

**REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR February 2018 SENATE**

FOR INFORMATION

**QUALITY ASSURANCE - CYCLICAL PROGRAM REVIEW OF LAURENTIAN UNIVERSITY'S
BACHELOR in INDIGENOUS SOCIAL WORK
FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN**

In accordance with the Laurentian University's Institutional Quality Assurance Process (IQAP), the Final Assessment Report has been prepared to provide a synthesis of the external evaluation and Laurentian's response and action plan. This report identifies the significant strengths of the program, opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations selected for implementation.

The report includes an Implementation plan with the following components: who will be responsible for approving the recommendations set out in the Initial Assessment Report; 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.

**SUMMARY OF THE CYCLICAL PROGRAM REVIEW OF THE HONOURS BACHELOR PROGRAM IN
INDIGENOUS SOCIAL WORK**

The idea for an Indigenous social work program to be offered by Laurentian University began in 1984 when members of the Laurentian University community became concerned that even though Indigenous communities had access to social workers and had various social service programs, Indigenous families continued to experience problems. The Laurentian University Senate approved the program in 1987. The HBISW was first offered on-campus (face-to-face) in 1988 as a full-time program. In consultation with the Centre for Continuing Education (CCE) it was offered as a distance education program on a part-time basis via print-based asynchronous delivery. For nearly 20 years, the program co-existed as a stream under the School of Social Work until it became a stand-alone School in 2008. In June 2008, the Laurentian University Senate approved the Native Human Services Unit to become a School of Native Human Services separate from the School of Social Work and the other two streams (Anglophone and Francophone). In January 2013, the School of Native Human Services along with the School of Native Human Services Student Council and students approved a new name for the School and Program. The Laurentian University Senate endorsed the new name School of Indigenous Relations (SIR) in 2013. To keep in line with the School's new name, it was decided to change the name for the HBSW Native Human Services program. The program is now called Honours Bachelor of Indigenous Social Work (HBISW). Today, the HBISW program is one of two stand-alone Indigenous social work programs accredited by CASWE in Canada, the other program being offered by the First Nations University in Regina. A student is required to complete a total of 120 credits to fulfill the requirements for the four year program. The program is made up of 66 core course credits (all dedicated to Indigenous social work (ISWK) content) and 54 credits in arts courses (12 credits from core courses and 42 elective credits. Completion of these courses is mandatory. A minimum D grade is required in the arts courses and B grade is required for certain program courses.

In December 2016, the School of Indigenous Relations submitted the IQAP self-study on the Honours Bachelor of Indigenous Social Work Program to the Office of Vice-President Academic and Provost of Laurentian University. The IQAP Self-Study Report is based on the most recent CASWE site visit and report in October 2016, and describes the Honours Bachelor of Indigenous Social Work (HBISW) program during the periods 2009-2016 reflecting on its progress as a first time accredited CASWE program. The HBISW program initially received a four-year Accreditation period from January 1, 2009 with the stipulation to provide progress reports in 2010 and 2012. The program was then granted an additional two years re-accreditation effective from January 1, 2013 to January 1, 2015. At the Commission on Accreditation's (COA) January 2015 meeting, a motion was passed to accept the Progress Report, and therefore granted the HBISW program a further two-year period of Accreditation from January 1, 2015 to December 31, 2016. The criteria for the program's accreditation, was to complete a Self-study progress report every two years. During that period, the program submitted three progress reports that were successfully approved for re-accreditation.

The Self-Study consists of two Appendices: Appendix 1 is organized to cover the four major Domains that address the CASWE-ACFTS Standards for Accreditation (June 2013 version). The Domains are as follows:

- Domain I Program Mission and Goals
- Domain II Program Governance, Structure and Resources
- Domain III Program Content: Curriculum and Field Education
- Domain IV Program Evaluation/Assessment

Appendix 2 is the School of Indigenous Relations (SIR) Response Report to the last CASWE Accreditors' report (dated 21 October 2016). This report followed a site visit made on October 6 and 7, 2016 at which time the accreditors had identified some CASWE compliance issues, which are addressed in the SIR response.

The IQAP Review Team conducted a site visit on March 29 and 20, 2017. The external reviewer was Dr. Cyndy Baskin, an Associate Professor in the School of Social Work at Ryerson University. In addition, the review team consisted of Dr. Celeste Pedri-Spade, Director of the Maamwizing Indigenous Research Institute, Laurentian University and Dr. Susan James, Director of the School of Midwifery, Laurentian University. The team also included two student representatives: Adam Babin and Mary Jolin-Lake.

During the visit, the entire review team met with the Vice-President, Academic and Provost, the Associate Vice-President Academic and Indigenous Programs, the Vice-President, Research as well as with the Dean of Health. The entire review team then met with faculty members and alumnae of the HBISW. In addition to meeting with the HBISW faculty and admin staff, the team met staff members and members of Indigenous Student Affairs, the Director of the Indigenous Sharing and Learning Centre, along with a Learning Strategist and a staff member responsible for Indigenous Counseling and Student Engagement. The team met with HBISW students studying both on-campus, via distance education, and with the HBISW student council. Additionally, the review team met with the librarian supporting the program and the Assistant Director of the Centre for Academic Excellence and the Manager of Instructional Designers responsible for supporting the development and delivery of the distance education online courses of the program. The review team toured the HBISW office and classroom spaces, the J. N. Desmarais Library and Archives, and the Indigenous Sharing and Learning Centre and computer lab.

On April 26, 2017, the reviewers submitted their report. In it they highlighted the fact that “the HBISW program is unique as it one of two stand-alone programs that focus on Indigenous social work in Canada.” They also noted that the program “is also in alignment with the University’s undergraduate degree level expectations in terms of the depth of knowledge gaining within the curriculum, as well as their communication skills and professional capacity.” In addition, they noted that:

Strengths of HBISW and Laurentian University:

- ✓ Dedicated faculty;
- ✓ High number of Indigenous students;
- ✓ Strong student council;
- ✓ High degree of Indigenous content throughout curriculum;
- ✓ Agency field placements;
- ✓ Graduates continue to be involved in the program by becoming part-time instructors and field instructors for placements;
- ✓ Small size of on campus classes;
- ✓ Increasing interest in the program via distance education;
- ✓ Collaboration with Indigenous faculty in other programs;
- ✓ Indigenous Sharing and Learning Centre;
- ✓ Laurentian University Native Education Council;
- ✓ Research partnerships;
- ✓ Strong support from Academic Vice-President, Academic and Indigenous Programs
- ✓ Students can take University of Sudbury courses; and
- ✓ Community involvement and connections to First Nations communities

The reviewers also noted the following concerns in their report:

- Indigenous faculty are highly sought after to sit on various committees across campus. Although this can be seen as valuing Indigenous input and inclusion, it can create more work for Indigenous faculty as compared to non-Indigenous faculty, stretching them beyond their capacity which can then cause them to take several years to complete their PhDs.
- A significant second concern was voiced in terms of giving back to Indigenous Peoples, as Laurentian, and all of its programs and employees, have what they have based on colonization, which includes the stolen lands and resources of Indigenous Peoples. This ties in with the TRC’s Calls to Action and should be communicated to LUNEC in terms of what “giving back” by the University ought to look like.
- On campus students also asked that there be courses offered during the summer months and that more of them be offered in the evenings and online. Online students asked for more courses offered in the spring and summer as well, especially mandatory courses. Students also noted that the program’s website states that that one can complete the degree in three years, but they view this as inaccurate.

On June 28, 2017, ACAPLAN received the following joint reaction from SIR and the Dean to the IQAP Review questions and recommendations:

SUMMARY OF THE REVIEW TEAM'S RECOMMENDATIONS (R), THE SCHOOL'S (S) RESPONSES AS WELL AS THOSE OF THE DEAN OF HEALTH (D).

The following summary lists both the recommendations and responses for the HBISW program as well as other university areas:

Recommendations for Consideration: HBISW:

- R1:** The two new faculty hires should have community support and traditional Indigenous knowledge to assist with course development and assignments to further help infuse Indigenous content across the HBISW degree.
- S1:** The Selection Committee will ensure that the two new hires selected will meet the above suggestions.
- D1:** I agree with the school's response. They will be warmly integrated into the unit with support.
- R2:** Increase clear communication to students from Laurentian University generally, and the HBISW program specifically. Examples of this are:
- Research and innovation is a part of the new engineering building, but will be available to all students in areas such as learning about NVIVO;
 - Some students accidentally find out about the HBISW program through a student or Indigenous faculty member in the mainstream social work programs, so how might they learn about it in more formal ways;
 - The program is pressured to admit more students, but without any added resources, so if there are more students, there is more money coming in. Why isn't HBISW receiving some of this money? Where is the money going?;
 - Some students are unaware that they can take elective courses, such as Anishinawbemowin, at the University of Sudbury. Thus, work is needed with the University of Sudbury to formally connect HBISW with Indigenous Studies; and
 - Create a booklet for incoming students outlining information on which courses are mandatory, when specific courses are available, etc.
- S2:** We look forward to ensuring that our HBISW students utilize research lab spaces and engage with research software such as NVIVO. The School is working with the Web Coordinator, Indigenous Liaison and marketing to ensure that our marketing materials/program pathways/alumni messages for the HBISW are up-to-date and are accessible. With respect to resources and queries, the Director will meet with the Dean about ensuring that the program receives adequate resources. We can create a link to Indigenous Studies on our website with a strong encouragement from SIR to choose their courses as potential electives. A map outlining a pathway about our Plan of Study and courses offered can be uploaded to the website, our D2L and Facebook site as well as distribution to faculty/staff and students.
- D2:** The Dean will continue to support the School of Indigenous Relations and encourage the unit to create a student manual. Starting in 2017-18, the School will see their operational budget increase significantly to assist with maintaining a high caliber of teaching, student experience

and program promotion. As of 2016-17, all Bachelor of Arts degrees now require a curriculum with a minimum of six designated courses credits with Indigenous content. This will help develop the cultural competencies of other Laurentian University students.

R3: Create a course for credit that focuses on writing, proper formatting, grammar, sentence structure, etc.

S3: We are happy to promote to those students new to University and academic writing, the English course ENGL 1540 (6 credits) which assists with reading and writing at a basic academic level on our website, D2L and Facebook sites. Our program offers 60 credits of courses that meet accreditation standards. To include any new ones like the ENGL within our current HBISW will mean a loss of an Indigenous-based social work course. Hence, we will strongly promote the ENGL course for new students. Also, many of our students have a double degree or have transfer credits from other Institutes who come with a solid academic standing so may not need the ENGL course. Additionally, SIR works with the Centre for Academic Excellence (CAE) and the Indigenous Student Affairs (ISA) learning strategists on a regular basis. Both these services offer many programs for student support including academic writing, time management and academic counseling.

D3: I agree with the School's answers. I would add that all the professors in the unit should consider including written assignments to encourage students in each courses to improve the written and spoken quality of the language in which it is taught. Professors should also remind students of the available resources at their disposal.

R4: Create a mandatory second year course, equal to three credits, that would better prepare students to enter their first field placement in third year.

S4: The HBISW has already dedicated 2 X 6 credit courses for field at the 3rd and 4th year levels. This is a total of 12 credits dedicated to field requirements. Rather than add another 3 credit field course, SIR has decided to dedicate field content with associated assignments within the ISWK 2315 (3 lectures = 9 hours), ISWK 2007 (2 lectures = 6 hours) and ISWK 3305 (2 lectures = 6 hours). Starting at the 2nd year level, this allows for stair casing of field preparation learning.

D4: I agree with the School's response, considering the current state of the resources available in the University.

R5: Ensure that seminars in third and fourth year complement field placements, so they focus more on practice skills. Also, consider making these seminars online courses.

S5: Currently, seminar information are found in the content section of each field course on D2L. This term, all field seminars will be integrated into an online delivery framework namely Blue Jeans. Both DE and on-campus students can access the same field information training. The online delivery model will offer both synchronous and asynchronous options for learning. This will also include practice and theory skills matched to relevant assignments. This allows for easy access for students and tracking for field staff and faculty.

D5: I share the School's point of view and approach.

- R6: Examine curriculum for which courses are being taught and when, with an emphasis on first and second years, with the aim to lessen the weight for fourth year.**
- S6:** The faculty has agreed to review all courses to better assess assignment distribution. We will also review the 4th year assignments given that fourth year on-campus course are all day Monday from 8.30 to 8pm. This serves two purposes: ease the stress of many assignments being due on the same day and secondly it encourages faculty to develop a team approach toward integrated assignment stair casing.
- D6:** I agree with the School's response and next steps.
- R7: Count the two first year courses on policy towards the HBISW degree.**
- S7:** The two first year courses ISWK 1006 (3 cr) and ISWK 1007 (3 cr) are already counted toward the HBISW degree.
- D7:** I agree with the School's response.
- R8: Consider giving more credits for field placements.**
- S8:** As mentioned previously there are already 12 credits dedicated to field this will also include adding an additional 21 hours across two 2nd year courses and one 3rd year course.
- D8:** I agree with the School's response. The program is accountable to their accreditation body (CASWE) and this is currently respected.
- R9: Create a field placement for a student at HBISW program to assist other students to map out their courses, help them prepare for placements, etc.**
- S9:** As of May 1, 2017, we have now hired a .5 Field Administrative Assistant. This new addition to our program will assist with administrative tasks for the field program. Part of their work is to provide assistance and support for field preparation. Also, we continue to welcome a field placement from those students who would be willing to assist in the field program.
- D9:** I agree with the School. The newly hired 0.5 Field Administrative Assistant will assist the Access Manager and students in planning their placements.
- R10: Explore the possibility of fourth year student field placements with Elders.**
- S10:** This option currently exists. Dependent on student requests matched with elder endorsement and relevance to fieldwork, we have had students who have had successful programs with Elders i.e. The Traditional program at Shkagamik-Kwe Health Centre. CASWE standards will still apply i.e. ensuring that an MSW support is set up where possible.
- D10:** I agree with the School's response.

- R11: Consider Indigenous HBISW students as research assistants to Indigenous faculty as paid employment and/or field placements.**
- S11:** This option currently exists. Students have had field placements with faculty to work on relevant research projects or curriculum projects. To date these have been successful.
- D11:** In addition, we can also explore research activities with the Indigenous Sharing and Learning Centre.
- R12: Ensure there is more technical support for distance education students.**
- S12:** The Director will work more closely with CAE and DE to ensure a transparent and supportive technical support environment for DE students.
- D12:** I agree with the School's response.
- R13: Educate distance education students about going to the correct staff for technical assistance and ensure they are not going to the faculty and staff in the HBISW program for this. Ensure HBISW faculty and staff are also aware of who the proper technical assistance staff are and that they refer students to them.**
- S13:** We will create a MAP (way finder) showing a pathway for student enquiries i.e. DE, D2L, Director, Secretary, Field, Faculty etc. This MAP way finder will be uploaded to our website, D2L and Facebook sites. All faculty will share this MAP with their students.
- D13:** In addition, any promotional pamphlets may be displayed at the Dean's office and in places frequented by students (i.e., student associations, student councils, Centre for Academic Excellence, common local and provincial fairs ...)
- R14: Explore how distance education students can get connected to Elders and other resource people through, for example, videos placed on the website of events, teachings, talks, etc.**
- S14:** As mentioned previously, the field seminars will be offered by way of Blue Jeans which is a Cloud-based video conferencing program easily accessible across Canada. Relevant video lectures by faculty/elders will be uploaded to this site as well as a list of potential Aboriginal and traditional resources for students. The field program staff are already working collaboratively with DE/CAE on the Blue Jeans program.
- D14:** In addition, all distance education students could be notified and invited to all conferences given by Elder at the School and/or at the Indigenous Sharing and Learning Centre.
- R15: Conduct an overall program review with one focus on how the program's content is different from the mainstream program's content, but also examining whether or not the pedagogy is different. For example, consider how ecological and person-in-environment social work theories can be taught by going for a walk on the land.**

- S15:** The faculty will include more traditional and environment teachings across all courses. Most of the HBISW courses will be taught in the new ISLC building where the elders are situated, there is a round room that permits smudging, there will be an outside Arbour for teachings around the fire as well there will be a traditional medicine garden. There are also opportunities to take students on field trips to Atikameksheng First Nation and other relevant visits with FN communities. Being on the land and drawing on Indigenous teachings differentiates our program with the School of Social Work.
- D15:** I share the School's response.
- R16 :** **Improve the HBISW website by adding photographs, bios on faculty and part-time instructors, research that faculty are conducting, etc., as this is what potential students want to know and they primarily get information via websites about what universities they are interested in.**
- S16:** Yes, we aim to update and improve our website with the suggestions above.
- D16:** The Dean's office continues to monitor and assist in ensuring that the site is effectively updated; by working collaboratively with those responsible for our websites.
- R17:** **Train all faculty and part-time instructors on how to use D2L and consider that part-time instructors be compensated for this training.**
- S17:** Yes, we aim to work with DE/CAE on training faculty and part-time instructors on D2L. The Director will work with DE/CAE for compensation for those sessional faculty members who teach on the DE program to engage in D2L training.
- D17:** I agree with the School's response.
- R18:** **Invite the LSC staff, and the Elders that provide services there, into classrooms as guest speakers and integrate their talks into course assignments.**
- S18:** Currently, ISA staff namely the counselor and the learning strategist come to classes in Sept and Jan to introduce themselves and explain about the services they provide. As of Sept 2017, most of our classes will be in the ISLC and elders will be invited to be guest speakers. This may also include elders from other FN as well. Likewise, where possible assignments can be matched to elder teachings.
- D18:** I agree with the School's response.
- R19:** **Evaluate the work of the Access Manager and Consultant for Field Placement and the program's Secretary in terms of job descriptions, to see how they can best cover the work involved regarding field placements, be recognized and supported in their roles in the program, etc.**
- S19:** The Director will work closely with the Dean (given the Dean is their direct supervisor) on ideas for evaluations for both the above positions.

- D19:** The Access Manager and Administrative Assistant for Field Placements are welcome to correspond with the Dean whenever they have concerns. Also, the Access Manager's performance is evaluated annually by the Dean.
- R20:** **Evaluate the work of the new half time administrative assistant who is being hired on May 1, 2017 in terms of job description, how they fit with the Access Manager and Consultant for Field Placement and the program's Secretary's work, where gaps and shortfalls exist, etc.**
- S20:** The Director will evaluate the new Field admin assistant position to ensure that all positions are complimentary.
- D20:** The new Field Administrative Assistant has been in her position for the past two months. By late July, her performance will be evaluated. So far, both the Access Manager and Field Placement Administrative Assistant have been working well together.
- R21:** **Discuss whether or not to develop an Indigenous Masters of Social Work (IMSW) degree with current students, alumni, LUNEC, etc., including that Wilfrid Laurier University has an excellent IMSW program and the faculty do not want to create something that is already there, but that some students are asking for.**
- S21:** Due to the current faculty compliment the School recognizes that it does not have the resources to provide an Indigenous MSW program at this time. As noted, the school recognizes the expertise of the Wilfrid Laurier MSW Aboriginal program. We are willing to explore potential partnerships with the Aboriginal MSW program to be delivered from Sudbury, and or lobby Laurentian to provide adequate resources to develop our own MSW.
- D21:** The Dean will work with the School to explore the existing opportunities at Laurentian University to enhance the current Master's program in SIR.

Recommendations for Consideration: Other University Areas*:

**School's Response: have asked the Dean to answer these questions as they are beyond the School's purview.*

- R1:** **Explore the possibility of hiring an Indigenous staff person in the library.**
- D1:** The Dean will advocate for an Indigenous Librarian.
- R2:** **Continue the successful awareness training by the Director of the Indigenous Sharing and Learning Centre and the Academic Vice President of Academic and Indigenous Programs with library staff and other departments. Include an evaluation process to capture any positive changes in relationships, consciousness, learning, etc. on the part of participants.**
- D2:** The Dean will encourage Senior Administration to initiate such a process.
- R3:** **Clarify the Counsellor of the Indigenous Sharing and Learning Centre's work in terms of whether or not this position is inclusive to the IISLC or if her job description includes**

counselling with all Laurentian students. Clearly communicate this information to the University at large, but especially to Indigenous students.

- D3: The Dean will encourage dialogue between the Centre of Academic Excellence, the Centre for Indigenous Sharing and Learning and the unit so that students may be fully aware of the resources and counselling available to them.
- R4: Indigenous Sharing and Learning Centre conduct an evaluation on how and when they service students, what are the students' needs, in what academic year do they need more assistance, are there cycles of needs and requested services, etc.**
- D4: The Dean will encourage dialogue between the Centre of Academic Excellence, the Centre for Indigenous Sharing and Learning and the unit so that students may be fully aware of the resources and counselling available to them.
- R5: Create a University wide policy on smudging.**
- D5: The Dean will encourage the unit, the Indigenous Sharing and Learning Centre group and LUNEC to create a smudging policy for the University and to share it with the Senior Administration.
- R6: Assess the work loads of Indigenous faculty who are completing their PhDs. Pay particular attention to their service to the University, for example, committee participation, as they are asked to be on many of these which takes away from their PhD work.**
- D6: According to the Laurentian University Collective Agreement, all professors must do research, teaching and administration. The Dean normally encourages faculty members undertaking a doctoral degree while working full time to focus on their studies. When faculty members submit their Annual Report, it is understandable that governance will be affected. Accordingly, the faculty member is not criticized for it. Accordingly, the faculty member must also restrain his or her willingness to get involved in too many responsibilities.

ACAPLAN'S RESPONSE

Recently at Laurentian University, there have been a number of exciting developments in Indigenous education. In 2012, the University outlined a five-year strategic plan. It has identified the HBISW as one of its signature programs, which is an integral program of its tri-cultural mandate. The tri-cultural mandate aims to support Aboriginal programming, increase the enrolment of Aboriginal students as well as nurture a culturally responsive environment.

ACAPLAN endorses the recommendations of the Review Team but notes the following recommendations are redundant, as they have already been completed or in the process of being completed:

- R1: The two new faculty hires should have community support and traditional Indigenous knowledge to assist with course development and assignments to further help infuse Indigenous content across the HBISW degree.**
- R5: Ensure that seminars in third and fourth year complement field placements, so they focus more on practice skills. Also, consider making these seminars online courses.**

- R7: Count the two first year courses on policy towards the HBISW degree.**
- R9: Create a field placement for a student at HBISW program to assist other students to map out their courses, help them prepare for placements, etc.**
- R10: Explore the possibility of fourth year student field placements with Elders.**
- R11: Consider Indigenous HBISW students as research assistants to Indigenous faculty as paid employment and/or field placements.**
- R14: Explore how distance education students can get connected to Elders and other resource people through, for example, videos placed on the website of events, teachings, talks, etc.**
- R18: Invite the LSC staff, and the Elders that provide services there, into classrooms as guest speakers and integrate their talks into course assignments.**
- R19: Evaluate the work of the Access Manager and Consultant for Field Placement and the program's Secretary in terms of job descriptions, to see how they can best cover the work involved regarding field placements, be recognized and supported in their roles in the program, etc.**
- R20: Evaluate the work of the new half time administrative assistant who is being hired on May 1, 2017 in terms of job description, how they fit with the Access Manager and Consultant for Field Placement and the program's Secretary's work, where gaps and shortfalls exist, etc.**

Furthermore, actions for the following recommendations cannot be undertaken because of restrictions placed on the program because of accreditation:

- R4: Create a mandatory second year course, equal to three credits, that would better prepare students to enter their first field placement in third year.**
- R8: Consider giving more credits for field placements.**

LAURENTIAN QUALITY ASSURANCE IMPLEMENTATION PLAN FOR THE HONOURS BACHELOR PROGRAM in INDIGENOUS SOCIAL WORK

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline
R3: Create a course for credit that focuses on writing, proper formatting, grammar, sentence structure, etc.	Look into a program change that would involve adding a course from outside the unit.	School Director	April 2019
R2: Increase clear communication to students from Laurentian University generally, and the HBISW program specifically.	We look forward to ensuring that our HBISW students utilize research lab spaces and engage with research software such as NVIVO. The School is working with the Web Coordinator, Indigenous Liaison and marketing to ensure that our marketing materials/program pathways/alumni messages for the HBISW are up-to-date and are accessible. With respect to	School Director	April 2018

	resources and queries, the Director will meet with the Dean about ensuring that the program receives adequate resources. We can create a link to Indigenous Studies on our website with a strong encouragement from SIR to choose their courses as potential electives. A map outlining a pathway about our Plan of Study and courses offered can be uploaded to the website, our D2L and Facebook site as well as distribution to faculty/staff and students.		
R6: Examine curriculum for which courses are being taught and when, with an emphasis on first and second years, with the aim to lessen the weight for fourth year.	The faculty has agreed to review all courses to better assess assignment distribution. We will also review the 4 th year assignments given that fourth year on-campus course are all day Monday from 8.30 to 8pm. This serves two purposes: ease the stress of many assignments being due on the same day and secondly it encourages faculty to develop a team approach toward integrated assignment stair casing.	School Director	April 2018
R12: Ensure there is more technical support for distance education students.	The Director will work more closely with CAE and DE to ensure a transparent and supportive technical support environment for DE students.	School Director	January 2018
R13: Educate distance education students about going to the correct staff for technical assistance and ensure they are not going to the faculty and staff in the HBISW program for this. Ensure HBISW faculty and staff are aware of who the proper technical assistance staff are and that they refer students to them.	We will create a MAP (way finder) showing a pathway for student enquiries i.e. DE, D2L, Director, Secretary, Field, Faculty etc. This MAP way finder will be uploaded to our website, D2L and Facebook sites. All faculty will share this MAP with their students.	School Director	January 2018
R15: Conduct an overall program	The faculty will include more traditional and environment teachings across all	School Director	September 2018

<p>review with one focus on how the program's content is different from the mainstream program's content, but also examining whether or not the pedagogy is different. For example, consider how ecological and person-in-environment social work theories can be taught by going for a walk on the land.</p>	<p>courses. Most of the HBISW courses will be taught in the new ISLC building where the elders are situated, there is a round room that permits smudging, there will be an outside Arbour for teachings around the fire as well there will be a traditional medicine garden. There are also opportunities to take students on field trips to Atikameksheng First Nation and other relevant visits with FN communities. Being on the land and drawing on Indigenous teachings differentiates our program with the School of Social Work.</p>		
<p>R16: Improve the HBISW website by adding photographs, bios on faculty and part-time instructors, research that faculty are conducting, etc., as this is what potential students want to know and they primarily get information via websites about what universities they are interested in.</p>	<p>Yes, we aim to update and improve our website with the suggestions above.</p>	<p>School Director</p>	<p>September 2018</p>
<p>R17: Train all faculty and part-time instructors on how to use D2L and consider that part-time instructors be compensated for this training.</p>	<p>Yes, we aim to work with DE/CAE on training faculty and part-time instructors on D2L. The Director will work with DE/CAE for compensation for those sessional faculty members who teach on the DE program to engage in D2L training.</p>	<p>School Director</p>	<p>January 2018</p>
<p>R21: Discuss whether or not to develop an Indigenous Masters of Social Work (IMSW) degree with current students, alumni, LUNEC, etc.,</p>	<p>Discussion of the costs and benefit of adding this program will be examined.</p>	<p>School Director Dean of Health Dean of Graduate Studies</p>	<p>April 2019</p>

<p>including that Wilfrid Laurier University has an excellent IMSW program and the faculty do not want to create something that is already there, but that some students are asking for.</p>			
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The Dean of Health shall be responsible for monitoring the implementation plan. The details of progress made shall be presented in the Dean’s Annual Report and filed with the Vice-President Academic and Provost. The executive Summary and the monitoring reports will be posted on Laurentian University’s web site.

CONCLUSION

The HBISW is approved to continue and it will be reviewed by IQAP in the fall of 2024.