

Cyclical Program Review of Academic Programs in the Faculty of Education
2021-2022 CPR Bridging Report

Date: 17 August 2021

In light of the COVID-19 pandemic and the subsequent delays to the cyclical program review (CPR) process, programs are being asked to provide an update on the final assessment report and implementation plan of their previous CPR cycle.

The plan and one year progress report below was agreed to by the Teaching and Learning Office, Deans of the Faculty of Education and Graduate Studies and the Vice-Provost in February 2015. The Deans are responsible for monitoring the implementation plan.

Please complete the table below to report on any progress made. Add further explanation if necessary in the *additional notes* section.

Please complete this report and return it to qugap@queensu.ca by **Friday August 27th**. The Associate Vice Principal (Teaching and Learning) will review this progress report. It will then be appended to the program's delayed CPR and filed in the Office of the Provost and Vice-Principal (Academic). Please note that monitoring reports will be posted on the university's website.

Follow-up and Bridge to the Next CPR

Recommendation	Proposed Follow-up	One Year Follow Up	Please indicate whether the implementation was completed, and provide a brief description and any recent updates on initiatives
<p>1. As identified in the Self-Study and the Review Team Report, data on the employment of graduates from the Bachelor of Education program is incomplete. It is recommended that the Faculty of Education work with the Office of Institutional Research and Planning (OIRP) to develop a tool/survey that will provide more granular information about what BEd graduates are doing 6 months and 2 years after leaving Queen's.</p>	<p>Consult with the Director of the Office of Institutional Research and Planning (OIRP) regarding the development of a tool/survey that can be sent to recent graduates</p>	<p><i>Surveying our graduates has been put on hold. We would like to know how other faculties successfully track employment of their graduates.</i></p> <p><i>The Faculty is sensitive to the challenging job market for our graduates and their anxiety about it. We have decided to take a slow approach to surveying graduates while monitoring the job market situation. There is also the question of the definition of employment – full-time, part-time, occasional teaching, etc. According to Regulation 274, education graduates must first be on a supply list for 10 months and have employment for 20 days before being considered for Long Term Occasional (LTO) positions in Ontario. Only from the LTO list can they be offered a full-time teaching position.</i></p>	<p>Completed. Student Services sends out a Qualtrics survey in November of each year to collect data on our recent graduates.</p>
<p>2. With the impending major changes to all Bachelor of Education programs in Ontario, it is recommended that the Faculty of Education, in conjunction with the Centre for Teaching and Learning, complete a mapping of the new</p>	<p>A curriculum mapping of the new BEd curriculum to DLEs, LOs and other indicators of achievement</p>	<p><i>We have already mapped the Ontario College of Teachers (OCT) standards of practice to our DLEs in the last QUQAP report. The new additions to our program are only greater augmentations of those courses as our students will spend more time engaging deeper in the same topics.</i></p>	<p>Completed. This was most recently done in the 2021 QUQAP report (part B, section 1, page 28).</p>

<p>curriculum to the degree level expectations, learning outcomes and indicators of achievement.</p>			
<p>3. The need for a wide range of health and wellness services on West Campus and for teacher candidates while on practicum placements outside Kingston have been well articulated in both the Self-Study document and the Review Team Report. It is recommended that a Counselor from Health Counselling and Disability Services be assigned exclusively to the Faculty of Education. It is also recommended that a comprehensive plan to address the health, safety and wellness needs of all students registered in Education be created.</p>	<p>Consultation with the Director of Health Counselling and Disabilities</p>	<p><i>As of January 6, 2014 an HCDS personal counsellor for students has been located in the Faculty of Education. The counsellor, Sarah Horsford, has been fully engaged in advising undergraduate and graduate students in Education, offering a variety of workshops and events, and liaising with staff, faculty, and HCDS.</i></p> <p><i>While the Faculty has an Emergency Management Plan, we feel that the many new and ongoing initiatives we support to enhance a sense of community in the Faculty essentially constitute a plan to address the health, safety, and wellness of our students. Ongoing is Faculty support for the annual student-written and performed musical, the student choir, a number of student-led conferences and events, the Teachers Overseas Recruiting Fair, Options (a career fair), three Education student societies (ESS, CESA, and EGSS), lunch hour activities including sports, and a prayer room/quiet space. The Faculty hosts annual lectures – this year</i></p>	<p>The current EDUC counselors are Solita Hoogendam (Mon/Tues) and Sevda Akilli (Wed/Thurs/Fri).</p> <p>Before COVID, the embedded counsellor at Duncan McArthur Hall was a welcome support for student wellness.</p> <p>Our Student Services office has been re-organized and we now have additional academic and career support for B.Ed. students. Four advisors support B.Ed. students and there is an additional B.Ed. program advisor providing part-time support. This new system allows for more guidance as teacher candidates navigate their B.Ed.</p> <p>Queen’s Faculty of Education GSA (Gender and Sexualities Alliance) is a group that is facilitated by Education faculty members, graduate students, and teacher candidates. The group provides a space for sharing and community by hosting social events, as well as supporting community initiatives.</p> <p>The GSA meets at the beginning of the academic year in September to discuss what goals and events the group envisions for the year, and then plans one event for GSA members during each B.Ed. on-campus period (when all of our members are in Kingston). Past events have included BBQs, potlucks, bowling, karaoke, and more. The GSA also coordinates the annual Faculty of Education Queer Prom for local gender and sexual minority youth.</p> <p>The GSA has a private group on Facebook called “Queen’s Faculty of Education GSA” where GSA events, local queer events, and relevant LGBTQIA2S+ news and resources are updated.</p> <p>Teacher Candidates of Colour promotes inclusive and diverse teaching and safe spaces throughout the campus. Started in 2018 by teacher candidates with the goal of creating a safe space for self-care for visible minority teacher candidates, TCC hosts educational and cultural activities through the year and provides support, knowledge, and resources for teacher candidates. Supported by Drs. Alana Butler and Lindsay Morcom, TCC is a supportive, vibrant voice at Duncan McArthur Hall!</p>

		<p><i>Seamus O'Regan speaking on mental illness and Craig Kielburger speaking on "Me to We". Additionally we encourage and support new initiatives such as a student-led anxiety support group, Aboriginal educational and awareness events such as the Blanket Exercise and smudge ceremonies, wellness yoga sessions, and QueerHere, a queer awareness and information sharing group. We offer our students opportunities such as coaching, mental health, yoga, arts, code writing, and other professional development workshops. Our students annually participate in in-house community events endorsed/sponsored by the Faculty such as the recent 25th Annual Science Discovery Day, Science Rendezvous, the Frontenac, Lennox and Addington Science Fair, Poverty Challenge, Kingston Regional Heritage Fair, and Math Olympics.</i></p>	<p>Learn more about TCC visit their Facebook page or read some of their stories.</p> <p>An EDI Coordinator position was established in May 2021. Dr. Alana Butler began her role as the inaugural EDI Coordinator for the Faculty of Education on May 1. This role brings guidance and leadership to our students, faculty, and staff as we work to create an inclusive and supportive working, learning, and research community, including:</p> <ul style="list-style-type: none"> • Provides leadership and guidance on EDI-related issues across the Faculty • Provides one-on-one advice and guidance to Faculty of Education students navigating EDI-related issues at Queen's (TCs, and graduate students in various roles, e.g. TA/GTF positions, RAs) • Works with instructors on EDI infusion within courses, including developing resources and making referrals to other services and training at CTL, HREO, etc. <p>Both the Coordinator and the EDI Committee provide support to students, faculty, and staff. Individuals can contact Dr. Butler or EDI Committee co-chairs Dr. Claire Ahn or Becca Carnevale directly through email or the anonymous online form. The Committee is not equipped to respond to individual complaints regarding racism, assault, or specific incidents faced by individuals, but can make referrals to additional supports and resources, including the Human Rights and Equity Office and other services at Queen's.</p> <p>In the 2020-21 academic year we launched Base Camp. Base Camp is intended to strengthen our Education graduate students as individuals, as citizens, and as agents of change in a changing world.</p> <p>Base Camp Student Roles</p> <p>The Faculty Assistant: Student Wellness will work with the Director of Graduate Programs (in addition to the Associate Dean, Graduate Studies), to support student wellness through the Thriving Series. This work involves coordinating the Graduate Student Mentoring Program and supporting the Education Students' Mental Health Initiative. This position fits within the Graduate Studies-Base Camp vision, outlined below.</p> <p>The Graduate Student Mentoring Program provides incoming graduate students with support and guidance as they make their transition to the Faculty of Education and the surrounding community in Kingston. The Faculty Assistant will pair current students, "mentors" with incoming students, "mentees." They will provide opportunities for mentors and mentees to build upon their leadership, communication, interpersonal, team building, and networking skills throughout the year. The Mentorship Coordinator will also facilitate workshops for mentors, providing opportunities for ongoing leadership development.</p> <p>The Education Students' Mental Health Initiative (ESMHI) organizes educational and social initiatives supporting the well-being of graduate students in the Faculty of Education. The Faculty Assistant will work to develop mental health literacy, and provide resources in the area of mental health to Bachelor of Education</p>
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Additional Comments:

Please identify any new initiatives that would be part of the upcoming CPR.

Signatures:



Dean, Faculty of Education

2021/10/07

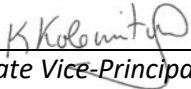
Date



Dean, School of Graduate Studies (if applicable)

October 14, 2021

Date



Associate Vice-Principal (Teaching and Learning)

October 29, 2021

Date

Approved by the Senate Cyclical Program Review Committee:

November 26, 2021

Date