

and appropriate, should never preclude the ongoing and active participation of tenured and tenure-track faculty members in teaching.

The IARC recommends that the Unit continue the curriculum review to enhance intellectual content and engage the Faculty of Arts and Science in discussions on integration of the concurrent and consecutive teacher education programs.

2. RESEARCH AND SCHOLARSHIP: The IARC notes the Faculty's productivity in the area of research and scholarship as indicated by the growth in numbers and variety of publications and funded research proposals since the last review, and by the positive result of its OCGS appraisal. The IARC congratulates the Unit on its progress but challenges it to combine a productive level of research with an active participation of its tenured and tenure-track faculty members in

best practices to be involved in certain parts of the program as well. Given the Faculty's healthy finances, an immediate step we will take toward this goal will be to request permission from the Vice-Principal (Academic) to fill all of the forthcoming vacant tenure-track positions. One has been recently filled and one more will be advertised soon. Hiring practices will include careful consideration of candidates who will strengthen both the Bachelor of Education program and our research.

Recommendation 3

The Faculty is in the process of developing a new strategic plan. The Faculty is committed to strengthening the Bachelor of Education program through better coordination with the Faculty of Arts and Science, and to improving the alignment of our resources and objectives. The Faculty will continue to invest in the Research Endowment Fund (created in 2003 with third-stream, earned revenue) as well as in the Faculty's Research Seed Money fund and in the two current incentive grants supporting the integration of technology and reflection on teaching (again funded by earned revenue). The Faculty will continue to seek out and support international opportunities for research and program collaboration.

The Faculty will continue to integrate technology in teach dbi

Internal Academic Review Report

Faculty of Education Queen's University at Kingston March 2005

Executive Summary

Overall, the Faculty of Education should be commended for the vigour with which it pursues its academic mission. There are however several areas that the Faculty is encouraged to examine. The Internal Academic Review committee offers the following observations and recommendations:

Academic Programs

The Faculty should set priorities among its multiple teaching goals. Compared to other academic units at Queen's University, the Faculty of Education has an exceptionally large array of academic programs and options. This includes a heavy emphasis on Continuing Education, which is required by the Ministry of Education and has the additional benefit of generating cash for other high profile initiatives in the Faculty. Nonetheless, decisions about how many and exactly which academic programs to foster have implications for the allotment of core resources and by extension, for the ongoing quality of programs.

Teaching and Learning

The Faculty should strengthen the intellectual content of its undergraduate courses.

- The first year Foundations course should be re-evaluated with respect to content and depth of subject matter coverage.
- Practical and theoretical program goals should be better integrated.
- Coordination between the Education and Arts and Science components of the Concurrent Education program should be improved.

Scholarship and Research

The Faculty should set research priorities. Although there are presently three main research areas identified, the Unit Self Study also mentions another eight "major strategic areas of research" plus two "research and scholarly groups". A strong research unit would normally have a small number of research priorities that would inform faculty resource allocations (including hiring decisions), space allocations, graduate program enrolments, library acquisitions, and financial support (such as seed money and travel grants) for research related activities.

The Faculty should maintain the strategies it has implemented to create a "research friendly" environment. These initiatives are designed to increase the

profile of research in the Faculty, faculty time for research activities, and opportunities to win external research funding.

Service to the University, the Profession and the Community

The depth of involvement and the breadth

Introduction

Overview

The IAR committee considers each of the undergraduate, graduate, and Continuing

to provide in-service teacher education. The Faculty of Education offers approximately 80 courses annually, the majority in the Summer term. The courses are offered by

Equity

The IAR committee commends the Faculty of Education for its efforts with respect to equity. In response to the external consultants' comment that they did not explicitly discuss equity with members of the Faculty, the Dean of Education noted that a section of the Unit Self Study is devoted to the issue of equity and that the Faculty has undertaken various initiatives related to equity. The IAR committee is pleased to acknowledge the Faculty's reported increase in international undergraduate and graduate students in recent years. It also applauds the Faculty's policy for admitting approximately 10% of the Concurrent and Consecutive Education students on the basis of criteria that include basic academic requirements but also aim to enhance diversity of the student body. Finally, the committee recognizes the Faculty's commitment to the ATEP and ATAPTIE programs oriented to aboriginal and international teacher candidates, respectively.

Teaching and Learning

The Faculty of Education finds itself in a unique position: as professional teachers of teaching, the course expectations of their students are sure to be high, perhaps even unrealistically so. As noted above, student satisfaction with courses, as measured by exit polls and course evaluations, is indeed generally high. Moreover, student satisfaction is consistent with the Faculty's curricular goals. For example, the Faculty's Calendar lists "...themes embedded in the program: inclusivity and social justice; collaboration and leadership; the use of technology in teaching and learning." In the Exit Poll questions related to inclusivity and social justice, Education students do well compared to Queen's as a whole. The IAR committee applauds the commitment of the Faculty of Education to monitoring teaching quality, addressing problems, and aligning its instruction with its particular goals. The atmosphere for continuing to enhance courses and programs in Education seems optimal.

Opportunities and Challenges

The IAR committee did wish to draw attention to two specific areas of concern. Education students' satisfaction with computing and laboratory facilities is lower than for Queen's students overall. The IAR committee encourages the Faculty to continue with its initiatives in this regard, such as purchasing notebook computers for classroom use and establishing an "e-Learning Hub" for faculty members. These seem to be serious and well-focused efforts to align instruction and teacher development with the technology

inculcating good critical insight and a perceived need for continuing professional and

highly relevant and topical research areas when put side by si

encourages supervisors to continue to engage graduate students as co-authors on papers and presentations and as research assistants, and to actively provide for their graduate students in grant applications. The IAR committee views the decision of the Faculty to admit only strong graduate student applicants as being entirely consistent with the goal of fostering research strength even though it may sometimes result in enrolment shortfalls.

The present IAR committee remains concerned that full time faculty still appear stressed by the competing demands to provide large amounts of support to the teaching and service function of the Faculty while simultaneously maintaining the high standards expected for research. Again we note that the external consultants raise doubt as to whether the Faculty has sufficient resources to pursue all its initiatives, echoing the concern expressed in the first IAR in 1997 that the Faculty of Education may be trying to accomplish too many goals. It might be helpful to have the Faculty reflect how the most productive researchers balance research relative to other responsibilities and how they are they resourced, rewarded and sustained in their research programs.

Service to the University, the Profession and the Community

The Faculty of Education exhibits a strong commitment to service activities. An impressive 34 out of 41 core faculty members are involved in some type of service activity. Many participate in consultancies or partnerships with a wide range of associations: provincial bodies, including the Ontario Ministry of Education; local schools and school boards; Canadian and international professional organizations; and Queen's University committees and interest groups. Again, of the 41 core faculty members, 21 have indicated that they have provided expert reviews, for example, for research papers, grant proposals, scholarship applications, and academic programs or colleagues at other universities.

The IAR committee appreciates that the Faculty's Continuing Education program is central to its mission and contributes significantly to its

Future Directions

Overall, the Faculty of Education should be commended for the vigour with which it pursues its academic mission. It has strong faculty members who are dedicated teachers, committed to the provision of a wide variety of courses and programs highly regarded by the various student constituencies. Furthermore, faculty members are heavily invested in service activities that benefit their students and serve the university at large, the teaching profession, and the scholarly community. Since their last IAR review, the Faculty of Education can be credited with a dramatic increase in research and scholarship.

The Faculty of Education is at an exciting crossroad: Having shown its ability to pursue multiple initiatives and to excel in multiple domains, the Faculty has the opportunity to set priorities that will further facilitate excellence in teaching, research and service. The IAR committee shares the apprehension of the external consultants that the Faculty of Education does not have the resources to pursue all of its present initiatives. We recommend strongly that the Faculty should set priorities. Faculty members are under heavy pressure to maintain a vibrant research program; to do a lot of teaching and to do it very well; and to contribute substantially to the university and the community. It appears that the time for this discussion is right, given the strong leadership in the Faculty, the sense of collegiality among members of the Faculty, and the present financial health.

The IAR committee recommends that the Faculty of Education should:

examine its multiple teaching goals. Some initiatives may need to take precedence over others at this point in time. The Faculty is especially encouraged to examine its degree of investment in outreach teaching in light of its academic mission.

examine strategies for increasing the degree of integration between practical and theoretical program goals; for improving coordination between the Faculty of Education and the Faculty of Arts and Science components of the Concurrent Education program; and for enhancing the intellectual rigour of the first year Foundations course.

examine research activities and research. The Faculty is encouraged to develop research priorities that will guide resource allotment. As well, the Faculty should consider mechanisms for continued interaction among diverse research activities.

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