Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past Choose an item. against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to quqap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
Faculty of Education

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1. Academic Unit Report

1.1 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.

Proposed follow-up:	Consult with students and community groups including faculty and staff. Launch a comprehensive internal communications plan. Complete crisis communications training and develop a strategy for crisis communication
Responsibility for leading follow-up:	Communications Director and Associate Dean of Research, Faculty of Education
Timeline for addressing recommendation:	Consultation Spring 2022 Communications plan launched May 2022 Crisis communications training completed and strategy developed by December 2022
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	An internal communications plan and crisis communications plan have been completed and are currently leading our crisis communications responses and internal communications with our community.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.2 Establish an action plan for the Equity, Diversity, Inclusion and Indigenization (EDII) committee that addresses explicit actions and learnings for core faculty, term adjuncts, and students.

Proposed follow-up:	Identify appropriate learning outcomes for training through 'climate surveys' of faculty, students, and staff. Work with the Centre for Teaching and Learning and Human Rights and Equity Office to utilize existing training and help develop new training. Hire Chair in Equity and Social Justice.
Responsibility for leading follow-up:	EDII committee, EDI coordinator and Indigenous Education Circle
Timeline for addressing recommendation:	Elements of course release for EDI coordinator and faculty co-chair to implement this response. Funding for a research assistant to manage climate surveys. Funding to support endowed chair in Equity and Social Justice.
What is the current status of the follow-up? **Include a completion percentage:**	In process >75%
Please provide a brief description of the current, completed or planned work:	The EDID Committee has developed surveys for TCs and graduate students. The second TC survey was conducted this summer; the first graduate student survey will be distributed this fall; and the committee will develop a faculty and staff survey in 2024. The data collected from these climate surveys will help the committee develop supports and coordinate training to address I-EDIAA related issues. There are funds to hire RAs to analyze these surveys. Dr Patty Douglas has been hired as a Chair in Student Success and Wellness. Dr Tracy-Ann Johnson-Myers has been hired as the Faculty's EDID coordinator. This new staff position supplements the work of the EDID committee and Dr Butler's continuing role as the EDID Faculty Lead.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	This is necessarily an iterative process as needs and concerns will shift over time. Once all three surveys are running, the EDID committee will respond by developing appropriate resources and coordinating training. This is already ongoing in 2023 with resources being developed to support students facing issues during practicum and a financial resources support document for all teacher candidates. The Faculty also has permission to hire for a tenure-track position in Indigenous Studies in Education which will further strengthen our research and teaching profile in this area, particularly in our Indigenous Teacher Education (ITEP) and World Indigenous Studies in Education (WISE) Masters program.

1.3 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 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.

Proposed follow-up:	a) Address coherence within the teacher education program and within each graduate program. Create opportunities for review of each program as a cohesive whole. Consider collaborative inquiry projects that involve more than one course. b) Establish minimum requirements for course syllabus template 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 new course template for graduate courses, to support them in course design.
Responsibility for leading follow-up:	Faculty Dean, Faculty Board via its standing committees, and program leads.
Timeline for addressing recommendation:	a) Create opportunities for review of the cohesion of each program during 2022-2023. Implementation of resultant actions during 2023-24 academic year. b) Syllabus templates to be developed summer 2022 for launch in September 2022. c) Consider differentiation of assessments as part of the review in rec 3a), in 2022-2023. Graduate course templates, and training for faculty members, to be developed during the academic year 2022-2023
What is the current status of the follow-up? **Include a completion percentage:**	In process 75%
Please provide a brief description of the current, completed or planned work:	We are developing an Annual Teaching Day starting in winter 2024 where instructors and faculty members will discuss teaching and learning approaches and issues in their courses, sharing their learning and ideas.

	A course syllabus template exists for all BEd courses. Faculty and instructors continue to be encouraged to use this. The template has been recently updated with an I-EDIAA lens. In the BEd program tracks courses are often taught by the same instructor, which ensures cohesion in these courses. EDST 890, Introduction to Educational Research, is a mandatory course for master's students with two sections. We are piloting a new model where one instructor teaches both sections and there is an hour overlap between their sessions. This facilitates collaborative inquiry for master's students in different classes. We have drafted a new syllabus template for graduate courses and are currently editing it for length and appropriateness to diverse courses.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	We will continue to encourage all instructors to use the course syllabi templates and are excited about the connections and collaborations that will result from the Annual Teaching Retreat.

1.4 Expand and increase library staff complement to adequately support the expanding community-based and online programs.

Proposed follow-up:	Faculty Dean and Education Head Librarian will articulate resource needs.
Responsibility for leading follow-up:	The Vice-Provost and University Librarian is responsible for the allocation of library staff resources. The Faculty Dean will advocate for the Faculty's needs.
Timeline for addressing recommendation:	Faculty Dean to discuss with University Librarian by Fall 2022.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	The Dean and senior leadership are in regular conversation with the library staff and are appreciative of the leadership and excellence of Head Librarian Brenda Reed and her team. This is an iterative process, and we will continue to have open dialogues with the Education Library staff to ensure they have adequate support to address the changing needs of our community. A new librarian is starting on November 6th. The third education librarian appointment will take the lead on providing library support for the Faculty of Education online graduate programs (GDE/PME and WISE), the Community-Based ITEP program, and the Continuing Teacher Education and Professional Studies programs.

If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.5 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 augment their ability to learn how systems work and go a long way toward ensuring that their voices feel included and respected.

Proposed follow-up:	Continue to invest in and extend efforts to onboard part-time, adjunct online instructors, in light of turnover. Leverage resources available through the Centre for Teaching and Learning to strengthen onboarding support for term adjunct instructors, teaching fellows and teaching assistants. Ensure faculty or staff support of "base camp" activities for graduate students and graduate student conference.
Responsibility for leading follow-up:	Faculty Dean, Associate Dean, Graduate Studies and Associate Dean, Research and Strategic Initiatives.
Timeline for addressing recommendation:	Appoint new mentor to support adjunct instructors in online programs by September 2022. Regular schedule of workshops through Graduate Studies BaseCamp established by fall 2022.
What is the current status of the follow-up? **Include a completion percentage:**	Completed 100%
Please provide a brief description of the current, completed or planned work:	Once an instructor (term adjunct) has accepted an offer of employment, they are sent a welcome/onboarding package. This package consists of an instructor checklist which includes everything a new or returning instructor would need to prepare themselves for their course. We include a link to their collective agreement, a list of required training, any HR-related information they would need (e.g., tax forms, bank deposit form, etc.), a link to assist them in accessing onQ, the Queen's enterprise learning management system (LMS), as well as the contact information for the librarian and their program mentor. We also include an instructor manual that allows them to become more familiar with the Faculty of

	Education. As soon as the employment contract has been processed, the program mentor reaches out to the instructor to continue the onboarding process. Each term the Associate Dean, Teacher Education hosts a GTF workshop open to all GTFS covering attendance, academic integrity, course outlines, etc. Mentorship is provided to adjunct professors who teach for the PME program by Drs Danielle LaPointe-McEwan and Jason Shulha. Instructors are able to approach them with any challenges or questions about the online platform or the courses. Danielle and Jason meet each term with all new instructors one-on-one for onboarding and follow up with regular check ins. If teaching a concentration course, instructors are connected to others teaching within the same concentration. Regular meetings with all GDE and PME instructors are also held. In addition to annual surveys to gauge the academic and career support needed and communication about academic and community events, the Dean of Graduate Studies frequently meets one-on-one with adjunct professors in the PME to discuss courses, career planning, and other relevant topics. A regular schedule of workshops through Graduate Studies BaseCamp was established by Fall 2022. While we have decided not to continue with the BaseCamp model and instead the Office of Graduate Studies is working closely with the Education Graduate Students' Society through meetings at least once a month to plan workshops for graduate students. Upcoming workshops include expectations for TA, RA, and GTF employment. These workshops are casual and allow open conversation between the Associate Dean, faculty, and students. We also hold monthly coffee chats that the Associate Dean and staff from the Office of Graduate Studies attend to get to know graduate students better and listen to their thoughts and concerns.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.6 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. 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.

Proposed follow-up:	1) Increase research placements for alternative practicums in the BEd program. 2) Expand research internships, including through opportunities via the new Centre for Community Engagement and Social Change 3) Develop a system to count and report on research internships.
Responsibility for leading follow-up:	Faculty Dean and Associate Dean, Research and Strategic Initiatives
Timeline for addressing recommendation:	1) 2022-2023 academic year 2) RA positions at the Centre for Community Engagement and Social Change to be established one per term in Fall 2022, Winter 2023 and Summer 2023.
What is the current status of the follow-up? **Include a completion percentage:**	In process 25%
Please provide a brief description of the current, completed or planned work:	1) The Associate Dean of Research (ADR) is working with faculty researchers to create postings for alternative practicums focusing on research. These postings will be circulated to students via the FOCI instructors and courses. 2) The Centre for Community Engagement and Social Change will be posting 3-5 alternative practicum placements focused on research, science communication, and knowledge mobilization. 3) The ADR is meeting with the liaisons in charge of alternative practicum to amend the forms to capture research-focused placements. This system would count and report on research internships and be integrated into existing processes tracking alternative practicums, increasing the feasibility and efficiency of collecting these impact metrics.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The Centre for Community Engagement and Social Change launched in fall 2023 and we are still developing RA positions that will support the Centre's work in collaboration with faculty researchers. We are also developing systems to track and count research-focused alternative practicums. As such, fully addressing this recommendation will take another year. Our plan is to have faculty researchers submit annual calls for BEd students to apply for alternative practicum research placements within the Faculty's research groups. These processes will happen annually, managed by the Dean's Office Staff who will distribute the call for faculty researchers to create positions. The BEd students will then apply with relevant information and deadlines provided by the ADR.

	Concentrations and program tracks continue to be taught by Faculty members who are researchers in that field. This ensures that courses are imbued with the current research in their area of study.

1.7 Further explore the graduate student supervision workload for tenured and tenure-track faculty members, identifying and addressing any inequities.

Proposed follow-up:	Establish a 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).
Responsibility for leading follow-up:	Graduate Studies and Research Offices working with the SGSPA.
Timeline for addressing recommendation:	Supervisor series to begin September 2022 and continue to be offered regularly.
What is the current status of the follow-up? **Include a completion percentage:**	In process >75%
Please provide a brief description of the current, completed or planned work:	The Associate Dean of Graduate Studies and Associate Dean of Research are exploring, along with interested faculty members, a pilot project that will design, implement, and explore new collaborative team mentorship models (such as cohort or constellation mentorship) in order to: (a) address workload and (b) increase peer support among students and across wider faculty teams. The Associate Dean, Graduate Studies is working on a needs assessment for a supervisor series/workshop. We acknowledge that racialized and Indigenous faculty members carry a greater supervision load, and we are working with these professors to lower their number of graduate students by providing them greater discretion as to who they take on as their existing students graduate. We are also addressing this by concrete changes to our admissions model, where we approach professors to confirm their agreement to supervise incoming doctoral students, and to garner their opinion on prospective master's students as well. This allows these professors greater control over the number of graduate students. This model was applied for the 2023-24 intake year and will be applied again in the upcoming admissions cycle. We prioritize EDI in our admissions and take into account that racialized and Indigenous faculty may prioritize Indigenous and racialized students as supervisees. We are hiring a new

	professor of Indigenous education, which will help spread the supervisory load for the WISE program. Further, as part of a mentorship series Dr Jen Davis selected a reading for graduate faculty that provided context to discuss decolonial approaches to supervision and the faculty members discussed as a group.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	This recommendation is being implemented slowly as it depends on the program completion of existing graduate students. We expect to see greater equity in graduate student support within two years. Steps to prevent inequity in the future, such as changes to admissions, are already in place, and we expect to have concrete ideas about alternative supervision models within 12 months.

1.8 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

Working with student feedback and with the support of the Dean and Associate Deans, the Director of Communications developed an internal and crisis communications plan which has streamlined our communication with students, particularly in times of crisis or transition. For example, we were able to rely on these plans to guide our response to the current outbreak of violence in the Middle East.

The CPR process reiterated the need for a dedicated I-EDIAA role at the Faculty. Since Dr Tracy-Ann Johnson-Myers began in the role this summer, she has worked on updating EDID teaching resources on our website and is currently conducting a needs analysis to create EDID resources to support our teaching and research.

Our onboarding and support for new and term adjunct instructors has increased, and the dedicated staff for PME instructors, who teach entirely online, has helped improve how we bring new, part-time, and online faculty into our community.

2. Decanal Response

2.1 Include any general comments on the Progress Report:

After the cyclical program review, the Faculty's senior leadership took the recommendations to their teams and worked with them to ensure thoughtful, student-centered, responses to all the recommendations. We have successfully completed many of these and have made significant progress for the remaining recommendations.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

Much of the work left to do on the recommendations is iterative. For example, integrating research into teaching (recommendation 6) and addressing consistency and coherence

(recommendation 3) throughout our programs are necessarily ongoing activities to address changing and growing faculty research interests and approaches to teaching. Improvements in these areas are led by the Professional Studies and Graduate and Research Committees which constantly seek to build and improve our programming.

2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

It is an ongoing priority to hire tenure-track faculty positions. Two approved positions are on hold: Black Studies in Education and English as an Additional Language. We are optimistic that we will be able to begin hiring for these positions in the near future as our budget situation.

3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response (if applicable)

3.1 Include any general comments on the Progress Report:

The School of Graduate Studies and Postdoctoral Affairs would like to congratulate Dean Luce-Kapler and her team on making significant strides in proactively implementing the recommendations provided by the reviewers. The progress achieved thus far reflects the Faculty's commitment to cultivating and enhancing a positive environment conducive to teaching, learning, research, and student success.

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

As for recommendations 1.2 and 1.7, SGSPA would be keenly interested in working with the Faculty to fully implement the recommendations. Please let us know if we van be of any help.

Authorizations

Signature of Unit Head	*Date*
	31 October 2023
Signature of Faculty Dean	*Date*
	22 November 2023
Signature of Vice Provost and Dean, SGSPA Date	
	January 22nd, 2024
Signature of Vice-Provost, Teaching and Learning	*Date*