



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

Review Process

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

Reviewers' Recommendation	Program/Faculty Response
Develop a handbook that outlines the vision, learning outcomes, scope and sequencing of the CPELS and CSSAL programs toward ensuring consistency across these two programs	Handbooks will be developed with Academic Research Cluster specific

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	

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		