

## **Internal Academic Review Committee Report on the Review of the Faculty of Education**

### **Faculty of Education**

The Faculty of Education offers an ambitious range of high quality programs to very well qualified students. Programs include consecutive and concurrent undergraduate teacher education programs, excellent Masters and doctoral graduate programs and a highly successful continuing education program for professional teachers. Reviewers strongly commend the Faculty for efforts to increase research productivity and for its many contributions in service to the University, the profession and the community. External reviewers noted the clear and sincere commitment of faculty members and staff to the students and their learning experience.

The Faculty of Education has responded well to recommendations from its last Internal Academic Review and has greatly increased both the scope and quantity of research within the Unit. Nonetheless, the IARC and reviewers alike raised the concern that this increase may have come at a cost to teaching, especially at the undergraduate level. The Unit has successfully built an impressive continuing education program, which in turn provides substantial support to various initiatives within the Faculty. The Faculty is now faced with many exciting opportunities to advance to the next level of excellence. The IARC makes the following recommendations to guide the Faculty's efforts.

### **Major Recommendations**

1. **UNDERGRADUATE PROGRAM:** The Unit is encouraged to continue the review of the undergraduate curriculum. Specifically, reviewers suggest strengthening the intellectual content of the undergraduate program and working with the Faculty of Arts and Science to improve integration of the fifth year of the concurrent stream with the consecutive stream. The IARC took particular note of the low level of teaching by tenured faculty at the undergraduate level. The use of adjuncts, though often desirable

and appropriate, should never preclude the ongoing and active participation of tenured and tenure-track faculty members in teaching.

*The IARC recommends that the Unit continue the curriculum review to enhance intellectual content and engage the Faculty of Arts and Science in discussions on integration of the concurrent and consecutive teacher education programs.*

2. RESEARCH AND SCHOLARSHIP: The IARC notes the Faculty's productivity in the area of research and scholarship as indicated by the growth in numbers and variety of publications and funded research proposals since the last review, and by the positive result of its OCGS appraisal. The IARC congratulates the Unit on its progress but challenges it to combine a productive level of research with an active participation of its tenured and tenure-track faculty members in teaching in the undergraduate program.

*The IARC strongly encourages the Faculty to balance the competing demands of research and scholarship with teaching by its tenured faculty at the undergraduate level.*

3. FUTURE DIRECTION: The IARC concurs with reviewers that the Faculty of Education is at an exciting crossroads. Having established a solid foundation, the Unit is encouraged to build on its strengths by focusing on the strategic areas and initiatives that will bring it to the next level of excellence in teaching, research and service.

*The IARC recommends that the Faculty of Education build on its achievements and focus its collective energies on programs and activities that will bring it to the next level of excellence.*

## Outcomes of the Review

*Response submitted by the Dean of the Faculty of Education.*

### **Outcomes of the Internal Academic Review of the Faculty of Education Response from the Faculty Education**

Both the External Consultants and the Review Team found much to be commended in the academic programs, research and service activities of the Faculty of Education. The Senate Internal Academic Review Committee (IARC) found that “the Faculty of Education offers an ambitious range of high quality programs to very well qualified students.” The IARC also noted that “the Faculty of Education has responded well to recommendations from its last Internal Academic Review and has greatly increased both the scope and quantity of research within the Unit,” and noted the reviewers’ commendation of the Faculty for its “many contributions in service to the University, the profession and the community.”

The External Reviewers and the Review Team made several recommendations, some of which are already being addressed. The remainder will be carefully considered by the Faculty in light of the University’s and the Faculty’s vision statements, the requirements of accrediting bodies in the case of the undergraduate, graduate and continuing professional education programs, and available resources. The IARC brought forward three recommendations in its report to Senate, and these will be addressed by the Faculty.

#### **Recommendation 1**

This recommendation refers to the undergraduate program only. The Faculty has already planned and held a Faculty retreat in the fall of 2004 during which a curriculum mapping project for the undergraduate program was begun. We will appoint additional course coordinators prior to September 2005 to continue the curriculum mapping process for the purposes of eliminating any gaps and/or unnecessary overlap, and encouraging greater consistency in courses with multiple sections. During the 2005-2006 academic year the Professional Studies Committee will be asked to address the concern of increasing the intellectual content of undergraduate courses and make recommendations for implementation. The Dean and the Associate Dean will open discussions with their counterparts in the Faculty of Arts and Science during the 2005-2006 year, with a view to increasing integration of the concurrent program.

#### **Recommendation 2**

Beginning in the next academic year, the Faculty will carefully consider the question of what constitutes a proper balance between research and teaching in a professional faculty such as the Faculty of Education. We agree that there should be a higher proportion of the undergraduate program taught by tenured and tenure-stream faculty members and will continue to work toward that goal; however, we do note that in a professional program such as this there is always a need for strong practitioners knowledgeable about current

best practices to be involved in certain parts of the program as well. Given the Faculty's healthy finances, an immediate step we will take toward this goal will be to request permission from the Vice-Principal (Academic) to fill all of the forthcoming vacant tenure-track positions. One has been recently filled and one more will be advertised soon. Hiring practices will include careful consideration of candidates who will strengthen both the Bachelor of Education program and our research.

### **Recommendation 3**

The Faculty is in the process of developing a new strategic plan. The Faculty is committed to strengthening the Bachelor of Education program through better coordination with the Faculty of Arts and Science, and to improving the alignment of our resources and objectives. The Faculty will continue to invest in the Research Endowment Fund (created in 2003 with third-stream, earned revenue) as well as in the Faculty's Research Seed Money fund and in the two current incentive grants supporting the integration of technology and reflection on teaching (again funded by earned revenue). The Faculty will continue to seek out and support international opportunities for research and program collaboration.

The Faculty will continue to integrate technology in teaching, learning and research through an investment in upgrading of our teaching facilities to state-of-the-art technical standards. In addition to that, the Faculty is starting (with earned funds) the construction of a complete "Smart Classroom", including IP video conferencing capabilities. Technology will further permeate our teaching as we advance to blended delivery approaches for our graduate studies programs and expand and continue enhancing the online offering of Continuing Teacher education.

Follow-up on these recommendations and issues will take place in the annual budget and staffing strategy meetings between the Dean of the Faculty of Education and the Vice-Principal (Academic).

## **Internal Academic Review Report**

### **Faculty of Education Queen's University at Kingston March 2005**

#### **Executive Summary**

Overall, the Faculty of Education should be commended for the vigour with which it pursues its academic mission. There are however several areas that the Faculty is encouraged to examine. The Internal Academic Review committee offers the following observations and recommendations:

#### **Academic Programs**

- The Faculty should set priorities among its multiple teaching goals. Compared to other academic units at Queen's University, the Faculty of Education has an exceptionally large array of academic programs and options. This includes a heavy emphasis on Continuing Education, which is required by the Ministry of Education and has the additional benefit of generating cash for other high profile initiatives in the Faculty. Nonetheless, decisions about how many and exactly which academic programs to foster have implications for the allotment of core resources and by extension, for the ongoing quality of programs.

#### **Teaching and Learning**

- The Faculty should strengthen the intellectual content of its undergraduate courses.
  - The first year Foundations course should be re-evaluated with respect to content and depth of subject matter coverage.
  - Practical and theoretical program goals should be better integrated.
  - Coordination between the Education and Arts and Science components of the Concurrent Education program should be improved.

#### **Scholarship and Research**

- The Faculty should set research priorities. Although there are presently three main research areas identified, the Unit Self Study also mentions another eight "major strategic areas of research" plus two "research and scholarly groups". A strong research unit would normally have a small number of research priorities that would inform faculty resource allocations (including hiring decisions), space allocations, graduate program enrolments, library acquisitions, and financial support (such as seed money and travel grants) for research related activities.
- The Faculty should maintain the strategies it has implemented to create a "research friendly" environment. These initiatives are designed to increase the

profile of research in the Faculty, faculty time for research activities, and opportunities to win external research funding.

### **Service to the University, the Profession and the Community**

- The depth of involvement and the breadth of activities represented in the service component of the Faculty's work are impressive, and should be maintained.

### **Resources**

- The Faculty has expressed great confidence that its present financial strategy will sustain the levels of funding needed to support its activities and initiatives.
- The Faculty should continue with its future plans (e.g., to develop an eClassroom and to refurbish the gymnasium) for improving the physical infrastructure needed to support its academic mission.

### **Future Directions**

The Faculty of Education is at an exciting crossroad: Having shown its ability to pursue multiple initiatives and to excel in multiple domains, the Faculty has the opportunity to set priorities that will further facilitate excellence in teaching, research and service. The IAR committee shares the view of the external consultants that the Faculty of Education may not have the resources to pursue all of its present initiatives. We recommend that the Faculty should set priorities, and should do so bearing in mind the relative value the Faculty chooses to place on undergraduate, graduate and continuing education, professional and community service, and research.

## **Introduction**

The Internal Academic Review committee has based this report on the following sources of information. Written documents included the Faculty of Education's four volume Unit Self Study plus supporting documents specifically requested by the IAR committee for clarification; the report of the external reviewers, namely, Dr. Flora Ida Oritz of the University of California and Dr. David Robitaille of the University of British Columbia; and the response of the Dean of Education to this external review. The committee also had access to the Report to Senate on the Review of Faculty of Education published in the Queen's University Gazette on November 3, 1997. One set of written comments was received from the student community. The Chair of the IAR committee met briefly with the external reviewers at the start of their on site visit in November 2003. This interview was primarily a discussion of how the Faculties of Education and Arts and Science coordinated the Concurrent Education program. To date, the IAR committee has not interacted formally with members of the Faculty of Education or with the external consultants.

The IAR committee wishes to commend the Faculty of Education for the thoroughness and completeness of its Unit Self Study. However, the IAR committee struggled at times with the sheer volume of material, and it struggled to discern the overall organizing principle for Unit Self Study. Future IAR committees would benefit from an intermediate level of analysis that would, for example, facilitate reviewing groups of courses or enrolments relevant to particular programs. Likewise, a summary of the grants obtained, books and papers published, and research honours received by each faculty member would have been helpful. Such a report for the two or three most recent years, with faculty members organized according to three main research foci in the Faculty, would have aided the IAR committee in grasping the Faculty's research activities.

The IAR committee first submitted its report to the VP (Academic) in September 2004. Subsequently, it received a written response from the Dean of Education dated October 3, 2004. The IAR Committee reconvened and responded to the Dean's concerns in a letter to the VP (Academic) dated November 18, 2004. The committee agreed to make the minor emendations requested and wrote "The Review Team engaged in its peer review of the IAR documents provided to us in a spirit of good will and with due diligence. Having now reviewed our final report and the documents on which it was based, we stand by our review." The VP (Academic) then organized and chaired a meeting between the members of the IAR committee, the Dean of Education and Ms Glenda Kaye on February 14, 2005. The IAR committee had initially been concerned about the sustainability of the funding model proposed to support the Faculty's activities. We were forcefully reassured that the Faculty of Education presently had a balanced budget and that the potential suspension of EDTOP monies mentioned in the Unit Self Study was unlikely and could be managed if it occurred. The IAR Committee declined the opportunity to review recent, detailed budget documents. The IAR committee accepts the judgement of the Dean, the VP (Academic) and Ms Kaye in this regard. Our final document reflects the reaction of the Faculty to our initial report.

## **Overview**

In 1997, the previous IAR committee noted that the Faculty of Education had just “embarked on what is a most impressive and important redevelopment effort.” The report expressed much confidence that the Faculty had the leadership and initiative to achieve its strategic vision, but expressed concern that the Faculty might be trying to pursue too many goals, especially in view of the budgetary challenges at that time. In particular, the 1997 report called for clarification of the research focus of the Faculty of Education in order to facilitate hiring plans, research achievement, success of its new Ph.D. program, and enhancement the of intellectual and professional content of its degree and diploma programs.

The overall assessment of the present IAR team is that the Faculty of Education is *very good*.

- Faculty members are committed to providing a large variety of programs to various student constituencies.
- Overall student satisfaction is high.
- Research productivity has greatly increased since the previous Internal Academic Review.
- The present financial situation is healthy.

There are nonetheless initiatives that the Faculty of Education should undertake to enhance its academic mission.

- To help inform its resource allocations the Faculty should set priorities among its multiple teaching goals, and in its research programs.
- The curriculum of undergraduate courses should be strengthened to enhance integration between goals, coordination between programs, and intellectual rigour of certain courses.

## **Academic Programs**

The Faculty of Education is to be credited with its philosophical commitment to educating good teachers, irrespective of whether these teachers are in a “preservice” degree program, such as the consecutive or concurrent Bachelor of Education undergraduate degree programs, whether they are graduate students, or whether they are teachers already employed in the teaching profession. The Faculty offers academic programs that reflect a variety of input streams, outcomes, programs, tracks within programs, disciplinary divisions, delivery media, locales for courses and program partnership with other universities. Likely the variety of programs is attractive from the perspective of students who have differing needs, interests and abilities. This variety may also meet the requirements of the profession or provincial licensing bodies to provide educational services for multiple constituents. For example, the comparator universities designated by the Faculty of Education, namely, the University of Western Ontario and the University of Victoria, also have large numbers of different programs.

The IAR committee considers each of the undergraduate, graduate, and Continuing Education programs to be of good quality. Below we briefly review the data used to reach this conclusion, followed by a discussion of the opportunities and challenges that we believe the Faculty of Education is facing with respect to its academic programming.

### Undergraduate Programs

At the undergraduate level, the Faculty's input streams include concurrent, consecutive, aboriginal, and workplace programs. Outcomes include diploma (D.Ed.), degree (B.Ed.) or certificate (AQ). Programs options allow a focus on Primary-Junior, Intermediate-Senior, and in one instance, Junior-Intermediate students. Tracks within programs have aboriginal (ATEP), international (ATAPTIE), art (ACE) and outdoor (OEE) emphases. Finally, disciplinary divisions include "teachables" within programs designed to prepare high school teachers.

Undergraduate programs are strong. The competition among students for admission to the Faculty's undergraduate programs is high. In the case of Concurrent Education students, direct comparisons with incoming Queen's students show that the Concurrent student have higher high school averages. QUEST teacher ratings and Exit Poll data show graduating students have generally high levels of satisfaction. Placement statistics show graduates are finding jobs as new teachers (although definitive interpretation of the data is difficult because the "no job" and "no response" categories were combined).

### Graduate Programs

In addition to its undergraduate programs, the Faculty of Education has also honoured its commitment to graduate education. At the graduate level, the Master's program allows both full time and part time students. Master's level enrolments have been somewhat variable. Between 1995 and 2002, the number of Master of Education degrees awarded per year has ranged from 19 to 49, with a mean of 36.4. A very large variety of courses is available to the Master of Education students. The Ph.D. program is relatively new, having been started in 1998. It has since admitted approximately 7 students per year. The first cohort of Ph.D. students was successfully graduated in 2002.

The graduate programs have acceptable quality. The Unit Self Study reports that virtually all graduate students are funded. We note that external awards to Master's level students are quite low; the percentage of awards earned by Ph.D. students is between 40 and 50% and compares favorably with the overall Queen's average of 35% external funding for eligible Ph.D. students. The QUEST results show a high level of satisfaction with graduate level courses. The completion rates for the M.Ed. program are somewhat variable. The post-degree success of the graduate students bespeaks the quality of the graduate programs. Candidates who graduate with a Master of Education degree tend to become professionals, especially in the fields of teaching and school administration. Each of the four Ph.D. graduates obtained a professional level occupation.

### Continuing Education Programs

The Continuing Education program meets the requirements of the Ministry of Education

to provide in-service teacher education. The Faculty of Education offers approximately 80 courses annually, the majority in the Summer term. The courses are offered by instructors selected to meet specific qualifications; both course development and teaching are supervised by full time faculty members (See page x, Volume 1 of the Self Study). Students are showing an increasing trend towards opting for web based, online versions of the continuing education courses.

The quality of these continuing education courses appears to be high. Continuing education courses must meet the curriculum requirements of the Ontario College of Teachers. Student feedback, collected by survey methods, is reported to be consistently positive. The Continuing Education program and its offshoots have provided the Faculty of Education with a significant revenue generating opportunity.

### *Opportunities and Challenges*

Compared to other academic units at Queen's University, the Faculty of Education has an exceptionally large array of academic programs and options. The variety makes it difficult for outsiders to grasp and review the Faculty of Education's curricular activities. The external consultants refer to the teacher education program as "very complex". The concern of the IAR committee is the sustainability of multiple programs with potentially conflicting goals. Simply stated, the Faculty has a lot going on. These many initiatives all require management and direction from the Faculty's leaders; they involve some core faculty members even though this may be paid on an "overload basis"; they involve coordinating the contributions of over 60 individuals listed as recently having adjunct or supportive positions in the Faculty; and they require support from staff. Decisions about how many and exactly which academic programs to foster have implications for the allotment of resources and by extension, for the ongoing quality of programs.

It is obvious to the IAR committee that the Faculty recognizes this challenge. The Faculty has acknowledged the need to resolve differences in opinion concerning necessary content within courses as well as overall program structure. At another level, the Faculty appreciates that it must balance its vision for the intellectual and professional development of its students with the requirements of professional accreditation bodies and with various practical constraints, particularly those associated with placing students into practicum settings. Finally, the Faculty has identified the importance of balancing the number of core faculty members with the number of adjuncts involved in the teaching function. The IAR committee shares these concerns.

The IAR committee is heartened by the Faculty's initiatives to enhance efficiencies (e.g., encouraging faculty members to use the e-Learning Hub; consolidating the number of Master's level courses and sections offered). Perhaps additional efficiencies can be realized. However, the IAR committee would like to encourage the Faculty to set priorities among its multiple teaching goals and to do so in the larger context, that is, the context determined by the relative value the Faculty places on undergraduate, graduate and continuing education; professional and community service; and research. Ultimately, the Faculty of Education may need to make some decisions about which teaching initiatives are central to its mission.

### Equity

The IAR committee commends the Faculty of Education for its efforts with respect to equity. In response to the external consultants' comment that they did not explicitly discuss equity with members of the Faculty, the Dean of Education noted that a section of the Unit Self Study is devoted to the issue of equity and that the Faculty has undertaken various initiatives related to equity. The IAR committee is pleased to acknowledge the Faculty's reported increase in international undergraduate and graduate students in recent years. It also applauds the Faculty's policy for admitting approximately 10% of the Concurrent and Consecutive Education students on the basis of criteria that include basic academic requirements but also aim to enhance diversity of the student body. Finally, the committee recognizes the Faculty's commitment to the ATEP and ATAPTIE programs oriented to aboriginal and international teacher candidates, respectively.

### **Teaching and Learning**

The Faculty of Education finds itself in a unique position: as professional teachers of teaching, the course expectations of their students are sure to be high, perhaps even unrealistically so. As noted above, student satisfaction with courses, as measured by exit polls and course evaluations, is indeed generally high. Moreover, student satisfaction is consistent with the Faculty's curricular goals. For example, the Faculty's Calendar lists "...themes embedded in the program: inclusivity and social justice; collaboration and leadership; the use of technology in teaching and learning." In the Exit Poll questions related to inclusivity and social justice, Education students do well compared to Queen's as a whole. The IAR committee applauds the commitment of the Faculty of Education to monitoring teaching quality, addressing problems, and aligning its instruction with its particular goals. The atmosphere for continuing to enhance courses and programs in Education seems optimal.

### Opportunities and Challenges

The IAR committee did wish to draw attention to two specific areas of concern. Education students' satisfaction with computing and laboratory facilities is lower than for Queen's students overall. The IAR committee encourages the Faculty to continue with its initiatives in this regard, such as purchasing notebook computers for classroom use and establishing an "e-Learning Hub" for faculty members. These seem to be serious and well-focused efforts to align instruction and teacher development with the technology goals spelled out in the Calendar.

The other concern is that the average response of Education students, and particularly Concurrent Education students, to Exit Poll questions related to intellectual stimulation, development of critical judgement, and desire for further education, is notably lower than for Queen's University students in general. The initial IAR committee in 1997 also raised concerns about the intellectual content of certain courses and programs. To some degree, the student perception that courses are not intellectually motivating may be an inevitable consequence of the contrast between traditional liberal arts courses and essential teaching skills courses, such as basic classroom management. However,

inculcating good critical insight and a perceived need for continuing professional and intellectual development seem vital elements of teacher preparation.

Direct student feedback collected during the review phase of the IAR substantiated the view of the present IAR committee that Education courses and/or programs may benefit from intellectual enhancements. Singling out the first year Foundations course for special comment, one student wrote, “Students do a significant amount of work (in school and extra-curricular) to get into Con-Ed and they expect more from their first year Education Class.” Other students wondered about the feasibility of incorporating an explicit advising component on professional teaching issues and development early in the Concurrent Education program so that, as aspiring teachers, they could make optimal academic choices in their undergraduate programs. Similarly, Education students in general found the practicum experiences rewarding in that it exposed them directly to their chosen profession, but they advocated for better integration of the goals associated with practical and theoretical components of their programs. Finally, students raised some functional issues with respect to timetabling practices in the University: Education courses, practica and “teachable” courses offered through the Faculty of Arts and Science were often scheduled without due regard for Education students’ timetabling constraints.

The IAR committee advocates that the Faculty of Education should strengthen the intellectual content of its undergraduate courses. In particular, the first year Foundations course should be re-evaluated with respect to content and depth of subject matter coverage. Second, the degree of integration between practical and theoretical program goals should be increased. Finally, improved coordination between the Education and Arts and Science components of the Concurrent Education program should be pursued. The issue of infusing some integration into the concurrent program is a difficult one, but seems worthy of serious engagement. The Concurrent Education program provides a way of attracting high school students with high marks and would seem to select teacher candidates who have exceptional leadership potential to contribute to their intended profession. Their motivation to be inspired teachers deserves to be fostered. The IAR committee urges the Faculty to consider these recommendations as it sets priorities among its multiple teaching goals.

### **Scholarship and Research**

The Faculty is to be commended strongly on its accomplishments in the area of research since the last review. At that time, the Faculty was advised to solidify its research profile and to integrate its research activities with the streams of its Ph.D. program. Both of these recommendations have been achieved. A very respectable array of scholarship and professional engagement is now evident in the Faculty. The number of books and research papers produced by the Faculty has evidenced a consistent upward trend since 1996. Further, a cluster of research leaders has emerged who would appear to be performing cutting edge research that is being disseminated in high profile publications. Likewise, research funding has shown a consistent upward trend. It appears that faculty members presently bring in about \$1.5 million in research funding per year. At present, the faculty research activities and Ph.D. programs are grouped into three areas: cognitive studies, cultural and policy studies and curriculum studies. These would seem to be

highly relevant and topical research areas when put side by side with the research areas listed for other faculties of education.

It is clear from the Unit Self Study that an environment that encourages and supports research has been created since 1996. The most recent initiatives that sustain such a research climate cluster into three sets of activities which are designed to increase: 1) faculty members' time for research activities (such as reducing the teaching load and providing matching funds in support of various teaching buy-outs); 2) opportunities to win external research funding (such as providing seed money for new projects or staff support for grant applications); and 3) the profile of research in the Faculty (such as supporting research seminars, visiting scholars and in house journals). Given that the research productivity of the Faculty of Education improved substantially, the IAR committee recommends that strategies like these be continued.

### *Opportunities and Challenges*

The Faculty of Education is encouraged to continue building on its research and scholarship profile. The IAR committee recommends that the Faculty should set research priorities. Although there are presently three main research areas identified, the Unit Self Study also mentions another eight "major strategic areas of research" plus two "research and scholarly groups". A strong research unit would normally have a small number of research priorities that would inform faculty resource allocations (including hiring decisions), space allocations, graduate program enrolments, library acquisitions, and financial support (such as travel grants and seed money) for research related activities. Like many faculties at Queen's and at other Ontario universities, the Faculty of Education will see a significant number of retirements in the next decade. This would seem like an opportune time for the Faculty to establish consensus about the research areas it wishes to develop further, so that resources, especially potential new faculty hires, can be strategically placed over the next decade.

The IAR committee believes that creating more tightly integrated research groups will also support the goal of attracting excellent graduate students. Focused research areas will provide graduate students with an in-depth experience of how a leading research team operates, allowing them to use this model to fashion their own research endeavors. The IAR committee recognizes that the Faculty is concerned about having the breadth of expertise represented in the Faculty needed to sustain the Ph.D. program. This reflects a classic dilemma in graduate education: how should a graduate program balance teaching basic content and skills through structured courses and curricula with facilitating independent learning? This issue is intimately tied to the Faculty research priorities. To what degree should the Faculty consolidate versus expand the range of scholarly expertise represented by its faculty? The resolution may be helped by consulting with other faculties of education or other Queen's University academic units.

The presence of academically capable graduate students is normally seen as an important contributor to the health and vigour of faculty research programs. The Unit Self Study does not present data as to how the graduate students are integrated into their supervisors' research. It is good to note, however, that the Faculty supports graduate students' participation in symposia, conferences and learned societies. The IAR committee

encourages supervisors to continue to engage graduate students as co-authors on papers and presentations and as research assistants, and to actively provide for their graduate students in grant applications. The IAR committee views the decision of the Faculty to admit only strong graduate student applicants as being entirely consistent with the goal of fostering research strength even though it may sometimes result in enrolment shortfalls.

The present IAR committee remains concerned that full time faculty still appear stressed by the competing demands to provide large amounts of support to the teaching and service function of the Faculty while simultaneously maintaining the high standards expected for research. Again we note that the external consultants raise doubt as to whether the Faculty has sufficient resources to pursue all its initiatives, echoing the concern expressed in the first IAR in 1997 that the Faculty of Education may be trying to accomplish too many goals. It might be helpful to have the Faculty reflect how the most productive researchers balance research relative to other responsibilities and how they are they resourced, rewarded and sustained in their research programs.

### **Service to the University, the Profession and the Community**

The Faculty of Education exhibits a strong commitment to service activities. An impressive 34 out of 41 core faculty members are involved in some type of service activity. Many participate in consultancies or partnerships with a wide range of associations: provincial bodies, including the Ontario Ministry of Education; local schools and school boards; Canadian and international professional organizations; and Queen's University committees and interest groups. Again, of the 41 core faculty members, 21 have indicated that they have provided expert reviews, for example, for research papers, grant proposals, scholarship applications, and academic programs or colleagues at other universities.

The IAR committee appreciates that the Faculty's Continuing Education program is central to its mission and contributes significantly to the ongoing professional development of Ontario teachers and to the learning environment of elementary and secondary school students. In addition, the Principals' Programs offer a unique opportunity for aspiring leaders to develop their management skills. Offshoots of the Continuing Education program include various outreach and remedial programs for local school communities that are facilitated by the Faculty of Education. Related community initiatives include school-based programs designed to foster the teaching of science and technology, as well as student involvement in the creative arts. Thus, both the depth of involvement and the breadth of activities represented in the service component of the Faculty of Education's work are impressive.

### **Resources**

#### *Finances*

The Faculty of Education has achieved a healthy financial condition through prudent financial management and improvements in financial processes. The Unit Self Study describes a projected increase in soft funding, particularly with respect to revenue forecast to be earned through the Continuing Education program. Thus, the Continuing

Education program has evolved from one that was financially supported by budgeted operating funds, to one that is presently cost recovery and generates additional revenue that supports other initiatives, for example, related to research and technology. The Unit Self Study also mentions a potential loss of the separate Ministry funding envelope for the Teacher Education Expansion Program (EDTOP). This funding source (which currently amounts to over \$560,000 annually) may be discontinued by 2007/08 at the latest.

### Support Staff

The Faculty has made an effort to hire more highly skilled non-academic personnel. We see this as being in line with a general trend for hiring support staff at Queen's University and we commend the Faculty for their efforts in this regard.

### Physical Facilities

The report of the 1997 Internal Academic Review of the Faculty recommended investment in renovations of the Faculty's space to increase flexibility regarding class size and the number of course offerings. Since this first Academic Review, the Faculty has directed considerable resources toward facility and technology enhancements and upgrades. This includes the construction of graduate student facilities and an e-Learning Hub as well as the repair and refurbishment of various classroom and office spaces. The IAR committee recognizes these achievements and encourages the Faculty to continue with its future plans (e.g., to develop an eClassroom and to refurbish the gymnasium) which reflect an ongoing commitment to maintaining the physical infrastructure needed to support its academic mission.

### Opportunities and Challenges

The IAR Committee was initially concerned about reliance on the Continuing Education program as a significant funding source, particularly when considering the caution raised by the external consultants as to whether the Faculty has sufficient resources to devote to the Continuing Education initiatives. The Faculty of Education has seen a significant expansion in such efforts. Moreover, how long the demand for Continuing Education courses will keep increasing is unknown. Coupled with the potential loss of the EDTOP monies, the IAR Committee wondered about the sustainability of the proposed funding model. That the Faculty of Education recognized these challenges was obvious from repeated reference to them throughout their Unit Self Study.

Subsequently, the IAR Committee was vigorously reassured that the Faculty of Education was confident of its ability sustain the present levels of funding and that it had delivered balanced budgets in the time since the Unit Self Study was prepared. Moreover, the IAR Committee was reassured that loss of the EDTOP monies is remote. If EDTOP funds should be discontinued, the Faculty of Education is confident that its plan to manage this risk is robust. The IAR Committee declined the opportunity to review recent, detailed budget documents. We accept the judgement of the Dean of Education, the VP (Academic) and Ms G. Kaye that the Faculty can sustain this healthy budget situation.

## **Future Directions**

Overall, the Faculty of Education should be commended for the vigour with which it pursues its academic mission. It has strong faculty members who are dedicated teachers, committed to the provision of a wide variety of courses and programs highly regarded by the various student constituencies. Furthermore, faculty members are heavily invested in service activities that benefit their students and serve the university at large, the teaching profession, and the scholarly community. Since their last IAR review, the Faculty of Education can be credited with a dramatic increase in research and scholarship.

The Faculty of Education is at an exciting crossroad: Having shown its ability to pursue multiple initiatives and to excel in multiple domains, the Faculty has the opportunity to set priorities that will further facilitate excellence in teaching, research and service. The IAR committee shares the apprehension of the external consultants that the Faculty of Education does not have the resources to pursue all of its present initiatives. We recommend strongly that the Faculty should set priorities. Faculty members are under heavy pressure to maintain a vibrant research program; to do a lot of teaching and to do it very well; and to contribute substantially to the university and the community. It appears that the time for this discussion is right, given the strong leadership in the Faculty, the sense of collegiality among members of the Faculty, and the present financial health.

The IAR committee recommends that the Faculty of Education should:

- examine its multiple teaching goals. Some initiatives may need to take precedence over others at this point in time. The Faculty is especially encouraged to examine its degree of investment in outreach teaching in light of its academic mission.
- examine strategies for increasing the degree of integration between practical and theoretical program goals; for improving coordination between the Faculty of Education and the Faculty of Arts and Science components of the Concurrent Education program; and for enhancing the intellectual rigour of the first year Foundations course.
- examine research activities and research. The Faculty is encouraged to develop research priorities that will guide resource allotment. As well, the Faculty should consider mechanisms for continued interaction among diverse research activities.

**Respectfully submitted by:**

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