

17 August 2021

In light of the COVID-19 pandemic and the subsequent delays to the cyclical program review (CPR) process, programs are being asked to provide an update on the final assessment report and implementation plan of their previous CPR cycle.

<p>1. As identified in the Self-Study and the Review Team Report, data on the employment of graduates from the Bachelor of Education program is incomplete. It is recommended that the Faculty of Education work with the Office of Institutional Research and Planning (OIRP) to develop a tool/survey that will provide more granular information about what BEd graduates are doing 6 months and 2 years after</p> <p>o À]vP Yµ v[•›</p>	<p>Consult with the Director of the Office of Institutional Research and Planning (OIRP) regarding the development of a tool/survey that can be sent to recent graduates</p>	<p><i>Surveying our graduates has been put on hold. We would like to know how other faculties successfully track employment of their graduates.</i></p> <p><i>The Faculty is sensitive to the challenging job market for our graduates and their anxiety about it. We have decided to take a slow approach to surveying graduates while monitoring the job market situation. There is also the question of the definition of employment full-time, part-time, occasional teaching, etc. According to Regulation 274, education graduates must first be on a supply list for 10 months and have employment for 20 days before being considered for Long Term Occasional (LTO) positions in Ontario. Only from the LTO list can they be offered a full-time teaching position.</i></p>	<p>Completed. Student Services sends out a Qualtrics survey in November of each year to collect data on our recent graduates.</p>

<p>curriculum to the degree level expectations, learning outcomes and indicators of achievement.</p>			
<p>3. The need for a wide range of health and wellness services on West Campus and for teacher candidates while on practicum placements outside Kingston have been well articulated in both the Self-Study document and the Review Team Report. It is recommended that a Counselor from Health Counselling and Disability Services be assigned exclusively to the Faculty of Education. It is also recommended that a comprehensive plan to address the health, safety and wellness needs of all students registered in Education be created.</p>	<p>Consultation with the Director of Health Counselling and Disabilities</p>	<p><i>As of January 6, 2014 an HCDS personal counsellor for students has been located in the Faculty of Education. The counsellor, Sarah Horsford, has been fully engaged in advising undergraduate and graduate students in Education, offering a variety of workshops and events, and liaising with staff, faculty, and HCDS.</i></p> <p><i>While the Faculty has an Emergency Management Plan, we feel that the many new and ongoing initiatives we support to enhance a sense of community in the Faculty essentially constitute a plan to address the health, safety, and wellness of our students. Ongoing is Faculty support for the annual student-written and performed musical, the student choir, a number of student-led conferences and events, the Teachers Overseas Recruiting Fair, Options (a career fair), three Education student societies (ESS, CESA, and EGSS), lunch hour activities including sports, and a prayer room/quiet space. The Faculty hosts annual lectures this year</i></p>	

		<p><i>illness and Craig Kielburger speaking encourage and support new initiatives such as a student-led anxiety support group, Aboriginal educational and awareness events such as the Blanket Exercise and smudge ceremonies, wellness yoga sessions, and QueerHere, a queer awareness and information sharing group. We offer our students opportunities such as coaching, mental health, yoga, arts, code writing, and other professional development workshops. Our students annually participate in in-house community events endorsed/sponsored by the Faculty such as the recent 25th Annual Science Discovery Day, Science Rendezvous, the Frontenac, Lennox and Addington Science Fair, Poverty Challenge, Kingston Regional Heritage Fair, and Math Olympics.</i></p>	<p>Learn more about TCC visit their Facebook page or read some of their stories.</p> <p>position was established in May 2021. Dr. Alana Butler began her role as the inaugural EDI Coordinator for the Faculty of Education on May 1. This role brings guidance and leadership to our students, faculty, and staff as we work to create an inclusive and supportive working, learning, and research community, including:</p> <ul style="list-style-type: none"> x Provides leadership and guidance on EDI-related issues across the Faculty x Provides one-on-one advice and guidance to Faculty of Education students navigating EDI-related x Works with instructors on EDI infusion within courses, including developing resources and making referrals to other services and training at CTL, HREO, etc. <p>Both the Coordinator and the provide support to students, faculty, and staff. Individuals can contact Dr. Butler or EDI Committee co-chairs Dr. Claire Ahn or Becca Carnevale directly through email or the anonymous online form. The Committee is not equipped to respond to individual complaints regarding racism, assault, or specific incidents faced by individuals, but can make referrals to additional supports and</p> <p>In the 2020-21 academic year we launched Base Camp. is intended to strengthen our Education graduate students as individuals, as citizens, and as agents of change in a changing world.</p> <p>The Faculty Assistant: Student Wellness will work with the Director of Graduate Programs (in addition to the Associate Dean, Graduate Studies), to support student wellness through the Thriving Series. This work Mental Health Initiative. This position fits within the Graduate Studies-Base Camp vision, outlined below.</p> <p>The Graduate Student Mentoring Program provides incoming graduate students with support and guidance as they make their transition to the Faculty of Education and the surrounding community in Kingston. The & μ o š Ç ••]•š v š Á]o o %o]œ μ œ œ v š ingš tudentš •U ^u v š}œ•_ Á]š Z ^u v š •X_ dZ Ç Á]o o %o œ}À]%o %o}œ š μ v]š] • (}œ u v š}œ• v u communication, interpersonal, team building, and networking skills throughout the year. The Mentorship Coordinator will also facilitate workshops for mentors, providing opportunities for ongoing leadership development.</p> <p>dZ μ š}}v ^šμ v š•[D v š o , o šZ /v]š] š]À ~ ^D, /• }œ P v]ì • supporting the well-being of graduate students in the Faculty of Education. The Faculty Assistant will work to develop mental health literacy, and provide resources in the area of mental health to Bachelor of Education</p>
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students. They will support the planning and implementation of workshops, speaker series, and wellness events during the academic year, working with the community of students to encourage input and participation.

The Faculty Assistant: Academic Success will work with the Director of Graduate Programs (in addition to the Associate Dean, Graduate Studies), to build academic capacity through the Thriving Series. This work involves coordinating the Works in Progress Sessions (WIPS) and supporting the Up + Skills Sessions (USS). This position fits within the Graduate Studies-Base Camp vision, outlined below.

The Works in Progress Sessions (WIPS) offer peer support to graduate students working through ideas, papers, analyses, and other research. Once a month, a 1-hour session will be offered for all graduate students to attend as a collaborative and supportive community. Supervisors and faculty will also be invited to attend and participate in the WIPS sessions. Unlike presentations or conferences where individuals share final results, data, or arguments, WIPS is a space to work with, work through, and work together, concentrating on questions, rather than on solutions.

Up + Skills Sessions (USS) build on the tremendous amount of experience and expertise amongst the graduate student community. These sessions permit graduate students to learn from and to facilitate the learning of each other. Once a month, a 1-hour session will be scheduled with the aim of creating a collaborative teaching and learning space. In each session, a graduate student will engage their peers in learning a particular skill or knowledge set (scholarly, creative, or administrative). Supervisors and faculty will also be invited to attend and participate in the USS sessions. The format

Dean, Faculty of Education



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K. Kolowit
Associate Vice

2021/10/07

Date

October 14, 2021

Date