



Executive Summary and Implementation Plan

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 Implementation Plan 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

Implementation Plan (Part A): Departmental Responsibilities - Department of Indigenous Learning

Recommendation	Proposed Follow-up	Responsibility*	Timeline
<p>Complete a Departmental Academic Plan</p>	<p>To address the wide range of reviewer recommendations and to consider developments in various areas of the University, the Department will complete a Departmental Academic Plan, within the context of the University Mission, Strategic and Academic Plans, that addresses the following:</p> <ul style="list-style-type: none"> a. Plans for development/participation in graduate programming, b. Additional participation in the University's ICR, c. Successional planning, d. The unit's participation in Strategic Enrolment Planning related to both domestic and international students, e. Online course delivery options, and f. Resource planning – short and long term 	<p>Chair and members of the Department, Dean of the Faculty</p>	<p>Sept 2017</p>

Implementation Plan (Part B): Decanal & Administration Responsibilities

Recommendation	Proposed Follow-up	Responsibility*	Timeline
Consider resource issues as identified in the Departmental Academic Plan	Submit proposal(s) as part of annual budgeting process	Dean and Chair	Annual

*The Dean of the Faculty, in consultation with the Department Chair shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Reports and filed in the Office of the Provost and Vice-President (Academic).