

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
REPORT ON: EDUCATION
JOINT PhD PROGRAM
January 2013

EXECUTIVE SUMMARY**Review Preparation**

In preparing this document, the Program Development Committee reviewed the following: the Joint PhD in Educational Studies Self-Study (SS) submitted by Brock University, Lakehead University, and the University of Windsor (January 2012), the report of the external reviewers (ER) (May 2012), the response from the Joint PhD Program Committee and the individual responses from the Deans of the Faculties of Education at Brock University, Lakehead University, and the University of Windsor, to the above material.

Joint PhD Program

The Joint PhD in Educational Studies is a unique, innovative program that takes advantage of faculty and other resources at three Ontario universities, providing students with a breadth of learning opportunities, academic options, and of faculty expertise that would not have been available had any of the participating institutions opted to launch a PhD program on their own. Three of the original four participating institutions continue full involvement in the Joint PhD in Education Studies.

The program is available for full or part-time study. Students may select one of three fields of specialization: Cognition and Learning, Educational Leadership and Policy Studies, and Social/Cultural/Political Context of Education. The program relies heavily on technology and flexible delivery formats for course delivery. This enables the program to extend its reach and attractiveness far beyond the local markets of Windsor, Niagara and Thunder Bay.

Enrolments**University of Windsor**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Joint PhD Full-Time	14	13	13	13	18
Joint PhD Part-Time	9	13	11	10	11

Brock University

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Joint PhD Full-Time	10	14	20	18	24
Joint PhD Part-Time	22	16	21	28	24

Lakehead University

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Joint PhD Full-Time	27	30	33	33	32

Other Enrolments at the University of Windsor

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Undergraduate Full-Time	784.2	640.9	689.9	582.9	499
Undergraduate Part-Time	62.4	27.1	25.4	40.9	47
MEd Full-Time	25	31	64	100	104
MEd Part-Time	41	37	44	35	19

Other Enrolments at Brock University

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Undergraduate Full-Time			843	894	949
Undergraduate Part-Time			907	789	789
MEd Full-Time	74	126	123	141	146
MEd Part-Time	357	333	300	215	195

Other Enrolments at Lakehead University

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Undergraduate Full-Time	732	924	937	918	792
Undergraduate Part-Time	297	434	545	540	568
MEd Full-Time (total grad - PhD)	86	81	63	102	118
MEd Part-Time	6	5	3	2	0

Human Resources

Faculty/Instructors – University of Windsor

Tenure/tenure-track faculty (including Dean)	26.3 (2012/13)
AAS as Learning Specialist	2
Faculty/instructors involved in the PhD program (including one adjunct associate professor)	26 (SS, pp. 68-69)

Faculty/Instructors – Brock University (SS, pp.61-64)

Tenure/tenure-track faculty (including Dean)	57 (2011/12)
Faculty/instructors involved in the PhD program	42

Faculty/Instructors – Lakehead University (SS, pp.65-67)

Tenure/tenure-track faculty (including Dean)	31 (2011/12)
Faculty/instructor involved in the PhD program	33

Full/Part-time Staff

The administrative support for the Joint PhD in Educational Studies is provided through the program Secretariat, which is jointly funded by all three participating institutions. The Secretariat, which includes a program Director and an administrative assistant, is housed at the Director's home university. The position of Director cycles through the three institutions on a 5-year rotation basis. A Program Committee, comprising of members of all three institutions provides additional academic oversight, guidance, and academic administrative support.

FINAL ASSESSMENT REPORT (with Implementation Plan)

Significant Strengths of the Programs

The primary strength of the program is in its "jointness". Not only does this provide faculty from the different institutions with greater opportunities for research collaboration and partnerships, but it also provides students with similar benefits by allowing them to tap Education faculty expertise from across Ontario and build their networking. (SS, pp. 11-12) Over the years, the three institutions (and Education faculty within them) have developed a close working relationship built on cooperation and dedication to the success of the program and its

students. The program administration structure (program secretariat and program committee), which brings together three institutions with distinct cultures and policies, ensures a shared, collaborative approach to decision-making and problem-solving, which is critical to the success of the joint operation.

Opportunities for Program Improvement/Enhancements

The joint offering creates opportunities for colleagues from across the three different institutions to build stronger ties and collaborations. Continuing efforts to build new or enhance current teaching and learning partnerships and research collaborations are key to ensuring the success of the program, providing an exceptional educational experience for students, and remaining at the forefront of new developments in educational studies.

Areas for improvement identified by the institutions included: improving student engagement and time for completion of part-time students (at Brock); increasing faculty complement in the area of Cognition and Learning and increasing recruitment efforts (Lakehead); and ensuring appropriate level of funding for doctoral candidates and mitigating space shortages (at UWindsor). Overall, the program would benefit from greater knowledge of the student experience, including tracking progress, obtaining feedback from current and former students, etc. (SS, pp. 199-201)

IMPLEMENTATION PLAN

Recommendations (in priority order)

1. That the Joint PhD Program Committee embark upon a review of its curriculum, including developing clearer program and course-specific learning outcomes to provide additional guidance for those developing syllabi and for students. As part of this curriculum review and learning outcomes exercise, that the Program Committee bring together faculty from each field of study to collaborate in developing clearer course learning outcomes, and in updating course design and course content, to:
 - (a) clearly distinguish between aspects of the program intended to promote breadth of knowledge, depth of knowledge, research competence, and sense of cohort and to make these distinctions clear in the program overview and each syllabus.
 - (b) identify additional metrics or measures for assessing the achievement of program and course learning outcomes related to depth, breadth, and research skills.
 - (c) ensure vertical and lateral integration of the curriculum by making sure that concepts and theories from all three fields of study are present equally in both Doctoral Seminars (reflected in content and in instructors), as well as other aspects of the program as appropriate. (e.g., this may be done by developing a set of teaching and learning resources for each of the courses that touch on all three fields, so that all three fields of study are given appropriate focus regardless of the expertise of the instructor.)
 - (d) clarify the purpose and requirements of the portfolio, and the methods of assessment and criteria for evaluating the portfolio; *and that these be communicated explicitly to instructors and all students through a web-based handbook.*

(ER, 2.1.1, 2.1.2, 2.1.3, 2.3.5, 2.3.7, 2.3.8)

Agents: Joint PhD Program Committee, Deans of the Faculties of Education

Completion by: Fall 2016

2. As part of the curriculum review, that consideration be given to providing two required half-courses in the Field of Study courses rather than one half course, perhaps by adjusting the weight given to the Comprehensive Portfolio from 1.5 to 1.0. (ER, 2.3.6)

Agents: Joint PhD Program Committee, Deans of the Faculties of Education

Completion by: Fall 2016

3. That the Joint PhD Program Committee and the Deans of Education review existing regulations related to full- and part-time study within the Joint PhD program with a view to establishing clearer and, where possible, more consistent policies across the three institutions that can and will be consistently enforced. Among others, the Program Committee is asked to review and address residency requirements and their place in a part-time online cohort program, and the feasibility of establishing a consistent and common application process requiring the identification of a potential supervisor prior to final admission for all prospective Joint PhD students at all three institutions. (ER, 2.2.1, 2.8.1)

Agents: Joint PhD Program Committee, Deans of the Faculties of Education

Completion by: Fall 2014

4. That the Program Committee develop a plan for the recruitment and retention of international students in the Joint PhD Program, which clearly articulates its position in the recruitment, admission, and support of international students and provides key actions for implementation. (ER, 2.2.2)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Fall 2014
5. That the Program Committee develop a plan a) for providing regular professional development opportunities to faculty related to online teaching and to increasing the use of synchronous communication in the teaching of courses, and b) for ensuring ongoing support for faculty while teaching the online course. (ER, 2.3.1, 2.3.2, 2.3.4)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Fall 2014
6. That team instruction be maintained for the core seminars to ensure one of the unique strengths of the program. (ER, 2.4.1)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Ongoing
7. That the Program Committee, in consultation with the Deans, examine the distribution of advising/supervisor loads; and that it develop a plan for inducting and mentoring new advisors into the program. (ER, 2.4.3)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Fall 2016
8. That the Program Committee continue monitoring the availability of expertise within each institution to ensure that students, across all three institutions, can identify their supervisors in relation to their chosen field of study, establish their dissertation committees and move through the program in a timely way. (Requiring that a supervisor be identified prior to final admission would partly address this recommendation. See recommendation 3) (ER, 2.7.1)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Ongoing
9. That the Program Committee investigate ways to harmonizing the grading for the Joint Ph.D. program that may include the mapping out of the different institutional grading scales on a grid. (ER, 2.4.4)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Fall 2014
10. That the Program Committee, working with the Deans, continue to explore ways to enhance and provide sustainable funding for both full and part-time students to ensure timely completion. (ER, 2.7.2)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education
Completion by: Ongoing
11. That efforts to enhance the sense of community among faculty members at all three universities be a prime focus over the next few years. To this end, that the Program Secretariat promote and seek funding opportunities for collaboration in teaching, supervising, and research across institutions. (ER, 2.8.2, 2.3.3)
Agents: Joint PhD Program Committee, Deans of the Faculties of Education, Program Secretariat
Completion by: Ongoing