on Aboriginal education teachings that includes looking at local, provincial, and Northern Aboriginal communities and how communities school and what it means to include an aboriginal focus on trauma that goes back to residential schools in 1800s, as it hasn't been done in a way in the past, it has a real impact and look at how does this intersect. The Aboriginal communities and schools are a resource, another layer, and not to be avoided because it is too complicated

New Discussion Items
Review of EDPS 410 sequencing in program

- C Hickson stated that this agenda item was brought to the agenda’s discussion item topics by J Sousa who is not in attendance and he believed the topic was related to the appropriateness of students taking 410 at different times or if it should be an established time in the program and if so, if it should be considered in any program review
- W Dunn shared that most Elementary students complete 410 after both practicums and most secondary complete before they complete either practicum. Perhaps separating Secondary from Elementary students in the classes is an option to explore. Topics of professionalism likely need to be reviewed across many courses and this does not take away the need for consideration from 410
- C Weber-Pillwax recalled that EDPS Department would like to recommend completion before students complete practicums
- M Gravel and C Christianson pointed to the needs to prepare students for professional expectations around social media before practicums and since professionalism is covered in 410 and it may not be completed before being placed in schools, this may be where some disconnect is occurring and could be what is being seen in the field, as this would be a big gap
- W Dunn mentioned that the disconnect may lie in what learning the program covers and the actions and behaviours that occur in how students take up the learning that was available in course work throughout the program
- S Carr-Stewart identified that there is a wide spread of students levels of experience and their year of study for students who are registered in fall terms versus winter terms
- B Smilanich suggested that content in courses does not mean that it is being mastered when students gain credit in the course and asked if there is a way to hold professional program students to professional standards and understands that the group cannot answer today but recommended it is a topic that comes back for consideration
- C Hickson acknowledged that students behaviour needs to be professional in school and behaviour in university and while in schools cannot be separate
- C Weber-Pillwax asked to consider adding to next year’s goals the topic of how behaviour in university and schools can’t be seen as separate and C Hickson confirmed it will be added to the list
- The topic of the ATA Code of Professional Conduct and the direction in courses and practicums to hold students accountable to this and the University Code of Student Behaviour occurred. There was discussion on where the code is referenced in the Calendar. A search for Alberta Teachers’ Association show that is included in the Faculty of Education’s Calendar sections on General Information (in reference to the ESA), Faculty Regulations (in reference to conduct during the field experiences), and Professional Standards (in reference to performance and behaviour on campus and while student teaching)
http://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=20&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&tpage=1&location=33&filter%5Bkeyword%5D=Alberta+Teachers%27+Association&filter%5Bexact_match%5D=1
- B Smilanich understands there is a nuanced relationships that students can talk to others and get advice but they are not to complain about another teacher to a teacher while on placement and they need to be coached to let them know when they overstep and to come to the existing support system (FEAs, University Facilitators, Student Services)
W Dunn shared that there are instructors under the impression that students must abide by the ATA code while in degree program and this leads to confusion

J McFeetors reminded about discussion that occurred at last year's meeting about course outlines including reference to conduct and that it was mentioned that revisions to refer to Code of Student Behaviour should be included for classroom behaviour on campus

J McFeetors recommended there be conversation pieces around the value of student diversity in classrooms, as students come with such varied backgrounds and not just variation in how they are moving through the program but also their context in the classroom. Student variation in classrooms helps bring strengths to the classroom and model pedagogical processes and graduates will have to work with very diverse classrooms

S Carr-Stewart mentioned that 410 will be using two books next year trying to build up lots discussions about issues and will include having students discuss social media use cases including Facebook posting. The ATA works with 410 instructors to provide up to date and current cases

FEPAC Membership

C Weber-Pillwax asked to have this item on the UAAC agenda at the beginning of year. The Terms of Reference document was included in the meeting package for members to see the composition of the FEPAC membership

B Smilanich explained that FEPAC is a sub-committee of UAAC and noted individuals involved are important to have at the table and invited suggestions on composition

C Weber-Pillwax noticed that the representation does not include all groups impacted in the field by field experience placements, for example parents, Métis Nation community members and Northern peoples to gain context beyond only an Edmonton region understanding, to be able to include the realities of northern peoples and Aboriginals. Incumbent to make sure we know what other people have to say outside of CASS and Edmonton ATA and UAAC can look at composition of membership to ensure representation. Avenues to seek input into field experiences, especially during any program review is important

B Smilanich stated that undeniable that not all communities are represented at the table and this focus to consider who would be at the table, as there needs to be some limits to size. We do have Faculty and Department representation and can approach and bring to the group guests to hear their voices. The FX do open to parents, not directly, but representation across province a challenge

C Hickson asked about the selection process for the ATA representation on FEPAC and M Gavel explained that 4 from a group of 40 representatives are selected at the first meeting each year and the representation is based on the number of practicum students the locals have taken from Edmonton up to GPRC TEN program and of the 4 selected, 3 are volunteer members, 1 is an EAFEC member and the fifth ATA representative is the ATA Chair. The selection then goes to local president for a decision

CASS and ASBA representatives can come from outside of metro Edmonton and have in the past, for example, had representatives from St Albert and Northern Lights

From a world view perspective, Grande Prairie and even Fort McMurray could still be considered as urban based and perspective not much different than that gained from Edmonton. It does not bring the Inuit, Métis, small non-urban centered groups into the discussion and there is need for cultural understanding from the world. It is not about getting a bigger table but about a need for a view from outside of even the Collaborative programs to include ATEP areas and other various first nations representatives to show the need for a different look at field experience

C Weber-Pillwax asked why FEAs are not from all agreement groups and mentioned that if the north cannot 'afford' to take in student teachers they do not gain from the experiences. If a FEPAC representative or FEA could be from Bigstone they could impact change instead of the status quo. There is a sense of loss of local control in the north

B Smilanich expressed that as we come up with a strategic/academic plan under a new Dean, field experiences are not a stand-alone but are integrated and faculty voices need to be from across the faculty. What the program looks like and what field experiences look like is according to the will of the faculty and different voices do need to be part of that decision making process

B Smilanich asked if including an IEC representative would help make a difference and C Weber-Pillwax shared that it may but that is more deeper than that

B Smilanich stated that although the field experiences are bounded and cannot change the length or the large structure of this component of the program, incremental and continual improvements are conceivable and training facilitators and those involved in field experiences is possible

C Weber-Pillwax asked if hypothetically Bigstone Cree Nation could come out from under Aboriginal Affairs, who would they approach if they wished to be involved in a field experiences project

C Christianson commented that perhaps there could be space made for a members at large position on the committee to allow space for those who come forward and reminded it is an advisory, not a decision making, body and suggested perhaps there are other avenues to be explored

W Dunn suggested that in addition to still exploring representation, if there is interest along the lines of the example given to try a pilot project for a new initiative then it is advisable to have conversations not through a
representative on the committee but by consulting with the Associate Deans and Assistant Dean Field Experience and there is expressed interest to try new things and have those discussions

- T Dust asked as an aside to earlier conversation to add to the list of goals a discussion on UAAC Terms of Reference elected members having the ability to have an alternate from the department attend
- C Hickson hears that there is a will to have more voice but how/where to have needs to be considered
- W Dunn agreed having voice can make things happen both issues likely need to consider approaches

**Items for Future Discussion or Updates**

- Updates on working group to address technology integration across the undergraduate program update, L McGarvey

**Update Items from the Council membership**

- J Thibaudeau reported that the ESA Election results are finalized and he will be serving as the Fundraising Commissioner. The new council have their first meeting on April 1st and Sarah Bigam has been elected to serve as the ESA President
- B Smilanich commended the ESA on the strength of the association this year and congratulated them for filling the executive positions and for the increased membership. The council offered fantastic professional development opportunities, ran successful promotions and there was great student involvement. It was asked that the congratulations be shared with the ESA
- M Gravel provided updates from the ATA
  - A confidential, tentative, collective bargaining memorandum of agreement has been signed with government and on May 1st the start of discussions with locals will begin and the electronic voting process will require 50% + 1 to be ratified
  - Diversity, Equity and Human Rights (DEHR) conference handout was shared with members
  - The ATA is recalling the first edition PRISM Toolkit (blue cover) and it is being replaced with a new edition (orange cover). Members are asked to return an recalled editions to the ATA. Copies of the new editions were made available at the meeting
  - Barnett House will be undergoing construction for one year and ATA student events that were held there in the past will be booked on campus during the construction period
  - Professional Development workshops offered for $100 have been very popular and there have been over 500 workshops delivered and they will be continued
  - The ATA (Barnett House) is experiencing a lot of retirements being announced and anticipate there may be a domino effect with several more staff, perhaps as high as another 12, announcing their retirements

- C Hickson thanked members on behalf of the Faculty for the diligent approach to council topics and for managing critical conversations in a professional manner
- C Hickson thanked those members who have completed their terms

**Adjournment:** B Smilanich moved to adjourn the meeting of Undergraduate Academic Affairs Council. Adjourned at 3:41 p.m.

**NEXT UAAC Meeting:**

September 2017