

**Implementation Report for the 2019-2020 Cyclical Review
of the Bachelor and Master of Education Programs**

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INTRODUCTION

This is the first implementation report for the cyclical review of the Bachelor of Education and Master of Education programs that took place in 2019-2020. The full language for each recommendation from the External Reviewers’ Report has been included, along with the corresponding information about implementation from the Final Assessment Report. For each recommendation, the unit has provided an update on the progress or action made toward the implementation of that recommendation, followed by comments from the relevant dean(s) and the Program Review Sub-Committee. Considering the updates provided by the unit and the comments from the dean(s), the Program Review Sub-Committee will review the report and determine if all recommendations have been implemented satisfactorily or if a subsequent report will be required.

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION IN FINAL ASSESSMENT REPORT

Full Recommendation from External Reviewers’ Report: Recommendation #1: Align BEd Program and OCT/OME Language and Terminology.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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, Manager of Experiential Learning and Faculty Relations	Faculty of Education	2020-2021 academic year

Unit Update: In 2021-2022, all course descriptions were updated to align with Ontario College of Teachers (OCT) and Ontario Ministry of Education (OME) language. These were passed through the university governance process. Major edits and updates were completed in the Bachelor of Education Handbook to reflect these changes.

In 2022-2023, all Academic Calendar pages and websites were further updated to align with OCT/OME language. These were passed through the university governance process.

Education Decanal Comments: I am very pleased that the faculty and staff have embraced the task of updating the terminology used in relation to the Bachelor of Education program. The terminology used province-wide by the Ontario College of Teachers and the Ontario Ministry of Education is now fully integrated into our Bachelor of Education program and practicum handbooks, websites and communications. The alignment is complete in these important areas with consistent usage across associate teachers, teacher candidates, faculty advisors, and staff.

Program Review Sub-Committee Comments: The comments provided indicate that this recommendation has been completed, so no further reporting on it is necessary.

Full Recommendation from External Reviewers' Report: Recommendation #2: Offer Secondary School Placements.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #2: Offer Secondary School Placements.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Manager of Experiential Learning and School Board Partners	Faculty of Education Experiential Learning Office Laurier Legal Services	2021-22 academic year

Unit Update: The FoE does not believe that an I/S program is feasible at this time due to the limited faculty complement and the current focus areas of the BEd. However, we are working on adding further Additional Basic Qualifications (ABQs) to help support Junior/Intermediate (J/I) teacher candidates (TCs) in being able to take an Intermediate/Senior (I/S) teaching position after graduation.

As well, a pilot project is being offered during the Spring 2023 term for interested Junior/Intermediate teacher candidates to be placed in secondary school classrooms for the last portion of their Practicum 5 experience. This pilot project was complicated by the implementation of the Temporary Certificate over the last three years which enabled eligible TCs to work in schools but generally did not allow them to work in secondary schools since they required an additional teachable subject area. This likely impacted student uptake for the project. Initial indications are that the pilot project has received positive responses from participating TCs and that the pilot is enabling J/I candidates to get additional teachable subject experience at the grade 9 and 10 level. A full report on the pilot project will be presented to the BEd Program Committee and Faculty of Education (FoE) Divisional Council in 2023-2024.

Education Decanal Comments: The recommendation from the Cyclical Review committee to offer secondary school placements was implemented as a pilot project in 2022-23. It is expected that the positive results of the pilot will allow for expansion of this initiative. As the unit mentioned, in addition to the effects of the pandemic,

there has been the introduction of the Temporary Certificate causing teacher candidates to have decreased interest in a pilot project in secondary schools and instead use this certificate for paid practicum employment. With increased funding and more resources, we will continue to expand secondary school practicum placements and, hopefully, offer an Intermediate/Senior program to become a comprehensive Faculty of Education. The expansion into secondary schools will enrich our programs and will increase the supply of teachers into high schools across Ontario.

Program Review Sub-Committee Comments: The actions that have been taken in support of this recommendation have fulfilled the intent of it; no further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #3: Review Admission Criteria and Processes.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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

Unit Update: The Bed program continues to have very robust application numbers. In 2022-2023, there were approximately 2,300 applications for approximately 220 spots (Only 120 of those spots are funded). The admissions process continues to be complex. The FoE managed the admissions process in the 2022-2023 cycle including evaluating the Experience Profiles.

The BEd program is now offered on both the Waterloo and Brantford campuses of Laurier. The Brantford announcement came in April 2022 thus leading to very rapid planning for implementation. Seventy first year TCs started in Brantford in September and 150 started in Waterloo.

The FoE is pleased that two Academic Advisors (one full and one part time) were hired in 2022-2023. They have supported the Bed admissions process including managing the eduadmissions email, responding to queries, and supporting the deferral process for students who apply for this.

A revised Experience Profile for the admissions process was developed in the summer of 2022 to include two open-ended questions which enabled applicants to communicate lived experiences they had of relevance to their application. An assessment of this process is on-going. Currently, a group from the FoE is exploring how to measure and potentially increase the diversity of the TCs in the programs. As well, the Equity, Diversity, Inclusion and Indigenization (EDI&I) Coalition organized a day to bring 50 equity-seeking students from local secondary schools to raise the profile of the Bed program and to have discussions about why the participants might consider teaching as a career. They are planning to host a similar event in November 2023, this time hosting 75

students. The Bed Program Committee is exploring additional options for the Bed to make it feasible for individuals from diverse groups to enroll in, and complete, the Bed.

New pathways into the Bed were concretized in 2022-2023, including six pathway programs in Brantford and one (International Education Studies, which has been coordinated by both FoE and Faculty of Arts) in Waterloo. These pathway programs started with the 2023 admissions cycle. Applicants declare the Teaching Option (TO) on their OUAC application. Those who meet the criteria for acceptance complete an undergraduate degree as well as the Teaching Option. Other criteria have been established for progression and to be admitted to the Bed. These students will begin their undergraduate program in Fall 2023, so will be eligible for admissions to the Bed in Fall 2028.

There are older High Priority considerations for other programs and these are being re-visited to establish a stream-lined admissions process. Also, the Bed Admissions Committee is working on other aspects of pathways (e.g., ensuring a diverse pool of incoming Bed students from pathways).

The Bed Program Committee has been working on other admissions recommendations, for example, changing admissions criteria for the Science teachable in order to add Laurier Health Sciences courses, which have been determined to be comparable in order to increase the numbers in the Science teachable.

Education Decanal Comments: I concur with all the comments of the unit and am very pleased that we have explored various pathways for admission into the Bachelor of Education program to diversify the teaching profession. The revision of the Experience Profile has encouraged applicants to include lived experiences in the profile that are reflective of a commitment to the teaching profession and understandings which will be an asset to teaching children and youth. We have also clarified direct pathways into the Bachelor of Education by outlining the requirements of the Teaching Option and other graduation requirements.

Regarding processes for admissions, we have worked closely with the Laurier Office of Admissions to ensure that recruitment and admission of Bachelor of Education timelines are clear among various groups. We have streamlined the use of the admission email address and are including the staff related to the Bachelor of Education in various aspects of admissions. In the past two years, the Faculty of Education has assumed much more responsibility related to admissions than in the past with the downloading of these tasks to our unit. Research is being conducted to explore effective strategies to admit more applicants from equity-deserving groups. This research is important to determine if our graduates represent the diversity of learners in schools and the findings will inform our future admissions policies and practices.

Program Review Sub-Committee Comments: The committee appreciates the very thorough response provided by both the Unit and the Dean in response to the actions taking to implement this recommendation. It sounds like the Bachelor of Education program is actively engaged in reviewing (and updating, as necessary) their admission requirements and processes. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: Recommendation #4: Review Professional Development School Model and Processes			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #4: Review Professional Development School Model and Processes.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Manager of Experiential Learning and School Board Partners	Faculty of Education School Board Partners	2021-22 academic year

Unit Update: The Professional Development School (PDS) model has been loosely maintained as the Bed has grown. For example, students generally complete their practicum placement in the same school for a year. However, key aspects of the PDS model have not been maintained (e.g., university-school inquiry/research and collaboration). Discussion has occurred about developing model or laboratory school partnerships to re-align with the PDS model. The PDS model and the FoE's interpretation and adoption of it will be part of ongoing strategic planning.

School boards continue to be engaged with the Laurier model of teacher education. Our partnerships with school boards have grown from four school boards when the FoE was originally established to the 12 who currently partner with the FoE.

Education Decanal Comments: As reported by the Faculty, we have maintained elements of the Professional Development School model such as immersion in one school placement and ongoing collaboration with school board partners. We are continuing to conduct research in partnership with school boards and are in close contact with the school boards through two committees: Teacher Education Advisory Committee and Teacher Education Liaison Committee. Both committees provide ongoing feedback and input. A full review of the Professional Development School model should be conducted and a refreshed model could be proposed in the near future to align with desired laboratory or teaching school models, as proposed by faculty members.

Program Review Sub-Committee Comments: The comments provided suggest that this is a longer term and/or ongoing recommendation that the Bachelor of Education program is aware of an engaged in. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: Recommendation #5: Increase the Research Intensity of the BEd.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #5: Increase the Research Intensity of the BEd.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Research Services Office and School Board Partners	Faculty of Education	2021-22 academic year

Unit Update: There are a number of ways in which research is incorporated into the Bed program. For example, the PDS model provides opportunity for faculty members to engage in research in schools. A number of faculty members are doing this extensively (e.g., Mission on the Moon, STEMovation). As well, faculty members incorporate research and effective practices into their course instruction. Faculty members' research is encouraged and mobilized through activities such as the Centre for Leading Research in Education's Tuesday Trellis newsletter, research lunch and learns, and the dean's weekly newsletter. Various faculty members also host interns from international countries as part of Mitacs Globalinks.

Some TCs complete research blocks as part of their Alternative Placements while others are hired as Ras working with faculty members.

Education Decanal Comments: We have made concerted efforts to increase the research intensity of the Bachelor of Education program and have made substantial progress. As the unit described, there are some research assignments within courses of the BEd. It is important that full-time faculty assume the responsibility of engaging teacher candidates in authentic and meaningful research projects within their courses since most contract teaching faculty do not have the same research propensity. Most students have an opportunity to work with faculty members during their alternative placements on research activities such as conducting literature reviews and collecting/analyzing data. The new Laurier Centre for Leading Research in Education has been instrumental in developing research capacity of our faculty members. Our Laurier Faculty of Education developed a national Canada First Research Excellence Fund (CFREF) proposal to examine teacher education across Canada. This CFREF application was massive with 20 universities and 80 faculty members from across Canada participating with 12 community partners. We were unsuccessful in our application, which would have had a major impact on our research intensity. Faculty of Education members are continuing to collaborate with researchers across Ontario and Canada to enhance our understandings of teacher education and to increase our related research publications.

Program Review Sub-Committee Comments: The comments provided by both the Unit and the Dean indicate that this recommendation has been addressed in the Bachelor of Education program curriculum. No further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #6: Revisit the Role and Responsibilities of Field Supervisors.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #6: Revisit the Role and Responsibilities of Field Supervisors.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Manager of Experiential Learning, School Board Partners, WLUFA and Faculty Relations	Faculty of Education Experiential Learning Office Faculty Relations	2021-22 academic year

Unit Update: Field supervisors, as defined in the Collective Agreement, have been completely removed from the Bed program as of May 2022. Instead, the Professional Learning Seminar (PLS) courses (EU456 and EU457) have been revised so that the instructors serve as de facto advisors for practicum days and placements. In 2023-2024, PLS will become pass/fail to support the changing needs of the course, with an increased focus on seminars and discussing practicum related experiences in a more direct way. This change also means that the Placement Officers have a more direct link with the Associate Teachers and schools. This has allowed a singular person to be the Laurier contact for practicum-related issues. We are still reviewing the new model and the roles of both the PLS faculty instructor/advisor and Placement Officer. Recently completed focus group meetings as part of the Bed Program Committee, as well as the development of a survey to gather concrete feedback from both school-based personnel and TCs is being completed.

Education Decanal Comments: The unit appropriately described the substantial changes implemented in the Field Supervisor roles. These changes were precipitated by the pandemic since in-school visits by Field Supervisors were no longer possible. A full review of the model took place over two years (2020-2022) with much consultation, resulting in a change from Field Supervisors to Professional Learning Seminar (PLS) instructors taking place in September 2022. There have been additional adjustments to the model with iterative feedback from partner groups and organizations. In the 2023-24 year, the PLS instructors will receive more clear direction and will be referred to as Faculty Advisors to meet the requirements of the Ontario College of Teachers. It is expected that the use of technology will continue to facilitate the role of the Faculty Advisors and they will have more contact with schools and associate teachers through virtual meetings and observations.

Program Review Sub-Committee Comments: Based on the comments provided, it sounds like this recommendation has been completed, and no further reporting on it is required.

Full Recommendation from External Reviewers' Report: Recommendation #7: Align Assessment and Evaluation with OCT Terminology.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #7: Align Assessment and Evaluation with OCT Terminology.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty and the Manager of Experiential Learning	Faculty of Education	2021-22 academic year

Unit Update: Consistency in terminology in program materials and communications has been completed. Initial discussions about changing the practicum evaluation to align with Ontario's New Teacher Induction Program (NTIP) and OCT terminology started in the summer of 2022, but there were some challenges with Navigator, the Laurier portal for placements. The start of the Bed program on the Brantford campus and the removal of Field Supervisors led to a further pause on changing practicum evaluations. A proposal summary will be presented to the BEd Program Committee in the spring 2023 and then the summer will be spent making any adjustments so that they can be shared with OCT for accreditation with the plan to have the new evaluation templates ready for use in Fall of 2024.

Education Decanal Comments: I am very pleased that the Bachelor of Education Committee will review and, hopefully, approve the changes to the practicum evaluation forms, aligning terminology to that used by the Ontario College of Teachers. This change is overdue and necessary. It will provide clear direction for all parties who are completing and reviewing the practicum evaluation forms. The changes will allow for common language and clear understandings of expectations for future teachers in Ontario.

Program Review Sub-Committee Comments: The comments provided that different elements of this recommendation have either been fully completed, or are in progress. No further reporting on it is required.

Full Recommendation from External Reviewers' Report: Recommendation #8: Review the Full Time Academic and Administrative Staff Complement.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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

Unit Update: The dean has led efforts to review and address the staff complement and structure. Two new academic advisors (one full-time, one part-time) were added in 2022-2023. A new Placement Officer associated with the Brantford campus was also added in 2022-2023.

The Appointments and Promotion Committee (APC) has recommended to the dean to add tenure-track faculty members given the rapidly growing BEd program as well as other programs within the FoE. As of April 2023, there are now 15 full-time faculty members including two new tenure track faculty members added in 2022-2023, one new tenured faculty member added in 2022-2023, three new tenure-track faculty added in 2023-2024, and one new tenured faculty member added in 2023-2024.

Education Decanal Comments: Since this Cyclical Review was conducted in 2020, the Bachelor of Education has grown substantially in number of teacher candidates (across two campuses) and fortunately, we have received support to also increase our staff and faculty complement. As the unit described, we added 2 Academic Advisors and a new Placement Officer. In addition, in 2021, we created a Manager of Experiential Learning position to oversee practicum placements. This position, held by an experienced educator, has been pivotal to the success of our Bachelor of Education programs and school board partnerships. Other new staff members for the BEd program include the program advisors and the program assistant, who is now fully assigned to this role. We are continually reviewing and revising our staff structure to ensure accountability and effective service to our students and stakeholders.

With regards to an increase in faculty members, we have been supported by senior administration to hire additional tenure track and limited term appointments. As the unit described, since 2020, we have added two tenured associate professors, five tenure track assistant professors and three limited term appointments. Some of these appointments are to replace retiring faculty, one is shared with the Faculty of Arts and one is a special Inclusive Excellence hire of an Indigenous Scholar. These hires address literacy, equity, indigeneity, French, science and mathematics. There are still several Bachelor of Education subject specific areas that are still not addressed by full-time faculty such as Music, the Arts, Social Sciences and Physical Education. We will continue our advocacy to increase our full-time faculty complement.

Program Review Sub-Committee Comments: The comments provided indicate that the intent of this recommendation has been engaged with and completed. No further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #9: Increase Indigenous Education and Culture Across Programs.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #9: Increase Indigenous Education and Culture Across Programs.	Dean and Associate Dean/Dean's Advisory Council, Indigenous Committee Members, in consultation with the	Faculty of Education VPA/Provost Office Indigenous Initiatives office	2021-22 academic year

	Office of Indigenous Initiatives	EDI Office	
	Office of Equity, Diversity and Inclusion		

Unit Update: We are delighted that Ryan Neepin, an Indigenous educator hired as a tenure track faculty member under the Inclusive Excellence process, has joined the FoE. Ryan provides a wealth of knowledge that will support our efforts to further consider Indigenous knowledge and pedagogies.

Within the BEd, we have changed our Social Studies course to have an intentional focus on history and Indigenous peoples. This course will occur in year 1 of the BEd to provide foundational knowledge and will also pair with the First Nations, Metis, and Inuit (FMNI) course in year 2. By having the Indigenous related courses in each year, it will allow for a scaffolded, concentrated approach to intentionally integrate Indigenous knowledge. As well, we have created several new elective courses related to Indigenous knowledge and pedagogies to increase opportunities for TCs to broaden their knowledge.

Creating opportunities for our Master of Education students to learn, explore, and consider Indigenous perspectives and world views continues to be a priority within this program. All MEd instructors are encouraged to bring Indigenous perspectives into their courses and use Indigenous resources. The creation of two online courses have allowed us to have further oversight of this priority. We have developed two online MEd courses over the last two years (EU502 Interpreting Research in Education) and EU503 (Learning Theories), and the course developers have included Indigenous voice and resources within each of the 12 classes to expand, challenge, and broaden students' understanding of course topics. The Faculty of Education supported the Graduate Coordinator to participate in a 16-day De-Colonizing certificate offered by WLU's Centre for Indigegogy, thereby allowing them to bring a large selection of carefully vetted resources for these instructors to use in their work. We anticipate applying the same expectations in the development of future online courses in the MEd program. The recent hire of Ryan Neepin will also allow us to develop a graduate course specific to Indigenous education to supplement and support the work of our graduate students.

Education Decanal Comments: The hire of an Indigenous Scholar, Ryan Neepin, has been critical to our increased understandings and opportunities for growth in Indigenous programming. In addition, one of our tenure-track faculty members, now appointed to the Brantford campus, Jennifer Straub, identifies as Metis. She is also instrumental in weaving Indigenous perspectives in her areas of involvement. As mentioned by the unit, we have also engaged in professional development opportunities such as the Four Seasons of Reconciliation sessions. Our Faculty of Education 'Equity, Diversity, Inclusion and Indigenization Coalition' formed in May 2020, has supported many initiatives related to Indigenous Education such as speaker series, film presentations, book talks and Orange Day/National Day for Reconciliation activities. Teacher candidates in the Bachelor of Education program and Master of Education students are all invited to participate/lead these activities. Even though Indigenous perspectives and research methodologies are integrated into all Master of Education courses, we hope to develop a graduate level course that directly addresses these important considerations. Increasing the number of Indigenous students and faculty into our BEd and MEd programs is an ongoing objective.

FGPS Decanal Comments: The Unit has impressively taken several important and impactful steps to address this recommendation, and continues to consider best means of implementation. I fully support the concept of developing a graduate course specific to Indigenous education.

Program Review Sub-Committee Comments: The Faculty of Education’s efforts to address this recommendation in their program curricula is to be applauded. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers’ Report: Recommendation #10: Increase Research Activity and Funding.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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

Unit Update: There has been a significant increase in research activity and funding within the FoE, largely as a result of increasing the complement of tenure-track and tenured faculty members. Multiple new, federally-funded research projects have commenced including some that focus on equity, diversity, and inclusion, mental health, mathematics, and integration of STEM (Mission on the Moon, STEMovation). The FoE led a national application for a Canada First Excellence Research Fund (CFREF). Although unsuccessful, follow-up efforts are further establishing the FoE on the national and international landscape for research.

The advent of the Centre for Leading Research in Education, funded and supported in part by the FoE, has supported research activities of faculty members.

Education Decanal Comments: The implementation of the Centre for Leading Research in Education has been a positive catalyst to increased research activity and funding. Our faculty members are immersed in research studies, as principal and co-investigators, in small and large-scale projects. We also applied for a Canada Research Chair in Inclusive and Innovative Education. We were not successful in receiving this funding, but will continue to find funding opportunities to fund such a position. As was mentioned by the unit, substantial time and energy was devoted to the development of a Canada First Research Excellence Fund application of approximately 75 million dollars. Even though our application was among the finalists, we were unsuccessful. Efforts to galvanize our partnerships continue through smaller related research projects. A major achievement for September 2023 is the initiation of an Associate Dean of Graduate Programs and Research for the Faculty of Education. With an experienced faculty member in this role, it is anticipated that we will undertake more research activities in collaboration with the Laurier Office of Research Services (ORS). Lastly, we are striving to establish a staff position in the Faculty of Education to support the research activities of faculty members in liaison with the Office of Research Services.

FGPS Decanal Comments: The Unit, and Dean of Education, identify that there has been an increase in research activity and funding, which is excellent, and I support establishing an Associate Dean of Graduate Programs and Research as an important initiative. I hope that these positive developments are translating to increase in funding and research opportunities for graduate students and if not, I would encourage the Unit to prioritize this where appropriate. I see below, in response to Recommendation #15, that this does appear to be the case. Although outside the bounds of this report, the increase in research activity and funding is also critical foundation to serve the Unit's interests to develop a PhD program.

Program Review Sub-Committee Comments: The nature of this recommendation seems like an ongoing one for the Faculty of Education to be engaged in. The comments provided indicate that it is being actively pursued, and no further reporting on it is required.

Full Recommendation from External Reviewers' Report: Recommendation #11: Leverage Priority Research Areas and Reporting Structures.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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 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

Unit Update: Faculty members within the FoE engage in research that aligns with Laurier's strategic research plan. A member of the FoE sits on the Senate Committee on Research and Publications (SCRAP). CLRiE has become a primary hub for catalyzing research, knowledge mobilization, and liaising with the Laurier Office of Research Services as well as other research units internal and external to Laurier.

One area that the FoE lacks with regard to research is an administrative point-person to support faculty members in their post-award monitoring and management tasks. A 2022 report commissioned by the Office of Research Services indicated that the FoE was the only faculty at Laurier without even a part-time administrative support person in this regard. The lack of an administrative support person can hamper reporting and accounting processes for faculty members.

Education Decanal Comments: As was previously indicated, it is challenging for faculty members to engage in research activities when they are consumed with numerous service activities due to the small size of our Faculty of Education. There will be an increased focus on research through the new position of Associate Dean of Graduate Programs and Research. This person will attend regular meetings of colleagues in similar positions across the university. We will continue to advocate that our faculty members engage in research that informs their teaching and our programs. My hope is that we will develop more rigorous research projects from the

informal program evaluation surveys that we administer currently to our students and school partners. Scholarly research projects combined with reflective practice on topics related to our programs will benefit faculty and will improve our course offerings and practicum policies. I will endeavour to encourage such research with support and diverse funding sources. I also will work towards hiring a research assistant to address faculty needs in financial reporting processes.

FGPS Decanal Comments: I acknowledge the challenging workloads that our faculty are expected to carry, and this can be even more acute for small Units faced with multiple teaching, research and administrative demands. I support the directions being implemented and considered by the Dean of Education to foster and facilitate increased research activity.

Program Review Sub-Committee Comments: The committee is happy to hear that the new Associate Dean of Graduate Programs and Research position will be able to help support the continued implementation of this recommendation. No further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #12: Leverage University Supports for Research Intensification.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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

Unit Update: Faculty members within the FoE regularly liaise with the Office of Research Services and CLRE to support research grant applications and implementation efforts.

Most faculty members are members of the Centre for Leading Research in Education which supports their research efforts through knowledge mobilization activities (e.g., podcasts, panels, newsletters) and grant writing support.

Multiple faculty members have been featured in a podcast series with the VP Research. As well, public research talks such as with the Milton and Waterloo libraries have featured FoE faculty members.

As noted in recommendation #11, the lack of an administrative research support person in the FoE can hamper research intensification since faculty members are often overwhelmed by the associated monitoring and accounting responsibilities.

Education Decanal Comments: There has been much turnover in the Laurier Office of Research Services in relation to facilitation of our research activities. Most recently, we have had some stability with an excellent research facilitator assigned to us by ORS. This support has enabled the successful applications to the NSERC PromoScience fund and the French as a Second Language fund. I will strive to help our faculty become aware of non-traditional funding opportunities such as school boards, Ministry of Education, Rideau Hall Foundation, and the Ontario Higher Education Council of Ontario. I have made Advancement funds available to support interesting initiatives and research activities. In the future, I will be more explicit that any funding must include a research component. I also used a substantial amount of my personal dean’s research fund to support an international experience that will result in a related research project to determine the effectiveness of such experiences across contexts and international settings. Increased research activities will undoubtedly enrich our understandings and provide evidence for informed decision-making.

FGPS Decanal Comments: The collective efforts of the Unit and Dean of Education to leverage existing supports, where available, to enhance research activity is admirable. All means are being considered and acted upon.

Program Review Sub-Committee Comments: The specific examples provided by the Unit and the Dean of Education indicate that this recommendation is being implemented within the Faculty. As with some of the other recommendations, it is an ongoing recommendation, rather than something that can be easily ‘completed.’ For the purposes of cyclical program review reporting however, this recommendation is considered to be completed.

Full Recommendation from External Reviewers’ Report: Recommendation #13: Engage in Ongoing Curriculum Mapping and Program Evaluation.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #13: Engage in Ongoing Curriculum Mapping and Program Evaluation.	Dean/Associate Dean and Coordinators of Programs	Faculty of Education	2021-22 academic year

Unit Update: The BEd program engaged in curriculum mapping in the Summer 2022 to align program goals across courses and ensure that goals were being covered in each of the courses and nothing was being missed. One significant change has been to have course leads who help establish course outlines so that there is consistency in content across sections and across both campuses. Course leads were also supplied with the goals that would be addressed in their specific courses for assessment purposes. Eight of the 0.25 credit courses in the program were combined into 0.5 credit courses based on synergies and to remove some of the disjointedness that we were hearing from TCs about the number of short courses. The BEd program was then reviewed to ensure that the number of courses was balanced across both years.

At the conclusion of the 2021-2022 academic year, we had a meeting with instructors to envision the future of the program and to discuss the strengths and weaknesses. This led to the decision to have semi-regular “staff” meetings with faculty members to discuss courses, issues, ask questions, and ensure communication.

We ended the current academic year by holding some sub-meetings based on four topics that had been raised more than once: Brantford campus, the change with the PLS model, practicum timing, and increasing equity through the admissions process. Two additional group meetings, one with instructors and one with TCs, were held to discuss their perspectives. Summaries were collected from the meetings to inform discussions in the BEd Program Committee as well as informing the creation of a survey to collect data from TCs and faculty about the program.

Education Decanal Comments: I am grateful to the Bachelor of Education team for undertaking numerous strategies to review and revise curriculum and course offerings. Since this Cyclical Review Report was received in 2020, there have been structural leadership changes in our Bachelor of Education program. For example, in addition to an Associate Dean, we have also implemented the position of Bachelor of Education Chair. This is a full-time faculty member teaching in the BEd program, who with course releases, is able to devote time to overseeing the coordination of the program. We also implemented a Bachelor of Education Program Committee with regular monthly meetings. This committee is pivotal to curriculum review and course/practicum changes. Membership on this BEd Program Committee and terms of reference still require greater clarity, yet, much progress has been made in providing an organizational structure for decision-making and governance processes. Similarly, the Graduate Faculty Committee has undertaken the review and revision of our Master of Education programs, including the implementation of a fully online MEd program and the development of a PhD program to be offered in 2025. Continuous program review and revisions are critical for improvement and innovation.

FGPS Decanal Comments: I concur with the comments from the Dean of Education, and look forward to continuing to offer support for the development of a PhD program in Education.

Program Review Sub-Committee Comments: The committee is assured that the Faculty of Education is engaged in a continuous monitoring of their program curricula, making adjustments as necessary to ensure that students are meeting program learning outcomes. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: Recommendation #14: Evaluate Field Placement Processes and Systems.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #14: Evaluate Field Placement Processes and Systems.	Dean and Associate Dean/Bachelor of Education Program Coordinator in consultation with BEd faculty, Manager of Experiential Learning and School Board Partners	Faculty of Education Experiential Learning Office	2020-21 Academic year

Unit Update: With the removal of Field Supervisors, this is a work in progress as noted earlier. Communication and practicum-related procedures will be discussed over the summer of 2023 to refine the practicum placement process moving forward. One critical point is related to situations where TCs need to change classrooms for the

second term of the school year. This was previously facilitated by Field Supervisors, but this has changed in the new model. The addition of many new school boards, many of which centrally place TCs through the board office, takes school placements out of our hands and can add complexity to the communication between FoE and school boards. Central placements have also caused changes to our program (e.g., when TCs can go to classrooms for the first time) that we are still navigating.

Education Decanal Comments: The Manager of Experiential Learning, supported by two experienced Placement Officers, is overseeing the continuous review of field placements processes and systems. We collaborate closely with school board partners, with the Ontario College of Teachers and the Ministry of Education to ensure compliance with ongoing changes to practicum requirements. The focus of our practices is to ensure a quality practice teaching experience for our teacher candidates in schools. We are also deeply concerned that each of our teacher candidates is an asset to their placement and strive to prepare them for success in the school placement. Recent initiatives implemented by the Ministry of Education such as the Temporary Certificate has necessitated the development of related parameters and procedures. This is an area of constant change as the demand for teachers is ongoing in school boards. We are advocating for increased funding to support schools with qualified graduates, especially in areas of need such as technology and French as a Second Language. Since 2020, we have also started to use the software program, Navigator, to manage practicum placements. This tool has been a major improvement from the previous system of data stored on Excel documents. Training on Navigator continues as we refine processes to address continual changes.

Program Review Sub-Committee Comments: The Unit has provided a specific plan for the completion of this recommendation. No further reporting on it is required.

Full Recommendation from External Reviewers' Report: Recommendation #15: Redesign the MEd to be Research Intensive.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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 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

Unit Update: As noted in our initial response to this report, we partially concur with this recommendation, given the broad appeal and success of our course-based professional MEd program. To address this recommendation, we have created a new course, EU597 Engaging in Research. As per the Calendar description, this course aims to expand students' research knowledge and skills. In this course, each student will develop a small-scale research project, in which they determine research methods appropriate to the investigation of the proposed research

question. If required, students will seek clearance from the Laurier Research Ethics Board. Students will collect all necessary data and analyze the data accordingly. Within the first 2 terms of the program, students are asked to identify their potential interest in this learning opportunity, so that they work with their instructors in prerequisite courses to develop a research question and conduct a literature review in advance of EU597. In their final Capstone course in the program, students who complete EU597 prepare their research for sharing as a professional report, a conference presentation, paper for a journal etc. Developing an optional research-intensive pathway within the MEd allows our students to choose the learning opportunity that best meets their needs. Although a number of our MEd graduates have entered PhD or EdD programs at other institutions, we anticipate that participation in this course will ensure our graduates have the necessary skills, knowledge and experience to pursue additional research in an advanced degree.

To further support MEd student engagement in research, we continue to invite MEd candidates 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. The development of the Centre for Leading Research in Education has expanded such opportunities for our MEd students, especially in terms of cross-faculty collaborations.

We would also like to note that we are currently in the planning process to initiate a new PhD program in the Faculty of Education. The proposed PhD program will offer a 4 year fully funded program of study to full-time students interested in completing their PhD in Education. At present, we are the only Faculty of Education in Ontario that does not offer a terminal degree. We see this PhD program as the final step in creating a full and robust Faculty of Education that will help meet demand for advanced research skills in Ontario and Canada's educational sectors. Furthermore, approval of this proposed PhD in Education will significantly strengthen Laurier's profile and serve as strong evidence of our commitment to impactful research excellence.

Education Decanal Comments: As was beautifully articulated by the unit, there have been many efforts to engage our Master of Education students in more research activities in their program of study. In addition to the new course EU597, which is co-taught by experienced instructors, we also offer an Independent Study course, EU550. This course allows students to select a topic of interest and find a faculty member to facilitate their learning and depth of understandings. These courses increase research skills and competencies for graduate students who are interested in pursuing doctoral studies in a specific area or educational issue. The capstone course is an opportunity for synthesis of learning with the development of an innovative program or initiative. The application of course content to address current issues with new and creative solutions is an impactful feature of the Master of Education program. Personally, I would like to explore the option of a thesis route in the current MEd program if we have sufficient interest and resources. As described previously, our Faculty of Education is excited to offer a PhD in Education scheduled to begin in September 2025, pending governance processes and approvals.

FGPS Decanal Comments: I agree with the comments from the Dean of Education. There is clear evidence of responding appropriately and directly to this recommendation. The new research-intensive course, EU597, appears to be exceptionally well designed to ensure that it leads to a successful and rewarding experience for graduate students interested in a research-intensive pathway. Indeed, consideration of a thesis option may be the next step, which could also further advance the expanding research agendas of the faculty members. With respect to EU597, if not already incorporated, I encourage the Unit to engage with the ASPIRE program and its partners to help facilitate course content delivery (see: <https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/aspire/index.html>). Feel free to reach out to me if you would like to discuss this further (bwolfe@wlu.ca).

Program Review Sub-Committee Comments: The committee supports the directions that the Master of Education program has chosen to implement this recommendation knowing the needs of their students and context of their programming. No further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #16: Increase Educational Research Courses in the MEd.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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

Unit Update: See comments for Recommendation #15 repeated here: We have created a new course, EU597 Engaging in Research. As per the Calendar description, this course aims to expand students' research knowledge and skills. In this course, each student will develop a small-scale research project, in which they determine research methods appropriate to the investigation of the proposed research question. If required, students will seek clearance from the Laurier Research Ethics Board. Students will collect all necessary data and analyze the data accordingly. Within the first 2 terms of the program, students are asked to identify their potential interest in this learning opportunity, so that they work with their instructors in prerequisite courses to develop a research question and conduct a literature review in advance of EU597. In their final Capstone course in the program, students who complete EU597 prepare their research for sharing as a professional report, a conference presentation, paper for a journal etc. Developing an optional research-intensive pathway within the MEd allows our students to choose the learning opportunity that best meets their needs. Although a number of our MEd graduates have entered PhD or EdD programs at other institutions, we anticipate that participation in this course will ensure our graduates have the necessary skills, knowledge and experience to pursue additional research in an advanced degree.

Education Decanal Comments: We have positively responded to this recommendation with the introduction of EU 597. Perhaps that course could become a core and required course in the program if a thesis route is established. At this time, there does not seem to be sufficient interest nor resources for a Master of Education thesis route. Many of our MEd graduates have successfully applied to doctoral programs using their capstone paper or an assignment from the Independent Study as a sample of their writing and research capacities. We will endeavour to address those students who are interested in a research-intensive Master of Education program with the opportunity to collect and analyze primary data. It is our hope that these MEd students will be ready to apply to our future PhD program.

FGPS Decanal Comments: Recommendation has been addressed – see my comments re Recommendation #15.

Program Review Sub-Committee Comments: The new EU597 course created by the Master of Education program fulfils the intent of this recommendation. No further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #18: Optimize Collaboration with the University Library.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #18: Optimize Collaboration with the University Library.	Dean, Associate Dean, Faculty and University Librarians	Faculty of Education University Library	2020-21 Academic year

Unit Update: The BEd program holds library sessions during the orientation time to help TCs, across campuses, to learn more about available resources. We plan to continue this opportunity for familiarization to library resources. A number of faculty members from both Brantford and Waterloo campuses attend training with the library and on-going participation in this training is planned for the summer and fall terms. The librarian assigned to the Faculty of Education attends our monthly Divisional Council meetings where we have on-going discussions about how we can work together to support students, faculty, and staff.

MEd course instructors regularly liaise with the University Library to support graduate student research.

Education Decanal Comments: Access to the library during the pandemic was mostly virtual. With the re-opening of the library facility, we are eager to increase usage of the wonderful library spaces such as the Makerspace, the Art Gallery and the outdoor learning space. We have collaborated with the university librarian associated with the Faculty of Education for renewal of resources, yet, there is more that we could undertake such as ordering of faculty publications, showcasing resources that in our library in our education spaces and cataloguing of our education resources into the library collections. Ongoing collaboration with the University librarian, education librarians and our faculty members is desirable and beneficial for all parties, especially students. In the 2023-24 year, I will advocate that the library agenda item will appear earlier in the Divisional Council agenda and that the librarian has sufficient time to make a verbal and/or written report. We will also ensure that the librarian is invited to all Orientation Sessions for contract teaching faculty and new students.

FGPS Decanal Comments: The University Library is an important partner of the ASPIRE program, so there may be additional opportunities to incorporate their services. Please see my response to Recommendation #15.

Program Review Sub-Committee Comments: This is another example of a recommendation that reflects an ongoing area for consideration, which is it clear that the Faculty of Education is engaging with. No further reporting is required.

Full Recommendation from External Reviewers' Report: Recommendation #19: Enhance and Expand Fund Development.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
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

Unit Update: There are some faculty members on the Advancement Committee but this is primarily the purview of the dean. Faculty are invited to provide recommendations and ideas to the Advancement Committee.

Education Decanal Comments: The enhancement of fund development is an ongoing goal of the Faculty of Education. We have made positive strides in this area in spite of the pandemic and changes in Laurier's Development Office staff support. The Advancement Committee, with membership from faculty, staff and community partners, has met almost regularly almost every month since March 2020 and we have achieved some success with donations from Lockheed Martin, the Bishop of Hamilton and smaller donations for scholarships. We also were instrumental in developing the perpetual Colleen Willard-Holt Scholarship to honour the inaugural dean of the Faculty of Education. Last year, the Development Officer associated with the Brantford campus was successful in working with me to obtain \$60,000 of funding from various donors to cover the cost of studentships for Brantford BEd students. As we have experienced much growth and success in the Faculty of Education, we are now interested in a campaign to fund special initiatives such as a new facility in Waterloo Region and an enhanced facility in the Carnegie Building of the Brantford campus.

Program Review Sub-Committee Comments: The committee is confident that the Dean of Education and the Advancement Continue will continue to lead and advocate for fund development for the Faculty of Education. No further reporting on this recommendation is required.

Full Recommendation from External Reviewers' Report: Recommendation #20: Balance Change and Innovation with Collective Wellbeing.			
Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
Recommendation #20: Balance Change and Innovation with Collective Wellbeing.	Dean and Associate Dean	Faculty of Education VPA/Provost Office HR Department	ongoing

Unit Update: We continue to concur with this recommendation. The increase in full-time tenured, tenure-track,

and Limited Term Appointment faculty members certainly helps with spreading the service/leadership expectations of a small Faculty.

The EDI&I Coalition also hosts various events and advocacy campaigns throughout the year to amplify voices of students from equity-deserving groups and continue to support them with their well-being and raise awareness for systemic improvements. The EDI&I Coalition 2022 Year in Review report can be accessed via the following website: <https://www.wlu.ca/academics/faculties/faculty-of-education/edii-coalition-2022-year-in-review-report.pdf>

Education Decanal Comments: The well-being of our faculty, staff and students is of utmost importance as we implement innovative changes. Regarding the well-being of our students, we have made significant changes in the BEd schedule to allow students more flexibility and professional/personal time. For example, we moved the Orientation Week from the last week of August to the first week of September for the completion of summer work/holiday schedules. We also decreased the number of weekly Practicum Days to give students a weekly Discretionary Day for wellness and personal development.

For staff, we have added various positions to provide support to the core staff of 2019-20 when the Cyclical Review was completed. Since that time, we have added a program assistant for IES, two academic advisors and an assistant for BEd, a Manager of Experiential Learning and an additional placement officer. We have also promoted remote work plans and flexible work schedules.

Faculty members have been supported through the appointment of several tenure track and limited term appointments to increase the complement of faculty who are able to assist with university service responsibilities.

Over the pandemic, we hosted various wellness sessions such as Wednesday Walks and Friday Chats. We also have strived to keep our email communications within work hours and have organized many social events in the past three years to honour special occasions such as births, retirements, etc.

We will continue to monitor the well-being of our community as we collaboratively work to achieve the goals of our Laurier Faculty of Education Strategic Plan (2020-2025).

Program Review Sub-Committee Comments: This is another ongoing recommendation that the comments provided indicate is being implemented and monitored within the Faculty of Education. No further reporting is required.

ADDITIONAL COMMENTS

Dean of the Faculty of Education: As evidenced by the comments of the unit and my feedback, most of the recommendations of the Cyclical Review Report have been fully addressed and implemented, in spite of the disruptive pandemic and continual changes in teacher education. In some cases, the pandemic precipitated positive improvements and in other cases, there was a pause due to the turmoil of the pandemic. Overall, I am very proud of the positive and collaborative spirit of innovation assumed by our faculty, staff and students in both the Bachelor of Education and Master of Education programs.

Dean of the Faculty of Graduate and Postdoctoral Studies: The Unit has done very well to consider and thoughtfully address recommendations associated with the Master of Education program. The Unit, and Dean of Education, refer to numerous positive developments, especially with respect to increasing research-related

activities which was a major theme raised by the External Reviewers. These include increased research activity and funding among the faculty members, establishment of an Associate Dean of Graduate Programs and Research, and development of a new research-intensive graduate course. This all also bodes very well for development of a PhD program, which I am keen to support.

Program Review Sub-Committee: The committee appreciates the very clear and thorough updates provided by the Faculty of Education programs and the deans for each of the recommendations prioritized for implementation out of the 2019-2020 cyclical program review. It was clear from the comments provided that many of the recommendations had been completed, despite the challenging years that occurred after this review took place. The Faculty of Education programs are to be commended for their active engagement with the review committee's recommendations, and the changes that they have made to their programs in response aimed at continuous improvement. Several of the recommendations represent ongoing initiatives or activities that the committee is assured are being monitored and advanced as necessary and relevant. There will be no further Implementation Reports required in advance of the Faculty of Education's next scheduled cyclical program review in 2026-2027.

Subsequent Report Required: No