



Quality Assurance Cyclical Undergraduate Program Review – Executive Summary and Implementation Plan

Faculty of Education

March 2025

Programs Reviewed

Educational Studies or

Education for Change with Specializations in

Environmental and Sustainability Education

Indigenous Education

Social Justice Education

Executive Summary

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), the Faculty of Education submitted a self-study (January 2020). Volume I presented the undergraduate program descriptions and outcomes, an analytical assessment of the programs, and program information along with institutional information and statistical data. Volume II provided course syllabi. Volume III provided the CVs for 27 core faculty and 13 adjuncts contributing to the delivery of the programs.

The Review Team for this cyclical program review included two external reviewers and one internal reviewer selected by the Senate Academic Quality Assurance Sub-Committee (SAC-QA) from a set of proposed reviewers. The reviewers examined materials and completed a two-day site visit on March 3-4, 2020. The site visit included meetings with the Provost and Vice-President (Academic); Deputy Provost and Vice-Provost (Teaching and Learning); Dean of the Faculty of Education; Dean of the Faculty of Graduate Studies; Associate Vice-President (Research and Graduate Studies); Chair of Graduate Studies and Research (Education); Orillia MEd Coordinator; full-time, tenure-track faculty members; a selection of contract lecturers; a group of graduate students; University Librarian; Education Liaison Librarian; Administrative Assistant for Graduate Studies and Research; and a group of alumni. The Review Team toured the

Bora Laskin Building and the Thunder Bay campus. One of the Review Team visited the Orillia campus separately.

In their report (May 2020), the Review Team provided feedback that describes how the programs delivered by the Faculty of Education meet the Quality Assurance Framework evaluation criteria and align with the University mission, strategic plan and academic plan. The Review Team noted that the programs are of high quality and offer students a regionally connected and learner-centred experience supported by the full-time faculty members and many highly qualified adjuncts and contract lecturers.

At the graduate level, students must meet the standard University admission policies which are appropriate for the Program Learning Outcomes. Curriculum structure and delivery, and teaching and assessment methods are appropriate, are aligned with comparable programs across Canada at the graduate level, 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.

The Review Team noted several strengths of the Faculty of Education's Masters programs and summarized them as follows:

- a) The ample amount of Graduate Assistantships offered to the students was an excellent initiative that created a sense of community, connection, and mentorship for students. It continues to be a useful goal for expended funds. All those we interviewed (Students, professors and alumni) requested that this success story should be protected "at all costs".
- b) The Past chair is given a 0.5 Full Course Equivalent course release to mentor the incoming chair. This makes great sense for continuity – and will pay back this expenditure in dividends.
- c) The creation of the MEd Program Coordinator position on the Orillia campus was an absolute necessity to deal with the physical isolation between the two campuses.
- d) With the decision to increase the program's focus on Indigenous studies, there has been a rise in offerings, professors and research. This has shown a continued sharpening of focus in this very relevant field in Canada today.
- e) Most alumni agreed that the instructors in the faculty were very committed and energetic. This was helped by small classes (capped at 20) and flexibility of the program.
- f) The Faculty of Education has genuinely tried to create and maintain a "community of scholars" through ongoing workshops and an annual Graduate Student Conference.

This has been done even in the face of increased distancing through the expanding online format. Of great importance are tech savvy people at both campuses.

g) We were all impressed by the presence of the library in Bora Laskin. Conveniently located in the Education building, we saw it as an indispensable asset for student learning.”

Responses to the Review Team were received from the Dean of the Faculty of Education (November 2020).

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 that have been selected for implementation.

Implementation Plan

The Implementation Plan included below identifies the academic unit's plans to action the recommendations, those responsible for ensuring their implementation and the timelines.

Implementation Plan (Part A): Program Responsibilities

Implementation of the Recommendations	Proposed Follow-up	Responsibility*	Timeline
<p>Undertake a comprehensive program review including:</p> <ul style="list-style-type: none"> • Courses and course offerings • Consideration of foundational modules/courses specific to International student <p>(Recommendations 1 and 3)</p>	<p>Prepare a report that identifies actions for consideration and approval by the Faculty. Proceed with appropriate Senate processes should changes to the Calendar be required.</p>	<p>Chair of Graduate Studies and Research, members of the Faculty Graduate council</p>	<p>Fall 2021</p>
<p>Undertake a review of programming with respect to the needs of Indigenous students in northern Ontario (Recommendation 2)</p>	<p>Prepare a report that identifies actions for consideration and endorsement by the Faculty. Proceed with appropriate Senate or other institutional processes should changes to the Calendar be required.</p>	<p>Chair of Graduate Studies and Research, members of the Faculty Graduate council, members of the Faculty Indigenous Education standing committee, Chair Aboriginal Education, Vice-Provost Aboriginal Affairs</p>	<p>January 2022</p>
<p>Develop a plan to address resourcing (personnel and facilities) at the Orillia campus (Recommendation 5)</p>	<p>Prepare a comprehensive report that identifies actions for consideration and endorsement by the Faculty. Bring forward through appropriate processes for necessary approvals.</p>	<p>Faculty Council</p>	<p>January 2022</p>

Implementation Plan (Part B): Decanal & Administration Responsibilities

Implementation of the Recommendations	Proposed Follow-up	Responsibility*	Timeline
Meet regularly with Program Chair to monitor progress on the Implementation Plan**	Report to the Provost and Vice-President (Academic) as part of the Annual Review process	Dean of Education	Annually
Consider additional opportunities to support the Chair of Graduate Studies and Research (Recommendation 4)	Prepare a report with recommendations for submission to the Provost, as appropriate. [Note - review and approval by the Provost does not constitute any form of financial support]	Dean of Education	Fall 2021

*indicates individual or office with responsibility

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