



Cyclical Program Review Final Assessment Report and Implementation Plan for the Academic Programs Offered by the Faculty of Education

Programs Reviewed:

Undergraduate: Education (BEd)
Aboriginal Teacher Education (renamed Indigenous Teacher Education in 2021) (Bed, DipEd)
Aboriginal Teacher Education (Community Based) (renamed Indigenous Teacher Education (Community Based) in 2021) (Bed, DipEd)
Artist in Community Education (BEd)
Technological Education (DipEd, BEd)
Outdoor and Experiential Education (BEd)

Graduate: Education (MEd, PhD)
Graduate Diploma in Professional Inquiry (renamed Graduate Diploma in Education in 2021) (GDip)
Professional Master of Education (PME)
World Indigenous Studies in Education (MEd)

[Final Assessment Report: Executive Summary](#)

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation, internal responses, and assessment of the above programs. This report identifies the significant strengths of the programs, and opportunities for program improvement.

An implementation plan is attached that identifies:

- who will be responsible for acting on and monitoring progress on the recommendations,
- any resource or governance implications resulting from the recommendations, and
- timelines for implementation of the recommendations.

The executive summary and implementation plan will be published on the Provost's Office website. The Faculty is also encouraged to publish these sections on its own webpages.

Summary of Review

- 1) The Dean, Faculty of Education, the Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs, and the Associate Vice-Principal (Teaching and Learning) reviewed the self-study of undergraduate and graduate programs in the Faculty of Education. It was approved on November 23, 2021.
- 2) The review team visit took place on 24-25 November, 2021. It was a virtual site visit. The review team members were:
 - i. Dr. Kathryn Hibbert, Professor, Faculty of Education, Western University
 - ii. Dr. Sharon Friesen, Professor, Graduate Division of Educational Research, University of Calgary
 - iii. Dr. Cheryl Pulling, Queen's University School of Nursing
- 3) The visit included meetings with
 - i. Students (undergraduate and graduate)
 - ii. Faculty
 - iii. Staff
 - iv. Brenda Reed, Librarian
 - v. Rebecca Luce-Kapler, Dean, Faculty of Education, and Associate Deans, Faculty of Education
 - vi. Fahim Quadir, Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs
 - vii. Klodiana Kolomitro, Associate Vice-Principal (Teaching and Learning)
- 4) The review team reported on December 8, 2021. The Faculty Dean and the Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs, provided responses to the review team report.
- 5) Chaired by the Associate Vice-Principal (Teaching and Learning) (AVPTL), the Senate Cyclical Program Review Committee considered all the documentation at its meeting on March 2, 2022. Following this discussion, the Final Assessment Report and Implementation Plan was developed by the AVPTL and approved by the committee at its meeting on April 8, 2022.

The following strengths were noted:

- The curriculum is reported to be exemplary and innovative, and some programs have recently undergone successful accreditation review. One program in particular, the 16-month Consecutive program, is seen as very innovative and distinguished Queen's from other education programs.
- The Teacher Education and graduate programs are ambitious and complex, and provide a quality experience for students. Rich, evidence-based and diverse offerings have been developed in these programs. Students have the opportunity to learn from both core and adjunct faculty members.
- The Faculty has a strong cohort of early career researchers, who will continue the Faculty's excellence in research and provide graduate student supervision into the future.

- The Faculty of Education is clearly responsive to the changing needs of the educational environment. It has developed several new programs and innovations, in support of the societal needs in education. The Faculty is proactive in its search for solutions to identified issues.
- An inclusive culture is evident within the Faculty of Education. Both staff and faculty members reported ‘that the goal to create a cohesive culture of mutual respect and support has been achieved and ought to be celebrated’.
- The Faculty is commended for the progress it has made towards equity, diversity, inclusion and Indigenization. This includes the establishment of an EDI committee with an active program, of the Ogichidaakwewak Education Circle, and of training for librarians on library acquisition.
- New Indigenous programs, courses, and content throughout the graduate program have been introduced in response to the *Calls to Action* of the Truth and Reconciliation Commission. The hiring of an Indigenous Canada Research Chair (Tier 2) in Indigenous Language and Revitalization and Decolonizing Education is an important step forward. There are multiple supports in place for Indigenous students in residence and for the WISE program.
- Many opportunities for community connection and ‘real world’ learning experiences were noted, as well as international learning. Both align well with Queen’s vision.
- Students rate the library service in the Faculty of Education very highly.

The following opportunities for enhancement were noted:

- The Faculty would benefit from strengthening curricular management, taking a program-wide perspective to consider how courses fit together to create a coherent student learning experience. This could include review of the volume of required readings in each course. Consideration of both vertical and horizontal integration is recommended; i.e., how the student learning experience is scaffolded across the years of the program, and how courses and learning experiences link together within a single academic year.
- The combining of masters and doctoral courses was seen as innovative – but there was reported to be lack of meaningful differentiation between the evaluation requirements for masters and doctoral level students.
- While the Faculty has put supports in place to promote collaborative work, particularly with respect to student research, this does not appear to include part-time distance instructors and students.
- Although much work has been done with regards to EDII, there appears to be a need to more systematically build learning on Indigeneity and other equity deserving groups into the culture of the Faculty and the curricula. A further need is to ensure EDII principles and practice are actioned in every course.
- Proactive learning opportunities about academic integrity expectations should be provided for all students. Ensure processes are in place to educate instructors and administration about the technologies that exist to facilitate departures from academic integrity.

- Consideration of the potential contributions that post-doctoral fellows could make to the research and scholarship activities of the Faculty.

Summary of Review Team Recommendations

The review team made seven recommendations on a range of topics. In the area of curriculum, they called for review within the teacher education and graduate programs to ensure courses create a coherent, program-wide student learning experience. They recommended that research opportunities be integrated into students' curriculum experience.

To support the learning experience, the review team recommended that the Faculty advocate to secure the continued high quality of library services, review the graduate student supervision workload among faculty members, and improve communication with students.

The reviewers recommended that the Faculty build on its work to advance equity, diversity, inclusion and Indigenization with learnings for instructors and students. A recommendation was made to further build community to include part-time adjunct faculty, and ensure graduate students voices are heard in decision-making.

Status

The academic programs in the Faculty of Education have been approved to continue.

Date of next review:

2027-2028 academic year

Prepared by Associate Vice-Principal (Teaching and Learning)

April 4, 2022



Implementation Plan

| Recommendations | Proposed Follow-up | Responsibility for Leading Follow-up | Resource or Governance Implications | Timeline for Addressing Recommendation |
|---|---|---|--|--|
| <p>1. Create a formalized communication plan, including a crisis communication strategy to ensure timely, accurate, information flows from the Faculty and each of their offices to the students. Include in this plan, opportunities for students to express their concerns and views in a timely fashion.</p> | <p>Consult with students and community groups including faculty and staff.</p> <p>Launch comprehensive internal communications plan.</p> <p>Complete crisis communications training and develop strategy for crisis communication</p> | <p>Communications Director and Associate Dean of Research, Faculty of Education</p> | <p>Cost for crisis communications training</p> <p>Potential cost for IT systems to support internal communications</p> | <p>Consultation Spring 2022</p> <p>Communications plan launched May 2022</p> <p>Crisis communications training completed and strategy developed by December 2022</p> |
| <p>2. Establish an action plan for the Equity, Diversity, Inclusion and Indigenization (EDII) committee that addresses explicit actions and</p> | <p>Identify appropriate learning outcomes for training through 'climate surveys' of</p> | <p>EDII committee, EDI coordinator</p> | <p>Elements of course release for EDI coordinator and faculty co-chair to</p> | <p>Surveys undertaken and results analyzed by end August 2022.</p> |

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| <p>learnings for core faculty, term adjuncts, and students.</p> | <p>faculty, students and staff.</p> <p>Work with Centre for Teaching and Learning and Human Rights and Equity Office to utilize existing training and help develop new training.</p> <p>Hire Chair in Equity and Social Justice.</p> | <p>and Indigenous Education Circle.</p> | <p>implement this response.</p> <p>Funding for a research assistant to manage climate surveys.</p> <p>Funding to support endowed chair in Equity and Social Justice.</p> | <p>Action plan to implement training developed by December 2022.</p> <p>Training to be delivered beginning 2022-2023 academic year.</p> <p>Chair to be hired by Summer 2022.</p> |
| <p>3. Address consistency and coherence in teacher education and graduate programs. This could be addressed by establishing minimum requirements for course syllabi. At minimum course syllabi should include: learning outcomes, required readings, assignments, due dates, and assessment criteria – and consistent</p> | <p>a) Address coherence within the teacher education program and within each graduate program. Create opportunities for review of each</p> | <p>Faculty Dean, Faculty Board via its standing committees, and program leads.</p> | <p>Existing governance structures – standing committees of Faculty Board – will lead implementation of these actions.</p> | <p>a) Create opportunities for review of the cohesion of each program during 2022-2023. Implementation of resultant actions by during 2023-24 academic year.</p> |

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|--|---|--------------------------------------|-------------------------------------|---|
| <p>application of well-developed policy. This would include providing faculty members teaching the combined masters and doctoral courses the opportunity to access professional learning in ways to differentiate assignments and assessment criteria to ensure students' learning needs are met based on their program learning outcomes.</p> | <p>program as a cohesive whole. Consider collaborative inquiry projects that involve more than one course.</p> <p>b) Establish minimum requirements for course syllabus template</p> <p>c) In the context of program curriculum design, consider how assessments for masters and doctoral students taking the same course should be differentiated. Provide training to faculty members on differentiation of assessment, and a</p> | | <p>No resource implications.</p> | <p>b) Syllabus templates to be developed summer 2022 for launch in September 2022.</p> <p>c) Consider differentiation of assessments as part of review in rec 3a), in 2022-2023. Graduate course templates, and training for faculty members, to be developed during academic year 2022-2023.</p> |

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| | new course template for graduate courses, to support them in course design. | | | |
| 4. Expand and increase library staff complement to adequately support the expanding community-based and online programs. | Faculty Dean and Education Head Librarian will articulate resource needs. | The Vice-Provost and University Librarian is responsible for allocation of library staff resources. The Faculty Dean will advocate for the Faculty's needs. | The potential addition of a new position; this decision is in purview of Vice-Provost and University Librarian, not the Faculty. | Faculty Dean to discuss with University Librarian by Fall 2022. |
| 5. Build community to include term adjunct faculty (e.g., through more supportive, formalized onboarding) and students. Helping students, especially graduate students to participate in the decision-making processes at the university can | Continue to invest in and extend efforts to onboard part-time, adjunct online instructors, in light of turnover. | Faculty Dean, Associate Dean, Graduate Studies and Associate Dean, Research and Strategic Initiatives. | Potential resource implications of extending the contracts of co-ordinator positions and of continued | Appoint new mentor to support adjunct instructors in online programs by September 2022. Regular schedule of workshops through |

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| <p>augment their ability to learn how systems work and go a long way toward ensuring that their voices feel included and respected.</p> | <p>Leverage resources available through the Centre for Teaching and Learning to strengthen onboarding support for term adjunct instructors, teaching fellows and teaching assistants.</p> <p>Ensure faculty or staff support of “base camp” activities for graduate students and graduate student conference.</p> | | <p>graduate conference support.</p> | <p>Graduate Studies BaseCamp established by Fall 2022.</p> |
| <p>6. Build on the integration of research understandings (e.g., action research) not just through content but in their engagement with classroom instructors, faculty researchers, and opportunities created as part of the curriculum student experiences.</p> | <p>1) Increase research placements for alternative practicums in the B. Ed program.</p> <p>2) Expand research internships, including through opportunities</p> | <p>Faculty Dean and Associate Dean, Research and Strategic Initiatives.</p> | <p>No resource implications in expanding existing efforts.</p> <p>Potential allocation of earmarked</p> | <p>1) 2022-2023 academic year 2) RA positions at Centre for Social Change to be established one per term in Fall 2022,</p> |

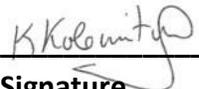
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| Consider Fung, (2015: Connected Curriculum Framework) as one possibility alongside other ways to integrate research and discovery into all aspects of the learning process and build a culture of continuous learning. | via the new Centre for Social Change. 3) Develop system to count and report on research internships. | | funding for Centre for Social Change to research assistant positions. | Winter 2023 and Summer 2023. |
| 7. Further explore the graduate student supervision workload for tenured and tenure-track faculty members, identifying and addressing any inequities. | Establish supervisor series to discuss supervision workload issues and explore policies to better distribute workload. Encourage faculty members to take training for supervisors developed by the School of Graduate Studies and Postdoctoral Affairs (SGSPA). | Graduate Studies and Research Offices working with the SGSPA. | Resources for training and capacity building. | Supervisor series to begin September 2022 and continue to be offered regularly. |

The Dean, Faculty of Education, shall be responsible for monitoring the implementation plan. The details of progress made will be presented in writing to the Vice-Provost (Teaching and Learning). Monitoring reports are required 18 months and 4 years after receipt of this document. All monitoring reports will be posted on the Provost's Office website. In addition, the Faculty is encouraged to display monitoring reports on its own website.

Final Assessment Report & Implementation Plan

Agreed by Senate Cyclical Program Review Committee
April 8, 2022

Klodiana Kolomitro
Associate Vice-Principal (Teaching and Learning)



Signature

Vice-Provost and Dean, School of Graduate Studies
And Postdoctoral Affairs



Signature

Dean, Faculty of Education



Signature

Final status of academic programs in the Faculty of Education:

Approved to Continue

Date of next program review

2027-2028 Academic Year