

**Education Studies MA, PhD
Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Faculty of Education	
Degrees Offered	Education - MA, PhD	
Date of Last Review	2010-2011	
Approved Fields	<ul style="list-style-type: none"> • School and Applied Child Psychology - PhD and MA • Critical Policy, Equity, and Leadership Studies - PhD and MA • Curriculum Studies - PhD and MA • Applied Linguistics - PhD and MA • Counselling Psychology (MA only) 	
External Consultants	Nicholas Ng_A-Fook, Professor, Faculty of Education, University of Ottawa	Charlotte Enns, Professor, Faculty of Education, University of Manitoba
Internal Reviewer	Lina Dagnino, Professor, Dept. Physiology and Pharmacology, SSMD	Jina Kum, Dept. Pathology and Laboratory Medicine, SSMD
Date of Site Visit	June 17 and 18, 2019	
Date Review Report Received	July 25, 2019	
Date Program/Faculty Response Received	September 30, 2019	
Evaluation	Good Quality with report April 2022	
Approval Dates	SUPR-G: October 21, 2019 SCAPA: October 30, 2019 Senate (FYI only): May 8, 2020	2 nd SUPR-G: March, 6, 2020 3 rd SUPR-G: April 14, 2020 2 nd SCAPA: April 29, 2020
Date of Next Review	Year of next cyclical review 2026-2027	

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), adopted on May 11, 2011, revised June 22, 2012, this Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the MA and PhD Programs delivered by the Faculty of Education.

This report considers the following documents: the program’s self-study, the external consultants’ report and the responses from the Faculty (Acting Dean and Associate Dean –

Graduate). The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement, details and prioritizes the recommendations of the external consultants, and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required, and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-G and SCAPA, then for information to Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website

The FAR and Implementation Plan is the only document resulting from the Graduate cyclical review process that is made public; all other documents are confidential to the Faculty of Education, SGPS and SUPR-G.

Executive Summary

The Master's program began in 1975 as an M.Ed. In 2013 the degree name changed to MA. The PhD program began in 2000.

The Faculty of Education's Academic and Research Clusters (ARCs) are integral to developing and delivering high-quality academic programs in Education. The ARCs and their Chairs work collegially with the Associate Dean, Graduate Programs, to provide academic oversight and development of the research-intensive programs. The ARC Chairs have the capacity to make decisions which are then considered as motions or information items by the Dean or Associate Dean Graduate Programs, Executive Committee, Faculty Council and/or Graduate Faculty Council.

- The Applied Psychology ARC includes professors whose principal scholarly work is in counselling psychology, clinical psychology, inclusive education, educational psychology, or neuroscience.
- The Critical Policy, Equity and Leadership Studies ARC includes professors whose principal scholarly work is in one or more of those 3 realms.
- The Curriculum Studies and Studies in Applied Linguistics ARC includes professors whose principal scholarly work is in either or both Curriculum Studies or Applied Linguistics.

Vision Statement:

The vision for Western's Faculty of Education speaks to the commitment to foster informed global citizenship through transformative educational opportunities and recognizes the Faculty as an engaged academic community guided by the values of integrity and ethics, equity and social justice, and academic and research excellence. Inherent within the mission statement is a deep commitment to the delivery of innovative research-intensive academic programs which aim to enhance equity and accessibility for all learners; rigorous research defined by high academic and social impact; and, culturally and socially responsive service that aims to produce high-quality outcomes that positively affect education and benefit all of society.

Review Process

During the external review, the review committee, comprised of two external reviewers, one internal reviewer and a doctoral student, were provided with Volume I (the self-study document) and II (faculty member CVs) of the review documentation in advance of their visit and then met over two days with the:

- Vice Provost and Associate Vice-Provost of the School of Graduate & Postdoctoral Studies
- Vice Provost of Academic Planning, Policy and Faculty
- Dean of the Faculty of Education
- Associate Dean, Graduate, of the Faculty of Education
- Six members of the Graduate Faculty, Education
- Associate Chief Librarian
- Four Doctoral Students

Following the onsite review, the external reviewers submitted a comprehensive report of their findings which was sent to the Faculty of Education's Associate Dean, Graduate and Dean for review and response.

These formative documents, including Volumes I and II, the External Report, the program response (provided by the Associate Dean, Graduate) and the Dean's response, have formed the basis of this summative assessment report of the Education Studies Graduate Programs (MA and PhD), collated and submitted to SGPS and the Senate Graduate Program Review Committee (SUPR-G) by the Internal Reviewer.

Summative Assessment – External Reviewers' Report

Strengths of the Program

The Learning Outcomes for the different fields are clearly mapped, they fulfill the educational mission of the Institution, and are consistently met. The contents of the courses offered, assignments and required milestones provide students with ample opportunities to relate the concepts learned in class with the research they develop. Students have numerous professional learning opportunities, and the possibility to work with several prominent researchers and their research centres, as well as community-based centres.

Faculty members are active in research and fairly evenly spread across the research areas. They provide excellent supervision to the Graduate Student population, but they are functioning at capacity.

Since the last review, the Faculty of Education has made substantial progress towards re-conceptualizing and reorganizing the MA and PhD research-intensive programs so they align with its research strengths (ARCs) and are distinct from the professional programs:

ARC: Applied Psychology
Field(s): School and Applied Child Psychology
Counselling Psychology (MA only)

ARC: Critical Policy, Equity and Leadership Studies (CPELS)

Field(s): Critical Policy, Equity and Leadership

ARC: Curriculum Studies and Studies in Applied Linguistics (CSSAL)

Field(s): Curriculum Studies
Applied Linguistics

Innovative Aspects

The scope and sequencing of the PhD in the School and Applied Child Psychology field is unique and innovative in scaffolding opportunities for its graduate students to do different field (practicum) placements over the course of the first three years of their program.

Summary of the Reviewers' Key Recommendations and Department/Faculty Responses

High Priority:

Reviewers' Recommendation	Program/Faculty Response
Ensure the maintenance of highly qualified tenure track professors to supervise and teach within different research clusters and programs: Indigenous Studies	Three new faculty members have been hired as part of the Western/Faculty of Education commitment to Indigenous Education
MA Counselling	This is a high-quality program with a large number of students: it has recently lost a faculty member and is not viable with the current staffing. However, it does not fall squarely in the mandate of the Faculty of Education. The resourcing of the Applied Psychology ARC has strategic implications for the Faculty which should be decided by the next Dean.
Critical Policy, Equity and Leadership Studies	The ratio of faculty to graduate students in CPELS is significantly better than in Curriculum Studies and Studies in Applied in Linguistics.
Commit the necessary resources to support the implementation of TRC 94 Calls to Action within the: physical spaces	Extensive renovations in the Faculty of Education building will create space to support learning, teaching, researching and networking of Indigenous students, professors, staff and community members
human resources	A full-time PMA position will support Indigenous students: see above for increases in Indigenous Education faculty hires

Reviewers' Recommendation	Program/Faculty Response
programs	New Indigenous Education faculty will develop relevant programming
Ensure an instructional balance within the field of School and Applied Child Psychology, where registered psychologists are needed as instructors to meet accreditation standards. Even though faculty members are well-qualified in the areas of developmental, neuro, or cognitive psychology, they lack the professional credentials which can potentially limit their teaching contribution to this program.	There are currently 5 registered psychologists associated mainly with this program: since it is consistently under-enrolled, further hires would be ill-advised. It may be possible to re-structure workloads, hire limited duties or teaching stream faculty or share courses with the department of Psychology.
Develop a comprehensive and empathetic communication and support strategy for students who need extra time to complete their program	The Graduate office will review records of communication
Ensure equitable supervision workloads in relation to rank and start date of different professors working at the Faculty of Education	Students are admitted only if a faculty member agrees to supervise them. Academic leaders in the Faculty of Education should counsel and empower early career faculty members to admit a manageable number of students. Faculty with less extensive supervisory roles may be encouraged to engage in a variety of ways.
Ensure graduate students have access to university library resources	A new library space is in the process of renovation.
Establish a procedure for specifically recruiting Indigenous students or students with disabilities into any of the research-intensive programs, which is an important gap that should be addressed.	The Faculty strategic plan prioritizes targeted recruitment and retention efforts for Indigenous students as well as student placements in Indigenous cultural settings. The Education building will be audited for accessibility; a plan to recruit and support students with disabilities will be developed and focus groups will be held to consider ways to develop a more inclusive and equitable Faculty culture

Medium Priority:

Reviewers' Recommendation	Program/Faculty Response
Examine the governance structure of ARC Chairs in relation to their administrative responsibilities and workload commitments to Associate Dean, graduate program support staff, colleagues, and graduate students (managing a budget; part-time hiring recommendations; reviewing annual reports; developing handbooks; admissions, etc.)	The governance structure in the Faculty is being reviewed by Acting Dean, Associate Deans, Chairs and Academic Research Cluster members, including the possibility of creating a departmental structure. The expectation is that ARC chairs will undertake graduate chair roles, which will probably involve an expansion of their responsibilities and concomitant workload adjustments.

Reviewers' Recommendation	Program/Faculty Response
Develop a handbook that outlines the vision, learning outcomes, scope and sequencing of the CEPLS and CSSAL programs toward ensuring consistency across these two programs	Handbooks will be developed with Academic Research Cluster-specific information regarding learning outcomes, vision and scope.
Create an annual report with milestones for MA students	An electronic template for this report will be created by the Graduate Office staff, in consultation with Chairs and instructors
Consider cross-listing some courses in certain fields of study toward ensuring more choice and some annual programmatic flexibility depending on teaching availability.	ARCs and their Chairs will analyze course data and consider cross-listing of appropriate courses. A process will be developed to ensure that courses with historically low enrolments will not be cancelled as a result.
Ensure equitable access to: increased scholarship funding for MA students workspaces	The Acting Dean suggests making this a high priority with standardized amounts to be provided by the Faculty and possibly matched by supervisor grants. This may be included in the Faculty budget for Fall 2020. <i>not addressed</i>
Develop a strategy to increase the MA applications to the field of CEPLS	CEPLS academic research cluster will work with Faculty's marketing and recruitment personnel. The MA in School and Applied Psychology in is even more sharply under-enrolled and should also have a recruitment campaign.

Low Priority:

Reviewers' Recommendation	Program/Faculty Response
Examine the division between online and in-person programming for the professional and research-based degrees to see if it might increase MA student recruitment and more flexibility in programming	This has been considered by one ARC but they decided not to proceed because of concerns that under-enrolled courses might be cancelled and that this might blur the line between professional and research programs.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Associate Dean, in consultation with SGPS and the Dean of the Faculty, will be responsible for enacting and monitoring the actions noted in Implementation Plan. The details of progress made will be presented in the Deans' Annual Planning Document. The recommendations below are presented in roughly the priority order listed by the reviewers, though some recommendations have been combined where appropriate.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Ensure that there are sufficient resources to allow for effective supervision within Indigenous Studies and to support the implementation of the TRC calls to action	<p>Three new faculty members have been hired,</p> <p>A PMA position has been moved from part-time to full-time</p> <p>Renovations of the previous library space to support learning, teaching, researching and networking of Indigenous students, professors, staff and community members has begun</p> <p>Activate the Faculty strategic plan with respect to the recruitment and retention of Indigenous students.</p>	<p>Dean</p> <p>Dean</p> <p>Dean</p> <p>Associate Dean – Graduate</p>	<p>Completed</p> <p>Completed</p> <p>Underway: completion expected March 2021</p> <p>September 2020</p>
Evaluate the role of the MA Counselling field within the Faculty and the resource allocation to the School and Applied Psychology field to ensure that graduate programming is appropriately supported	<p>Examine the role of the MA field in Counselling and the School and Applied Child Psychology field in the Faculty strategic plan</p> <p>Examine current workload structures (especially of registered psychologists) and revise as necessary</p> <p>Develop a recruitment plan for the MA in School and Applied Psychology</p> <p>Explore the possibility of cross-listing courses with the Department of Psychology</p>	<p>Dean</p> <p>Dean</p> <p>Associate Dean – Graduate</p> <p>Associate Dean – Graduate</p>	<p>September 2021</p> <p>March 2021</p> <p>August 2020</p> <p>December 2020</p>
Ensure equitable supervision workloads in relation to rank and start date of different	Counsel and empower early career faculty members to admit a manageable number of students; this could be	Dean	April 2020 and ongoing

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
professors working at the Faculty of Education	done as part of probationary meetings. Develop models for faculty with fewer supervisions to support graduate programs in other ways.	Dean, Associate Dean – Graduate	April 2020 and ongoing
Establish a procedure for specifically recruiting students with disabilities into the research-intensive programs.	Develop and implement a plan to recruit and support students with disabilities Hold focus groups to consider ways to develop a more inclusive and equitable Faculty culture Audit the Education building for accessibility	Associate Dean – Graduate Associate Dean – Graduate Dean and Associate Dean Graduate	September 2020 December 2020 September 2020
Develop a comprehensive and empathetic communication and support strategy for students who need extra time to complete their program	Review records to identify concerns and develop models of communication to address common problems	Associate Dean – Graduate	September 2020
Ensure graduate students have access to university library resources	A new library space is in the process of renovation.	Dean	September 2020
Ensure equitable access to: increased scholarship funding for MA students workspaces	Develop a model to be included in the Faculty budget for Fall 2020. Review the space allocated to graduate students and ensure all students have access to space appropriate for their needs	Dean Dean	August 2020 September 2020
Create an annual report with milestones for MA students	An annual report is required by SGPS for all graduate students	Associate Dean – Graduate	April 2020
Develop a handbook for CPELS and CSSAL fields toward ensuring	Examine and resolve inconsistencies between	Associate Dean – Graduate	September 2020

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
consistency across these two fields	the fields and develop effective communications		
Consider cross-listing some courses in certain fields of study toward ensuring more choice and some annual programmatic flexibility depending on teaching availability.	Identify courses which would be of benefit to students in other fields/programs and develop structures to allow for cross-listing	Associate Dean – Graduate	September 2020
Examine the governance structure of ARC Chairs and their administrative responsibilities and workload commitments to Associate Dean, graduate program support staff, colleagues, and graduate students	Develop an effective model for governance of the graduate programs at the area level which ensures that appropriate resources are devoted to program administration and student support as well as teaching and supervision.	Dean, Associate Dean – Graduate	Underway, completed by December 2020?
Develop a strategy to increase the MA applications to the field of CEPLS, while monitoring the level of faculty supervision	Develop and implement a recruitment plan for CEPLS	Associate Dean – Graduate ARC Chair	August 2020
Examine the division between online and in-person programming for the professional and research-based degrees to see if it might increase MA student recruitment and more flexibility in programming	Identify which online courses might be of interest to MA students and which in-person courses might be of interest to MPED (professional masters) students: examine and evaluate structures to allow for cross-listing	Associate Dean – Graduate	December 2020