



Senate Academic Committee

TO: Ms. Barb Eccles, Secretary of Senate

FROM: Dr. Douglas Ivison
Chair, Senate Academic Committee

DATE: November 23, 2015

SUBJECT: Senate Academic Committee Report – November 30, 2015

The Senate Academic Committee (SAC) met on October 30, 2015.

1. Senate Academic Committee/Ogimaawin-Aboriginal Governance Council Joint Sub-Committee

1.1 The SAC/O-AGC joint subcommittee reported that they are continuing to review submitted courses proposed for approval as Type E (Indigenous Content Requirement) courses and made recommendations to SAC. SAC passed a motion to approve the following Type E courses:

1. Indigenous Learning (INDI) 1100 (Introduction to Indigenous Learning)
2. Indigenous Learning (INDI) 1310 (Methods/Approaches Applied to Indigenous Learning)
3. Indigenous Learning (INDI) 1312 (Native Imagery)
4. Indigenous Learning (INDI) 1314 (Native People and the Issues)
5. Indigenous Learning (INDI) 2302 (Transfer of Educational Jurisdiction)
6. Indigenous Learning (INDI) 2311 (Native Peoples and Newcomers)
7. Indigenous Learning (INDI) 2312 / Environmental Studies (ENST) 2312 / Northern Studies (NORT) 2312 (Native Peoples and the North)
8. Indigenous Learning (INDI) 2314 (Metis People of Canada)
9. Indigenous Learning (INDI) 2315 (Community Well-being and Native Peoples)
10. Indigenous Learning (INDI) 2431 (Native People and the Past)
11. Indigenous Learning (INDI) 2433 (Native People and the Government)
12. Indigenous Learning (INDI) 2711 (Indigenous People, Myth and Drama)
13. Indigenous Learning (INDI) 3111 (Native Peoples and the Community)
14. Indigenous Learning (INDI) 3312 (Shelter in Native Communities)
15. Indigenous Learning (INDI) 3612 / Women's Studies (WOME) 3612 (Indigenous Women and Health)
16. Indigenous Learning (INDI) 3613 / Women's Studies (WOME) (Indigenous Women and their Changing Roles)
17. Indigenous Learning (INDI) 3811 (The Rights of People in s.35)
18. Indigenous Learning (INDI) 3812 (Taxation and the Status Indian)
19. Indigenous Learning (INDI) 4302 (Indigenous Peoples and the World)
20. Northern Studies (NORT) 1111 (An introduction to the Circumpolar World)
21. Political Science (POLI) 3351 / Indigenous Learning (INDI) 3351 (Aboriginal Peoples and the Law)
22. Criminology (CRIM) 3510 (Issues in Indigenous Justice)
23. Media Studies (MDST) 2310 (Anti-Racist and Aboriginal Media in Canada)

- 24. Media Studies (MDST) 4550 (Global Indigenous Media)
- 25. Anthropology (ANTH) 1034 (World Cultures)
- 26. Indigenous Learning (INDI) 3100 (Research Methodology)
- 27. Northern Studies (NORT) 3211 (Peoples and Cultures I)
- 28. Northern Studies (NORT) 3212 (Peoples and Cultures II)
- 29. Women's Studies (WOME) 2119 (Global Indigenous Feminisms)
- 30. Anthropology (ANTH) 2118 (Tracing Human Migrations)
- 31. Anthropology (ANTH) 2515 (Key Concepts in Ethnology)

- 1.2 The Committee reported that in response to the request from Senate (October 2015), they developed a definition of "Indigenous", guided criteria described by the United Nations Permanent Forum on Indigenous Issues described in the Factsheet, *Who are Indigenous Peoples* (http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf).

The Senate Academic Committee accepted this report as the definition of "Indigenous" for the purposes of the Indigenous Content Requirement. The report is attached for Senate's information.

2. Quality Assurance Sub-Committee

The Senate Academic Committee approved the revised Terms of Reference for the Quality Assurance Sub-Committee.

Mr. Mohammed Asker was also approved as the undergraduate student representative on this sub-committee.

3. Writing Initiatives Sub-Committee

The Senate Academic Committee approved the revised Terms of Reference for the Writing Initiatives Sub-Committee.

The subcommittee is working to assemble a collection of discipline-specific writing resources and guidelines, and is requesting assistance in identifying authoritative materials that students can use to become more conversant the research and writing conventions in their discipline. Send suggestions to the Chair of the subcommittee, Dr. Anna Guttman, at aguttman@lakeheadu.ca.

4. 2016 Academic Schedule – Fall Reading Week

The Ad-Hoc Academic Scheduling Committee reported that a review of other Ontario university fall-break policies, consultations with the President of LUSU and feedback from all academic units has been completed. The Committee recommended the implementation of a two (2) year pilot, of a four (4) day fall break in the 6th week of fall term, following the Thanksgiving holiday. This would start in the 2016-17 academic year; which has already been approved at Senate. The result of this break will mean commencing the fall term on the Tuesday following Labour Day. Appendix A of the revised report provides the proposed calendar for the 2016-17 and 2017-18 academic years. SAC accepted the Committee's report and recommendation and forwards this to Senate for approval.

MOTION: that Senate accepts the implementation of a two (2) year pilot, of a four (4) day fall break following the Thanksgiving holiday.

MOTION: that Senate accepts the revised academic calendars for 2016-2017 and 2017-2018.

Respectfully submitted,

Dr. Douglas Ivison
Chair, Senate Academic Committee

Attachments

MEMORANDUM

Date: November 6, 2015

To: Doug Ivison, Chair, Senate Academic Committee

From: Peggy Smith, Chair, SAC-OAGC Joint Sub-Committee

Subject: Indigenous Content Requirement—Definition of “Indigenous”

Dear SAC Committee Members,

The SAC-OAGC Joint Sub-Committee was asked to clarify the definition of “Indigenous”. In the Learner Outcomes for Indigenous Courses document (dated January 29, 2015) and submitted to SAC for approval, we included the following footnote on definitions:

“Although ‘Aboriginal’ is the term defined in section 35 of the Constitution Act as including Indian, Métis and Inuit, not all communities like the term. Most Aboriginal communities like to be identified by their Nation’s name, e.g. Anishinaabe, Cree (Mushkegowuk), Sto:lo, Nisga’a. A more neutral and acceptable term is “Indigenous” which is commonly used in the international arena. We use the terms “Aboriginal” and “Indigenous” interchangeably.”

The Joint Sub-Committee has further discussed the definition and is making the recommendation that, acknowledging there is no one accepted definition for “Indigenous”, we will follow the criteria described by the United Nations Permanent Forum on Indigenous Issues described in the Factsheet, Who are Indigenous Peoples?¹

These criteria include:

- Self-identification as Indigenous peoples at the individual level and accepted by the community as their member;
- Historical continuity with pre-colonial and/or pre-settler societies;
- Distinct social, economic or political systems;
- Distinct language, culture and beliefs;
- Form non-dominant groups of society; and
- Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities.

¹ UN Permanent Forum on Indigenous Issues. n.d. Who are Indigenous Peoples? Indigenous Peoples, Indigenous Voices Factsheet. United Nations, New York.
http://www.un.org/esa/socdev/unpfi/documents/5session_factsheet1.pdf. Nov. 6, 2015.

Indigenous Content Requirement—Definition of “Indigenous”

We would also like to recommend that the University adopt the style of capitalizing “Indigenous” and other related terms—“Aboriginal”, “Métis”, “Inuit”—as per the Canadian Style recommendations for capitalization below:

From <http://www.btb.termiumplus.gc.ca/tcdnstyl-chap?lang=eng&letr=chapsect4&info0=4>

“4.11 Races, languages and peoples

Capitalize nouns and adjectives referring to race, tribe, nationality and language:

- Amerindian
- Anglophone
- Arabic
- Caucasian
- Cree
- Francophone
- French
- Indian
- Inuk (*plural*: Inuit)
- Métis

... The form of some words may vary depending on the meaning:

- Highlander (inhabitant of the Scottish Highlands)
 - highlander (inhabitant of any highland area)
- Aborigine (one of the indigenous peoples of Australia)
 - aborigine (indigenous inhabitant of a region)
- Pygmy (member of a group of African peoples)
 - pygmy (small in stature; insignificant)

Capitalize the singular and plural forms of the nouns *Status Indian*, *Registered Indian*, *Non-Status Indian* and *Treaty Indian*, as well as the terms *Aboriginal*, *Native* and *Indigenous* when they refer to Aboriginal people in Canada.

... For further information on the representation of Aboriginal (Native) peoples in written communications, see **Chapter 14 Elimination of Stereotyping in Written Communications.**

Respectfully submitted,

