

# Final Assessment Report

## B.Ed. Aboriginal Adult Education Undergraduate Program (Reviewed 2022/23)

### A. Summary

1. The Program's Self-Study was considered and approved by the Senate Academic Review Committee March 8, 2023.
2. The Review Committee consisted of two external reviewers: David Newhouse (Trent University) and Percy Lezard (Wilfrid Laurier University), and one internal reviewer, Tim Dun (Brock University).
3. The site visit occurred April 13-14, 2023.
4. The Reviewers' Report was received August 1, 2023.
5. The Senate Undergraduate Program Committee response was received August 31, 2023.
6. The Program's response was received September 17, 2023.
7. The Interim Dean, Faculty of Education, response was received October 16, 2023.
8. Annual Implementation Reports will be submitted from 2024-2027.
9. The next Cyclical Academic Review is scheduled to take place in 2030/2031.

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016 and the Codicil to the Brock IQAP, approved by Senate December 15, 2021. As the revised IQAP was only re-ratified by the Quality Council in June 2023.

**Program Outcome Categories:**

Based on their knowledge of the discipline, the content of the Self-Study and the interviews conducted during the site visit, the Review Committee gave the programs the following Outcome Categories:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
B.Ed. Aboriginal Adult Education			x	

**Executive Summary:**

The Reviewers wrote:

The Bachelor of Education - Aboriginal Adult Education Program is a three-year 15 course community-based cohort-model program. It did not admit a cohort from 2018 until 2021, resuming operations in Sept 2022. The program is offered at the request of a community on a cost-recovery basis. The program was developed and offered by the Tecumseh Centre for Aboriginal Research and Education, which has become the Centre for Indigenous Educational Studies Program. Enrolment in the program over the last eight years has steadily declined. The program was not offered in 2020 and 2021.

The program is directed at adult learners who can work as in a variety of positions broadly framed as adult educators in Indigenous organizations. The program is not a teacher education program as graduates do not receive a teaching degree. As a three-year program, it does not provide a pathway to graduate studies although graduates seek additional qualifications that enable them to use the program as foundation for further study.

The program goals and objectives, developed more than a decade ago, have not been updated or kept pace with the changing Indigenous education landscape and the increased competition from the emergence of Indigenous post-secondary education institutions and both increased and improved Indigenous education programming at universities in Ontario. It is unclear as to why an Indigenous student in 2023 would wish to enroll in the program. The program has elements of a special access program, a transition year program, an Indigenous Studies program, and an Indigenous Adult Education training program.

The community-based delivery is the strength of the program as it enables students to enroll and take classes within their own community. Students spoke of the very positive transformational impact of the program on their lives. About 40% of graduates proceed to further study. All spoke of the important role and impact of faculty-both Indigenous and non-Indigenous on their learning and personal and professional development.

This is also its greatest weakness as the program and students become disconnected from the campus community and its resources including library and Indigenous student supports.

The core program curriculum provides students with a solid understanding of adult education principles and practices as informed by Indigenous education theory and practice. The

courses themselves are multi-faceted bringing Indigenous Knowledge theories and practices into conversation with western knowledges. They are good examples of a two-eyed seeing pedagogical approach with a solid experiential foundation.

The program has been delivered using contract faculty rather than tenured faculty with teaching and research interests in Indigenous adult education. The lack of tenured faculty has made the development of a research foundation to the program challenging. The hiring of two new faculty into tenure track positions provides an opportunity for this foundation to be strengthened. Experienced contract faculty members should continue to be part of the teaching complement of the program as they provide an important practice base for students to learn from.

The university should undertake a consultation process with local Indigenous community leaders to review the program goals, objectives, and delivery approaches to ensure that it is consistent with local needs. This review should clarify the overall purpose of the program, its academic content and delivery methods as well as the location of the program within the university. This review should also consider renaming the program to increase student enrolment. The review should also consider whether or not an on-campus delivery of the program should be initiated.

## **B. Program Strengths**

The reviewers noted the following strengths:

The community-based delivery model is the strength of the program as it enables students to enroll and take classes within their own community. Alumni spoke of the very positive transformational impact of the program on their personal and working lives. About 40% of program graduates proceed to further study. All spoke of the important role and impact of faculty-both Indigenous and non-Indigenous-on their learning and personal and professional development.

The core program curriculum provides students with a solid understanding of adult education principles and practices as informed by Indigenous education theory and practice. The courses themselves are multi-faceted bringing Indigenous Knowledge theories and practices into conversation with western knowledges. They are good examples of a two-eyed seeing pedagogical approach with a solid experiential foundation.

The faculty and staff of the program are highly committed to the program and to facilitating the students learning. The contract faculty have exhibited exceptional commitment to teaching in the program, to the welfare of students and sought to find ways to contribute to the intellectual foundations of the program through having their own research supported.

## C. Opportunities for Improvement and Enhancement

### Recommendation #1

[That] The program undertake a vision and mission exercise with the Indigenous Education Council to clearly identify and document the community need to define the academic mission of the program and consider changing the name to reflect this mission and vision.

#### The Program responded:

The Indigenous Educational Studies (IES) Program Committee agrees that it is an opportune time to revisit the overall vision and mission of the B.Ed. Aboriginal Adult Education Program including updating terminology as the landscape of Indigenous education programming has evolved and changed. We will reach out to the Centre for Pedagogical Innovation (CPI) to assist us with the process of re-envisioning the program during the 2023-2024 academic year. As part of this re-envisioning planning exercise, we will also undertake an environmental scan and consult with local Indigenous community partners to assess current programming needs.

It is important to note that the IES Program Committee is aware that the current Indigenous Education Council is on pause and that work is being done by the Vice-Provost, Indigenous Engagement to reformulate Indigenous governance at Brock University. In the longer term there may be potential to engage with the Indigenous Education Council.

#### The Interim Dean of Education responded:

The development of the Indigenous Educational Studies programs governed by the Indigenous Educational Studies Program Committee have been inspired by community partners and outreach. Hence, it makes perfect sense to prioritize collaborative discussions with the Indigenous Education Council as well as a variety of indigenous community partners to ensure the evolution of quality programs to best support the agenda of Indigenous communities regarding their goals for the education and success of their community.

#### ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration. The Committee encourages the Unit to collaborate and consult with the IEC, but recognizes that, in conference with the Dean, the Unit is best positioned to decide on the nature of these consultations.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

## Recommendation #2

Based on the results of the vision and mission exercise, the curriculum of the program be reviewed, in collaboration with the Indigenous Education Council, to ensure that it is reflective of current and recent Indigenous education developments, experience and research and provides the skills and knowledge that community organizations need for them to be effective.

### The Program responded:

Once the re-envisioning planning exercise, environmental scan and consultation are complete as noted in Recommendation #1, the IES Program Committee agrees that it is important to also review the curriculum. The Program Committee will work with and draw on the expertise of the Centre for Pedagogical Innovation to assist with this process. This will likely occur into the 2024-2025 academic year. IES currently has a number of established relationships with local Indigenous community organizations that we will continue engage with. For example, Niwasa in Hamilton and the local Friendship Centres in Fort Erie and Niagara-on-the-Lake.

### The Interim Dean of Education responded:

Curriculum evolution is a continues process of program evaluation and monitoring of student success indicators to ensure the incorporation of new knowledge and understandings that best align with the expressed vision and goals of Indigenous Communities. This needs to be an ongoing iterative process of explicit and collaborative dialogue, visioning, and inquiry with Indigenous community partners. The community organizations have the best sense of what is necessary to ensure their success. So, program evolution must involve ongoing and timely collaborations in both the research necessary to inform best practices in the field of Indigenous Educational Studies, as well as application of the best practices driving the evolution of curriculum and learning outcomes. With the recent addition of an Indigenous curriculum developer in the Vice-Provost Indigenous Engagement office, the contributions to the creation of Indigenous undergraduate and graduate level learning outcomes will be strengthened by communications among the IES Program Committee members and the Indigenous Curriculum Developer. This bodes well for the Indigenous curriculum to evolve in the best possible way.

## ARC Disposition of the Recommendation

ARC considers the recommendation, to undertake a curriculum review, to be accepted for consideration. The Committee recognizes that this recommendation is linked to recommendation #1.

### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

### Recommendation #3

The program be moved from a cost-recovery model to an operating budget model.

#### The Program responded:

The IES Program Committee agrees that the cost-recovery model has impacted the ability to enhance curriculum and ensure a cohesive overall program thus impacting academic quality. This is directly related to the lack of ability to hire permanent faculty. The IES program committee recently hired an ILTA faculty member that will ensure consistency and continuity across the courses and overall program thus attending to the issue of academic quality. That said, the ILTA is only in place for 2 years and a longer-term strategy is required to ensure academic quality remains intact. A critical part of the planning process outlined in responses to Recommendations #1 & #2 will include a formal operating budgetary request to ensure sustainability of the program.

#### The Interim Dean of Education responded:

With the establishment of an operating budget model, we can create consistency in the offering of enhanced quality Indigenous programming. This will better enable advance planning for those who wish to apply to, and enroll in, Indigenous Educational Studies programs over time. Stabilizing the funding, Indigenous faculty complement, and administrative supports is necessary to moving forward in a good way. I will commit to working alongside the IES Program Committee as necessary to ensure this outcome.

#### ARC Disposition of the Recommendation

ARC considers the recommendation, to revise the budget model, to be accepted and in the process of implementation. The Committee recognizes that details of financial models lie outside of its purview but acknowledges that the Dean has stated a willingness to move forward with the change as outlined.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

### Recommendation #4

The program should negotiate with the Hadiya<sup>2</sup>dagénhahs First Nations, Métis and Inuit Student Centre to ensure that their services are available to students in the program.

#### The Program responded:

The IES Program Committee agrees that having available students supports is important to student success in the program. In the past requests have been made to the Hadiya<sup>2</sup>dagénhahs First Nations, Métis and Inuit Student Centre with little to no response.

However, the IES does recognize that the Hadiyaʔdagénhahs First Nations, Métis and Inuit Student Centre has undergone some administrative changes in the past few years. Therefore, the Director of IES will reach out to the Vice-Provost Indigenous Engagement and the Director of the Hadiyaʔdagénhahs First Nations, Métis and Inuit Student Centre to outline a plan on how best to support students who are attending classes virtually and/or off site.

It is also important to note that we currently have an Administrative Coordinator within IES who also provides academic advising to all students in IES programs.

The IES Program Committee also recognizes the need to ensure that having designated full-time tenure stream faculty for the program is important to ensure academic rigor and quality but also to ensure better coordination including access to services. Therefore, along with the request in Recommendation #3 there will be a request that an onsite coordinating role be assigned to future off-site program delivery.

**The Interim Dean of Education responded:**

I agree with recommendation #4, that the services of Hadiyaʔdagénhahs First Nations, Métis and Inuit Student Centre are available to students in the IES programs. While it is somewhat easier for on campus students to connect with Hadiyaʔdagénhahs in person, I do believe we can be creative in the provision of services to students at both the St. Catharines and Burlington Campuses as well as community-based sites when cohort delivery models may also be the most viable option for program delivery in certain circumstances.

**ARC Disposition of the Recommendation**

ARC considers the recommendation, to expand services offered to students, to be accepted for consideration. The Committee recognizes that the Unit and the Dean are best positioned to determine appropriate strategies to move forward on this issue.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

**Recommendation #5**

**Transition support should be provided to students to assist in the movement from an intensive year-long experience delivered off campus to participation in courses on campus.**

**The Program responded:**

The IES Program Committee agrees that the provision of transition types of activities are important for students. As part of the planning process outlined in the previous recommendations the re-envisioning process will also consider options on how transitioning

can be enhanced in order to provide students with choices on furthering their education should they wish to do so. In addition, early discussions with the current ILTA that was recently hired have occurred and there are plans to have the current cohort of students come to the Brock St Catharines site for a ½ day session that would include a walk-about and orientation to the campus, exploration of future academic programming options and a visit to the Hadiya?dagénhahs First Nations, Métis, and Inuit Student Centre.

Currently we have a student who is transitioning to on campus for the remainder of her program and she has been in contact with Smart Start to get her orientation underway.

**The Interim Dean of Education responded:**

Hadiya?dagénhahs First Nations, Métis and Inuit Student Centre, the IES Program and Administrative Coordinators, and faculty members all have an important role to contribute to successful transitions. Development of a plan for the transitions, will ensure students are more likely to feel welcome to campus. Additionally, being provided with meaningful orientations and ongoing opportunities to connect with faculty, staff and peers via pre-arranged check-in, will make a difference in the success of student off-to-on-campus transitions.

**ARC Disposition of the Recommendation**

ARC considers the recommendation, to develop a plan for transition, to be accepted for consideration. The Committee trusts that the Unit will consult with the Dean to determine appropriate strategies to move forward on this issue.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.



## **Recommendation #6**

**Review the recommendations of the 2019 program review report to determine their relevance to the future program.**

### **The Program responded:**

Regarding the first point of the hiring and retention plan was the recommendation to hire three tenure-track Indigenous faculty positions. It is recognized that permanent tenure-track faculty are integral to delivering high quality academic programming. We are pleased to report that the IES currently has one (1) Indigenous faculty member tenured at the level of full professor and two (2) tenure-track Indigenous faculty members along with 1 ILTA (two year) in place. All four faculty have a background in Indigenous Education and/or Indigenous Studies. Hiring is also underway for a 2<sup>nd</sup> ILTA which we anticipate will be in place for January 2024. Of the four (4) Indigenous faculty, 3 are assistant professors and 1 is a full professor who has also taken on the Directorship of IES.

Regarding the recommendation relating to updating the B.Ed. and Certificate in Aboriginal Adult Education course learning outcomes: There is a commitment, now that there are sufficient faculty in place, to re-envision the programming as outlined in the responses to previous recommendations. It is anticipated that this work will be undertaken in the next 2 years. Also, the Vice Provost, Indigenous Engagement and Associate Vice-President Academic have been working to establish Indigenous specific Degree Level Expectations and Learning Outcomes. They will also be incorporated into our future re-envisioning planning when available.

Regarding community base spacing needs: As part of the re-envisioning planning exercise this will be taken into consideration.

Finally, the recommendation regarding fostering community connections for students will also be taken into consideration during the re-envisioning planning of the program.

### **The Interim Dean of Education responded:**

While the recommendations to hire faculty are beyond the scope of the Academic Review Committee, one cannot deny the relation between having Indigenous knowledge and skills and the creation of high-quality Indigenous programming. As noted by the program committee's response, with the recent addition of faculty member both tenured (1) and tenure track (2) along with Instructional limited term positions, we have the means to engage in the meaningful redevelopment of Indigenous Educational Studies.

### **ARC Disposition of the Recommendation**

ARC considers the recommendation, to review the recommendations from 2019, to be accepted and in the process of implementation. The Committee understands that the recommendation is already under review by the Unit and Dean.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

**Recommendation #7**

**Develop a plan for the inclusion of the community-based, off-campus cohort into campus activities.**

**The Program responded:**

The IES Program Committee agrees that supporting connections for students to on-campus can be important for some students. However, the IES Program Committee does not agree that this is always the case for every student as this assumes that all students need to be on campus. The specific nature of community-based delivery caters to adult students who often have family and work responsibilities and thus hinders their ability to come to campus. Community-based programming increases accessibility of degree level courses/programs and thus is a strength of the program itself. However, there is recognition that ensuring students are linked to academic, social, and cultural supports and are provided opportunities to explore further academic programming is important. The response to Recommendation #4 outlines a plan to address this.

**The Interim Dean of Education responded:**

I agree with and have nothing further to add to the response of the Program Committee.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted for consideration. The Committee expects that Unit will consider it in the context of recommendation #5 and the larger curriculum and course delivery discussion.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

### Recommendation #8

**Consider the development of an on-campus delivery model to supplement the current community delivery model.**

#### The Program responded:

The IES Program Committee agrees with the recommendation, and this will be considered as part of the future re-envisioning planning exercise.

#### The Interim Dean of Education responded:

I agree enabling students to study on campus is worthy of consideration. I also believe that with two campuses our connections to communities may be improved by having a campus in the Burlington Area accessible to public transportation.

#### ARC Disposition of the Recommendation

ARC considers the recommendation, to evaluate the delivery model, to be accepted and in the process of implementation.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

### Recommendation #9

**Consider how to support the career path of students, particularly those who wish to pursue further study at the graduate level. The program should consider both a 3 and 4 year degree option.**

#### The Program responded:

The IES Program Committee will consider the 4<sup>th</sup> year option as part of the future planning and re-visioning planning exercise. Currently, Brock does admit students with a 3-year degree. In order to support educational pathways for students a clear infographic will be developed once the re-visioning planning exercise is complete.

#### UPC responded:

The committee is in support of the recommendation as it relates to UPC such as developing programs, minors and other course(s) that would eventually be submitted to UPC for approval.

#### The Interim Dean of Education responded:

Having multiple pathways catering to diverse student population aspirations is worthwhile striving for.

## ARC Disposition of the Recommendation

ARC considers the recommendation, to consider additional degree options, to be accepted for consideration. The Committee expects that the Unit will work in consultation with the Dean to determine best strategies to move forward on this issue.

### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

## Recommendation #10

**Consider developing a minor in Aboriginal Adult Education.**

### The Program responded:

The IES Program Committee notes this recommendation. At the current time this is not a viable option because there are simply not enough course offerings. The current priority for the IES is to develop a Major in Indigenous Educational Studies, which could be a ‘teachable’ and support those enrolled in the B.Ed. programs. Future planning could include the option for an Aboriginal Adult Education major, but it is too early to consider at this time.

### UPC responded:

The committee is in support of the recommendation as it relates to UPC such as developing programs, minors and other course(s) that would eventually be submitted to UPC for approval.

### The Interim Dean of Education responded:

Adult Aboriginal Education as a minor is possible with ongoing curriculum development. Importantly creating sustainable course offerings while employing a consistent complement of Indigenous instructors is foundational to the success of increasing our offerings.

## ARC Disposition of the Recommendation

ARC considers the recommendation, to consider developing a minor, to be accepted for consideration. The Committee expects that the Unit will work in consultation with the Dean to determine best strategies to move forward on this issue.

### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

### Recommendation #11

**Start with Indigenous Knowledge as the foundation for the core courses and add mainstream adult education theory and practice. ABED 4F86 Aboriginal ways of teaching and learning should be considered as containing the foundational theories for the program.**

#### **The Program responded:**

The IES Program Committee agrees with this recommendation. It should be noted that some adjustments have already been made with the addition of the new ILTA. Further consideration will be incorporated into the re-visioning planning exercise as there are a number of factors to consider including mode of delivery (paper based, face to face, hybrid etc.) and whether or not there are access to traditional knowledge keepers, Elders, and land-based activities that support Indigenous knowledges and pedagogical approaches. It is important to emphasize that this also requires adequate budgetary resources.

#### **UPC responded:**

The committee is in support of the recommendation as it relates to UPC such as developing programs, minors and other course(s) that would eventually be submitted to UPC for approval.

#### **The Interim Dean of Education responded:**

I believe we are now in a good position to move this this recommendation forward. With our compliment of full time Indigenous and non-indigenous faculty working toward this goal, I believe we can accomplish this over the course of the next 2 years.

#### **ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted for consideration. The Committee expects that the Unit will work in consultation with the Dean to determine best strategies to move forward on this issue.

#### **Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

#### **D. Summary of Recommendations:**

##### **First Priority:**

Recommendation(s) All (1-11)

##### **Second Priority:**

Recommendation(s) None.