

# Educational Studies

## Graduate and Undergraduate Review

### Year 1 (2021) - FAR Implementation Report

(reviewed 2019/20)

#### Recommendation #1

Review the effectiveness of Brock DB (the current student information system) and Workday (the relatively new finance system) and address the challenges that staff members who use these systems are facing.

#### ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted, as a review of the effectiveness of Brock dB and Workday lies outside of its jurisdiction. The Committee recognizes the importance of addressing the challenges that staff are facing and encourages the Department to work through normal challenges of advocacy to bring this to the attention of the Offices of the Registrar and Financial Services.

#### Implementation Plan

Recommendation not accepted.

#### Recommendation #2

Review the MEd ISP program for the possibility of increasing enrolment. Perhaps new strategies can be found to address faculty concerns about workload and capacity while still bringing in new revenue for the Faculty.

#### ARC Disposition of the Recommendation

ARC considers the recommendation to review the possibility of increasing enrolment in the MEd ISP program to be accepted for consideration. The Committee expects that the Department will work with the Dean to develop strategies for increasing enrolment while minimizing negative impacts on workload and capacity. ARC recognizes that workload is subject to the provisions of the Collective Agreement.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Education to report by the end of academic year 2020/21

Actions	Responsibility	Year One*	Year Two	Year Three
<b>Action #1</b> Continue to collaborate with International Marketing and Recruitment staff to diversify international marketing and recruitment efforts	GPC	(T)		
<b>Action #2</b> Explore partnerships with Goodman School of Business to create a concurrent degree option (two graduate degrees in two years)	GPC	(T)		

### Comments 2021:

#### Action #1.

We are continuing to collaborate with the International Marketing and Development Office to reach out to the international populations already living and studying in Canada, as well as emergent international markets. Strategies to compliment the efforts of both units guide ongoing marketing and recruitment initiatives.

#### Action #2

In the process of developing a concurrent option for students to earn an MBA and MEd in two years. Essentially, each program offers their core required courses to meeting program requirements. Importantly, the MEd required courses will serve as the MBA electives, and the MBA required courses will serve as the MEd electives. This creates efficiencies in both delivery of specialty courses, instructional capacity, and caters to international student interest combining business and educational studies. We anticipate this option will also be of interest to the Canadian market. We anticipate this model will also provide a template for collaborations with other units across the university for both internationally and nationally educated students.

### Recommendation #3

Review the fields of specialization in the department to better reflect the areas of expertise of faculty members and the changing needs of students.

#### ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving: Department

Responsible for resources: Department

Responsible for implementation: Timeline:	Department Dean of Education to report by the end of academic year 2020/21
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Actions	Responsibility	Year One*	Year Two	Year Three
Action #1 As of Fall 2021, admit all students to the MEd program, rather than a field of specialization within the MEd program	Graduate Program Committee (GPC)	(O)		
Action #2 Review the MEd course collection considering the expertise of faculty members and changing needs of students.	GPC	(T)		
Action #3 Establish a long-term scheduling plan that enables flexible student-centered customization of their program of study.	GPC	(T)		
Action #4 Development of personalized study plans for in-service professionals to enhance expertise in specific area of concentration without the need to complete the full MEd program.	GPC	(T)		
Action # 5 Explore possible partnerships with graduate programs across the university to consider development concurrent degree options.	GPC	(T)		

### Comments 2021:

#### Action #1:

The 2020 Senate approved our request for a major program modification. As of Fall 2021 all MEd graduate student applications will be vetted by a single admission committee. Additionally, admission offers will be to the to the MEd program. Students will no longer be admitted to a specific field of specialization at entry. Phasing out the fields of specialization is a necessity due to the increased demand for deferral from the 2020-21 offers.

**Action #2:**

Organization of the MEd courses into concentrations. The concentrations will allow for all MEd students to customize their program of study to meet their specific personal and professional growth agenda. Personal customization of programing is anticipated to lead to enhanced satisfaction and continuity of the high-quality graduate experience. The Senate approved the MEd application for major modification to remove the fields of specialization and the addition of concentrations. This modification will provide and greater flexibility in course offerings enhancing the ongoing involvement of all Faculty of Education BUFA members in the instruction and supervision of graduate students.

**Action #3**

Development of long-term planning will provide students with the option to take a selection of courses across the six concentrations or enable students to declare up to two specific concentrations that can be noted on their transcripts. Creating a schedule over a five-year span will enhance the flexibility of students to pursue their interests whether on a full time or part time basis.

**Action #4**

As a mechanism to encourage individuals' immersion in graduate level studies, testing one's capacity to pursue a full degree, or to enhance one's marketability, we have developed a series of multi-course-collections focused on specialized knowledge (microprograms). While admission to the professional development opportunities will require applicants to meet the MEd program admission criteria, future students taking the graduate modules will have the opportunity to stack the collection for advance standing if they so wish to pursue the degree in the future. The proposal has been approved by the GPC and has been submitted to the university-wide committee that is currently developing definitions and procedures for microprogramming.

**Action #5**

Pursue collaborations across the university and identify ways to continue to cater to changing graduate student needs. We have just recently begun conversations with the Graduate Program Director in Public Health Sciences. We look forward to ongoing program development opportunities.

**Recommendation #4**

Explore ways to integrate domestic and international students across the M. Ed. and M.Ed.ISP programs.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted and in the process of implementation.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department

On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Timeline:	Dean of Education to report by the end of academic year 2020/21
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Actions	Responsibility	Year One*	Year Two	Year Three
Action #1 Phase out the MEd ISP cohort groups.	GPC	T		
Action #2 Admit all qualified internationally and nationally educated students to the MEd program.	GPC	T		
Action #3 All courses would be open to all nationally and internationally educated students.	GPC	T		

**Comments 2021:**

Admission requirements are set at a level for both the internationally and nationally educated students to be set up for success. Importantly, the ongoing support to international students will continue for the 2021-22 academic year. While admissions for fall 2021 will have all students' applications being assessed by one admission committee, the students entering due to deferrals from the 2020-21 admission will enter either the MEd or MEd ISP pathway based on their original offer. As has been past practice, opportunities for integration will be ongoing. We look forward to continuing collaborations with Brock International the Faculty of Graduate Studies to enhance services and supports to all international graduate students across the university.

Action #1: To allow full integration of all students in the program, the ISP is being phased out. The pathway will run its second last cohort from July 2021 to June 2022 to accommodate those students who were accepted into the program for a summer 2020 start but deferred due to COVID-19, as well as 2021-22 applicants who applied for the ISP prior to December 2020, when the pathway was approved to close. The pathway's last cohort will run from January to December 2022 to accommodate current students in the MPCE, who were given conditional acceptances into the ISP for a January 2022 start.

Action #2: All qualified nationally and internationally educated applicants will apply to one general MEd program for consideration for the 2022-23 academic year.

Action #3: with the elimination of the ISP, there will not be student cohorts requiring a series of courses to be taken at specific times. Students will have the ability to take the courses of their choice, in addition to their compulsory research methods and exit courses, as long as there is registration capacity.

On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

**Recommendation #5**

Review international student recruitment efforts, particularly in light of the effects of COVID-19 on international student enrolment.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to review international student recruitment efforts to be accepted and in the process of implementation. The Committee recognizes that COVID-19 is affecting recruitment at many levels including the Department, Faculty and institution as a whole. ARC expects that the Department will work with the Dean and various units across the university, such as the Faculty of Graduate Studies, International Market Development and Recruitment to address this recommendation.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving: Department  
 Responsible for resources: Department  
 Responsible for implementation: Department  
 Timeline: Dean of Education to report by the end of academic year 2020/21

Actions	Responsibility	Year One*	Year Two	Year Three
Action #1 Add a winter 2021 and 2022 program entry option	GPC	(C)		
Action #2 Staff within the FOE International Program office and the Brock International Marketing and Development (IMD) unit will maintain ongoing communication to establish complementary supportive roles in recruitment and marketing and retention strategies.	Manager International programs and GPC	(T)		
Action #3 Adapt to online course offering when necessary and as required and monitor student retention	GPC	(T)		

**Comments 2021:**

Due to the pandemic and related travel restrictions, the MEd Graduate Program Committee had decided to add a winter 2021 and 2022 term entry into the program along with the

On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

typical traditional summer/fall entry. This move enhances our capacity to convert offers of admission to registration in the MEd program. The aim was also to have those accepting admission but requesting deferral have the option to choose a six month rather than 12-month deferral. Continue monitoring of Canadian and University responses to COVID-19 via collaborations with staff in IMD. The goal again is to ensure complementary roles in the marketing, recruitment, and retention of international students in the program. The decisions to move face-to-face courses online are done in consideration of students' consultation. Additionally, the impact of retention due to the modifications to student work visa criteria is important to any decisions moving forward.

#### **Recommendation #6**

Explore possibilities of co-op programs, internships, or student participation in professional organizations.

#### **ARC Disposition of the Recommendation**

ARC considers the recommendation to be already current practice. The Committee understands that the programs under review already include many experiential components and that the Department is involved in an ongoing explorations of further possibilities.

#### **Implementation Plan**

No action required.

#### **Recommendation #7**

Re-assess whether there is the correct balance between F/T faculty members and ILTAs teaching in the M.Ed. ISP program.

#### **ARC Disposition of the Recommendation**

ARC considers the recommendation to be not accepted as it lies outside of its jurisdiction. The Committee recognizes that a "correct" balance is subject to discussion and that workload issues are the purview of the Dean and subject to the provisions of the Collective Agreement.

#### **Implementation Plan**

Recommendation not accepted.