

Department of Integrated Studies in Education
(DISE)
Annual Report 2017



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Introduction

The Department of Integrated Studies in Education (DISE) continues to be the largest department within the Faculty of Education. DISE offers certificate programs at the undergraduate and graduate level as well as a bachelors, masters, and a PhD in education. The department's mission at the undergraduate level is to prepare beginning teachers to meet the demands of contemporary Canadian schooling, whereas at the graduate level its mission is to prepare educators to be leaders within educational organizations in Canada and globally. It must be emphasized that DISE has a special focus and commitment to the education of Indigenous teachers for Indigenous schools. DISE faculty work in collaboration with administrative staff and partners to offer high quality programs and improve service to our current and prospective students, as well as the diverse communities that we serve (e.g. schools, colleges, school boards and the MELS). Last, the department's overall goal is to promote excellence and innovation, as well as integrity in teaching, learning, and research.

Academic Staff

There were **two** new academic hires in 2017 in the Tenure Track-Assistant Professor category; Drs. Blane Harvey and Joseph Levitan and **one** in the Faculty Lecturer category; Dr. Stephen Peters. 234 courses were offered and taught in DISE during Winter, Summer and Fall 2017 (96 Course Instructors taught a large proportion of these).

DISE academic staff (2017)	
Classification	# of Academics
Full Professor	4
Associate Professor	14.5
Assistant Professor	12
Faculty Lecturer	5
Total	35.5

Administrative support

DISE support staff underwent several changes during 2017:

- Sophie Marcoux, Senior Admin and Student Affairs Coordinator resigned her position mid-2017 to move to a developmental assignment in the Faculty of Medicine (which has since been made permanent).
- In May 2017, Laura Di Gravio joined DISE staff as the new Senior Admin and Student Affairs Coordinator, but then left for a new position in late 2017 (the position has recently been filled by Ms Kelly Cassidy, Faculty of Law).
- Isabel Zamora joined DISE staff as the Administrative Assistant to the Chair in August 2017 to replace Michael Canavan (AO) who took a developmental assignment at the Provost & Vice Principal's Office at the beginning of 2017.
- Last, Deborah Vasconcellos (OFNIE coordinator) left DISE to pursue a new position in the private sector in mid-2017

In parallel with these changes to the DISE support team, Leann Brown and Sadaf Farookhi were appointed as the new Project Administrators to provide support to Dr Claudia Mitchell's research projects, while Lara El Challah continued to be Dr Shaheen Shariff's Project Administrator during 2017.

Research and Publications

DISE faculty members continued to be engaged in scholarly activities such as publishing peer reviewed books, book chapters, edited volumes, various papers, and participating in media interviews. Below are figures for scholarly activities (refereed) publications and conferences that faculty members completed in 2017.

Scholarly Publications	84
Conference Presentations	183

Graduate Student Funding

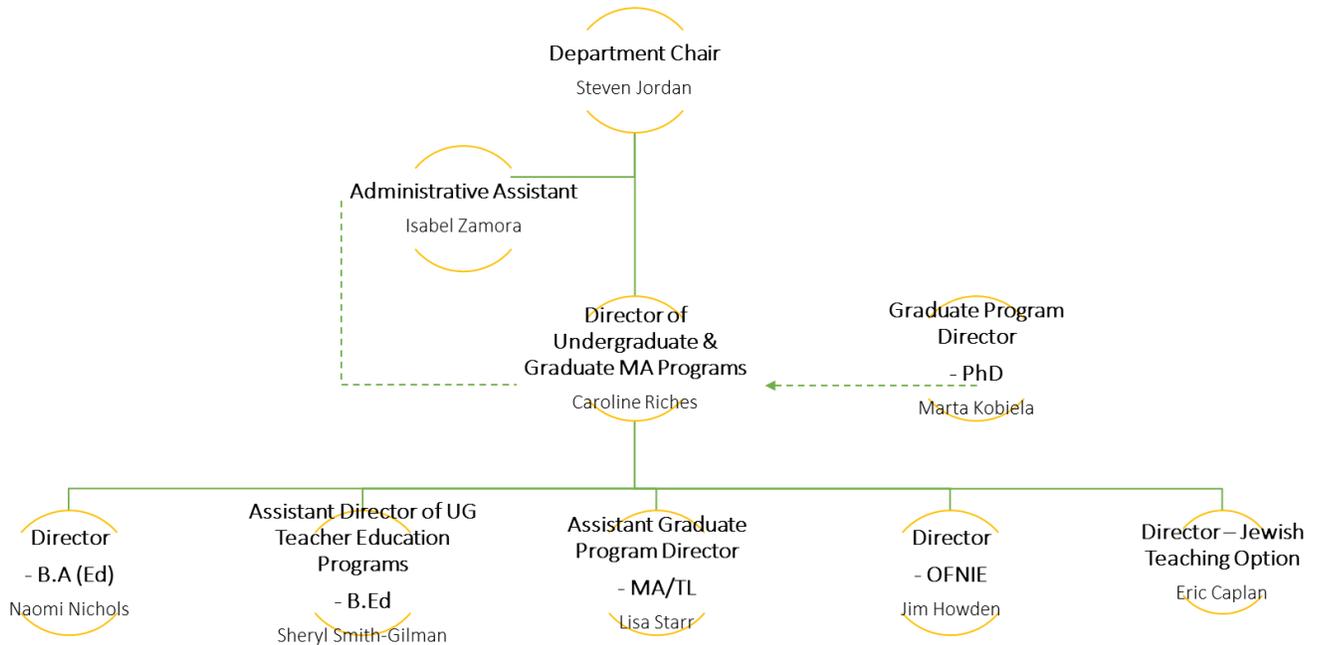
Graduate Excellence Funding (GEF)

The total GEF funding for 2017-18 was \$452, 852.

Teaching and Learning (UG and G)

Program Directors

During 2017, the department underwent a reorganization of its administrative structure. Below is the current program organizational chart for the Department.



UG Programs

Existing UG Programs

During 2017, DISE offered 12 undergraduate programs that lead to Teacher Certification in the province of Quebec. Listed below are the offered programs.

B.Ed. Kindergarten Elementary	B.Ed. Secondary English	B.Ed. First Nations and Inuit Education - TESL	B.Ed. Music	B. Mus. / B.Ed. Concurrent
<ul style="list-style-type: none"> • Regular • Pédagogie de l'Immersion Française (PIF) • First Nations and Inuit Education • Jewish Studies 	<ul style="list-style-type: none"> • English • Social Sciences • Mathematics • Science & Technology 	<ul style="list-style-type: none"> • Regular • Teaching Greek Language and Culture 		

Data on student registration and graduation in 2017 were as follows:

Number of active UG students (2017)	Winter	Summer	Fall
	1030	485	972
Number of newly admitted students to a UG program in Fall 2017	214		
Number of students that graduated during 2017	Winter	Summer	Fall
	200	11	32

Program priorities for the Academic year 2017-18 centered on four main areas:

1. Development and support of teaching and coordination of programs and courses: the Director and Assistant Director besides working on their core responsibilities, created a course outline template to ensure better consistency across courses and to ensure all required elements are addressed. In addition, the migration repository of course outlines from Centre Stage to D2 occurred during 2017.
2. Program Admissions: the final approval (at CESA) was received for change to B.Ed. Secondary application process, whereby profiles are divided with unique pre-requisites. In addition, there was support in coordination of the English & French Language Proficiency Tests (ELPT & FLPT), as well as on all the admission requirements for the various programs.
3. Program & Course Revisions: The courses EDPS 600 Introductory Professional Seminar and EDIN 601 Internship 1 had co-requisites removed; EDEE 474 Problems of the Environment changed to EDEC 374 Education and the Environment; EDEC 575 Special Topics in Education was created; and finally EDEC 253 pre and co requisites were revised. Program revisions were made to B.Ed. Secondary Math, B.Ed. History & Citizenship, B.Ed. Secondary Science and Technology, and B.Ed. K/Elem PIF.
4. Program Initiatives: There was collaboration and support with the Rossy Foundation Mental Health Initiative and promotion of the “Homework Zone” project (organized through SEDE).

B.A (Education) Education in Global Contexts

In 2017, the B.A, Education in Global Contexts continued to progress through the requisite external assessment process for establishing new university programs in Quebec.

Three highlights during 2017 were:

1. Ongoing Curriculum Development, which involved the co-development of a Minor in Entrepreneurship with the Faculty of Management; the creation of two compulsory courses (EDGC 200 Knowledge through arts and EDGC 201 Media & Digital Youth Cultures) that were piloted with current B.Ed. students, and the development of the Cooperative Education component, which implied a name change from Internship to Co-op. Both the Minor and Co-op education component have already been approved at the Faculty-level Academic Programs Committee (APC)
2. In June 2017, we received an “Additional Information” request from the Proposed Programs Assessment Commission. Sheryl Smith-Gilman, Fiona Benson, Elizabeth Wood and Naomi Nichols responded to the Ministry’s queries after a series of meetings, as well as considerable research about the program in detail.
3. In early December, we began preparation to host the site visit from the “Commission d’évaluation des projets de programmes (CEP) du BCI”.

Graduate Programs

Some of the major changes and initiatives in the 2017-18 were:

1. Graduate Program committee: Two PhD and 1 MA students joined the committee, as well as 2 faculty members, Allison Gonsalves and Susan Ballinger.
2. Course & Program revisions and creation: All course descriptions for EDEM Leadership were revised. Moreover, all special topics course titles and descriptions were reviewed to create consistency in each MA program. EDER 626 changed to Theory and Praxis of Ethics and Religious Education. Finally, a new course was introduced: EDER 636 – Critical and Ethical Dimensions of Sexualities Education. Programs such as: M.A Educational Leadership (Thesis) / (Non-Thesis): Gender and Women's Studies / (Non-Thesis): Project / (Non-Thesis): Gender and Women's Studies / (Non-Thesis): Course Work, (M.A.) Education and Society (Thesis): Gender and Women's Studies, Graduate Certificate in Educational Leadership 2 were reviewed and updated. Finally, the Graduate Certificate in Educational Leadership – College & CEGEP was created.
3. Program development MA & PhD: A new website to explain funding opportunities to MA and PhD students was created, new supervision guidelines for the M.A Project / Thesis and PhD programs were launched. Furthermore, faculty members submitted proposals for special topics, new forms to add accountability and track changes in a student's supervisor/ committee were added, and new guidelines for individual reading courses were created and approved.
4. Student support initiatives: An International Student Orientation was hosted for the first time, a workshop developed by the McGill library was also hosted, and one information session for the M.A project. Moreover, there is now a repository in the library to house examples of student work.
5. Student funding: To support students in preparing SSHRC and FRQSC applications, DISE held 7 grant writing workshops and for the first time we held 1 grant writing workshop for applicants for the PBEEE/FRQSC-DS.
6. Admissions: Review guidelines for M.A and PhD programs were developed, 2 Recruitment Days for PhD students were held and for the first time, 2 other days were for M.A students.

Numbers on enrolment and graduation for Graduate programs in 2017 were as follows:

Enrolment number for graduate programs (2017)	Winter	Summer	Fall
	647	626	636
Number of grad students that graduated from the various programs in 2017	183		

Office of First Nations and Inuit Programs (OFNIE)

During the academic year 2017-18, OFNIE offered 52 courses, hired 30 McGill course instructors, collaborated with 15 indigenous course instructors, and welcomed 529 student registrations. Moreover, 3 students graduated from the Certificate in Indigenous Language Literacy Education and 11 students from the Certificate in Education First Nations and Inuit Education in fall 2017. Both the Department of Education & Counselling Psychology (ECP) and the Department of Kinesiology & Physical Education (KPE) work in partnership with OFNIE to teach EDPI & EDKP courses. All three units in the Faculty of Education are committed to collaborate and strengthen program offerings to First Nations communities.

During the 2017-18 academic year, OFNIE billed \$700,000 to its partners for course instructors, registrations and travel. OFNIE continued maintaining and strengthening its partnerships with all partnering indigenous education authorities. Finally, OFNIE also held the annual steering meeting at the end of the fall 2017 semester.

In regards to program development, some of the notable 2017-18 accomplishments include: the inclusion of the Students on Ice expedition as part of the KI CEFNI program; the preparation and funding of a new four year full B.Ed. FNIE program in Kahnawà:ke; and the ongoing consultation and visioning work with CSB in how to create laddering programs at both the Bachelor's and Master's level. Moreover, OFNIE worked closely with University Advancement at McGill as well as collaborated with Listuguj Education Directorate and KEC, and submitted two proposals to INAC for program funding.

Thanks to a grant from a donor, OFNIE collaborated with ISA and Alaqsite'w Git'pu School to send two on-campus students to Listuguj to complete their FE 4 in an Indigenous community. In addition, in collaboration with ISA and the Cree School Board, five on-campus FE 4 students were sent to Eeyou Istchee.

Finally, the McGill Symposium on the Role of the University in Supporting Indigenous Languages is a major initiative organized in collaboration with the Department of Linguistics, the Faculties of Education and Arts, MISC, ISID and Heritage Canada.

Recognition

- Each year, the Pierre Elliott Trudeau Foundation names up to five social sciences research Fellows who are actively working on one of four themes: Human Rights and Dignity, Responsible Citizenship, Canada in the World, and People and their Natural Environment. In 2017, Claudia Mitchell was named Trudeau Fellow. Her supported project will continue to listen to youth voices, using visual tools to help them to communicate strategies to prevent sexual violence and promote well-being. The long-term goal, says Mitchell, is to encourage community-wide and policy change.
- At the McGill University's Rising Stars event in 2017, 5 faculty members from DISE were honoured for their significant contributions to their disciplines. Among those who were awarded with SSHRC Insight Development Grants are Mindy Carter, Christian Ehret, Roy Lyster, and among those who received FRQSC Nouveaux Chercheurs funding are Allison Gonsalves and Marta Kobiela

Artists in Residence

Funded by the P.Lantz Initiative for Excellence in Education in the Arts, DISE welcomed two new artists in residence in September 2017: Aaron Richmond and Victoria Stanton, and two Visiting Artists-in-Residence: Jai Nitai Lotus and Déborah Maia de Lima. Lori Beavis started working as the P. Lantz Coordinator within the Faculty, maintaining continuity across years and stakeholders. Maria Ezcurra also continued to work as an Arts-Mediator and is now coordinating the collaborative work done between the MAHI and the P. Lantz Initiative.

McGill Art Hive Initiative (MAHI)

The McGill Art Hive Initiative (MAHI) was launched on November 28, 2017. The launch, which attracted more than 100 people, drew together faculty members and students from Nursing, Communications, Education, Anthropology, Architecture, Philosophy, Art Therapy and the Institute for Gender, Sexuality and Feminist Studies. Supporters of creative arts therapies, along with artists, art educators and colleagues from the Montreal Museum of Fine Arts also joined us. In the four months that the MAHI has been running, it has collaborated with more than twenty units, student societies and creative initiatives on campus, making community and promoting well-being through the arts. The MAHI also initiated a Recycling and Reusing Campaign in the Faculty of Education.

Milestones

- Professor Roy Lyster announced his retirement at the end of the year.
- It was announced that Professor Steven Jordan would return as Chair of our Department of Integrated Studies in Education in January 1 2018.