

**Report to the Senate Academic Committee on the Implementation of the  
2006 – 2010 Academic Plan (Undergraduate)  
Updated June 17, 2010**

The report that follows has been developed in response to the Senate Academic Committee Terms of Reference and Action Plan for the 2008/2009 academic year.

Terms of Reference - Term #1

- *To develop and monitor strategic academic planning including assuring that program changes are reviewed at the appropriate committee level in the context of Lakehead University's Strategic Planning.*

Action Plan - Item #1

- *To monitor the progress made by each of the Senate Committees towards the achievement of actions stated in the 2006 Academic Plan. Following this review, the Senate Academic Committee will prepare an annual report outlining the processes completed, related on-going activity, and an analysis of the outcomes. Recommendations for future academic planning (process and content) will be developed.*

The purpose of this report is to summarize the implementation status of the 2006 Academic Plan as it relates to undergraduate programming. The report is organized by the action items referenced in the plan, and provides a chronology of how the Academic Plan has been implemented.

Members of the Senate Academic Committee were encouraged to forward any supplemental comments or edits that are related to the actions identified in the 2006 Academic Plan. The edits that were received have been incorporated into this document.

Respectfully Submitted,

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## **UNDERGRADUATE PROGRAMS (p.10 -15)**

### 1.B.1.a (1) / 1.B.2.a - 3-year degree programs

A special meeting was held in Senate Budget Committee (SBC) February 2007 to consider issues arising from the Academic Plan. The Committee discussed the budgetary implications of three-year academic programs. It was stated that these programs secure the least amount of financial support from the provincial government. However, they are popular at many universities and their elimination at Lakehead University might reduce our appeal for potential students. It was decided that the committee should gather enrolment data and associated costs for each program. Data collection was not initiated by SBC.

Since 2007, there have been a number of discussions at the table of Senate Undergraduate Studies Committee. Feedback provided by Office of Admissions suggested that the Ontario Universities appear to be holding on to three-year degrees, each waiting supposedly for another University to make the first move towards elimination. Within Lakehead University, the Department of Chemistry is the only department to have eliminated a three-year degree (BSc Chem). There have, however, been significant efforts by the University to encourage students to move into 4 year and Honours programs. SUSC supports this approach until such time as the Ontario University program landscape has changed. (Note - there are statistical data available in the Office of Institutional Analysis and Government Relations to support that there has been a decline in the percentage of three-year degrees awarded at Lakehead University)

### 1.B.2.a - 4-year degree programs

In March, 2009 Senate (based on recommendation by SUSC and SBC) approved the new Faculty of Business Administration HBComm Administrative Studies to be offered at Orillia as a 20.5 FCE credit program. The Faculty of Business presented adequate rationale for the exception. All other new four-year programs (both on the Thunder Bay and on the Orillia campus) consist of 20FCE.

### 1.B.2.a (3) Academic Majors

The plan states that a minimum of five specified full course equivalents will be required for a major. Specialist programs involving an equal concentration in two related areas (double or joint majors) will require at least 5 full course equivalents in each discipline. Discussion related to the number of full course equivalents required for a major or double major, was part of two Lakehead University curricular initiatives.

The Dean of Social Science and Humanities provided a brief synopsis of a Modular Degree proposal at the June 2008 SUSC meeting. The Faculty of Social Science and Humanities had worked to create a set of rules and structures to make it possible for students to combine majors (4 year majors, combined

majors, 3 year concentrations with minors) in any of the participating programs. The original intention of the initiative was to work with combined degree/double major programs within and between the Faculty of Social Science and Humanities and the Faculty of Science and Environmental Studies. In addition, there was interest in the proposal expressed by the Faculty of Professional Schools. The minutes suggested that one incentive for developing the modular proposal was related to low enrolment programs. The proposal also defined minimum requirements for majors and double or combined majors. The work to consider and to refine the proposal was postponed as a result of changes in the Decanal positions of both faculties, and the restructuring of the Faculty of Professional Schools. The proposal was removed from the table of SUSC 2008/2009 as it was felt that significant changes to the proposal would need to be made given the changes in the Faculties over the past two years.

The Honours Bachelor of Arts and Science (HBASc Interdisciplinary Studies) Four-Year program delivered at the Orillia campus features studies in Social Sciences, Humanities, Science, and Environmental Studies. Students are required to satisfactorily complete a minimum of two disciplinary specializations (a specialization is comprised of a set of 5 FCE in a discipline). These specializations must be identified by the student prior to entering the third year of the program. In spring 2009 the Orillia campus submitted the Honours BASc Anthropology, Honours BASc English, and the Honours BASc Geography for Senate approval. Each of the programs was developed in consultation with the associated Thunder Bay Campus department. The major for each of these programs is comprised of a set of 10 FCE in a discipline, including several core requirements, along with specific additional requirements associated with the HBASc designation.

#### 1.B.1.a (4) Academic Minors

Members of the SUSC discussed the definition of a minor during the 2006/2007 academic year. A recommendation to prepare a revised definition was forwarded to SAC. There was a discussion of Minors at the special meeting of Senate Budget Committee held February 2007. The value and appeal to students of academic minors was weighed against the relatively high administrative costs. In the past, records were checked manually to ensure that graduating students had satisfied the requirements for a minor. The programming costs to computerize the process were deemed to be substantial.

At the Senate Meeting of June 4, 2007 (item #8, Report of the Senate Academic Committee) a motion was approved regarding the definition of minor programs. (See below, or the Web Calendar url: <http://calendar.lakeheadu.ca/current/contents/admissions/admdegr.html>.)

*Students have the option of including a minor in specific areas as part of their four-year degree program. A minor is an optional collection of coursework within*

*a four-year degree program, completion of which will be shown on the student's academic record, but not the student's parchment.*

*A minor will consist of a minimum of at least three (3) full course equivalents different from and in addition to the courses in the student's major; however, only courses outside the major can be counted towards a minor. At least one of the full course equivalents must be at the 3<sup>rd</sup> year level, or beyond. If the student is unable to maintain the major average required to graduate from the four-year degree, he/she will not be awarded the minor designation.*

Students must declare minors by the end of the second year of their program. Students taking a three-year bachelor's degree may not declare a minor program. Students may not declare a minor before being admitted to, or after graduating from, a four-year program. Minors are now tracked in Colleague and are reflected on students' transcripts. The Registrar's Office has notified students to ensure that minors are declared correctly for all students who entered Year 1 as of 2008.

The Chair of SUSC forwarded a memo (October, 2008) to the Chairs of all academic units notifying them that they must submit to Senate any calendar changes required to meet the new minor definition requirements by January 2009. Each of the proposed minors (new and revised) was carefully reviewed to ensure consistency with the new definition. A report detailing the status of all existing minors has been prepared and is filed by SUSC and the Office of the Vice-President (Academic). It was noted in the January 2009 minutes of SBC that while the changes to the list of minors have been approved, SBC plans to revisit the list of approved minors at some point in the future to deal with issues related to sustainability.

As part of the discussion around minors, it was determined by the Senate Undergraduate Studies Committee (May 2009) that the Minor Regulation should be revised to clarify the use of cross-listed courses between majors and minors and the reference to two or more majors. The SAC Regulations Subcommittee reviewed the revision and the following wording was approved at Senate May 14, 2010.

*Courses that are cross-calendared can only be counted towards one of the respective majors or one minor.*

#### 1.B.1.c / 1.B.2.f. / II.B.1 - Certificates

The Senate Academic Committee (SAC) (April 2009) reviewed the proposed modifications to the guidelines for certificate programs developed by the Senate Continuing Education and Distributed Learning Committee (SCEDLC). It was noted that the revisions provided clarification to guidelines that were previously

approved. The Committee approved the revised wording as presented. The Certificate guidelines were subsequently approved at Senate May 15, 2009.

*A certificate is an approved course of study, which will have a professional or an applied focus and will provide learning outcomes that are distinct from any other program. A certificate course of study will consist of a minimum of two FCEs, and normally a maximum of three FCEs, or the equivalent in non credit programming, offered by one or more academic units. These courses must be different from, and in addition to, the required courses in the student's major; only courses outside the major can be counted towards a certificate. Students must be registered in the certificate prior to the completion of 50% of the course requirements for the course of study.*

*Certificates will be given as evidence of satisfactory completion of a series of credit bearing courses and/or non-credit workshops or seminars. For certificates consisting of credit courses, a minimum overall average of 60% is required. All courses for the certificate must be taken from Lakehead University. A maximum of a .5 credit may be applied to more than one certificate.*

In the future, all proposals for new certificate programs will be approved by the SCEDLC and administered through the Office of Continuing Education & Distributed Learning in collaboration with the academic unit(s). Proposals will be reviewed by the SCEDLC according to University policy. Once approved by the Committee, the decision will be brought forward to Senate for information purposes. The requirements for all active certificates along with program learner outcomes are filed in the Office of Continuing Education & Distributed Learning.

#### 1.B.2.b - Low Enrolment/Low Graduation Rate 4 And 5 Year Programs

During the 2008/2009 academic year a subcommittee of SUSC met to collect and review data focused on student enrolment in majors over the past five years, number of graduates per year, number of graduates over the past five years. The data was filtered by removing double or combined majors, and the concurrent education designations. Programs, which were initiated after 2001, were also removed from the list. Enrolments for the current academic year were added. The summary report, submitted to the VP (Academic) & Provost (Feb 1, 2010) was based on the collection and analysis of a number parameters that included not only the number of graduates, but also enrolment levels, tenured faculty resources, service teaching, FCE/FTE ratio, and class size. Parts 1 and 2 of the report provided a description of the data sources utilized and the process of analysis of that data. Part 3 provided a series of summary tables and a synopsis of the programs that did not meet the criteria. Deans were referred to the report to use as a starting point for work on the 2010 Strategic Plan S1 Objective.

### 1.B.2.B Regular Review of 4 and 5-Year Undergraduate Programs

The 10-year schedule for the Lakehead Undergraduate Program Reviews (LUUPR) attached in Appendix XI was reviewed during the 08/09 academic year and significantly revised to enable completion of programs that were already in progress, or had been scheduled for review between 2005-2008. The following tables present an overview of the status of each of these program reviews. The final undergraduate program review to occur under the UPRAC guidelines is scheduled for the 2010 fall term. Each of the final summary reports for site visits which have occurred during the 2009/2010 academic year will be presented to SAC for approval over the course of the next academic year. By December 2010 the original full cycle of Lakehead's undergraduate programs will have been achieved (excepting the Department of Anthropology that requested a deferral to focus on other department priorities). Site visits for 10 programs will have been completed between September 2008 and December 2010.

#### **Completion of Undergraduate Program Reviews for Site Visits That Were Conducted Prior to 2008**

<b>Program</b>	<b>Site Visit</b>	<b>Meeting With Chair/Dean To Discuss Outcomes And Initiate Final Reports</b>	<b>Completion of Final Reports  Senate/Board Approval</b>
Visual Arts	March/07	Oct/08	Dec/08
Physics	March/07	Jan/09	May/09

#### **Status of Programs Scheduled For Review Between 2005/2009**

<b>Program</b>	<b>Data Pack &amp; Student Survey</b>	<b>Status Of Self-Appraisal</b>	<b>Site Visit</b>	<b>Follow-up with Academic Unit and Dean regarding Review Recommendations &amp; Initiate Writing of Final Reports</b>
Math	Data and Survey Updated Jan/09	Completed Sept/09	Nov/09	Nov/10
Music	Data and Survey Updated Jan/09	Completed April/09	Sept/09	Sept/10
Geography	Survey Completed 2007	Completed Nov/09	March/09	June/10

	Data updated 2008			
ORPT	Survey Completed 2007 Data updated 2008	Completed April/09	May/09	Sept/10
Engineering: Software Chemical Mechanical Civil	Data completed 2007	Materials prepared for CEAB	CEAB Visit Nov/07	Completed Jan/10

### Status of Program Reviews Scheduled For Academic Year 2009/2010

Program	Meeting with Chair/Dean To Outline Review Schedule And Requirements	Data Pack & Student Survey	Status Of Self-Appraisal	Targeted Site Visit	Follow-up with Academic Unit and Dean regarding Review Recommendations & Initiate Writing of Final Reports
Languages	√	Updated Spring 09	Completed	Jan/10	Jan/11
Psychology	√	Updated Spring 09	Completed Feb/10	March/10	March/11
Biology	√	Updated Spring 09	Completed Jan/10	March/10	March/11
Gerontology	√	Updated Spring 09	Completed Feb/10	March/10	March/11
Women's Studies	√	Updated Spring 09	Completed Jan/10	May/10	May/11
History	√	Updated Spring 09	To be Completed Aug/10	Fall/10	Fall/11
Anthropology	√	Updated Spring 09	Deferred	Deferred	

The SAC Subcommittee for Undergraduate Program Review (SUPR) met monthly during the 08/09 year to identify reviewers for site visits and to discuss the review process in response to recommendations contained within the 2008 UPRAC Lakehead University Audit (a copy of the auditors report is available for

review in the Office of the Vice-President (Academic). In addition, the SUPR Committee conducted a review and analysis of the materials submitted by the Faculty of Engineering for the Canadian Engineering Accreditation Board (CEAB) (2007). The review represents the first analysis of the congruency between a professional accreditation process and Lakehead University's Undergraduate Program Review process. A recommendation that the 2007 Engineering Accreditation Review be accepted as satisfying the criteria outlined for the Lakehead University Undergraduate Program Review was approved. In accordance with the Lakehead University Undergraduate Program Review Policy and Procedures, a report was completed summarizing the strengths and weaknesses that were identified during the accreditation, and the actions taken based on the recommendations arising from the review. Confirmation of the completion of the Undergraduate Program Review process for each of the Engineering programs adhered to the LU Policy and Procedure for Senate (Jan, 2010) and Board of Governors submission (Feb, 2010). Based on the review of the Engineering case, revisions were made to the sections in the Policy & Procedure that address consideration of accreditation reviews in light of undergraduate program review requirements.

The terms of reference to formalize a new subcommittee of Senate Academic which replaced the SAC ad-hoc committee (SUPR) were approved by Senate in fall 2010 and the Committee was formed Dec 2010. The Committee responded to recommendations contained within the 2007 Lakehead University UPRAC Audit to improve the process used to review new program proposals. The Committee has since completed comprehensive reviews on three new program proposals. A formal response to the Audit was submitted by the Associate VP (Academic) Feb 2010. Following the transition to Quality Assurance in 2010, minor revisions will be made to the terms and brought back through the Senate process for approval.

The schedule for the next cycle of reviews for both undergraduate and graduate programs is being drafted as part of the provincially mandated Institutional Quality Assurance Process (IQAP). The new schedule will also incorporate the new programs being delivered at the Orillia campus and the Northern Ontario Medical School. The IQAP must address all four distinct Quality Assurance Framework components; New Program Approval Protocol, Cyclical Program Review Protocol, Expedited Review Protocol, and the Audit Process. Progress on the IQAP will be reported to SAC June 2010. A draft version of the IQAP will be submitted to the Quality Council for review on July 1, 2010.

1.B.3.d Cross Faculty Curricular Collaboration – Writing Across the Curriculum  
A proposal for a Writing Centre was developed and presented to SAC 08/09. The first stage of the Writing Centre Action Plan was approved June 2009. A Writing Across the Curriculum Subcommittee of SAC was established and continued to explore options for the development of a writing centre during the



09/10 year. The subcommittee plans to come back to SAC Fall 2010 with more information.

II.B.1. Learner Outcomes

The Academic Plan states that by December 31, 2006, the Senate Undergraduate Studies Committee will verify that every program ending in a degree or certificate is specified in terms of the outcome for student learners. In September 2006, a faculty member was seconded to facilitate the work of SUSC by reviewing the academic plans submitted by every academic unit on campus, and by subsequently gathering any missing information related to learner outcomes prior to the December deadline (learner outcomes for any of the Concurrent Education degree programs or for double degrees in Social Science and Humanities were excluded from this data collection and review). Following the analysis of the Department/School academic plans, academic units were asked to indicate their plans regarding the submission of any missing outcomes. A decision not to submit the learner outcomes was a signal to the Senate Undergraduate Studies Committee of their intent to discontinue the specified program. Assistance was offered to Chairs and Directors as well as to each of the academic units seeking instruction on the development and use of learner outcomes. The Director of the Instructional Development Centre (IDC) played a key role in providing education to support this initiative.

A break down of the learner outcomes, which were articulated for distinct programs within each academic unit, was provided to the SUSC and is currently filed in the Office of the Vice-President (Academic). Eighty-four percent of all undergraduate programs are expressed by a set of *distinct* learner outcomes. Based on the information submitted and reviewed as of January 2007, these results were summarized for core programs and forwarded to the Ministry of Training Colleges and Universities in the Lakehead University 2008 Accountability Report.

<b>Proposed in the 2006 Academic Plan</b>	<b>Achieved Result</b>	<b>Explain Variance Between Proposed And Achieved Result</b>
Learner outcomes specified for 100% of undergraduate degree programs	Learning Outcomes have been established for 97% of the core undergraduate degree programs.	Work is continuing on establishing learner outcome distinctions between combined major degree programs.

The inclusion of program learner outcomes in the self-study and in all new program proposal briefs is a requirement of the Quality Assurance Framework and will therefore, be a requirement within the Lakehead University IQAP.

## II.B.2. Review of New Programs

The process and criteria outlined in Appendix X along with the criteria listed under II.B.2 were addressed by:

- HBEEd (Aboriginal Education) P/J - The program was reviewed by SUSC and SBC and approved by Senate (Jan 2007). It was submitted to the Ministry of Colleges Training and Universities and approved for government funding. Accreditation was received by the Ontario College of Teachers of the Professional Teacher Education component of the Program.
- HBSc Bioinformatics (2008). The program was reviewed by SUSC and SBC. The program has been approved for a 2010 start.

Both the HBED (Aboriginal Education) and the HBSc Bioinformatics were approved by the SBC with the proviso that a report documenting progress related to demand, viability and sustainability be presented annually to SBC for a period of five years.

The HBA Women Studies/ BA Women Studies (four year) was also submitted for referral (Nov 2007) and subsequently approved by SUSC, SBC, and Senate. The proposal included learner outcomes but was not submitted as a full “new program” proposal.

The new program review process was addressed by the Associate VP Academic and the SAC QA Subcommittee in response to the 2008 UPRAC audit and the transition to Quality Assurance. The UPRAC New Program requirements were brought to SAC for approval September 2009. The following table documents the review and approval path of each of the new programs submitted during the fall 2009. All supporting documentation is posted at <http://vpacademic.lakeheadu.ca/?display=page&pageid=76>

<b>New Program Proposal</b>	<b>Senate Referral</b>	<b>SAC Approval</b>	<b>SUSC Approval</b>	<b>SBC Approval</b>	<b>Senate Approval</b>
HB Environmental Management	Oct 2009	Jan 2010	Feb 2010	Feb 2010	Feb 2010
HBSc Resource and Environmental Economics	Nov 2009	Feb 2010	March 2010	April 2010	April 2010
HBASc Environmental Sustainability	Dec 2009	Jan 2010	Feb 2010	Feb 2010	Feb 2010

### II.B.3. Lead Understanding Of Student Centred University

As of September 2008, all programs involved in the undergraduate program review process are required to submit learner outcomes for each of their degree programs. The learner outcomes are assessed as part of the external quality program review. The IDC has posted educational materials on their website and continue to offer support to units engaged in developing or reviewing their learner outcomes. Discussion on the assessment of learner outcomes is currently part of the requirement for new program proposals and will be required as part of the Lakehead University IQAP for both new program and cyclical program review.

### III.A Alignment With University Mission - Commitment Statements

Senate Undergraduate Studies Committee (SUSC) was given the responsibility to clarify the commitment of all 4 Year Honours, 4 Year and 3 Year undergraduate degree programs to “educating students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities.” The graduation of students possessing these skills is a critical focus of the Lakehead University Mission Statement.

Specifically, SUSC was asked to report whether each program:

1. Integrates this commitment into its current courses, or
2. Delegates responsibility for carrying out this commitment to one or more new courses within the program or that are offered elsewhere at Lakehead University, or
3. Delegates or includes responsibility for this commitment to participation in Lakehead University’s growing activity in Service Learning.

By the end of September 2008, all programs had responded to the request, excluding Northern Studies and Social Work. The Faculty of Education was not requested to participate in this exercise, due to the reorganization of the concurrent education and profession year program. A subcommittee of SUSC was formed in October 2008 to conduct an analysis of those programs that provided a submission, but elements were perhaps missing or the explanations and linkages were not clear, and of those programs that provided a submission, but the information contained there in was very limited. The results were presented in tabular form for each of the academic units involved. Subsequent to this analysis, SUSC sent letters to each of the units (N = 14) with incomplete submissions along with those units (N = 2) who provided no initial submission, giving them the opportunity for a resubmission/submission by January 16<sup>th</sup>, 2009 (Appendix C). Twelve programs responded and were subsequently re-analyzed. Based on the data provided, most (29 of 37 submissions or 78%) academic programs at Lakehead University are committed to educating students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities. Detailed data for the submissions by each of the academic units along with recommendations for interpreting and

using the data are filed with SUSC and in the Office of the Vice-President (Academic). Completion of the report was announced at Senate (March 2009). Requirement to show how program learner outcomes are aligned with the 2010 Strategic Plan Mission (which includes the commitment statements) is currently a requirement for new program proposals and will be required as part of the Lakehead University IQAP for both new program and cyclical program reviews.