



**Dean's/Principal's Follow-Up Report for Cyclical Program Review  
For submission to the Joint Sub Committee on Quality Assurance**

**Submit report to [yugap@yorku.ca](mailto:yugap@yorku.ca) by: May 31, 2021**

Program	Education
Program options (example, BA, MA, PhD)	BEd (Concurrent, including with Ryerson, and Consecutive), BEd Tech, MEd, PhD, Graduate Diplomas
Faculty and Home Academic Unit	Faculty of Education
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: April 24-25, 2019 FAR Date: November 2019 Follow-up Report Due Date: May 31, 2021
Launch of next Cyclical Program Review	Fall Launch 2025 Site Visit: Fall 2026 or Winter 2027

This Follow-Up Report is the culminating step in the Cyclical Program Review process and is to be completed by the Dean/Principal. The Follow-up Report is reviewed by the Joint Subcommittee on Quality Assurance before being transmitted to the parent committees, ASCP and APPRC, as well as the relevant Faculty Councils.

- Please provide an update in the chart below on the recommendations in the Implementation Plan outlined in the Final Assessment Report. Comments should be a brief summary of the progress made or challenges encountered.**

**IMPLEMENTATION PLAN**

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting November 2019.

	<b>Recommendation</b>	<b>Action</b>	<b>Responsible for Follow-up</b>	<b>Timeline</b>	<b>Outcomes and Observations (comment on challenges or success)</b>
1.	Establish a process to develop clearly articulated principles of interdisciplinarity and how these can be reflected in Education programs.	Graduate program to review and make recommendations for curriculum and/or marketing materials.  The BEd is exempt from this recommendation	Associate Dean, Academic and Graduate Program Director	Revised graduate program learning outcomes with statement that documents the program's use of and expectations for the program's interdisciplinary nature to be submitted with the Follow-up Report in May 2021.	<p>a) The Graduate program has begun the process of reviewing course offerings to revise learning outcomes. Because of the pandemic this process was paused and will resume in the Fall of 2021. In June 2021 at our annual grad retreat, we intend to create a working plan for the review process. Over the past year, there has been preliminary discussion on the development of fields which would explicitly signal interdisciplinarity but also programmatic strengths. Further discussion of fields will occur at the June 2021 retreat.</p> <p>b) The Graduate program has revamped its website to better market our student experience and the social justice research commitments of the Faculty, The Graduate program has worked with the communication team at the Faculty for strategic marketing of programs.</p>
2.	Establish a process to enhance the cohesiveness of the undergraduate program and the coherence of multi-section courses.	Undergraduate program: establish communities of practice for BEd retreat.  Graduate program: revisit graduate program learning outcomes and assessment, as well as mapping curriculum.	Associate Dean, Academic; UPD; GPD  Note: support for review of graduate program learning outcomes will be provided through the Vice-Provost Academic, the	Report on progress in the Follow-up Report in June 2021 for UG program.  Revised graduate program learning outcomes to be submitted with the Follow-up Report in May 2021	<p>a) For the Undergraduate program, in Fall 2020, consideration was given to the possibility of a retreat on the topic of cohesiveness of the program and multi-section courses. However, a retreat was deemed unfeasible given the demands of the pandemic. Instead, Tenure Stream and Seconded faculty who taught a multi-section courses in 2020-21 and/or who will teach multi-sections courses in 2021-2022 were connected by email and invited by the UPD to arrange a time to discuss their experiences and ideas. These experiences will afford the building of communities of practice for multi-section courses.</p> <p>b) The results of the June 2021 Graduate program retreat and the discussion of fields will be used to</p>

			Faculty of Graduate Studies and the Teaching Commons		frame a curricular mapping exercise (Note: The last curriculum mapping exercise was in 2012). In preparation, some diploma coordinators have begun revisiting learning outcomes for each diploma.
3.	Work to integrate, scaffold and embed Indigenous ways of knowing across undergraduate and graduate, including articulated plans and commitments. Indigenous community partnerships should be built and enhanced to support pathways to all programs.	Adopt a deliberate phased approach for the inclusion of indigenous perspective in common course courses; the establishment of Faculty-wide understandings; and the deepening and broadening of the curriculum in this area.	Associate Dean, Academic; UPD; GPD; colleagues teaching in the programs.	Ongoing; phase one completed by 2021-2022. Report on progress and further plans in the Follow-up Report in May 2021.	<p>The deliberate phased approach to inclusion of Indigenous perspectives has been approached in several ways:</p> <ul style="list-style-type: none"> <li>a) <u><i>Broadening and deepening the understanding of Indigenous issues in general:</i></u> A Faculty book club focused on indigenous literature was established by the Faculty's Committee on Curriculum Teaching and Learning in 2021.</li> <li>b) <u><i>Deliberate gradual infusion of Indigenous content into courses across a cyclical curricular review period.</i></u> The faculty is implementing a review cycle for all courses in the Undergraduate program. Each year, across a four-year period, approximately 25% of courses will be reviewed. As part of the implementation of this review, Course Directors and the Faculty's Committee on Curriculum Teaching and Learning will include consideration of how to include indigenous perspectives in courses. The first review cycle will begin in 2021/22 and will be completed by 2026/27. The review cycle will then begin again.</li> <li>c) <u><i>Increasing the Indigenous faculty complement.</i></u> Three Indigenous faculty members were hired in the Spring of 2021—two tenure stream and one seconded. The tenure stream faculty members will have responsibilities in graduate and undergraduate education, while the seconded faculty member will be focused on pre-service teacher education program. These hirings will</li> </ul>

					bring the number of Indigenous faculty members to five—three tenure-stream and two seconded.
4.	Develop more online and blended courses to better respond to the diverse populations of students.	Continue to explore and support pedagogical innovation through both blended and fully online courses with an emphasis on fully online innovation. Develop evaluation to determine the extent to which formats improve student access.	Associate Dean, Academic	Report on the increase in numbers of blended or online courses that have been developed and the impact these courses have had on accessibility in the Follow-up Report due May 2021.	<p>a) This recommendation has largely been eclipsed by events of the past 14 months. In March 2020, in response to public health directives, York University closed campus operations and all faculty were directed to find ways to complete their courses on-line. With the support of the Faculty’s Educational designer and developer, all courses, undergraduate and graduate, were successfully transitioned to an remote and/or on-line format and courses have remained remote or online since that time.</p> <p>b) Even though the closure of the campus in response to COVID has required all faculty to develop some basic competency in on-line teaching, going forward, the Faculty will need to decide on the appropriate balance between face-to-face and remote/on-line teaching within courses and across undergraduate and graduate programs. We anticipate having discussions on the future of remote and online learning in 2021/22 academic year where some principle for academic planning will result.</p>
5.	Conceptualize and distinguish between Year 1 and Year 2 of the practicum experience	Year 1 students to participate in a Culminating Practicum Experience in 2019-20. Practicum Facilitators will have smaller groups in 2019 and an exit practicum meeting.	Associate Dean, Academic; UPD; EE Coordinator	Report on outcomes as part of the Follow-up Report in May 2021. The report should include commitment and/or revisions to practices based on experience.	<p>a) Events relating to the pandemic have drawn diverted attention onto different aspects of this particular recommendation and these events revolve around the ability to secure enough practicum placements for students enrolled in the program. For degree completion purposes priority was given to securing Year 2 practicum placements in the 2020/21 academic year. Because practicum placements were scarce, the Year 1 practicum for 2020/2021 Year 1 students was deferred to what will be their second year of study (2021/2022) and</p>

		Facilitators to focus on specific expectations of Year 1 and Year 2.			<p>the time spent in practicum was replaced by non-practicum courses. This means that the 2020/2021 Year 1 students will be completing all of their practicum requirements in the 2021/2022 academic year which, in effect, eliminates the distinction between Year 1 and Year 2 practicum for this group of students and which will need attention from the faculty to ensure student success. moot. The Faculty of Education has spent and will be spending significant time on the implications of this change for the 2020/2021 Year 1 cohort.</p> <p>b) Despite the challenges described above, three actions have been taken to hone the focus of the practicum for Year 1 and Year 2 students. First of all, a working group is being established to make transparent the distinctions between Year 1 and Year 2 expectations and to assist students in demonstrating evidence of meeting exit requirements for each year. Secondly, the number of students assigned to each practicum course section has been reduced allowing for more focused attention within the practicum groups. Finally, for the 2020/21 academic year, a culminating practicum meeting was designed for Year 2 students to meet with their Practicum Facilitator present their practicum portfolios thereby fostering focused conversation of learning outcomes for the practicum.</p>
6.	Establish mentoring initiatives for graduate students that are faculty-driven and ensure a more even experience among	Peer-mentoring was begun in 2018-2019 and will continue. The Graduate Program will work in	Associate Dean, Academic; GPD	Follow-up Report to include details on the number of participants and activities	<p>a) The peer to peer mentorship program was suspended during the pandemic and will resume in Fall of 2021. The past year year was difficult for many students and the Graduate Program Director mentored a number of students.</p>

	students, with attention being given to indigenous teacher candidate given the programming initiatives that create a pathway to doctoral studies.	partnership with York Graduate Students in Education and Indigenous Education Centre in developing peer mentoring activities.		undertaken, due May 2021	<ul style="list-style-type: none"> <li>b) Some of the peer mentoring programs in the 2020/2021 academic year were replaced with initiatives led by faculty members such as professional and writing workshops.</li> <li>c) Graduate students led sessions on wellness.</li> <li>d) If the Graduate program establishes fields, field-based cohorts be used to support students learning and experience in our graduate program and will offer an additional mentoring route.</li> </ul>
7.	Establish formalized Faculty-level discussion forums to look at broader themes and substantive debates as they relate to programs, curriculum, scholarship, and workload/supervision, to foster deliberation, reinvigoration, and collective reflection and collaboration	Increase number and regularity of program focused retreats. Launch and evaluate collegial conversation series. Maintain other spaces for conversations.	Dean; Associate Dean, Academic; Associate Dean, Research; GPD; UPD	2019 and ongoing  Follow-up Report to describe plans and events held along with comments on how such conversations have been or will be responded to.	<ul style="list-style-type: none"> <li>a) A number of Zoom discussion forums occurred in the spring and summer period of 2020—some orchestrated through individual faculty members, the Graduate program and the Associate Dean Academic. Topics varied—ranging from course planning in the pandemic to physical plant issues.</li> <li>b) The UPD hosted Collegial Conversations for all faculty on Anti-Black Racism in the Faculty of Education and Online Teaching.</li> <li>c) Bi-monthly open meetings for UPD and secondees were established in 2020-21. A Secondee caucus created in May 2021 to commence September 2021.</li> <li>d) The Faculty's Committee on Curriculum Teaching and Learning established a book club focused on indigenous literature in 2021.</li> <li>e) The recently passed governance structure for the Faculty of Education has increased the frequency of meetings to one meeting per month from two per term.</li> <li>f) In the recently approved governance structure, the Graduate Program Assembly</li> </ul>

					<p>allow for four meetings per year for broad based discussion on graduate program issues. Depending upon the outcome of the upcoming Graduate Program retreat, additional opportunities for discussion may be brought forward.</p> <p>g) In addition, the Office of the Dean is planning to organize one or more faculty-wide retreats (i.e., not restricted to a specific program) on specific topics on as as needed basis in the upcoming academic year and going forward.</p>
8.	Increase alumni engagement to enhance, support, and extend the ways in which alumni can feel a lifelong affiliation and pride with the Faculty of Education.	Liaise with and support Education Alumni Network. Continue to seek new opportunities for alumni engagement.	Dean; Associate Dean, Academic; GPD	2019-2020 Report on activities in the Follow-up Report due May 2021.	<p>a) Because of many unpredictable items that came forward to affect the undergraduate program this past 14 months (the pandemic, a misunderstanding by the Ontario College of Teachers of the provisions for the concurrent degree which required adjustments to enrolment planning, the imposition of the Temporary Teaching Certificate by the Ministry of Education which required the development of protocols for implementation of the Temporary Teaching Certificate in the faculty, and continuing to support resources for the implementation of the Math Proficiency Test for teachers which is an additional qualification hurdle that must be met by graduates of 2020 and 2021 by August 31, 2021), attention was not devoted to the development of connections with alumni. However, the Dean's Office and the Associate Dean Academic will be developing plans to rebuild engagement in the upcoming academic year. There is recognition that the</p>

					<p>Faculty of Education offers events (e.g. the Faculty of Education Summer Institute) which are widely subscribed to by our alumni, however, we have never cast these events with an alumni lens and a review of this event as well as others in the faculty may offer a point of departure for future work. In the upcoming academic year, a concerted effort will be made to revision alumni relations for undergraduate and graduate students alike.</p> <p>b) The Graduate Program held its first workshop involving graduate student alumni and this event was well received. Additional events will be planned.</p>
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**2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.**

Initiative	Responsibility (example, Dean's Office, Program)	Timeline for Completion	Observations
Faculty of Education governance renewal	Graduate Executive  Ad hoc Governance Ctte	September 2020- June 2022	The Faculty Council of the Faculty of Education passed a draft of a new governance document which incorporates graduate committees into the Faculty Council. This new governance structure brings the graduate program into line with other units in the university and will allow for the academic mission of the Faculty to continue going forward.
Revitalization of the Advanced Credit Experience (ACE) initiative	Undergraduate Program Director  Associate Dean Academic  Dean	Ongoing	The Advanced Credit Experience program offers students in neighboring high schools the opportunity to enrol in an undergraduate course at York while still completing their high school program and involves mentoring and on-campus experiences that bridge secondary and post-secondary education. The program has waned a little in recent years and in the 2020/2021 academic year discussions were held with school boards to revitalize the program and potentially to extend it.
Milestone Exercise. A new progress report designed to encourage communication amongst supervisors and doctoral students was created.	Graduate Executive	September 2021	75 students responded with reports. These reports will be used to track student progress by supervisors and the graduate program. We hope to split students into cohorts to support their progress with the post-course work requirements of their

			work. Completion times remain an issue and we are making a concerted effort to address this.
Anti-Black racism initiatives	Graduate Executive  ABR Working Group  Faculty of Education Council	2020 to the present	The Faculty of Education instituted a working group on Anti-black Racism in the 2020/21 academic year which met periodically to make recommendations to Faculty Council. These recommendations covered a range of areas and will be the focus of development in the upcoming academic year. In addition, the ABR Working Group recommended that the Dean appoint a Special Advisor with responsibilities in this area and the Dean has done so. The new governance structure has established the Anti-Black Racism Committee as a standing committee and embedded in the mandates of all committees language that draws attention to the importance of the recognition of diversity, equity and inclusion in the work of the committees.

**3. Please comment on the alignment between the initiatives above and the University Academic Plan.**

“**Living well together**” is one of the key principles of the University Academic Plan and the renewal of the Faculty of Education governance structures offers one possible pathway for faculty members to engage in the academic work of the faculty with a “common purpose, and shared responsibility.” However, living well together is a principle that informs the Anti-Black racism work within the faculty as we work to foster a “sense of belonging...and shared responsibility to support and enrich each other’s work.” Of course living well together is not limited to Anti-Black racism but extends to other activities of the Faculty of Education including our Indigenous initiatives and general work on equity, diversity and inclusion.

“**From Access to Success**” is a principle of the UPA that focuses on “supporting students of all backgrounds to complete their studies successfully and to realize their full potential.” Some of the recommendations of the Anti-Black Racism Working Group address access specifically. In addition, the revitalization of the ACE program offers students in neighbouring high schools a pathway that should ease transition to post-secondary education. The ACE program allows some students to realize that post

secondary education is within their grasp, a realization that might not have cristalized without the ACE program. The Milestone Exercise in the Graduate Program with its focus on successful completion of graduate studies is an initiative that ensures that students complete the programs of study to which they were admitted. Because the ACE program would not exist without the partnership of local school boards, it also offers and example of the UAP principle of “**Working in Partnership.**”

A handwritten signature in blue ink, appearing to read "Sharon Dufry".

**Signature of the Dean(s)/Principal:**

**Date: May 28, 2021**