



FINAL ASSESSMENT REPORT EXECUTIVE SUMMARY AND IMPLEMENTATION PLAN

Indigenous Visual Culture, Faculty of Arts and Science

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Period of Cyclical Review:	July 1, 2020 – June 30, 2021
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Program Review Team Lead:	Susan Blight
External Reviewers:	Prof. David Garneau Faculty of Media, Art and Performance, University of Regina Prof. Cathy Mattes IshKaabatens Waasa Gaa Inaabateg Department of Visual Art, Brandon

Executive Summary

An IQAP/CPR committee for the Indigenous Visual Culture (INVC) program was struck in September 2019. The committee was comprised of faculty members who teach within the program, faculty members in the Faculty of Arts and Science (FAS) who have experience with the IQAP/CPR process, founding Chair of INVC and was supported by the Program Assistant and those who work within the Faculty and Curriculum Development Centre (FCDC). The selection of committee members was developed with the goal of doing the good work of imagining the next eight years of the program while maintaining what is foundational to the legacy of INVC. The meetings of the INVC IQAP/CPR committee were ongoing, generative spaces of collaborative thinking and dialogue where we have brought what we have learned from our ancestors, homelands, academic and professional journeys, our practices and experiences. Within this process, we engaged in visioning exercises led by the FCDC; this session allowed us to dream big in what the program could offer students and to identify the principles that would ground the self-study in Indigenous ways of being. Within our meetings, we worked collaboratively to create a series of medicine wheels upon which we have mapped out our four Program Learning Outcomes along with principles generated from the INVC Bundle.

In the Fall of 2019 as INVC was undergoing the IQAP/CPR process for the first time, we were simultaneously working to meet the requirements of the FLOW Curricular Transformation. Our proposed major modifications were passed at Senate in January 2020. In developing our curriculum changes within INVC, we have sought consultation with stakeholders across the university. These consultations included the Associate Dean in the Faculty of Art, the Faculty of Design, the Flow Implementation Working Group and IT Services.

Surveys and data collection have a long, colonial history of being both immensely harmful in approach and weaponized against Indigenous peoples in Canada; understandably, Indigenous people may be hesitant and outright refuse to participate in these processes. While we did utilize surveys, for both students and faculty, we realized early on that the small number of responses called for more meaningful consultation. A student focus group was facilitated by the FCDC in November 2019 and an Elder was present to provide support and guidance to students and with the goal of providing a safer space for students to express themselves, it was a closed session. The IQAP/CPR committee also looked at admissions, recruitment and retention data, although again this offered limited value to the self-study. Instead, we have relied on in-person consultation with individuals invested in the INVC program including the Founding Chair, former Chair, Indigenous faculty at OCAD University and members of the Indigenous Education Council. The committee also had the opportunity to meet and consult with the Vice-President, Centre for Policy and Research in Indigenous Learning at Confederation College and advisor on the Ontario Council on Articulation and Transfer (ONCAT) project.

The external review process occurred online in May 2021 and consisted of video conference meetings with the Program Chair, program review team, Indigenous faculty, and program students. Additionally, the Reviewers met with the Faculty of Arts and Science Dean, Associate Dean, as well as OCAD University's Vice President, Academic & Provost. Discussions with Dorothy H. Hoover Library, Wapatah: Centre for Indigenous Visual Knowledge, and Indigenous Student Centre staff about research and student resources happened during a virtual tour of the campus. The External Reviewers were also sent samples of anonymized INVC student course work and lecture recordings to review in lieu of an in-class visit.

The External Reviewers note that the INVC program shows a strong and sound and “visionary” collective vision that “centers Indigenous students within a culture of care” and clearly conceptualizes “Indigenous values and principles in the post-secondary art school context.”

The Reviewers conclude that INVC can be considered a success in terms of its vision and “life-changing” impact on students. However, they are concerned that the number of registered students and graduates has been very low, and that the number of Indigenous students served is small.

Reviewer Recommendations and Implementation Plan

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
1. <i>Develop a Recruitment Drive</i>	INVC will move forward with our recruitment efforts in a multi-pronged	Program Chair	ongoing

	<p>approach that includes Facebook and Instagram Lives and a closer working relationship with the admissions and recruitment office. We share the External Examiners' view that recruitment should focus on the local and form good relations with the community of 60,000 Indigenous peoples in the GTA.</p>		
<p>2. Space. Provision of "INVC specific studio space where students, faculty, and guests could work on projects together."</p>	<p>INVC will pursue conversations about the potential for a communal studio space that is conducive to Indigenous education is a crucial step forward in the growth of the program and the full implementation of our FLOW curricular changes and program-specific visioning.</p>	<p>Program Chair INVC Program Committee Dean</p>	<p>Beginning immediately</p>
<p>3. Recommendation: "Departmentalize": Turn the Indigenous Visual Culture program into an Indigenous Arts Department</p>	<p>INVC sees departmentalization as an option that could be explored as a possibility, once actions have taken place to solidify INVC as a program.</p>	<p>Program Chair INVC Program Committee</p>	<p>Within 5 years</p>
<p>4. Greater commitment to land-based learning and land-based ceremony</p>	<p>Our program will continue to explore partnerships with external organizations in order to facilitate opportunities for land-based learning and ceremonial practices.</p>	<p>Program Chair</p>	<p>immediately</p>
<p>5. Bringing in a greater diversity of Elders, Knowledge-Keepers</p>	<p>INVC will welcome in a greater diversity of Elders and Knowledge Keepers</p>	<p>Program Chair</p>	<p>immediately</p>

<i>as stakeholders and teachers.</i>	by beginning discussions with the Indigenous Students Centre and OCAD U administration on how we might engage Elders and Knowledge Keepers as instructors in our courses.		
6. Consider inter-institutional Indigenous art courses taught online, e.g. language and science classes	INVC will begin discussions on streamlining the process for INVC students to enroll in Indigenous language courses taught at other universities or colleges with online or Toronto-based classes	Program Chair	Within one year
7. Wapatah Centre succession plan after the retirement of Gerald McMaster (2022-23)	The Program Team will follow the lead of the Wapatah Centre Director and support a succession plan that he feels comfortable with and inspired by.	Program Chair Director, Wapatah Centre	immediately
8. Address lack of awareness in non-Indigenous students, faculty and administration of Canadian/Indigenous history.	With the addition of Turtle Island Visual Culture as one of four options to fulfill the VCS requirements for undergraduate students, students have the opportunity to take this fundamental course early on in their degree. In addition, a number of programs are now including INVC courses in their program guides and as options.	Advisor to the Provost on Indigenous Knowledge, Practice, and Production VPAP Office Community Relations and Advocate INVC Program Committee	ongoing
9. Review Admissions and Recruitment process	The INVC Program Committee has initiated the work of reconsidering the portfolio requirement for admission into our program. We will work to create a process for application to INVC that communicates who a	Program Chair INVC Program Committee	immediately

	potential student is and why INVC may be the right program for them.		
10. A communications strategy that includes features/focus on Indigenous faculty and students.	INVC is actively working with Admissions & Recruitment to review and implement necessary changes to our communications strategy. We will be producing two videos: one that highlights our INVC faculty and one that showcases INVC students.	Program Chair	immediately