

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT ON: Education
UNDERGRADUATE AND MASTERS PROGRAMS
May 2022

Executive Summary of the Cyclical Program Review of the Faculty of Education Undergraduate and Masters Programs

The Faculty of Education's 2018-2019 Self-Study, submitted to the Office of Quality Assurance in October 2021, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions and syllabi, student experience report, sample student publications, field experience handbook, pre-service program guide, AAU policies, and the prior cyclical program review report.

The Faculty of Education programs were reviewed by Dr. Goli Rezai-Rashti, Faculty of Education, Western University; Dr. Deborah Britzman, Faculty of Education, York University; and Dr. Isabelle Barrette-Ng, Faculty of Science, University of Windsor. In addition to assessing the Self-Study, the Review Team conducted a three-day virtual site visit on December 7-9, 2021, which included meetings with faculty, students, managers and administrative staff, the Associate Deans, the Dean of the Faculty of Education, and the Associate Vice-President, Academic.

The Review Team began their report (June 2021) with a disclaimer that the period under review was 2011-2018, providing context that the delay was due to a number of factors, including continuous leadership changes at the Dean and Associate Dean levels and, most recently, the onset of the pandemic. Focusing on the programs as at 2018, the Review Team noted that the Masters and undergraduate programs are consistent with the University of Windsor's mission statement, and that the admission requirements, modes of delivery, and methods of assessment are appropriate. The programs are delivered by tenured and tenure-track faculty members with strong teaching and research profiles, as well as qualified sessional and adjunct faculty, several of whom have published in refereed journals. The Review Team noted the dedication of faculty and staff to the student experience, while raising concerns about the high faculty and staff to student ratio, resulting from a significant jump in enrolments, and its impact on the ability of the Faculty of Education to deliver effective advising and supports to students. Of specific concern was graduate students' difficulty in navigating the various Masters streams or identifying graduate supervisors.

The Review Team also identified a number of areas for investment, including faculty and staff hires; all of which will be considered by the Faculty of Education as it develops its Faculty Financial Sustainability Plan.

The Review Team noted that undergraduate and graduate learning outcomes and curriculum mapping were incomplete or had not been revisited since 2014; though the Faculty has been working diligently on undergraduate and graduate curriculum redesign, including learning outcomes and curriculum mapping, with a completion date of 2024 for OCT re-accreditation. As the Faculty embarks on this curriculum redesign, the Review Team emphasized consideration of: more experimental pedagogies and alternative modes of delivery; reintroduction of experience profiles or similar tool for a more equitable process; restructuring programs with a focus on streamlining and providing greater flexibility in program requirements; moving to pass/fail model for all undergraduate courses; greater clarity on graduate streams; and deeper, more meaningful integration of equity, diversity, inclusion, and Indigeneity throughout its programs. Overall, the Review Team found that the undergraduate and Masters programs met the evaluation criteria in the IQAP, but that curriculum renewal was needed to address the new post-pandemic education.

The Dean of the Faculty of Education's response to the External Reviewers' Report (February 2022) addressed the recommendations, identified follow-up actions, and provided clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (May 2022) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in June 2022.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the Dean's response.

Recommendation 1: That Education undertake an undergraduate curriculum review and renewal exercise, with a view to having a BEd program that develops teachers as change agents committed to innovative and ethical educational approaches, including:

- a. creating an academic framework with timelines and stages of implementation
- b. establishing learning outcomes and curriculum maps for each of its undergraduate programs and courses
- c. increasing course choice and flexibility, and autonomy in the programs. Courses might emphasize that knowledge is always subject to interpretation, debate, doubt, and transformation
- d. ensuring that the curriculum reflects equity, diversity, inclusion, and Indigeneity across the board, as well as environmental sustainability education. The key issues in education require a broad conceptualization of the shifting sands of inequality, mental health, poverty, transphobia, sexism, racism, and classism.

Agents: Dean, Faculty Council, Pre-Service Committee, Centre for Teaching and Learning

Completion by: a. Fall 2022; b.-d. Fall 2024

Recommendation 2: That Education undertake a graduate curriculum review and renewal exercise, including a review of structures of faculty governance, with a view:

- a. placing greater emphasis on equity, diversity, inclusion, Indigeneity, and environmental sustainability education
- b. reducing repetition in course requirements
- c. increasing course options and flexibility
- d. possibly developing a Masters of Teaching degree.

Agents: Dean, Faculty Council, Graduate Studies Committee

Completion by: Fall 2024

Recommendation 3: That Education consider the merits of moving all BEd programs to the pass/fail system. This shift, from grading to learning, would provide a philosophical basis for the evaluation of learning and provide autonomy for students to understand and evaluate their progress.

Agents: Dean, faculty members, Faculty Council

Completion by: Fall 2024

Recommendation 4: That Education identify a dedicated advisor for the concurrent programs.

Agents: Dean

Completion by: Fall 2024

Recommendation 5: That Education report on efforts to revitalize teacher candidate engagement with the Leddy Library and Windsor-Essex public library resources. Undergraduate programs need to be more attuned to new developments in technology and to library services and their offerings.

Agents: Dean, faculty members, Leddy Library

Completion by: Fall 2024