

Final Assessment Report for the 2019-2020 Cyclical Program Review of the Faculty of Education

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Faculty of Education prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Dean of Education and Dean of the Faculty of Graduate and Postdoctoral Studies. All recommendations made by the external review committee are listed in order, followed by a summary of the faculty's response, and the relevant decanal responses. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Vice-Provost: Teaching and Learning and the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

SUMMARY OF REVIEW PROCESS

The Faculty of Education offers a Bachelor of Education (BEd) and a Master of Education (MEd). The Bachelor of Education program was last reviewed in 2012-2013, and this was the first cyclical review of the Master of Education program, which began in 2011.

The Self-Study was authored by Dr. Colleen Willard-Holt, the former Dean of the Faculty of Education, and Dr. Kristiina Montero, with input and feedback from Education faculty. In addition to the Self-Study (Volume I), the Faculty also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, the Dean of Education, and the Dean of the Faculty of Graduate and Postdoctoral Studies prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on October 22, 2019, and the site visit was scheduled by the Quality Assurance Office for March 12-13, 2020.

The review committee consisted of Dr. Lea Caragata from the Faculty of Social Work at Wilfrid Laurier, Dr. Lorenzo Cherubini from the Faculty of Education at Brock University, and Dr. Michele Jacobsen from the Werklund School of Education at the University of Calgary. During the two-day site visit, the review committee met with the following individuals and groups:

- Dr. Kristiina Montero, Interim Associate Vice-President, Teaching and Learning
- Dr. Maria Cantalini-Williams, Dean of the Faculty of Education and Dr. Colleen-Willard Holt, former Dean of the Faculty of Education
- Dr. Douglas Deutschman, Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies
- Full-Time Faculty from the Faculty of Education
- Bachelor of Education students
- Master of Education students
- Contract Teaching Staff from the Faculty of Education
- Field Supervisors
- Faculty of Education Administrative Staff
- Ms. Charlotte Innerd, Head of Collections and Acquisitions and Ms. Ann Kelly, Education Liaison Librarian

In addition to the meetings listed above, the review committee was given a tour of the teaching and administrative spaces of the Faculty of Education, and had meetings with BEd and MEd students in the classroom at 45 Lodge.

The review committee submitted their completed report on April 13, 2020. The executive summary from the report is provided below.

External Reviewers' Report Executive Summary

Throughout the Review Team's visit, it became very clear that the students, staff and faculty in Education have invested and leveraged extraordinary expertise, energy and enthusiasm in achieving the present levels of success. The contributions and achievements of the Faculty of Education are significant and many of the Review Team's recommendations are oriented to the translation of a small somewhat insular and mutually supportive Faculty into a broader and more outwardly focused, research intensive and research active Faculty of Education that continues to deliver innovative and contemporary programs to a more diversified student population. A common thread in conversations with faculty, staff and students was that the commitment and enthusiasm for innovation,

growth and success in the Faculty of Education have been here from the beginning, and that there is a strong foundation in faculty and staff who have seen the Faculty grow, and in all of the present faculty and staff who clearly enjoy their work and are very invested in the ongoing design and success of the Faculty of Education.

The Faculty and staff are to be commended for their entrepreneurial spirit and targeted and strategic actions in designing and initiating new programs and diverse learning opportunities for students, including many that are revenue producing. For the Review Team, it was a sincere pleasure speaking with and learning from our exceptional administrative and academic colleagues and students in the Faculty of Education. There is clear evidence of a caring, committed and collegial professional culture for administrative, teaching and research faculty, and a strong and collective commitment to BEd and MEd students. Also clear is the commitment to teaching and particularly service on the part of faculty and staff; there is also recognition that heavy teaching and service commitments have implications for program sustainability and effectiveness, as well as for leveraging the strong faculty research potential (productivity and grants). The Review Team offers twenty-one recommendations to guide ongoing actions and initiatives in the Faculty of Education.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 21 recommendations, which have been listed verbatim below, followed by a summary of the program's response, and the decanal responses relevant to the recommendation.

Recommendation #1: Align BEd Program and OCT/OME Language and Terminology.

Unit Response: The unit will re-examine our terminology for consistency with its own vision, mission, and values, with the literature related to Professional Development Schools, and with language of the Ontario Ministry of Education and the Ontario College of Teachers. Changes have already been made in the program handbook and all written documents to change "teacher education candidate" to "teacher candidate." A review of the program webpages is underway to ensure consistency.

Dean of Education Response: I fully concur with this recommendation and have already initiated a transition from the current terminology to terms that reflect the Ontario education context. It is imperative that our students and school partners use language that is consistent across the province and teacher education sector for clarity and alignment. Some changes such as the terminology related to Field Supervisors are within the collective agreement of contract teaching faculty and require time and extensive consultation. The Bachelor of Education Program Handbook and our related websites will be reviewed and revised accordingly. Our Faculty of Education Strategic Plan (2020-2025) includes this goal and we will work systematically to reconceptualize our vision, mission and conceptual framework with Ontario-based legislation, language and terminology.

Recommendation #2: Offer Secondary School Placements.

Unit Response: The unit will carefully consider the possibility of offering a limited number of secondary placements to J1 students in year 2. They will consult with PDS principals, superintendents, and teacher candidates in making this decision. The Teacher Education Advisory Council will be consulted in collaboration

with the Field Experience office to investigate support for this opportunity. Teacher Candidates do have the option – and many have taken it – to conduct their 3 week alternative placement in a secondary setting.

Dean of Education Response: I fully concur with this recommendation and will endeavour to formalize agreements with secondary schools within our partner school boards. It is beneficial that teacher candidates graduating with a Junior/Intermediate qualification have practical experience teaching their subject area in a secondary school setting. This recommendation will entail careful review of the current situation and will necessitate meetings with Directors of Education in partner school boards, along with other related committees such as the Teacher Education Advisory Committee. In addition, our Faculty of Education is exploring the potential of focusing the teachable subjects now offered to fewer options, and also, if feasible, extending our programming to include accreditation for Intermediate/Senior in the future.

Recommendation #3: Review Admission Criteria and Processes.

Unit Response: The admission criteria and process have evolved from the beginning of the BEd program and is reconsidered based on a number of variables each year. The move from a one-year program to a two-year program impacted the Junior/Intermediate admissions in particular. Changes in support from the admissions office also resulted in changes in approach to the review process. The admissions process has been incorrectly perceived by the reviewers and is misleading as written. The first review is done by admissions staff, which determines if the GPA and prerequisites have been satisfied; this determines whether the application proceeds to the profile reading stage. Electronic viewing and evaluation of profiles has been used for the past 3 years. There is training for internal consistency prior to commencing the reviews. The criteria and terminology are explained and then reviewers work through two profiles together with opportunities for questions. Reviewers work through a designated set of profiles, with each profile read by one reviewer. They may consult with other reviewers as they go along if they have questions for clarification. The in-person context facilitates this consultation as well as providing access to the person responsible for the reviewing process for unique profiles. There are no staff involved in the review process at this stage.

An Admissions Committee currently exists. The composition and responsibilities of this committee are being reviewed, as is the review process. The communication process with Admissions office continues to be confirmed and strengthened.

The criticisms regarding representation of marginalized populations are broad and far-reaching, and no data are cited. We cannot collect data on diversity in admissions and only voluntarily in our candidates. Candidates typically under-report issues of diversity. Based on an extensive literature review conducted the year of the cyclical review report, our Faculty is on par with most Canadian teacher education programs regarding representativeness; however, we believe we can improve. We can examine avenues for intentional recruitment/outreach for racialized groups within local school boards and Indigenous communities.

We agree that it is important to diversify the complement of candidates. We will endeavour to reach out to racialized and/or Indigenous populations during the recruitment phase. We will examine our current processes by consulting with current students who come from diverse backgrounds regarding how our processes might be made more inviting. We will review our current criteria for their consistency with our mission and vision. The

efficacy and feasibility of our current Pathways has been re-examined in consultation with external faculties and the newly formed Bachelor of Education committee. Every effort has been and will continue to be made to make criteria for evaluating applications transparent and equally accessible to all applicants. A wide variety of experiences are considered acceptable in the experience profile.

Dean of Education Response: I fully concur with this recommendation and will collaborate with the Bachelor of Education Admissions Committee to develop clear direction and processes to ensure integration of principles of equity, diversity and inclusion (EDI). We will also consult with the Laurier EDI and Faculty of Education EDI Committees to align our admission policies with strategic university directions and procedures. Due to the current pandemic, the process of in-person assessments of applicants' Experience Profiles are being revised to a digital format. We are also currently reviewing the High Priority Consideration pathway agreements and plan to develop new agreements for guaranteed pathways into the Bachelor of Education program. As the landscape of teacher education changes in the coming years, our Admissions criteria and processes will be continually reviewed.

Recommendation #4: Review Professional Development School Model and Processes.

Unit Response: The Professional Development School model and work by Linda Darling-Hammond was the theoretical framework used in creating the Bachelor of Education program. The immersion approach to pre-service education is supported by the close partnerships we create and maintain with the original four partnering school boards and the two recently connected Halton school boards. There has never been a shortage of PDS schools. Practicum placements have always been secured for all Teacher Candidates.

The unit will review the PDS model for its consistency with our mission and vision and with current PDS practice, as well as the current implementation of the model. We will also review the process of identifying and approving PDS sites. A digital platform, Navigator, has been implemented to manage the Field Experience component of the program and ensure an accurate and comprehensive database of PDS sites, associate teachers, and teacher candidates' field experience.

Dean of Education Response: I fully concur that it is timely to have a review of the Professional Development School model for the Bachelor of Education. The definition of a Professional Development School could be reimagined in light of current digital and innovative approaches to immersive and collaborative teaching experiences in both virtual and in-person education settings. Consultations and communications with all of our teacher education stakeholder groups will allow us to clarify and update the Professional Development School model to better align with emerging principles based on research related to experiential learning.

Recommendation #5: Increase the Research Intensity of the BEd.

Unit Response: Curriculum mapping regarding overlap and redundancy has already begun, as well as discussions of course goals with fulltime and contract teaching faculty. This work will continue. We will reconsider the inquiry project and its positioning within the program. Please note that one intention of the PDS model was to

incorporate teacher inquiry within the weekly placement in the schools, so reducing the in-school placement may be contraindicated. However, we commit only to re-examining the implementation of the PDS model and the inquiry project at this time.

Presentations to both the WRDSB and the WCDSB were made with full faculty attendance this year to share their areas of research and how they may connect with board goals. Full time faculty involved in the BEd program have exceptional research records and continue to provide opportunities for student contribution and experience on research projects. An interdisciplinary research centre, the Centre for Leading Research in Education led by the Faculty of Education has just been approved.

Dean of Education Response: I fully concur with the need to identify specific opportunities for critical and collaborative inquiry activities and the need to review the number/nature of the numerous .25 credit courses, as suggested by the participants of the Cyclical Review. More emphasis on research related to expertise of our full-time faculty members would be of mutual benefit to our teacher candidates and school partners. As noted, our faculty members have established partnerships with school board Research Departments and with community agencies through the new Centre for Leading Research in Education.

Recommendation #6: Revisit the Role and Responsibilities of Field Supervisors.

Unit Response: We reject this recommendation. The field supervisors are more visible and conduct more observations than do their counterparts in most Faculties of this province. They are not permitted, according to O.Reg. 347/02, s. 9, to evaluate students, which is the duty of the associate teacher (see regulation in Clarifications section of this report).

Dean of Education Response: I partially concur with this recommendation to revisit the role and responsibilities of Field Supervisors. Presently, they are hired and paid as Contract Teaching Faculty, thus, there is an expectation that they evaluate students and that they conduct courses as other teaching faculty. The small number of students assigned to each Field Supervisor is based on past practice of Field Supervisors travelling to each school. The expectations and role descriptions of Field Supervisors will need to be reviewed due to the current virtual nature of mentorship and observations. There is also a need to determine alignment with Ontario College of Teachers' regulations/terminology and begin usage of the term "Faculty Advisors". With the recent implementation of the Navigator software program, there is an additional requirement to revisit this position.

Recommendation #7: Align Assessment and Evaluation with OCT Terminology.

Unit Response: We will review the terminology for consistency with OCT language, and re-examine the structure of the evaluation forms.

Dean of Education Response: I fully concur that the Assessment and Evaluation forms used by Associate Teachers and Field Supervisors should be in alignment with the Ontario College of Teachers (OCT) Standards of Practice for the Teaching Profession. This shift will not present insurmountable challenges since there are many parallels between the current terminology and OCT language. Greater coherence and consistency will be the

goal of the alignment process.

Recommendation #8: Review the Full Time Academic and Administrative Staff Complement.

Unit Response: We will review the full-time academic and staff complement and re-adjust as possible within budgetary constraints.

Dean of Education Response: I fully concur with the reviewers “that the faculty and staff are highly dedicated and committed to ensuring the best possible educational experiences and outcomes for their undergraduate and graduate students.” In the near future, as a result of the cyclical review and current changes due to the pandemic, we will review our complement of full-time and contract teaching faculty in addition to revisiting the roles and responsibilities of related staff. The allocation of classroom facilities, office spaces and areas for collaboration/meetings will all be reviewed in the current and future physical contexts of university allocations.

Recommendation #9: Increase Indigenous Education and Culture Across Programs.

Unit Response: We partially accept this recommendation. While we would heartily embrace the idea of hiring an Indigenous faculty member, budgetary constraints in addition to availability of such candidates limit the opportunities to do so. As faculty positions are approved, we will continue to aggressively recruit within Indigenous communities. Teaching Indigenous content is not within the purview of staff members; thus, the staff member’s initiatives cannot be formalized within collective agreement stipulations, though we can provide release time for these efforts. As noted above, for several years we have had a committee devoted to Indigenousizing the BEd and MEd curricula, in consultation with Indigenous community members. We will continue to expand the Indigenous voices on that committee as is possible. We have a required FNMI course and every BEd course must address Indigenous content and ways of knowing in ways that are consistent with the course learning outcomes. The instructors for MEd courses are also encouraged to consider Indigenous perspectives and worldviews within their courses. At present, the Faculty of Education has made it possible for the Graduate Coordinator to participate in the 16-day Decolonizing Certificate (offered through WLU’s Centre for Indigegogy) for the purpose of bringing new and creative ways to Indigenous perspectives into the MEd program.

Dean of Education Response: I fully concur with this recommendation that there is a need to enhance Indigenousization and would extend the recommendation to include greater inclusion of Anti-Black Racism curriculum across programs. There are currently many initiatives underway in our Faculty of Education to address these recommendations including the potential cross-appointment of an Indigenous scholar and an academic with expertise in Equity, Diversity and Inclusion. A recently formed coalition of faculty, staff and students across programs is very active in developing strategic activities to enhance awareness and to amplify underrepresented groups. A new Master of Education course related to EDI will enrich understandings among graduate faculty and students.

Dean of the Faculty of Graduate and Postdoctoral Studies Response: This is an important and timely recommendation. The pandemic has uncovered the magnitude of racism toward Indigenous, black and other marginalized groups. Encouraging faculty to improve their own training about developing curriculum materials

that are anti-racist is an excellent step. I support the Dean's pro-active hiring plan to increase Indigenous and black scholars in Education.

Recommendation #10: Increase Research Activity and Funding.

Unit Response: While we will continue to encourage research productivity and grant writing, it can be challenging for faculty members to conduct and publish research when their responsibilities also include administrative and program coordination duties. Faculty of Education researchers have been featured in the annual report of the Research Office the past three years. All full time faculty members have held in the past, or currently hold, Tri-Council or Mitacs Grants. The newly approved interdisciplinary Centre for Leading Research in Education demonstrates the research leadership in the faculty.

Dean of Education Response: I fully concur that an increase in research activity and funding would benefit the Faculty of Education. Our full-time faculty members are actively involved in their research projects and are very productive. A greater emphasis on our research agendas, in balance with administrative, teaching, and service responsibilities will be fostered by our new Centre for Leading Research in Education. We also plan to forge more solid connections with the Office of Research Services. As suggested by the reviewers, faculty profiles focused on research activities will increase visibility and mobilization of research publications. Through the Faculty of Education Advancement Committee and other groups, we will seek diverse sources of funding for our research projects.

Dean of the Faculty of Graduate and Postdoctoral Studies Response: I fully support this recommendation. Research-active faculty bring new, cutting-edge ideas to their teaching. They also offer opportunities for graduate students to be more involved in research. This is an important type of experiential learning for students in the MEd program, even if none of the students is planning on a career in academia. The ability to read, critically evaluate, and synthesize primary literature will help them throughout their careers.

Recommendation #11: Leverage Priority Research Areas and Reporting Structures.

Unit Response: The faculty has undergone and completed the process of writing specific promotion and tenure guidelines that address the research expectations and standards of our specific discipline and faculty. We have also collaborated to submit a single research priority for the faculty that encompasses the research of all full time faculty with recognition that not every research project will, or should, fit exclusively with university priority research areas.

Dean of Education Response: I fully concur that our Faculty of Education is capable of further leveraging the Priority Research areas of 'Pedagogical Innovations and Educational Leadership'. Our Faculty of Education is featured widely in the new Laurier Strategic Research Plan and our newly approved Centre for Leading Research in Education will facilitate research intensity. With the hiring of more full-time faculty members, we will have increased opportunities for diverse research partnerships and jointly funded projects. The Promotion and Tenure guidelines include clear criteria for the broad range of research activities valued by the Faculty of Education.

Dean of the Faculty of Graduate and Postdoctoral Studies Response: Developing tenure guidelines that describe expectations for the level of research activity needed to achieve tenure is a necessary step. I think that it is important that the faculty think carefully about their unique strengths. Organizing research around interest and expertise shared by several faculty members should improve research proposals and increase the odds of external funding.

Recommendation #12: Leverage University Supports for Research Intensification.

Unit Response: Faculty have, and continue to, collaborate with research support staff and attend sessions that describe grant writing processes. Research staff have attended our divisional council meetings on a regular basis and faculty have sat on the research ethics review board. We will continue to encourage the use of these types of support.

Dean of Education Response: I fully concur that our Faculty of Education could further utilize the services of the Laurier Research Department to help support our grant application processes, organize research sessions, and mobilize our research findings. We could also determine a designated Research Champion within our faculty complement to facilitate these supports. In addition, regular submissions to the Office of Research Services newsletter might be a vehicle for creating awareness of our educational research. Most importantly, as scholar practitioners, we will continue to find opportunities to research our practices for continual improvement and innovation.

Dean of the Faculty of Graduate and Postdoctoral Studies Response: The university provides support for faculty in developing research proposals. This is an excellent resource but only if faculty take advantage of these supports. I support the Education Dean's idea of designating research champions. I think it is an example of how to reward and incentivize research among faculty. Increased research intensity of the faculty members provides opportunities for current MEd students and is an important step toward developing a culture that could eventually support a PhD program.

Recommendation #13: Engage in Ongoing Curriculum Mapping and Program Evaluation.

Unit Response: We will continue to conduct curriculum mapping sessions and consult with students regarding consistency across courses and redundancies. Financial literacy is now part of the mathematics curriculum and will be addressed in those courses. We will consult with students regarding their needs and desires for professional development sessions on mental health and well-being.

Dean of Education Response: I fully concur that ongoing curriculum mapping and program evaluation are necessary, especially given the changes precipitated by the pandemic. There is a continual need to reassess the foundational principles and learning outcomes of both the Bachelor of Education and Master of Education programs in light of student feedback and related research. The content and assignments of each course will be reviewed to ensure that gaps and redundancies are addressed. Projects jointly conducted across courses will be

encouraged for greater integration and interdisciplinarity among disparate subject areas. Also, the number of teachable subject courses will be reassessed for cost efficiency and to reflect new trends in education.

Recommendation #14: Evaluate Field Placement Processes and Systems.

Unit Response: A re-examination of the communication, organization, processes and systems of the field placements and practica is needed. We will consult with our Board partners and students as to changes that are needed. However, as mentioned previously, we have recently implemented a digital platform, Navigator, that will assist in the management of field placements and evaluations. The process of payment for associate teachers is being reviewed for efficiency and alternative methods of sending payment. Navigator may be able to assist in this process.

Dean of Education Response: I fully concur that there is an immediate need to review the various facets and responsibilities of the Field Experience Office. The changes due to the pandemic have precipitated the transfer of responsibilities from Field Supervisors to the Field Experience Office in concert with the implementation of the new Navigator software system to manage practicum placements. There will be a review of the processes used to communicate with our various stakeholder groups including students, associate teachers, principals and community partners to ensure clear, coherent and consistent messaging. The international and alternative placement protocols also require review and adjustments to procedural documents to adhere to new Laurier legislative directions in relation to Experiential Learning.

Recommendation #15: Redesign the MEd to be Research Intensive.

Unit Response: We generally agree with the reviewer's recommendations, although it is important to note that our Master of Education is currently advertised and structured as a professional degree. However, given our students' interest in additional research opportunities, we are interested in creating additional opportunities for a research focus for those students who wish to pursue these options. First, we are currently exploring options to increase education research courses in the MEd (see response to Recommendation #16). Second, MEd candidates are regularly invited to explore and participate in faculty-led research projects thus providing opportunities for developing highly qualified personnel skills such as data collection, analysis, publications, and conference presentations. Third, we will continue to offer an optional regularly scheduled MEd Research Group (initiated in 2020, hosted and led by one of our full-time faculty). Fourth, we will continue to develop the Centre for Leading Education Research initiative, and identify ways in which MEd students can participate in the Centre's activities (e.g. produce a collective body of outstanding student work; assist students with publication in journals such as the *Canadian Journal for New Scholars in Education*, offer "brown bag" lunches that allow for informal knowledge mobilization, and conduct an annual "unconference" with interested MEd and BEd students).

Dean of Education Response: I partially concur with this recommendation and agree that there should be a research intensive option/pathway in the Master of Education program yet, I believe that a course-based route option should also be retained. The Faculty of Education Graduate Committee is actively examining various strategies to introduce a greater emphasis on the development and application of research skills for students

who select a research intensive route. We will definitely introduce a research focused pathway option that could be aligned with the requirements of doctoral studies. Discussions are underway for potential partnerships within and outside of Laurier for greater research focus in our Master of Education program and possible partnerships for a doctoral program.

Dean of the Faculty of Graduate and Postdoctoral Studies Response: I am a strong advocate of increasing the number and intensity of research experiences for graduate students. I support the idea of having multiple streams in the program if the faculty are supportive of that idea. Developing research skills can (and should) happen within coursework degrees. Thus, I think that the faculty, working with their dean, should decide how to best support research across the curriculum.

Recommendation #16: Increase Educational Research Courses in the MEd.

Unit Response: The program agrees with the reviewers' recommendation. We conducted an exit survey with graduating Master of Education students in May of 2020 and determined that approximately half of the respondents would be interested in pursuing a PhD or EdD, which would require additional research courses in the MEd. At present, all MEd students are required to take EU502 Interpreting Research in Education. Students in the Interdisciplinary stream are also required to take either EU504 Quantitative Research Methodology or EU505 Qualitative Research Methodology, and have the option to take an additional research methodology course as an elective. Students in the Student Affairs field have the option to take one research methodology course as an elective (in addition to EU502). Additionally, students can take an Independent Reading Course (EU550) to pursue research-related and differentiated opportunities. We are currently considering a proposal to revise our program to allow for a more intensive research focus. Specifically, we are considering removing one of the required courses from the Student Affairs program to allow these students to take all 3 research methodology courses (i.e. EU502, EU504 and EU505). We are also considering the introduction of a new course (working title: EU597 Research in Action). Students taking this course would develop a small-scale research project, as well as collect and analyze relevant data. At present, all students are required to take EU598 Capstone, the purpose of which is to demonstrate their advancement in all 4 program goals. If we proceed with the development of EU597, we would modify EU598 to allow these students to emphasize the knowledge mobilization program goal and to continue to work on writing up their research project to allow for conference presentation or article development.

Dean of Education Response: I fully concur that there should be an increased emphasis on educational research courses in the Master of Education but also believe that the current selection of required research-related courses could provide an opportunity for students to develop the framework for a research paper or project. These introductory courses could be foundational to the Capstone course for the purpose of developing research skills to be scaffolded into future courses. The development of EDUC 597 will be an excellent catalyst for increased emphasis on professionally grounded research. My hope is that students who select to write a major paper for the Capstone course will be prepared, if interested, to apply to doctoral programs.

Dean of the Faculty of Graduate and Postdoctoral Studies Response: As a statistician and a scientist, I was involved in more than a dozen courses in experimental design, data analysis, and the interpretation of research. So it is no surprise that I support this recommendation. Moreover, I understand that reviewing and/or developing

educational research courses is tightly related to the discipline. As such, the current and proposed courses within Education are an appropriate approach. Finally, I want to acknowledge that as research evolves, it is important to keep the material current. So this process is one of continual revisions and improvements.

Recommendation #18: Optimize Collaboration with the University Library.

Unit Response: These are good suggestions, and we will explore ways to increase our partnership activities with the Laurier Library.

Dean of Education Response: I fully concur with this recommendation to optimize collaboration with the university library, especially in relation to the Bachelor of Education program. We can implement some suggestions such as drop-in sessions with education librarians and collaborative inquiry research projects which require a research component. Ongoing information sessions with university librarians outlining resources specific to classroom teaching would be beneficial. Conversely, our faculty members could recommend the purchase of current educational resources and publications. The Faculty of Education will strive to have all of our library-related resources catalogued and accessed through the Laurier Library in the future as many resources are currently stored in our facilities and are not easily accessible.

Recommendation #19: Enhance and Expand Fund Development.

Unit Response: In the current budget model and financial situation, obtaining additional funding from the Provost is unlikely. We have had an advancement committee for over 6 years, with membership as suggested, although additional membership is desirable. The Development committee has been re-named the Advancement Committee and continues to meet on a monthly basis. We will make efforts to increase outward-facing communication regarding research accomplishments and develop signage for the Faculty. All of the suggested foci for fundraising have been priorities for the past 5 years. We will re-examine these priorities along with staff from the Development office and possibly suggest additional ones.

Dean of Education Response: I fully concur with the recommendation to enhance and expand fund development through a variety of approaches. The present Provost/VPA is very interested in augmenting our full-time faculty complement and I will continue to advocate on behalf of the Faculty of Education. In addition, an Advancement Committee has been formed of community partners interested in advancing the vision of the Faculty of Education through program development, event planning and fundraising. I chair this committee as Dean and we are making good progress towards solidifying our short and long-term goals. As we develop our Strategic Plan (2020-2025), we will continue to increase our profile, grow in size and find opportunities to showcase our strengths for potential donors and funders of research chairs, new facilities and student scholarships.

Recommendation #20: Balance Change and Innovation with Collective Wellbeing.

Unit Response: It was not clear what the specific recommendations are within this section of the report. Members of the unit will be vigilant in their desires to create new programs or make extensive changes, given the current workload situation.

Dean of Education Response: I fully concur with the recommendation to strive for a balance between innovation and wellness, yet I believe that innovation can have a positive impact to enhance physical and emotional well-being. Especially due to pandemic challenges, many innovations have resulted from the need to pivot and adjust our past practices resulting in improvements. I am affirmed by the trust and enthusiasm expressed by the reviewers. I plan to build on the excellent reputation of the Faculty of Education by respecting the current programming and partnerships, while expanding to new innovative programs, modes of delivery and communities of practice. The wellness of our students, staff and faculty will be considered in every consultative decision-making process.

Recommendation #21: Strengthen the External Review Process.

Unit Response: There is no unit response to this recommendation as it is outside of the purview of the unit.

Dean of Education Response: The specifics of this recommendation relate to the timing of review meetings and the inclusion of additional meetings that were not incorporated into this review. This recommendation has been shared with the Quality Assurance Office and Office of the Provost and Vice-President: Academic for consideration, and the additional meetings suggested by the committee will be revisited during the next cyclical review.

STRENGTHS OF THE PROGRAM(S)

Dean of the Faculty of Education: The strengths of the Bachelor of Education and Master of Education programs are rooted in the commitment to excellence prevalent among faculty, staff, students and community partners. All stakeholder groups are invested in developing high quality programs with meaningful experiential learning opportunities, in cohort models of program delivery. The strengths of reciprocal partnerships, immersive experiences and sustained learning are foundational to the success of both the undergraduate and graduate programs in education. The former Dean and Associate Dean were pivotal to the success of our relatively young programs and are to be commended for their exemplary leadership in submitting the very comprehensive Cyclical Review Report. It should be noted that the Cyclical Review data was gathered and the interviews were all conducted just before the closures caused by the pandemic on March 13, 2020. The final interview for the Cyclical Review was held on Friday, March 13 at 4 pm before so much changed in schools and society. Nevertheless, the recommendations of the Cyclical Review are still applicable and surprisingly, are even more relevant for a post-pandemic Faculty of Education. As a new Dean, I look forward to working with our Faculty of Education and Laurier community to implement the recommendations suggested by the reviewers and

supported by our Unit. Collectively, we will develop a brighter and preferred future for our students, staff, faculty and stakeholders, and most importantly, diverse learners in a broad range of educational systems.

Dean of the Faculty of Graduate and Postdoctoral Studies: The Master of Education program is a strong and growing program. Over the past 5 years (including 2020), both applications and registrations have doubled. The addition of the Milton cohort demonstrates that there are even more opportunities for the program to make a difference for its students and the communities. The cohort model provides students with a strong peer group that enhances the learning environment.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Dean of the Faculty of Education: It is evident that our Laurier Faculty of Education has earned much respect and has an excellent reputation across Canada evidenced by the large number of applicants to our programs and the commitment of school board/community partners. The present Cyclical Review has noted pertinent opportunities for improvement and enhancement, which have been accelerated due to the current pandemic. As a new Dean, I look forward to addressing such areas as the re-imagining of the Professional Development School (PDS) model and its related features including the nature and number of courses integrated with practical teaching experiences, both virtually and in school settings. This PDS foundational framework within the Bachelor of Education program could be revised to align with new Ontario College of Teachers certification requirements and the onset of digital technologies for course delivery and practicum observations/evaluations. The Field Experience Office should also be envisioned to adhere to evolving trends and directions from the Laurier Experiential Learning Office. In the Master of Education program, there is opportunity for greater emphasis on research intensity, new fields of study and innovative approaches to course delivery such as flexible/hybrid models utilizing technology yet retaining the integrity and benefits of our program cohorts. The successes of our Bachelor of Education and Master of Education programs are numerous due to the tireless efforts of staff and faculty. The current context requires adaptations and adjustments to allow for greater accessibility and alignment with evolving demands of students and stakeholders in education. Our new Centre for Leading Research in Education will hopefully serve as a catalyst and support for our scholar-practitioner approaches, our efforts in continuous improvement and our visionary programs to inspire lives of leadership and learning.

Dean of the Faculty of Graduate and Postdoctoral Studies: The current challenge for the education programs is that they must adapt and provide excellence in a rapidly evolving landscape. The pace of change forced by the pandemic is unprecedented. The Faculty of Education needs to continue to address the needs of its current students while planning for a post-pandemic world. I think the Dean of Education, Maria Cantalini-Williams, has the knowledge and vision to deal with both the short-term contingencies and the longer-term aspirations of the program.

SIGNATURES

Dr. Mary Wilson

February 18, 2021



Dr. Anthony Vannelli

March 1, 2021



Approved by Program Review Sub-Committee:

March 9, 2021

Approved by Senate Academic Planning
Committee:

March 23, 2021

Submitted to Senate (for information):

April 12, 2021

Implementation Report Due Date:

April 12, 2023

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Dean of Education and Dean of the Faculty of Graduate and Postdoctoral Studies as part of the Decanal Response.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
Recommendation #1: Align BEd Program and OCT/OME Language and Terminology.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Experiential Learning Officer and Faculty Relations	Faculty of Education	2020-2021 academic year	
Recommendation #2: Offer Secondary School Placements.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Experiential Learning Officer and School Board Partners	Faculty of Education Experiential Learning Office Laurier Legal Services	2021-22 academic year	
Recommendation #3: Review Admission Criteria and Processes.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Admissions Office and EDI Office	Faculty of Education Admissions Department	2021-22 academic year	

<p>Recommendation #4: Review Professional Development School Model and Processes.</p>	<p>Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Experiential Learning Officer and School Board Partners</p>	<p>Faculty of Education School Board Partners</p>	<p>2021-22 academic year</p>	
<p>Recommendation #5: Increase the Research Intensity of the BEd.</p>	<p>Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Research Services Office and School Board Partners</p>	<p>Faculty of Education</p>	<p>2021-22 academic year</p>	
<p>Recommendation #6: Revisit the Role and Responsibilities of Field Supervisors.</p>	<p>Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Experiential Learning Officer, School Board Partners, WLUFA and Faculty Relations</p>	<p>Faculty of Education Experiential Learning Office Faculty Relations</p>	<p>2021-22 academic year</p>	
<p>Recommendation #7: Align Assessment and Evaluation with OCT Terminology.</p>	<p>Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty and Experiential</p>	<p>Faculty of Education</p>	<p>2021-22 academic year</p>	

	Learning Officer			
Recommendation #8: Review the Full Time Academic and Administrative Staff Complement.	Dean and Senior Administrative Officer with VPA Office and Human Resources Department	Faculty of Education VPA/Provost Office HR Department	2021-2022 academic year	
Recommendation #9: Increase Indigenous Education and Culture Across Programs.	Dean and Associate Dean/Dean's Advisory Council, Indigenous Committee Members, in consultation with the Office of Indigenous Initiatives Office of Equity, Diversity and Inclusion	Faculty of Education VPA/Provost Office Indigenous Initiatives office EDI Office	2021-22 academic year	
Recommendation #10: Increase Research Activity and Funding.	Dean and Associate Dean in consultation with the Office of Research Services and the Director of the Centre for Leading Research in Education and Faculty of Graduate and Postdoctoral Studies	Faculty of Education Research Services Office VPA/Provost Office Faculty of Graduate and Postdoctoral Studies	2022-23 academic year	
Recommendation #11: Leverage Priority Research Areas and Reporting Structures.	Dean and Associate Dean in consultation with the Office of Research Services and the Director of the Centre	Faculty of Education Research Services Office	2021-22 academic year	

	for Leading Research in Education and Faculty of Graduate and Postdoctoral Studies	VPA/Provost Office Faculty of Graduate and Postdoctoral Studies		
Recommendation #12: Leverage University Supports for Research Intensification.	Dean and Associate Dean in consultation with the Office of Research Services and the Director of the Centre for Leading Research in Education and Faculty of Graduate and Postdoctoral Studies	Faculty of Education Research Services Office VPA/Provost Office Faculty of Graduate and Postdoctoral Studies	2021-22 academic year	
Recommendation #13: Engage in Ongoing Curriculum Mapping and Program Evaluation.	Dean/Associate Dean and Coordinators of Programs	Faculty of Education	2021-22 academic year	
Recommendation #14: Evaluate Field Placement Processes and Systems.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Experiential Learning Officer and School Board Partners	Faculty of Education Experiential Learning Office	2020-21 Academic year	
Recommendation #15: Redesign the MEd to be Research Intensive.	Dean and Graduate Coordinator in consultation with the Office of Research Services and the Director of the Centre for Leading	Faculty of Education Research Services Office	2021-22 academic year	

	Research in Education and Faculty of Graduate and Postdoctoral Studies	VPA/Provost Office Faculty of Graduate and Postdoctoral Studies		
Recommendation #16: Increase Educational Research Courses in the MEd.	Dean and Graduate Coordinator in consultation with the Office of Research Services and the Director of the Centre for Leading Research in Education and Faculty of Graduate and Postdoctoral Studies	Faculty of Education Research Services Office VPA/Provost Office Faculty of Graduate and Postdoctoral Studies	2021-22 academic year	
Recommendation #18: Optimize Collaboration with the University Library.	Dean, Associate Dean, Faculty and University Librarians	Faculty of Education University Library	2020-21 Academic year	
Recommendation #19: Enhance and Expand Fund Development.	Dean and Faculty in consultation with the Laurier Development/Advancement Office	Faculty of Education Advancement/Development Office	2021-22 Academic Year	
Recommendation #20: Balance Change and Innovation with Collective Wellbeing.	Dean and Associate Dean	Faculty of Education VPA/Provost Office HR Department	ongoing	

<p>Recommendation #21: Strengthen the External Review Process.</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>This recommendation is outside of the unit's purview and will be shared with the Quality Assurance and the Office of the Provost and Vice-President: Academic.</p>
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