Updated Oct 2022

Ongoing Improvement Progress Report

Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 21, 2024.
    - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G. Any follow-up questions or concerns will be communicated to the program and Dean's Office by the OAQE.
    - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the reports page of the OAQE website.

Ongoing Improvement Progress Report

Professional Education Ed.D., M.P.Ed. / Faculty of Education

Program	Professional Education Ed.D., M.P.Ed.	**Faculty / Affiliated University College**	Faculty of Education
Approval Dates of the Review	SUPR-G: December 13, 2021 SCAPA: January 12, 2022 Senate: January 21, 2022	**Year of the Next Review**	2028-2029
Link to the Programs Final Assessment Report (FAR)	https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/educationgrad/FAR%20Professional%20edcuation.pdf		
If applicable, submission of follow-up report(s)	December 2023		

	Name	**Signature**	**Date**
Program Chair/Director	Dr. Immaculate K. Namukasa	Immaculate K. Namukasa	June 24, 2024
Dean (or designate)	Dr. Donna Kotsopolous		June 24, 2024

Progress Update on the Implementation Plan

Recommendations #2, 3, 4, 5 and 9	Proposed Action and Follow-up	Responsibility	Timeline
Indigenization and EDI Ensure that Indigenous stakeholders are consulted in relation to professional education programs. Make explicit curricular connections to decolonizing education/pedagogies/ leadership and to anti-racist/anti- oppressive pedagogies. Promote hiring processes that expand the diversification of faculty and staff.	Together with the Office of Indigenous Education, under the leadership of the Director of Indigenous Education, formalize the Equity Committee and its mandate within the Faculty governance structure to consult on searches and faculty-wide initiatives. Develop new strategic goals aligned for the Faculty, aligned with the Indigenous Strategic Plan, and Towards Western at 150.	Director of Indigenous Education, Dean, Associate Deans	By August 2023 Completed - see Strategic Plan 2022-2028 - Faculty of Education - Western University (uwo.ca)
Recommendation Implemented ☒ Yes ☐ No ☐ Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No			
Progress *What specific actions have been taken?*			

The Equity Committee in Education was formalized in 2022 and its mandate updated. This committee advises Graduate Education on equity matters and provides representation from experts in EDI on standing committees including the Appointments Committee, as per the Collective Agreement.

Connections and commitments to decolonizing education/pedagogies/leadership and to anti-racist/anti-oppressive pedagogies continue with the support of the Office of Indigenous Initiatives and the office of Equity, Diversity and Inclusion. Faculty are encouraged to support the Indigenous Strategic Plan and incorporate Indigenous Learning Bundles in their teaching. The Graduate Programs office in Education has continued to consult with the Director of Indigenous Education, other Indigenous Faculty colleagues, the Faculty's Office of Indigenous Education, and the Office of Indigenous Initiatives on Indigenous student matters. Extensive partnerships and consultations also exist with community partners.

The Director of the Indigenous Education Office offers substantial advice on Educational Doctorate (EdD) and Master of Professional Education (MPED) matters. A response provided by the Director of Indigenous Education in 2021 accompanied the Final Assessment Report (FAR) to explain the role of this office in supporting the Graduate Programs, particularly in the MPEd in the Field of Leadership in Indigenous Education.

The Faculty of Education 2022-28 Strategic Plan was completed and approved in August 2022. Updates are posted annually. It aligns with Western's Indigenous Strategic Plan and Towards Western at 150. Its five strategic pillars are: Education's place in the world; Indigenous Education is sui generis (a thing of its own kind); People, community, culture and belonging; Professional pathways and academic excellence; and Research impact. Indigenous colleagues led the development of the Indigenous strategic pillar, including consultation with community and students.

The Faculty of Education liaises with Indigenization and EDI offices at Western Research and Western Student Experience regarding tools, resources and training for students and faculty.

*ARC definition from the Faculty of Education Organizational Handbook: "The Academic and Research Cluster (ARC) is a critical mass of expertise and scholarship comprised of a constellation of faculty and students working in a well-established and defined area of academic study and scholarship with the support of a Program Chair." There are 3 ARCs within the Faculty of Education: Applied Psychology (AP), Critical Policy, Equity and Leadership Studies (CPELS), Curriculum Studies and Studies in Applied Linguistics (CSSAL).

Next Steps (if applicable)

What actions remain? Is there further follow-up? None

Additional Comments

If applicable

Recommendation #8, 12, 13 and 15	**Proposed Action and Follow-up**	**Responsibility**	**Timeline**
Strategic Planning Re-examine the organizational structures within the Faculty and consider streamlining the program fields. Looking ahead, increase base-funded faculty positions to match program growth and ensure the student voice is included as part of forward-looking planning.	Engage in consultation about Faculty structure and the streamlining of MPED fields by single programs or potential hub and spoke models among faculty.	Graduate Education Council as led by the Dean and Associate Dean, Graduate	By December of 2025
	Strategic planning will also be undertaken in 2022 for further alignment.	Dean, Associate Deans, Finance Administrator, Academic Coordinator, and ARC Chairs	By May 2022 Completed - see Strategic Plan 2022-2028 - Faculty of Education - Western University (uwo.ca)

	More student groups will be included in all consultations.	Associate Dean Graduate, and Education Student Association	By December 2023 Completed. Organizational Handbook updated.
	Develop a proposal for faculty expansion for the 2022-2023 (one-year) budget cycle and then 2023 to 2026 cycle).	Associate Dean Graduate	By April 2024 Presented annually at Budget Planning, with consultation from Executive.
Recommendation Implemented ☐ Yes ☐ No ☒ Partially If no, or partially, is implementation on schedule with the timeline? ☒ Yes ☐ No			
Progress *What specific actions have been taken?*			

The 2022-28 Strategic Plan was completed and approved in August 2022. It is being implemented continuously, and progress is tracked on our website: https://www.edu.uwo.ca/about-us/strategic-plan/index.html. Extensive consultation informed the development of the strategic plan, including students, community partners, faculty, staff, and alumni.

The Faculty engaged in an extensive review of governance and academic programming via two task forces, with a view to consider departmentalization.

There has been extensive advocacy for faculty expansion in the professional programs, particularly the EdD. Advocacy continues.

Student consultations are further implemented at meetings, surveys and increased committee representation.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

Faculty colleagues are leading Field-Specific renewal of programs.

Additional Comments

If applicable

Recommendation #10 and 11	**Proposed Action and Follow-up**	**Responsibility**	**Timeline**

Organizational Improvement Plan (OIP) Assess the appropriateness of the OIP becoming acknowledged as a 'Dissertation in Practice (DIP)	Develop a committee (including external representation) to assess the appropriateness of the OIP becoming a DIP.	Program Manager, EdD Coordinators ARC Chairs, Associate Dean Graduate	By December 2023 Completed - see April 2023 Senate Agenda

Recommendation Implemented

☒ Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

Following extensive consultation, the modification to change the OIP to DiP was approved by Senate in April 2023.

Next Steps (if applicable)

What actions remain? Is there further follow-up? None

Additional Comments

If applicable

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Ensure transparency in the practice of a single reader and double-blind review of the OIP (or future DIP). And best practice for evaluated the milestone (OIP or DIP)	Review the current assessment practice and ensure transparency and effectiveness.	Program Manager, EdD Coordinators ARC Chairs, Associate Dean Graduate	By January 2023 Completed - see April 2023 Senate Agenda

Recommendation Implemented

☒ Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

The major modification outlining the improvements which eliminate the double-blind process and ensure that two separate readers review the OIP(DiP) was approved in April 2023.

Next Steps (if applicable)

What actions remain? Is there further follow-up? None

Additional Comments *If applicable*

Recommendation #1	**Proposed Action and Follow-up**	**Responsibility**	**Timeline**
Alignment between program areas and courses A review of course outlines and documentation should be conducted to better articulate the distinctiveness of each program area and explicitly link each course in a manner that aligns it to any related foundational documents for the program areas.	This will be undertaken first as part of the strategic planning consultations.	Graduate Education Council, as led by the Associate Dean, Graduate	By December of 2023 Completed See below.
Recommendation Implemented ☒ Yes ☐ No ☐ Partially If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No			
Progress			

What specific actions have been taken? All course outlines are reviewed by academic and administrative leadership in the programs. Additionally, this work is also being undertaken as part of our governance and program review.
Next Steps (if applicable) *What actions remain? Is there further follow-up?* None
Additional Comments *If applicable*

Recommendation #6	**Proposed Action and Follow-up**	**Responsibility**	**Timeline**
IELTS admission scores The Faculty revisit the rationale for the lower IELTS admission score, and reconsider increasing it, or better articulating the rationale for why the lower score is being used.	A review of the rationale will be undertaken.	Associate Dean Graduate, ARC Chairs	By Sept 2023 Completed - see April 2023 Senate Agenda

Recommendation Implemented

☒ Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

The English Language Proficiency scores required for admission to the Faculty of Education MPEd and EdD degrees are equivalent to SGPS minimum requirements posted at the SGPS website.

Given the alignment with SGPS requirements, and following consultation between the Associate Dean and the ARC Chairs (and field coordinators), we retained the score requirements for all programs and fields, except for the EdD which received approval (April 2023) to increase scores as posted at the Faculty of Education Website.

Next Steps (if applicable)

What actions remain? Is there further follow-up? None

Additional Comments

If applicable

Recommendation #7	Proposed Action and Follow-up	Responsibility	Timeline
Admission eligibility The Faculty revisit the 5-year minimum of professional experience for admission eligibility to allow for an increase in the diversity of students enrolled in the programs.	A review will be undertaken to consider experience and eligibility. Consideration will include listing of alternative experiences on admission requirements, such as suitable involvement in community and in higher education contexts, for admission eligibility.	Associate Dean Graduate, ARC Chairs	By September 2023 Completed - see April 2023 Senate Agenda

Recommendation Implemented

☒ Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

EdD admission requirements were amended (April 2023).

Next Steps (if applicable)

What actions remain? Is there further follow-up? None

Additional Comments

If applicable

Recommendation #14	Proposed Action and Follow-up	Responsibility	Timeline
EdD Mentorship Consider the role of mentorship(s) positions and assign a mentor to each of the EdD cohorts.	Appointment of coordinator for next academic year for the EdD program.	Associate Dean Graduate	By June 2022 Completed January 2022. See below.

Recommendation Implemented

☒ Yes ☐ No ☐ Partially

If no, or partially, is implementation on schedule with the timeline? ☐ Yes ☐ No

Progress

What specific actions have been taken?

An EdD Academic Coordinator role was put in place as of January 1, 2022, to further support EdD students. Students are also supported via the program's in-course mentorship. The EdD Program Manager also supports EdD students.

Next Steps (if applicable)
What actions remain? Is there further follow-up? None
Additional Comments
If applicable

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement
What additional initiatives or changes has the program been working on in relation to continuous program improvement? • Regular student check-ins, focus groups, and surveys. • Increased opportunities for student and staff representation or participation on Faculty and Western committees.