



MEMORANDUM

Date: October 5, 2016
To: Ms. Barbara Eccles, Secretary of Senate
From: Dr. Wayne Melville, Chair, Senate Academic Committee
Subject: Senate Academic Committee Report

The Senate Academic Committee (SAC) met on September 27, 2016.

1. SAC Quality Assurance Sub-Committee

- 1.1 Kazi Amin, undergrad student representative was elected to the Quality Assurance Sub-Committee.
- 1.2 SAC QA reviewed the Final Assessment Report (FAR) and Implementation Plan (IP) for the Cyclical Program Review of the Masters of Arts in Economics and reported to SAC. SAC passed a motion to accept the Final Assessment Report and Implementation Plan of the Cyclical Review of the Masters of Arts in Economics and forward the Executive Summary to Senate as an item of information.
- 1.3 SAC QA reviewed the Final Assessment Report (FAR) and Implementation Plan (IP) for the Cyclical Program Review of the Undergraduate programs in Indigenous Learning and reported to SAC. SAC passed a motion to accept the Final Assessment Report and Implementation Plan of the Cyclical Review of the Undergraduate programs in Indigenous Learning and forward the Executive Summary to Senate as an item of information.
- 1.4 SAC QA reviewed the Final Assessment Report (FAR) and Implementation Plan (IP) for the Cyclical Program Review of Interdisciplinary Studies and reported to SAC. SAC passed a motion to accept the Final Assessment Report and Implementation Plan of the Cyclical Review of Interdisciplinary Studies and forward the Executive Summary to Senate as an item of information.

2. SAC/O-AGC Joint Sub-Committee

Dean Angelique EagleWoman was elected to the SAC-O/AGC Sub-committee.

3. SAC-Regulations

Dr. Joey Farrell was elected to the SAC Regulations Sub-committee.

4. Writing Initiatives

Dr.'s Rupert Klein, Meredith Lovell, Tanya Kaefer and Daniel Dylan were elected to the Writing Initiatives Sub-committee.

Respectfully submitted,

Dr. Wayne Melville
Chair, Senate Academic Committee

Attachments



QUALITY ASSURANCE CYCLICAL GRADUATE PROGRAM REVIEW

MASTER OF ARTS IN ECONOMICS

September 2016

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP), the Department of Economics submitted a self-study (September 2015). Volume 1 presented the program descriptions and outcomes, an analytical assessment of the program and program metrics including results from a student survey along with institutional information and statistical data. Volumes 2 and 3, respectively, provided a collection of the program course outlines and the CV's for each full-time member in the Department.

Two external reviewers and one internal reviewer, selected by the Senate Academic Quality Assurance Sub-committee (SAC-QA) from a set of proposed reviewers, examined the materials and completed a day and a half site visit on October 6 and 7, 2015. The site visit included meetings with the Provost and Vice-President (Academic), Deputy Provost, Vice-President (Research and Innovation), Dean of the Faculty of Science and Environmental Studies, Dean and Manager of the Faculty of Graduate Studies, Coordinator of the MA Economics program, full-time faculty members, and University Librarian. The Review Team toured Lakehead's Thunder Bay campus and met with current graduate students in the program.

In their report (November 2015), the Review Team provided feedback that describes how the MA Economics program meets the Quality Assurance Framework evaluation criteria and is consistent with the University's mission and academic priorities. The admission standards, curriculum structure and delivery, and teaching and assessment methods are appropriate, reflect the current state of the discipline, and are effective in preparing graduates to meet defined program outcomes and the University's graduate Degree Level Expectations.

"In comparison with other MA Economics programs in Canada, the program establishes a high standard for its students. With the required mathematical economics course, along with the remaining "core" courses, we anticipate that strong students that wish to further pursue doctoral studies will be well prepared. Furthermore, the breadth of the course (8 required courses) and the requirement

that students write a major research paper should prepare students well for careers as professional economists in research/policy capacity. The small class size gives students the opportunity for significant faculty contact.”

In addition, the Review Team provided recommendations with supporting rationale for future consideration.

The Chair of the Department in consultation with the Graduate Coordinator of the Program and the Dean of Science and Environmental Studies submitted a response to the Reviewer’s Report. Clarifications and corrections were presented followed by a response to each of the recommendations made by the Review Team.

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the program, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations made by the Review Team for implementation.

The FAR includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the FAR; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Programs covered by this cyclical review:

- *Masters of Arts in Economics (Thesis and non-Thesis)*



QUALITY ASSURANCE CYCLICAL UNDERGRADUATE PROGRAM REVIEW

DEPARTMENT OF INDIGENOUS LEARNING

September 2016

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP), the Department of Indigenous Learning submitted a self-study (February 2014). Volume 1 presented the program descriptions and outcomes, an analytical assessment of their programs and program metrics including results from a student survey along with institutional information and statistical data. Volumes 2 and 3, respectively, provided a collection of the program course outlines and the CV's for each full-time member in the Department.

Two external reviewers and one internal reviewer, selected by the Senate Academic Quality Assurance Sub-committee (SAC-QA) from a set of proposed reviewers, examined the materials and completed a day and a half site visit on March 10-11, 2014. The site visit included meetings with the Provost and Vice-President (Academic), Deputy Provost, Dean of the Faculty, Program Chair, tenured faculty, support staff, University Librarians (Collections and Reference), the Coordinator of Aboriginal Cultural and Support Services, several alumni and current undergraduate students. The team also met with community partners.

In their report (April 2014), the Review Team provided feedback that describes how the undergraduate Indigenous Learning programs meet the Quality Assurance Framework evaluation criteria and are consistent with the University's mission and academic priorities. The admission standards, curriculum structure and delivery, and teaching and assessment methods are appropriate, reflect the discipline, and are effective in preparing graduates to meet defined program outcomes and the University's undergraduate Degree Level Expectations.

The Review Team stated that the Department of Indigenous Learning (DIL)

“is a small dynamic department with stellar faculty known for their outstanding scholarship and contributions to Aboriginal and Indigenous learning. The faculty is working with a group of highly enthusiastic undergraduate students even in the face of very limited resources at their disposal. Clearly, the DIL has tremendous potential for growth and for creative and innovative scholarship that can strengthen the academic mission of the university. The Department of Indigenous Learning affords a unique opportunity situated in northern Ontario to provide an alternative

epistemological framework or world view that predates contact and from time immemorial as an Indigenous worldview. Thus, the DIL is a unique program in providing an alternative worldview to its students that stands apart from other programs that may be centrally focused on transmission of western approaches to knowledge.”

The Review Team noted several strengths of the program(s) while expressing concern about the resources available to the Department and their deployment with respect to developing new undergraduate and graduate programming. The Review Team provided a number of recommendations with supporting rationale.

The Chair(s) of the Department (past and current), in consultation with the Dean of Social Sciences and Humanities, submitted a response to the Reviewer’s Report (July 2016). Clarifications and corrections were presented followed by a response to each of the recommendations made by the Review Team.

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the programs, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The FAR includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the FAR; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Programs covered by this cyclical review:

- *Honours Bachelor of Arts (Indigenous Learning)*
- *Bachelor of Arts (Indigenous Learning)*
- *Minor in Indigenous Learning*
- *Certificate in Indigenous Learning*



QUALITY ASSURANCE CYCLICAL UNDERGRADUATE PROGRAM REVIEW
DEPARTMENT OF INTERDISCIPLINARY STUDIES

September 2016

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP), the Department of Interdisciplinary Studies (IS) submitted a self-study (January 2012). Volume 1 presented the program descriptions and outcomes, an analytical assessment of their programs and program metrics including results from a student survey along with institutional information and statistical data. Volumes 2 and 3, respectively, provided a collection of the program course outlines and the CV's for each full-time member in the Department.

Two external reviewers and one internal reviewer, selected by the Senate Academic Quality Assurance Sub-committee (SAC-QA) from a set of proposed reviewers, examined the materials and completed a day and a half site visit on November 15 and 16, 2012, at Lakehead's Orillia campus. The site visit included meetings with the Provost and Vice-President (Academic), Deputy Provost, Vice-Provost and Dean of Orillia campus, Chair of Interdisciplinary Studies, University Librarian, full- and part-time faculty members and the administrative assistant. The Review Team toured facilities, including classrooms, offices, laboratories and student space, and met with current students and recent alumni.

In their report (January 2013), the Review Team provided feedback that describes how the undergraduate Interdisciplinary Studies programs meet the Quality Assurance Framework evaluation criteria and are consistent with the University's mission and academic priorities. The admission standards, curriculum structure and delivery, and teaching and assessment methods are appropriate, reflect the discipline, and are effective in preparing graduates to meet defined program outcomes and the University's undergraduate Degree Level Expectations.

The Review Team provided recommendations with supporting rationale for future consideration.

Following receipt of the IS Reviewer's Report, the Department considered the recommendations and their implications, and engaged in discussion on other aspects of the Reviewers' Report in the context of the Provost's Task Force on the Academic Structure and Program Development on the Orillia Campus (struck in

January 2013). The Department determined that it was necessary to delay formulating a final plan for moving forward to address the program recommendations until it was clear how the outcomes of the PTF would inform next steps for the department, its programs, and the University. In turn, the recommendations made by the reviewers of the BASc/HBASc programs were used to inform the work of the PTF particularly with respect to those details closely related to the delivery of the IS programs.

The Chairs of the program (in February 2014 and again in July 2016), in consultation with the Dean of Social Sciences and Humanities, submitted a response to the Reviewers' Report. Clarifications and corrections were presented followed by a response to each of the recommendations made by the Review Team.

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the programs, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The FAR includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the FAR; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

Programs covered by this cyclical review:

- *Bachelor of Arts and Sciences*
- *Honours Bachelor of Arts and Sciences*