

SAC/O-AGC Report on Implementation of 2.2.1 of the Academic Plan February 19, 2014

Introduction

After the 2012-2017 Academic was approved by Senate, the Provost sent a memo to the Chair of SAC requesting that the SAC/O-AGC be tasked with addressing two action items from the plan:

2.1.1 Develop a plan for ensuring that all Lakehead students graduate with at least one course that incorporates Indigenous knowledge and/or Aboriginal content. The plan should include a cross faculty survey of where and how Indigenous knowledge and/or content are currently addressed in curricula.

2.1.2 Develop and implement a plan that addresses the necessary cross faculty program changes.

The Provost also requested that a cross-faculty survey be developed to determine how and where Indigenous knowledge and/or Aboriginal content are currently being addressed in curricula.

The Process

The SAC/O-AGC developed a survey that asked Faculties to provide the following information:

- identify all courses in their curricula that contain Indigenous knowledge and/or Aboriginal content
- identify what percentage of each course addresses Indigenous knowledge and/or Aboriginal content
- indicate whether the course is a program requirement
- indicate whether it has a prerequisite
- indicate the course has open enrolment.

These questions were developed so that the committee could identify how many students are already required to take at least one course with Indigenous knowledge and/or Aboriginal content; how many have access to an elective course with Indigenous knowledge and/or Aboriginal content within their program, and how many academic units do not offer any courses with Indigenous knowledge and/or Aboriginal content. In order to generate a list of potential courses that might satisfy the requirement for students in programs that do not currently require a course with Indigenous knowledge and/or Aboriginal content, the committee included the questions about whether courses with Indigenous knowledge and/or Aboriginal content have a prerequisite or whether they have open enrolment. The question about percentage of content was included to inform recommendations on what courses might fulfill the requirement.

The survey was circulated to all Faculties in March 2013. The following is a summary of the survey results:

- The University currently offers 78 calendared courses (of various weightings) that contain Indigenous knowledge and/or Aboriginal content. Of these courses, 55 contain at least 50% Indigenous knowledge and/or Aboriginal content (most contain more) and 23 courses contain less than 50% Indigenous knowledge and/or Aboriginal content. (Note: some of the 55 courses that contain more than 50% are Education courses weighted .25 FCE; however, as noted below, all Education students are required to take the equivalent of at least .5 FCE with at least 50% content).
- The following programs require at least one half course that contains a minimum of 50% Indigenous knowledge and/or Aboriginal content:
 - all undergraduate programs in the Faculty of Education
 - all programs in the Faculty of Natural Resources Management
 - all undergraduate programs in Indigenous Learning
 - all undergraduate programs in Northern Studies
 - all undergraduate programs in the School of Social Work
 - NNEP in the School of Nursing
- The following programs require at least one half course that contain less than 50% Indigenous knowledge and/or Aboriginal content:
 - all undergraduate programs in ORPT
 - all undergraduate programs in Music
 - all undergraduate programs in Women's Studies
- The following academic units offer at least one elective course with a minimum 50% Indigenous knowledge/Aboriginal content:
 - Outdoor Recreation, Parks, and Tourism
 - English
 - Sociology
 - Political Science
 - Interdisciplinary Studies
 - History
- The following academic units offer at least one elective course that has Indigenous knowledge and/or Aboriginal content that constitutes less than 50% of the course:
 - Languages

- Philosophy

These results indicate that there is currently a significant number of students who are already in programs that require at least one half course with Indigenous knowledge and/or Aboriginal content. However, our data show that there is also a significant number of students who are currently not enrolled in programs that require at least one half course with Indigenous knowledge and/or Aboriginal content.

Implementation Plan

We recommend that all undergraduate (excluding NOSM and the Faculty of Law) units be required to respond to the following questions:

- Do you currently require at least one course with Indigenous knowledge/Aboriginal content? If so, what is the course and what are its learner outcomes?
- If the answer to the above question is no, then please identify how you will introduce a course with Indigenous knowledge/Aboriginal content as part of your program requirements.

You can do so in one of the following ways:

- Make one of your own elective courses that contains Indigenous knowledge and/or Aboriginal content a program requirement.
 - Make a course with Indigenous knowledge and/or Aboriginal content from another unit a requirement in your own degree program(s). You will need to select a course(s) with open enrolment and no prerequisite. (We have provided a list of these courses in the appendix).
 - Design a new course that contains Indigenous knowledge and/or Aboriginal content.
- Learner outcomes would be required for whatever course has been identified for meeting this requirement of the academic plan.

This subcommittee recommends to SAC that SUSC be charged with the implementation of this plan.

Respectfully submitted by Peggy Smith, David Richards, Cynthia Wesley Esqimaux, Gillian Siddall and Ray Neckoway.

APPENDIX
A FRAMEWORK FOR LAKEHEAD UNIVERSITY'S ACADEMIC PLAN COMMITMENT
FOR REQUIRED ABORIGINAL UNDERGRADUATE COURSE

Below is a suggested framework for evaluating courses that will meet Lakehead University's Academic Plan requirement that all undergraduate students will take a course in Aboriginal issues before graduation. This framework outlines categories that cover a range of Aboriginal issues with possible topics and sample learner outcomes. Please note these categories are arbitrary and there is overlap among them, but they do provide a useful framework for assessment. No course is required to meet any or all of these categories; this framework is meant for guidance only.

CULTURE &

Indigenous worldviews, role of Indigenous knowledge & Elders, Indigenous peoples' connection to the land, Indigenous languages, impacts of historic trauma and unresolved grief, and contemporary expressions of loss and reclamation.

Sample Learner Outcome:

- Articulate an understanding and/or appreciation of Indigenous worldviews
- Demonstrate knowledge of an Indigenous language
- Articulate the core values important in various Aboriginal cultures and their relevance to cultural continuity
- Identify the unique sequence, process and features of different Aboriginal traditions (e.g., conducting talking circles or a healing circle in an Ojibway community)
- Articulate an understanding and/or appreciation of the complexity of Indigenous history and contemporary events

HISTORICAL

Pre-contact, European contact, post-contact. The genesis, implementation and influence of the Haudenosaunee's Great Law (1050); 2-row wampum (1613), Peace & Friendship treaties (1600-1800), Royal Proclamation and Pontiac War (1763), Tecumseh and War of 1812, historic numbered treaties based on Robinson treaties (1850), Riel Rebellion (1872), colonial legislation (Gradual Civilization, 1857, Indian Act, 1876), Indian Residential Schools (1860-1990s), the White Paper of 1969, modern day land claims & treaties (beginning with James Bay & Northern Quebec Agreement in 1975, followed by agreements in the territories, British Columbia, Nunavut), repatriation of Canadian Constitution in 1982 and inclusion of s. 35(1) & Section 25 on Aboriginal & treaty rights, the 1996 Royal Commission on Aboriginal Peoples, signing of UN Declaration on the Rights of Indigenous Peoples (2007, ratified by Canada 2010)

Sample Learner Outcomes:

- Articulate an understanding and/or appreciation of Indigenous histories and the impacts of Crown legislation
- Demonstrate knowledge of the history and impact of treaties in Canada and the fact they continue to be considered as “living” documents by First Nations

LEGAL

Legal history at both provincial and Supreme Court of Canada (SCC) levels, including landmark SCC cases defining Aboriginal and treaty rights and the Duty to Consult and Accommodate (e.g., Calder, Sparrow, Delgamuukw, Powley, Taku River, Haida, Mikisew, Sappier & Gray); Aboriginal legal philosophy and structures

Sample Learner Outcomes:

- Demonstrate knowledge of the impact of legal decisions, legislation and existing provincial and federal ‘Acts’ on the rights of Indigenous peoples
- Identify the process of restorative and traditionally-based justice initiatives

SOCIO-ECONOMIC

Social norms in Indigenous communities, attitudes towards Indigenous peoples in Canadian and American and other global societies, economic development, especially natural resource-based (forestry, mining, energy), mechanisms for benefit-sharing, research, and the implementation of the Duty to Consult and Accommodate in Northwestern Ontario.

Sample Learner Outcomes:

- Demonstrate knowledge of current social and economic issues facing Aboriginal peoples in Canada
- Demonstrate knowledge of factors influencing economic development with Aboriginal people and in treaty lands, including northern Ontario
- Demonstrate knowledge of the effects of social exclusion, stereotyping, prejudice and racism on interactions between First Nations, Inuit, and Métis and others in Canadian society

POLITICAL

Indigenous-State relationships; constitutional responsibility; impacts of colonialism; Indian Act; proposed changes in, for example, the 1987 Meech Lake Accord or the 1992 Charlottetown Accord, First Nation Governance Act, Kelowna Accord, Royal Commission on Aboriginal Peoples, federal apology for Residential Schools; modern-day land claims and treaty making; Indigenous resistance to colonialism (e.g., Idle No More, American Indian Movement, occupation of Anishinabe Park, Oka)

Sample Learner Outcomes:

- Demonstrate knowledge and appreciation for the early and continuing effects of assimilation

- Demonstrate knowledge of anti-colonial, de-colonization, cultural intelligence, cultural safety, and other strategies to resist assimilation

INDIGENOUS

Contributions of Indigenous peoples to knowledge about natural systems, contemporary alliances in academe, the three sisters (corn, beans & squash) in regards to contemporary food security and food preservation, medicines and natural remedies, plant categories, culturally modified trees (CMT's), water navigation, star mapping, and continental trade alliances.

Sample Learner Outcome:

- Demonstrate an appreciation of the contributions of Indigenous peoples to our understanding of natural systems
- Demonstrate an understanding and/or appreciation of the complexity of Indigenous knowledge

HEALTH

Unique health challenges faced by Indigenous peoples, contributions to health (spiritual healing, medicinal plants), Good Mind over Crooked Mind, Condolence Ceremonies, Midewiwin and Wabano Lodges and Medicine Societies, collectivity over individuality and belongingness as an enduring health indicator, etc.

Sample Learner Outcomes:

- Demonstrate knowledge of health issues common in Indigenous communities and what health indicators they are related to
- Demonstrate an appreciation of Indigenous contributions to healing and spiritual wellness

EDUCATION

Historic approaches to Indigenous education and transfer of knowledge, unique contemporary educational challenges faced by Indigenous peoples, contributions to learning (Indigenous knowledge, role of Elders, generational transfer of oral knowledge), Indian Residential Schools (1880-1996), the movement to establish "Indian control of Indian education" and State responses to it

Sample Learner Outcomes:

- Demonstrate knowledge of education issues common in Indigenous communities
- Demonstrate knowledge of education techniques designed to address the social, economic and cultural needs of Indigenous communities
- Demonstrate knowledge of pertinent legislation and regional, provincial or federal agreements

INTERNATIONAL

There are 370 million Indigenous peoples globally, all facing similar external threats to their continued occupation of their traditional territories. In each of the above categories there are Indigenous peoples who have knowledge and experience to offer Canadian learners. Whether students examine the “language nests” of New Zealand, the “Stolen Generation” of Australia, or the revival of the “Ainu” in Japan, whose cultural expression was banned until 1997, there are many examples of contact, change and challenge that provide in-depth learning opportunities about humanity and how cultures, knowledge transmission, governance, development and economies have been managed or mismanaged because of laws, legislation or simple ignorance of Indigenous peoples’ ways of living.

Sample Learner Outcomes:

- Demonstrate a knowledge of how the United Nations has recognized and attempted to protect Indigenous rights through the UN Declaration on the Rights of Indigenous Peoples
- Identify the context and issues of Indigenous peoples in other parts of the world