

BY EMAIL

February 16, 2021

Ruth Kane and Mariette Théberge
Co-Directors, Graduate Programs
Faculty of Education

Dear colleagues,

Please find attached the Action Plan prepared by your team, as well as the Final Assessment Report (FAR) prepared by the Graduate Program Evaluation Committee (GPEC) as part of the 2018–2019 cyclical review of education programs. Both documents were prepared following an analysis of the external reviewers' report and the responses submitted by your unit and the Dean's office.

A report on the progress made in implementing all recommendations is expected by October 30, 2022.

The members of the GPEC would like to thank you for your collaboration throughout the evaluation process and highlight the exemplary commitment to the continuous improvement of education programs shown by the members of your unit.

Sincerely,



Provost and Vice-President, Academic Affairs

encl. Final Assessment Report (FAR), Action Plan

cc: Richard Barwell, Dean, Faculty of Education
Nicholas Ng-A-Fook, Vice-Dean, Graduate Programs

Office of the Provost
and Vice-President,
Academic Affairs

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ACTION PLAN

Faculty: Education

Department: Graduate Studies

Program(s) evaluated: Graduate Diploma in Health Professions Education / Diplôme d'études supérieures en enseignement aux professionnels de la santé; Graduate Diploma in Program Evaluation / Diplôme d'études supérieures en évaluation des programmes; MA in Education / Maîtrise ès arts (M.A.) en éducation; Master of Education (MEd) / Maîtrise en éducation (M.Éd.); PhD in Education / Doctorat (Ph.D.) en éducation

Evaluation cycle: 2018-2019

Date: October 12, 2020

DIMENSION 1: OBJECTIVES						
Recommendation 1: The members of the GPEC recommend that program directors devise a strategy to increase their contribution to the development of a culture of bilingualism.						
Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Promote the development of bilingualism through an annual panel at the Jean-Paul Dionne Symposium (e.g., anti-racism, mental health, Indigenous education, minority settings, leadership in education...)	1	VDRE, VDGS, program directors and advisors, graduate students, professors	March 2021 March 2022 March 2023	More opportunities for graduate students to participate in planning events in both languages and better student experience	# of participating graduate students and professors who present, participate and share	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Organize symposiums that bring together the Anglophone, Francophone and Indigenous communities (e.g., on anti-racism, education and inclusion in minority settings)	1	VDRE, VDGS, program advisors, graduate students, and professors	Sept./Oct. 2021 Sept./Oct. 2022 Sept./Oct. 2023	More opportunities for graduate students and professors to take part in discussions on research through engaging activities and opportunities for dialogue	Number of students and professors who help plan symposia	
Publish special editions of the Faculty of Education's journal to coincide with symposiums	2	VDRE and VDGS, graduate students and professors	Nov./Dec. 2022 Nov./Dec. 2023 Nov./Dec. 2024	More opportunities for publication in a bilingual magazine for students and professors	Number of publications by students and professors	
Promote dialogue and collaboration between faculty members from the Anglophone and Francophone sectors within ERUs (e.g., seminars, presentations on research projects...)	1	ERU leaders	Ongoing	More opportunities for students and professors to present their work		

* PRIORITY LEVEL: 1. URGENT- IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS. 3. DESIRABLE: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND TO IMPLEMENT BY MID-CYCLE (4 YEARS)

<p>Promote the development of bilingualism through information workshops on teaching strategies or research tools available to students and faculty (e.g., research proposals, Kitigan Zibi, anti-racism...)</p>	<p>1</p>	<p>VDRE and VDGS, program directors and advisors</p>	<p>Ongoing</p>		<p>Number of presentations, panels and workshops in English and French, and number of participants</p>	
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DIMENSION 1: OBJECTIVES						
Recommendation 2: The GPEC recommends that program directors develop an action plan to showcase educational expertise throughout the University.						
Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Publicize professors' expertise (podcasts, Twitter, promotion) and promote the research of MA and PhD thesis directors	1	VDGS, directors, marketing officers	Jan. 2021-2023	More webinars, workshops, seminars, podcasts and tweets/retweets	Number of webinars, workshops, podcasts offered Number of visits Number of participants	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Establish regular communication mechanisms to share professors' expertise and achievements (information sheets, FAQs...)	1	Program and marketing officers	Sept. 2021	Wider range of broadcasting methods	Number of information dissemination methods and number of views	
Hire a graduate program specialist	1	Dean, VDGS, HR manager	May 2021	Improved quality in terms of the academic aspects of the student experience	Number of mini-programs, seminars and conferences organized by students and professors	
Build partnerships with Anglophone and Francophone school boards	2	VDGS, program directors and advisors	Sept. 2022	More agreements with Anglophone and Francophone school boards	Number of agreements signed with Anglophone and Francophone school boards	
Showcase teaching and learning expertise through partnerships with other faculties (Medicine, Health Sciences...)	2	VDGS, program directors, specialists	Sept. 2022	Implementation of partnership with the Faculty of Medicine Signing of partnership with the Faculty of Health Sciences	Number of partnerships Number of students enrolled in programs developed through these partnerships	

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DIMENSION 2: CURRICULUM AND STRUCTURE						
Recommendation 3: The GPEC recommends that program directors continue ongoing discussions about revising concentrations, and the list of courses associated with them, to confirm their consistency and relevance with respect to the faculty's current expertise.						
Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Abolish concentrations in MA and PhD programs	1	Directors and Academic Secretariat	May 2021	Greater flexibility in course selection and program management	Fewer exception requests	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Promote and create concentrations for teaching health sciences and teaching in minority settings	1	N. Bélanger, P. Dalley, VDGS, director, and Academic Secretariat	May 2021-2022	Meet the specific training needs of the Francophone community	Number of students enrolled in these courses	
Promote Indigenous studies in graduate programs in the Anglophone and Francophone sectors	2	VDGS, directors and Academic Secretariat	May 2022	Support for recently hired professors More graduate courses on Indigeneity, and increased enrollment in MA and PhD programs	Number of graduate courses on Indigeneity offered Number of students registered	
Design and implement mini-programs (e.g., anti-racism, inclusion, educational leadership, education in minority settings, Indigenous education)	1	VDGS, directors and Academic Secretariat	May 2021 May 2022 May 2023	Partnerships between the Faculty of Education and government agencies, school boards, or research groups (CRECS), and questions about targeted content more thoroughly explored	Number of mini-programs Number of students enrolled	
Review the number of mandatory courses, names, and course lists of courses in the MEd program concentrations	2	VDGS, directors, Academic Secretariat and marketing	Sept. 2022-2024	Better student experience that is more flexible in terms of course choices by forming cohorts (e.g., EDU 5599/5199), possibility of creating internships in collaboration with CO-OP		

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DIMENSION 2: CURRICULUM AND STRUCTURE

Recommendation 4: The GPEC recommends that program directors continue discussions aimed at creating a concentration related to teaching in minority language settings, which would be offered in French.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Create the minority setting concentration	1	N. Bélanger, P. Dalley, directors, VDGS, and Academic Secretariat	May 2022	Meet the specific educational needs of the Francophone community Improve student experience by offering courses that focus on minorities	Number of students enrolled	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>

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DIMENSION 2: CURRICULUM AND STRUCTURE

Recommendation 5: The GPEC recommends the implementation of the action plan to create a qualifying master’s program, specifically the analysis to determine its feasibility in terms of teaching resources and new contributions from the Faculty.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Design and implement a three-year program that combines the teacher education program and the MEd Master of Education (coursework option and thesis option).	3	VDGS, directors, Academic Secretariat	Sept. 2023	Meet the specific educational needs of the Francophone community Increased graduate-level educational opportunities for Francophone students	Number of students enrolled	
Work on developing a qualifying master’s for FSL teachers in English-language school boards	3	VDGS, directors, Academic Secretariat	Sept. 2023	Response to the increasing need for FSL teachers across Ontario. Increase in number of FSL teacher graduates	Number of students enrolled	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>

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DIMENSION 3: TEACHING AND ASSESSMENT

Recommendation 6: The GPEC recommends that program directors, in collaboration with the Teaching and Learning Support Service (TLSS) Centre for Innovative Pedagogies and Digital Learning, keep developing tools and support structures aimed at students and professors to continuously improve online courses.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
<p>ALL ACTIONS THE SAME AS RECOMMENDATION # 11 Appointment of a specialist to develop online courses, support for professors.</p> <p>Virtual TEAMS space for exchange of online teaching approaches, innovative strategies etc.</p>	1	VDGS	Summer 2020	Better support for professors who want to develop and teach online courses. Enhanced professor confidence and satisfaction Enhanced student experience of online courses.	TLSS specialist assigned to work with Faculty of Education Number of professors consulting the specialist Number of professors participating in webinars Number of professors accessing resource bank and webinars.	
<p>Train TAs in online development and design - Work with VDRE so TAs are trained on the generic templates rather than being reactive and hiring TA s and starting from scratch.</p>	1	VDGS, VDRE	Winter 2021	Training course developed and offered to TAs Pool of specialist TAs who are trained to work with professors on online course development and support	Number of TAs who have completed training Number of courses supported by TAs during development Survey of professors to determine satisfaction*. Survey of students to determine online course experiences*.	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
<p>Create a Brightspace template/s – a generic shell that new professors (APUO or APTPUO) can, if they choose, populate with their own content, readings etc.</p>	1	Directors and Elizabeth Saint (TLSS specialist)	Winter 2021	Templates developed and accessible to TAs and professors	Number of professors using templates.	
<p>Appoint a bilingual professor who specializes in online teaching and learning.</p>	1	Dean	Fall 2020	Enhanced capacity within the Faculty to advance online teaching, learning, and research	Appointment of professor	

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DIMENSION 4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 7: The GPEC recommends that program directors continue to implement the action plan that aims to optimize the way part-time professors are integrated into the program as soon as they are hired and to create new dialogue spaces to introduce new part-time professors to educational discussions and program development.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Create a welcome package for APTPUO professors – professor guide, resources, support, online teaching templates, etc.	1	Directors	Summer 2021	APTPUO professors report enhanced feeling of inclusion, support and community	Welcome package developed and disseminated on approval of contracts. Survey of APTPUO professors*. Number of visits to virtual space by APTPUO professors	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Identify an LTA with administrative responsibilities to mentor APTPUO professors	1	Directors	Summer 2021	Enhanced transition of APTPUO professors into teaching roles within the Faculty	Number of APTPUO professors participating in the Online Support space offered to all professors	
Review the physical spaces provided to APTPUO professors in Faculty.	2	VDGS, VDRE	Fall 2021		Number of APTPUO professors consulting the specialist Number of APTPUO professors participating in webinars Number of APTPUO professors accessing the resource bank and webinars	
Review Faculty and uOttawa initiatives for APTPUO professors to apply for support for special projects related to teaching and enhanced student experience.	2	VDES, VDRE, directors, Marketing	Fall 2021	APTPUO professors able to access more opportunities to engage in projects that enhance their teaching and experiences at uOttawa.	Number of APTPUO professors engaged in special projects supported by uOttawa/Faculty to examine and enhance teaching.	
Ensure regular dissemination of information.						

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DIMENSION 4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 8: The GPEC recommends that program directors harmonize and clarify communications to students (especially with respect to the RA hiring process, how scholarships are handed out, etc.) and that they make sure students can access useful information on all pages of the website.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
<i>Communication with Students</i> Develop a communications plan to ensure students (and professors) are clear on opportunities, timelines, deadlines.	1	VDGS, VDRE, directors, Marketing, GSAE	Winter 2021	Enhanced student satisfaction with communications and feeling included in Faculty community.	Student survey* Number of complaints decrease.	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Work with marketing, webmaster – Twitter and Facebook campaign to remind students and ensure better communications	1					
<i>Scholarships</i> Review of scholarship process including communications, support for students, evaluation of applications, and recommendations.	1	VDGov	Fall 2020	Enhanced process that supports the preparation and evaluation of scholarship applications.	Number of successful applications to scholarships (French / English). Student survey* Professor survey*	
Workshops and mentoring for students (especially Francophones) in how to write proposals, identify the best referee, etc.	1	VDGov, VDRE, VDGS	Ongoing	More success in French and English scholarship applications.		
Workshops for professors on preparation of reference letters.	2	VDGS, VDRE	Winter/Spring 2021	Professors better able to support student applications		
Work with dean and central uOttawa for donors whose fund would target student support.	2	Vice-deans				
TA/RA seminar early each term about TA/RA applications and process	1	VDRE, Directors	Ongoing	Enhanced student satisfaction.	Number of RA and TA contracts awarded Number of students with contracts.	

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DIMENSION 4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 9: The GPEC recommends that program directors carry out long-term planning with respect to mandatory courses and electives, or if this is not possible, that students be informed of alternative paths.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
SAME AS RECOMMENDATION # 13 Review each concentration within the MEd in turn, over the coming years, to confirm lists of mandatory concentration courses to ensure a coherent program of study within the field.	2	Directors with Program Council	May 2023	Enhanced coherence of MEd program within each concentration that reflects a focused program of study within the chosen field. Decrease in student requests for exceptions.	Number of student complaints/requests for exceptions reduced Survey of students*	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Ensure that all mandatory courses are offered in two adjacent terms.	2	Directors with Program Council	May 2023	Enhanced levels of student satisfaction.		
Review the PhD program including: - consideration of mandatory courses - inclusion of seminar courses running alongside comprehensive examination and proposal. - analyse the potential impact of revised class sizes for graduate courses	2	Directors with Program Council	May 2024	More timely completion of PhD program. Enhanced levels of student satisfaction.	Number of student complaints/requests for exceptions (reduced) Time to completion (reduced). Survey of students*	

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DIMENSION 4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 10: The members of the GPEC recommend that program directors ensure the optimal coordination of English and French course offerings.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Ensure that the course offerings include all required courses in each concentration in the Anglophone and Francophone sectors	1	VDGS and directors	Sept. 2020	Include all required courses in each concentration in the schedule for the Anglophone and Francophone sectors	Fewer requests for exceptions because required courses are not on the schedule	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Finalize the schedules earlier in the year to better plan the number of sections offered to students	1	VDGS and directors	Nov. 2021	Improve student and professor satisfaction by making it easier to plan which courses to take and teach	Schedule planning is submitted two months earlier	
Increase the number of optional courses in the Francophone sector	2	VDGS and directors	May 2021-2023	Meet the specific educational needs of the Francophone community Enhanced student experience	# of optional courses in the Francophone sector	

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DIMENSION 5: SPACE AND RESOURCES

Recommendation 11: The GPEC recommends that the Faculty continue its initiative aimed at creating a dedicated space for online teaching and providing all available technical support and resources.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
<p>NOTE ALL ACTIONS ALSO IN RECOMMENDATION # 6</p> <p>Appointment of a specialist for development of online courses, support for professors.</p> <p>Virtual TEAMS space for exchange of online teaching approaches, innovative strategies etc.</p> <p>Training TA in online development and design - Work with VDRE so TAs are trained on the generic templates rather than being reactive and hiring TA s and starting from scratch.</p> <p>Creating a Brightspace Template/s – a generic shell that new APUO and APTPUO professors can populate with their own content, readings etc.</p> <p>Appointment of bilingual professor who specializes in online teaching and learning.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>VDGS</p> <p>VDGS, VDRE</p> <p>Directors and Elizabeth Saint (TLSS specialist)</p> <p>dean</p>	<p>Summer 2020</p> <p>Winter 2021</p> <p>Winter 2021</p> <p>Fall 2020</p>	<p>Enhanced support for professors in development and teaching of online courses Enhanced confidence and satisfaction of professors. Enhanced student experience in online courses.</p> <p>Training course developed and offered to TAs Pool of specialist TAs who are trained to work with professors on online course development and support</p> <p>Templates developed and accessible to TAs and professors</p> <p>Enhanced capacity within the Faculty to advance online teaching, learning, and research</p>	<p>TLSS specialist assigned to work with Faculty of Education Number of professors consulting specialist Number of professors participating in webinars Number of professors accessing resource bank and webinars.</p> <p>Number of TAs who have completed training Number of courses supported by TAs during development Survey of professors to determine satisfaction* Survey of students to determine online course experiences*</p> <p># of professors using templates.</p> <p>Appointment of professor</p>	<p><i>To be completed by the Evaluation Committee during the analysis of the progress report</i></p>

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DIMENSION 5: SPACE AND RESOURCES

Recommendation 12: The GPEC recommends that the Faculty continue to implement its action plan for offering better support to administrative staff and program directors in terms of optimal management of student files and admissions.

Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
Analysis of the increase in tasks/workload of the Academic Secretariat, including attention to specific concentrations e.g. Counselling. Identification of barriers, milestones, key interruptions to workflow. Development of an action plan to address key barriers etc.	1	Annie Baylor, directors	Winter 2021	Enhanced clarity of the work of the Academic Secretariat in terms of supporting graduate programs. Enhanced capacity within the Academic Secretariat to serve students and professors.	Communication of analysis with Dean and Faculty. Acceptance of action plan by relevant committees Support provided by Dean's office. Support from uOttawa for permanent positions	<i>To be completed by the Evaluation Committee during the analysis of the progress report</i>
Consolidate the current positions in Academic Secretariat into permanent positions	1	VDGS	Winter 2021			
Review admissions processes to examine MA and PhD applications as "batches"	2	Directors, Academic Secretariat	Fall 2021	Enhanced admissions procedures in terms of equity, inclusion, and timeliness of completing student applications.	Time taken to process applications/make decisions/ make offer (decreased). Quality of MA and PhD students.(increased)	
Examine spaces available for MA and PhD supervision with view to forecasting MA and PhD places over coming years.	2	Directors	Fall 2021	Enhanced coherence between available spaces in MA and PhD and number of applicants.	Number of research students supervised by each eligible professor – stabilized Student survey* Professor survey*	
Support professors to strategize for supervision program over the coming 5-to-10 years.	2	Directors	Fall 2021	Enhanced satisfaction of students and supervisors with supervisory activities		
Work with marketing and webmaster to promote realistic fields of study for MA and PhD applicants according to professor availability	2	Directors	Fall 2021			

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DIMENSION 5: SPACE AND RESOURCES						
Recommendation 13: The GPEC recommends that the Faculty and program directors develop the long-term viability of the Leadership, Evaluation, Curriculum and Policy Studies concentration.						
Description of planned actions	Priority level*	Responsibility	Expected completion date	Anticipated results	Indicators	Comments on actions undertaken: achieved, to be sustained, to be continued, completed
<p>SAME AS RECOMMENDATION # 9</p> <p>Review each concentration within the MEd in turn, over the coming years, to confirm lists of mandatory concentration courses to ensure a coherent program of study within the field</p> <p>Ensure that all required courses are offered in 2 adjacent terms.</p> <p>Enhance partnerships with local school boards with a view to developing programs that support cohorts of teachers studying towards leadership-aligned degrees (MEd, MRP, MA, PhD)</p> <p>Appointment of professors who specialize in teaching and research in the field of Educational Leadership and related fields.</p>	<p>1</p> <p>2</p> <p>2</p>	<p>Directors</p> <p>VDGS, directors</p> <p>Dean</p>	<p>May 2022</p> <p>May 2022</p> <p>July 2022</p>	<p>More robust concentrations with strong student enrollment each year (MEd)</p> <p>Greater collaboration between professors within concentrations.</p> <p>More diverse pathways through graduate study, including cohorts.</p> <p>Enhanced capacity within the Faculty to advance teaching, learning and research within the field of Educational Leadership and its intersection with other fields e.g. Program Evaluation</p>	<p>Number of professors participating in 2 meetings annually (Fall/Winter) with each concentration to reflect on past year and plan forward.</p> <p>Number of student applications and enrollment in concentrations</p> <p>Number of students enrolled</p> <p>Number of cohorts</p> <p>Appointment of professor</p>	<p><i>To be completed by the Evaluation Committee during the analysis of the progress report</i></p>

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Faculty: Education

Program(s) evaluated: Graduate programs in education

Evaluation period: 2018–2019

Unit leader (Francophone program):



Signature

October 12, 2020

Date

Unit leader (Anglophone program):



Signature

October 13, 2020

Date

Faculty Dean's office:




Signature

October 13, 2020

Date

NOTE: * indicates that a single student survey and a single professor survey will serve multiple needs, there will not be multiple surveys.



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FINAL ASSESSMENT REPORT
Evaluation of Graduate Programs
Faculty of Education
Cycle: 2018–2019
Date: June 29, 2020

I. Programs evaluated

- Graduate Diploma in Health Professions Education /
Diplôme d'études supérieures en enseignement aux professionnels de la santé
- Graduate Diploma in Program Evaluation /
Diplôme d'études supérieures en évaluation des programmes
- MA in Education / Maîtrise ès arts (M.A.) en éducation
- Master in Education / Maîtrise en éducation (M.Éd.)
- PhD in Education / Doctorat (Ph.D.) en éducation

II. Evaluation process (Outline of the visit)

- This Final Assessment Report for the program above was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report by the two evaluators following their campus visit, and (c) the comments made by Richard Barwell, Dean of the Faculty of Education; Emmanuel Duplâa, Vice-Dean, Programs; and the co-directors of graduate programs, Ruth Kane (Anglophone sector) and Mariette Thériège (Francophone sector), on the report mentioned in (b).
- During their visit, the external evaluators met with Aline Germain-Rutherford, Vice-Provost, Academic Affairs; Ioan Nistor, Assistant Vice-Provost, Graduate and Postdoctoral Studies; Faculty Dean Richard Barwell; Emmanuel Duplâa, Vice-Dean, Programs; the co-directors of graduate programs, Ruth Kane (Anglophone sector) and Mariette Thériège (Francophone sector); regular faculty, part-time professors and long-term appointments (LTAs); support staff members; and graduate students.

III. Comments from internal delegate (graduate programs)

- In general, the visit went well, and everyone in the Faculty (regular faculty, TAs, students, support staff and the Dean's office) actively participated. Discussions often ran longer than the allotted time, and we sometimes felt a bit rushed by the schedule, but we covered all the essential points. Some faculty members seemed less enthusiastic about online courses, preferring in-person teaching even though students are demanding more and more remote classes. It also appears that the support the University offers for online courses is not quite adequate.

IV. Summary of reports on the quality of programs¹

This section aims to highlight the strengths and challenges revealed during the evaluation process to help the unit identify ways to improve programs.

1. EMPHASIZING STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- Faculty composed of education experts who are committed to advancing their field, not only through research but also through university teaching
- Commitment to teaching excellence and innovation
- Nationally and internationally renowned program
- Variety of courses and programs, including six concentrations
- Dedication to meeting the needs of the Francophone student population
- Flexibility and accessibility of distance learning
- Research symposium organized by students and funded by the Faculty of Education that is very popular with the whole community

CHALLENGES

- Clarifying the unit's mission statement
- Enhancing the programs' contribution to the development of a culture of bilingualism
- Establishing different admissions based on the level of the targeted program
- Promoting the program's expertise and experience in education studies (enhanced University-wide visibility)
- Lack of specifics in concentration names and designs (similarities between concentrations and too many electives, which results in less cohesive individual programs)
- Harmonizing the content and requirements for courses with multiple sections, in line with program coherence
- Managing the hiring process for part-time professors and making sure their onboarding is as smooth as possible
- Better integration of part-time professors into the program, including integrating their points of view and teaching experience in program planning and development
- Coordinating the courses offered in English and French
- Predictable availability of mandatory and elective courses
- Harmonizing and clarifying communications to students (hiring process for research assistants, how scholarships are awarded, etc.) and providing students with access to more relevant information on the website
- Length of studies slightly longer than the planned duration
- Lack of dialogue and collaboration between professors and students
- Teaching resources for the Leadership concentration
- Administrative support for student file management

Sections 2 to 6 seek to put the recommendations into context

¹ Based on all the documents produced as part of the evaluation process.

2. PROGRAM OBJECTIVES

- A greater contribution to the development of a culture of bilingualism seems possible. Several professors expressed their wish for improved coordination between English and French programs. This could involve encouraging students to take courses in the other language, by providing appropriate support, or by creating a positive learning environment that would enable students to become more proficient in the other language. [Recommendation 1]
- With regard to the field's visibility and opportunities campus-wide, students see the need to showcase the expertise and experience gained through education programs. More frequent interaction between students and professors could lead to research collaborations that would be beneficial to students in the Faculty, and to the creation of events conducive to inter-faculty dialogue. [Recommendation 2]

3. CURRICULUM AND STRUCTURE

- One of the programs' strengths is its variety and diversity thanks to its six concentrations. As the external evaluators pointed out, this distinction comes with the challenge of clearly differentiating between concentrations by giving each one a unique name and structure. Some concentrations can appear very similar, namely "Societies, Cultures and Languages" versus "Second Language Education", making it strategically sound to examine and eliminate such vagueness. In terms of the possible course sequences for each concentration, the report invites program directors to consider the number of units required to ensure cohesion within the specific knowledge acquired, and it highlights the need to consolidate course lists to better define the fields specific to each concentration. Rethinking the number of concentrations offered could affect resource-related issues, since the administrative workload in managing student files is directly tied to the variety of possible course sequences. [Recommendation 3]
- The idea put forth by certain professors in the Francophone sector to create a concentration focused on linguistic minority settings appeared strategically sound to the external evaluators, who also highlighted the potential for Canada-wide partnerships. In line with the previous point, restructuring current concentrations could make it easier to add a new course sequence. [Recommendation 4]
- The proposal to create a new qualifying master's program appears to be a novel avenue for development (it was not addressed at any length in the self-study brief), but it seems strategically interesting and in line with the well-defined issues faced by Ontario's Francophone community. An analysis of the program's viability in terms of teaching resources and new Faculty contributions appears necessary. The unit's staff said they needed to prepare a detailed action plan and identify professors who could lead the project, in addition to considering the investment the Faculty would have to make. [Recommendation 5]

4. TEACHING, LEARNING AND ASSESSMENT

- Discussions with several faculty members and students in the program highlighted the accessibility and flexibility of online courses—advantages that make it possible to reach students in remote communities in Ontario and across Canada, and to recruit in other countries. Several challenges were also identified, including the development of critical thinking and problem-solving skills. Some stakeholders reported the need for technical or techno-pedagogical support and training to ensure courses are continuously improved. Being able to share and collaborate using discussion platforms, for example, seems to enhance both the teaching experience and the student experience. [Recommendation 6]

5. STUDENT EXPERIENCE AND GOVERNANCE

- The popularity of the programs and the increase in enrolment numbers is an indicator of both their social relevance and their reputation. One of the impacts of this growth, however, is less coherence between the sections of certain courses taught by several part-time professors, who may have different interpretations of the material to cover and the requirements specific to the classes' learning objectives. The fact that part-time professors are hired late each semester would appear to compromise their pedagogical integration into the program. In some recent cases, this delay affected students' learning experience by delaying their access to the online platform. Better integration of part-time professors into the program, including integrating their points of view and teaching experience in program planning and development, could contribute directly to harmonizing the learning experience across all course sequences. [Recommendation 7]
- Due to the increase in student numbers and the added administrative workload, communications between students and various sources of information about the program (full-time and part-time professors, administrative staff, website) lack coherence and clarity. Students reported that they were sometimes poorly informed, especially about decisions on research or teaching assistants, while other students said they were disappointed with the support available for online courses. Students seemed poorly informed about the procedures for applying for scholarships and financial aid. Program directors are aware that improvements are needed and confirmed the communication shortcomings reported by students and the external evaluators. They also mentioned the need to clarify the information on the website; for example, there is currently no immediately visible indicator of how the courses will be delivered (in person or online). [Recommendation 8]
- For students, not knowing which courses will be offered from one term to the next can significantly hinder their progress through the program. According to the students who took part in discussions with the external evaluators, many mandatory courses are not regularly and reliably scheduled. Some students were forced to wait a few terms before being able to take a mandatory course, which meant that it took them longer to complete the program. We suggest that program directors develop a long-term schedule that sets out which courses will be offered each term, to help students plan their program of study. This recommendation is already in the process of being implemented. [Recommendation 9]

- With respect to the program's contribution to the development of a culture of bilingualism [Recommendation 1], the report underscores the need to better coordinate course offerings in English and French. It appears that while students enrolled in the Anglophone program very rarely take courses in French, students in the Francophone program do not hesitate to apply for special permission to take courses in English. One of the reasons for the seemingly greater popularity of English courses is the greater diversity of courses offered in English. The solution is to devise a strategy to achieve better balance between the number of courses offered in both languages and to better contribute to the development of a culture of bilingualism. [Recommendation 10]

6. SPACE AND RESOURCES

- The program directors are responsible for creating a dedicated space for online teaching and providing all available technical support and resources. This is one of the actions in a plan that the program directors worked closely with the Faculty to develop. There is a consensus that better training and support are needed for faculty members and teaching assistants as well as for support staff. Several initiatives have already been launched or will be soon, pending the arrival of a new resource person tasked with implementing an action plan to enhance the online teaching and learning experience, in collaboration with the Centre for Innovative Pedagogies and Digital Learning of the University of Ottawa's Teaching and Learning Support Service (TLSS). [Recommendation 11]
- The increase in program numbers over the past few years, coupled with important changes that have affected the workload of administrative staff, has resulted in challenges when it comes to managing administrative resources. The program directors are counting on the Faculty and on the University's central administration to approve their requests for new positions, but they have also focused on developing several new management plans to address the difficulties brought on by the burgeoning student population. The plan to manage growing enrolment numbers, the development of strategies to help professors understand the roles of administrative staff, and the systematic harmonization of responsibilities between the different levels of management staff are all very constructive, concrete and appropriate actions that give the program directors tools for effective immediate action. [Recommendation 12]
- The external evaluators highlighted the question of the viability of the Leadership concentration, considering that the specialized professors associated with it have either taken unpaid leave or left the University over the past few years. Failing the hiring of new faculty members, it would be important to start a conversation about the future of this component of the current program. [Recommendation 13]

V. Program improvement²

The programs evaluated in this report meet all requirements of the discipline. The recommendations that follow aim to maintain or improve the programs' demonstrably high quality.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND THE UNIVERSITY'S ACADEMIC PLAN

Recommendation 1: The GPEC recommends that program directors devise a strategy to increase their contribution to the development of a culture of bilingualism.

Recommendation 2: The GPEC recommends that program directors consider developing an action plan to showcase the education expertise that exists throughout the University.

PROGRAM CURRICULUM AND STRUCTURE

Recommendation 3: The GPEC recommends that program directors continue ongoing discussions about revising concentrations and the list of courses associated with them in order to ensure consistency and relevance in line with the faculty's current expertise. (External recommendation 6)

Recommendation 4: The GPEC recommends that program directors continue discussions aimed at creating a concentration associated with the minority linguistic setting, which would be offered in French. (External recommendation 7)

Recommendation 5: The GPEC recommends the implementation of the action plan to create a qualifying master's program and an analysis of such a program's feasibility in terms of teaching resources and new contributions from the Faculty. (External recommendation 8)

TEACHING AND ASSESSMENT

Recommendation 6: The GPEC recommends that program directors, in collaboration with the Centre for Innovative Pedagogies and Digital Learning of the Teaching and Learning Support Service (TLSS), continue to develop tools and support structures, intended for both students and professors, for the continuous improvement of online courses. (External recommendation 1)

STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 7: The GPEC recommends that program directors continue to implement the action plan that aims to optimize the way part-time professors are integrated into the program as soon as they are hired and to create new dialogue spaces to introduce new part-time professors to educational discussions and program development. (External recommendation 2)

² Based in part on the external evaluators' report.

Recommendation 8: The GPEC recommends that program directors harmonize and clarify student communications (especially with respect to the hiring process for research assistants, how scholarships are awarded, etc.) and that they make sure that all information on website pages is relevant and useful to students. (External recommendation 3)

Recommendation 9: The GPEC recommends that program directors carry out long-term planning regarding mandatory and elective courses, and that students be informed of alternative course sequences when regular sequences are not available. (External recommendation 4)

Recommendation 10: The GPEC recommends that program directors ensure the optimal coordination of courses offered in English and French.

SPACE AND RESOURCES

Recommendation 11: The GPEC recommends that the Faculty continue its initiative aimed at creating a dedicated space for online teaching and providing all available technical support and resources. (External recommendation 1)

Recommendation 12: The GPEC recommends that the Faculty continue to implement its action plan for offering increased, better support for administrative staff and program directors so they can optimally manage student files and admissions. (External recommendation 5)

Recommendation 13: The GPEC recommends that the Faculty and program directors determine the long-term viability of the Leadership, Evaluation, Curriculum and Policy Studies concentration.

VI. List of courses not offered for more than three years and reasons

All courses have been offered at least once in the previous three years.

VII. Conclusion

The Faculty's mission is clear, especially when it comes to the Francophonie and bilingualism. The graduate program is true to its mission statement, which puts linguistic and cultural realities relevant to bilingualism and the Francophone community at the heart of its teaching. The leadership of program staff and faculty members is evident in the ways the program is delivered: it facilitates access to higher education and offers great flexibility for students enrolled in a variety of course sequences.

As the external evaluators underscored, the Faculty counts on the participation of professors who are not only experts in education, but also committed to promoting their field in both areas of academia, namely in both research and university teaching.

All of the documents produced in connection with the program evaluation process demonstrate the initiative and collaboration necessary to improve programs. The unit's response to the external report shows a clear willingness to make the required changes, especially regarding the specificity of the concentrations and the training required for online courses, and a collective ability to develop an action plan to implement and even go beyond the report's recommendations. As this evaluation cycle wraps up, the program directors have announced their intention to review the structure of the PhD program in education over the next few years and to devise a strategy to enhance the support available to students.

The GPEC members thank everyone who participated in evaluating the program. They commend the rigour of the work done and the quality of the reports prepared during the evaluation process.

Schedule and timelines

Once this Final Assessment Report is tabled, the Office of Quality Assurance will schedule a meeting with the Faculty's program directors and dean to put in place an action plan and set deadlines for each recommendation. A progress report describing the completed actions and subsequent results will be submitted to the GPEC on a date agreed upon during this meeting.

The next cyclical review will take place in 2025-2026. The self-study brief must be submitted no later than June 15, 2025.