

**University of Windsor  
Senate**

5.5.5: **Report on Refining the Indigenous Question on the Program/Course Change Forms**

Item for: **Information**

Forwarded by: **Program Development Committee**

In Winter 2020, the PDC established a Subcommittee to refine the question wording and supports in the PDC form that asks *how* faculty have considered Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material in courses and programs. The Subcommittee held its first meeting in June 2020, met regularly throughout 2020-2021 and consulted broadly. The attached report was presented to PDC which voted to approve the changes to the PDC Forms and supported the short-term and long-term recommendations.

*See attached.*

## Recommendations for Revisions to the PDC Forms Indigenization Question

### Report from the Program Development Committee (PDC) Subcommittee Refining the Indigenous Question on the Program/Course Change Forms

Subcommittee Members: Jaimie Kechego, Alison Zilli, Karen Pillon, Kevin Milne, Erika Kustra  
April 12, 2021

*With heartfelt thanks to the many people who shared their time and insight for consultations.*

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## Purpose

The Subcommittee was initiated to modify the question wording and supports in the PDC form that asks *how* faculty have considered Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material in courses and programs. The initiative was in response to concerns raised in Senate and by the campus community, and within a context where we do not have a larger guiding institutional plan. The PDC values the role this question has in helping people thinking about Indigenization, and hopes enhancements to the question will encourage and enable more people to be thoughtful and intentional in their approach, following a respectful process and respectful consultation. The goal was to follow a collaborative process, and the recommendations were developed through consultations with Indigenous faculty, staff, students, alumni and community members, as well as non-Indigenous allies engaged in supporting Indigenization in curriculum.

## Context

Indigenization of curriculum takes place in a larger context, including a requirement to respond to the Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

December 8, 2017, [Senate agreed](#) PDC should include a question about Indigenizing curriculum in the PDC forms, in response to the [Aboriginal Education Council Response](#) to the [Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education](#). The final wording was approved on April 2018, following consultation: *“The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities. In developing or revising this program or course, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?”* However, faculty completing the PDC forms may not be aware of how to approach the PDC Indigenization question or may not have sufficient background or support. [February 13, 2020](#), PDC created a Subcommittee to revise the wording of the PDC form question.

Enhancements to the PDC forms is seen as one step in a larger and ongoing process of Indigenizing curriculum and pedagogy and in the University of Windsor’s engagement in [Truth and Reconciliation Commissions](#) (TRC) [Calls to Action and legal requirements](#). Where we are now has been decades in the making, and will take time to address. Those we consulted have shared that the relationship of trust is essential, and this process needs to place emphasis on the journey and the growth during the journey.

## Process:

A guiding principle used during the revisions was the importance of engaging in consultation throughout the process, consistent with the recommendation of the AEC. The recommendations in this document are a summary of the ideas shared through consultation. The process followed these steps:

1. Initial brainstorming meeting with PDC members
2. Additional brainstorming within the sub-committee, building and summarizing the ideas from PDC to form the basis of a consultation document.
3. Consultation meetings both one-on-one and with groups.
4. A student hired through the Ignite work study program to help support the process and gather resources.
5. The document was iteratively refined during the consultation process. Following consultation, the draft document was shared with Aboriginal Education Council (AEC), PDC and those consulted with for further feedback.
6. The document will be shared with Senate for information and with the intent of continuing the conversation with initial recommendations for change.

**Consultations:** Consultations were held with Aboriginal Education Council (AEC), Turtle Island Aboriginal Education Centre, President's Indigenous Peoples Scholars, Program Development Committee, and any individuals identified as having an interest, including faculty, staff, students, alumni, Elders and Indigenous Knowledge Holders within the community. A total of 61 people was consulted.

The consultations revealed recommendations directly related to modifying the PDC form, and specific immediate resources that can be developed. Consultations also reinforced the understanding that Indigenizing curriculum is a complex process based within the larger university and community context. As a result, recommendations for larger context and change were shared that extend beyond the scope of the PDC sub-committee, but that are critical to share in order to help our institution continue to develop. These recommendations are shared below in recommendations 1 and 2.

### Recommendations for PDC Form Revisions

Immediate actions for PDC are focussed on revising the wording of the question within the PDC form to help people focus on the process they are using, and to share helpful resources.

*(These recommendations will be supported by PDC, University Secretariat and CTL.)*

1. **Modify question wording to emphasize process**, by bolding 'how' (Please see Appendix A for wording).
2. **Add a statement to the PDC question to clarify the larger context** beyond the University of Windsor. Add mention that this is an initiative based on the [TRC Calls to Action](#) and the [Universities Canada Principles on Indigenous Education](#) essential for universities to engage in, with legal requirements (See Appendix A).
3. **Add one link that will connect to resources** to support people as they engage in the process. This will link to information and resources that can be updated regularly (<https://www.uwindsor.ca/ctl/513/indigenous-resources>). Information being added will continually be enhanced, and based on the consultations feedback will include:
  - a. Contact for the Indigenous Curriculum and Pedagogies Project Coordinator, Jaimie Kechego
  - b. Short descriptions of the TRC Calls to Action and University Principles and Indian Act and legal requirements with highlights of the points relevant for course and program development and with links to the documents
  - c. University context with a link to the [Senate working document](#) that held initial Recommendations for Changes, [Aboriginal Education Council Response to the Report of the Senate Working Group](#) (response to Senate report above, pp. 3-7), [University of Windsor Indigenous Initiatives](#)
  - d. Foundational information about Indigenization of curriculum and pedagogy
  - e. Foundational webinars developed in-house
  - f. Sample disciplinary resources, syllabi, and content
4. **Add prompt questions to help people begin to approach the question**
  - a. Based on consultations with instructors, prompts will be included within the form itself rather than as a footnote, appendix or external resource. The prompts will be piloted with faculty members (See Appendix A).
  - b. Prompts related to reaching out to people with expertise are later in the list to encourage self-education first, and to decrease consultation fatigue and workload for Indigenous faculty, staff, Knowledge Holders and Elders.
5. **Include information that aligns within sections of the PDC documents:** When including Indigenization, we encourage faculty to include mention of Indigenization in other sections of the PDC documents where relevant (for example, the Indigenization may influence learning outcomes, assignments, etc.). A question has been added to the prompt questions to encourage this. Feedback can be provided through the PDC review.

## Recommendations Raised by Consultations Beyond the Scope of the Subcommittee

Consultations made it clear that Indigenizing curriculum is a complex process based within the larger university and community context, and as a result people raised recommendations that extended beyond the scope of the Subcommittee to change the PDC forms. These recommendations are important in the larger context to support Indigenization of curriculum at the University of Windsor and consequently, these recommendations are shared below.

### 1. Short-Term Recommendations beyond the PDC Forms

*(Possible agents to support the recommendations and future follow-up are identified in brackets)*

1. **Transparency for students** (*Associate Deans/Heads, University Secretariat, CTL*): When including Indigenization in the PDC form, help to share this intention with students, for example, including reference in the syllabi. One strategy to encourage this will be to **add reference to Indigenization in the Learning-Centred Syllabus Checklist** to encourage instructors to make the information public through their syllabus. Possible examples include:
  - a. Instructor should inform students of their approach to Indigenizing Curriculum and Pedagogy where applicable. Instructors may consider including the wording that was submitted in the PDC form if it is worded appropriately for students.
  - b. Add information to the syllabus such as their approach to Indigenizing curriculum and pedagogy as part of the course description.
  - c. Have a statement and link to TRC and Universities Principles, with sample wording “The University of Windsor is committed to building stronger, more meaningful partnerships with Indigenous students, scholars and communities, as mandated by the Truth and Reconciliation Commission (TRC) and University Principles.”
  - d. Add specific resources and readings where appropriate.
2. **Gather PDC examples** (*University Secretariat, CTL*): Develop a resource that includes a variety of possible answers to the PDC form question, including examples that differ in their approach, and demonstrate how the answer can be contextualized within the discipline. Diversity in the examples will be important to avoid a cut-and-paste approach, and to encourage thoughtful engagement in Indigenization.
3. **Audio recording for the Land Acknowledgement** (*Turtle Island Aboriginal Education Centre, CTL*): Develop and link an audio recording for the University of Windsor’s Land Acknowledgement to help people practice saying the names correctly to enhance the respect shown through Land Acknowledgements.
4. **Short learning modules** (*PDC, University Secretariat, CTL, OOL*): Develop short learning modules for the rationale and approach to the PDC forms, and to explain the PDC process ([https://www.uwindsor.ca/qualityassurance/sites/uwindsor.ca.qualityassurance/files/pdc\\_forms\\_workflow\\_chart\\_feb2020.pdf](https://www.uwindsor.ca/qualityassurance/sites/uwindsor.ca.qualityassurance/files/pdc_forms_workflow_chart_feb2020.pdf))
5. **Extended professional development** (*Turtle Island Aboriginal Education Centre, Associate Deans/Heads/Faculty specific, CTL*): Continue to explore extended educational opportunities for faculty and students to learn about treaties, equity, and Indigenous ways of knowing. Build resources such as effective approaches to bring in the Indigenous voice without centring out a student as a representative of the Indigenous perspective, or placing undue burden on Indigenous faculty and staff. Explore opportunities to shadow and share resources.
6. **Promote awareness of process and resources** (*Turtle Island Aboriginal Education Centre, University Secretariat, CTL*): Share information through multiple avenues including Daily News, CTL Newsletter. Also ask to be invited to Department Council Meetings to give presentations and find out what help Departments might need.

## 2. Long-Term Strategic Recommendations

Several recommendations raised during consultation extend beyond the scope of the PDC sub-committee but are critical to Indigenizing curriculum and pedagogy. These relate to the larger institutional structures that will support the Indigenization work reported through the PDC forms.

1. **Build formal connections with the Indigenous Communities** (*President, Provost, Deans*): Building relationships of trust with the Indigenous Communities is essential and will take several forms. Consultations indicated that it will be important for the President and upper administrators to play a key role in building community relationships. Relationship building may also include liaisons who are formally employed (full or part-time) and linked with the multiple communities. For example, GLIER has followed this model, but it could be conducted at the departmental, Faculty or institutional level. Consider the [Deepening Our Relationship Report](#) Ontario Universities August 2017. Also, recommendations were made to bring together an Elders Group, and Indigenous Knowledge Holders, including language speakers, for conversation.
2. **Promote awareness of the newly developed Indigenous courses and Minor** (*Executive Director, Academic Initiatives Indigenous Initiatives site, Dean of FAHSS*): One strategy for this is to develop a resource page that will advertise all of the various Indigenous courses and the Minor offered at the University.
3. **Integrate opportunities across the curriculum** (*Program Coordinators, faculty members, CTL*): Encourage curriculum refinement for continuous integration of Indigenization through each level of the program, rather than in a single chapter or module, so students demonstrate they understand and integrate the concepts with increasing complexity as they move forward. Encourage integration within core courses as well as the addition or new or link to existing elective courses or minors with a focus on relevant Indigenous content.
4. **Develop Program Statements** (*Heads, Program Coordinators*): Encourage program committees to consider developing a program statement that is shared online, and that instructors could adapt to include on their course syllabus (refer to examples in Appendix B).
5. **Re-examine the Graduate Characteristics** (*Provost, PDC, Senate*): Raise a recommendation to open and revise the "[Characteristics of a University of Windsor Graduate](#)" originally approved by Senate June 5, 2008 that all courses are structured and embedded within. This might be adding a new characteristic such as "respect for teaching and learning through diverse lenses" or "open to the awareness that there are other ways of thinking about things" but the wording would be part of a larger process, beyond the scope of this current sub-committee.
6. **Identify Faculty or Departmental Champions** (*Associate Deans/Heads, Provost*): Raise the possibility of recognizing and working with an instructor in each AAU. This would be an instructor who has gone through a process of understanding Indigenizing curriculum and pedagogy and completing the PDC documents, and who could be a knowledgeable disciplinary resource within the AAU for those engaging in the process. It would be helpful for them to share reflections on their journey. An alternative might be a model in other institutions of an Associate Dean, Teaching and Learning who is responsible for teaching, and who can facilitate for colleagues their grasp of this perspective over time.
7. **Develop Student Champions and Partners** (*Native Student Alliance, Turtle Island Aboriginal Education Centre, Office of Student Experience, CTL*): Some universities have developed partnerships with students, further than Indigenous student groups, and have created student societies with more support, more integration or student partnerships that can also help with recruiting and supporting students and providing feedback on course and curriculum initiatives.
8. **Hire Indigenous Employees** (*Executive Leadership Team*): Increase Indigenous employees in critical areas of support for including the library and other units and provide opportunity for the individuals to work together. This recommendation from the consultation process is consistent with the [Sisco 2021 report, University of Windsor Indigenous Student Experience, Recruitment and Enrolment](#).
9. **Developing an Indigenous Strategic Plan** (*Executive Leadership Team, Senate, Turtle Island Aboriginal Education Centre, with appropriate community consultation*): Develop a coherent and comprehensive plan, through consultation, to explore the institutional strategic approach to the TRC for the whole campus. This

could include actions and the committees at the institutional, Faculty and unit levels to consider elements such as: how Indigenous people are present in the institution; how they are reflected in the space of the institution; what spaces are available for Indigenous learning; how is the curriculum Indigenousized; how are learners supported; how are allies developed; how are relationships of trust developed with the Indigenous communities.

The TRC called us to “educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms” (TRC, 2015). The long-term strategic recommendations raised during the consultations clearly show that more steps are needed following the revision of the PDC forms. They are consistent with the current scholarly literature exploring Indigenousization in higher education, exploring the complexity (such as Bopp, Brown & Robb, 2017) and include moving forward from inclusion to reconciliation and decolonial indigenousization (Gaudry & Lorenzo, 2018). We hope that this will be part of a broader institutional conversation at the University of Windsor, and these recommendations will be shared with the President, Provost and Senate.

## References

- Bopp, M., Brown, L. & Robb, J. (2017). Reconciliation within the academy: Why is Indigenousization so difficult? *Four Worlds for Development Learning*, 1-10. Retrieved from:  
[http://www.fourworlds.ca/pdf\\_downloads/Reconciliation\\_within\\_the\\_Academy\\_Final.pdf](http://www.fourworlds.ca/pdf_downloads/Reconciliation_within_the_Academy_Final.pdf)
- Gaudry, A. & Lorenz, D. (2018). Indigenousization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenousizing the Canadian Academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), 218-227.
- Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Ottawa, ON. Retrieved from  
[www.trc.ca](http://www.trc.ca)
- Universities Canada (2015). Universities Canada principles on Indigenous education. <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>



## Appendix A Modified PDC Indigenous Question Wording

### Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

**FORM A (New Program)** *NOTE: Any changes agreed to for Form A would then be integrated into the other forms*

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

In developing this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?
- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? *(Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization? Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?
- Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?

*NOTE: Any changes agreed to for Form A would then be integrated into the other forms below.*

**FORM B (Major Program Changes)**

**FORM C (Minor Program Changes)**

**FORM C1 (Articulation Agreement/Degree Completion)**

**FORM C2 (Combined Program/Concurrent Offerings)**

**FORM D (New Course Proposal)**

**FORM E (Summary of Minor Course and Calendar Changes)**



## Appendix B: Encourage Programs to develop a coherent statement on Indigenization

The importance of having a public statement in courses and for the programs was raised, so faculty and students have context, and continue to think, ask questions, and keep the conversation and commitment public.

**Example from History Program level-** Preview for Decolonization, Indigenization and the History Department in Canada: Decolonization, Indigenization and the History Department in Canada

[https://activehistory.ca/2017/09/decolonization-indigenization-and-the-history-department-in-canada/#\\_ftn6](https://activehistory.ca/2017/09/decolonization-indigenization-and-the-history-department-in-canada/#_ftn6)

One of the first projects of this Committee was to develop an optional statement that acknowledges Indigenous territory and history in department course syllabi. Devising this statement and sharing it with the department became an excellent opportunity for discussion among ourselves and with our students.[6] As a result of these discussions, and out of a desire to ensure that the statement does not become “pro- forma”, the Committee is redrafting the statement. The provisional new statement is:

The department of history at the University of Winnipeg acknowledges that we live and work in the ancestral and traditional territories of the Anishinaabe, Assiniboine, Cree, Dakota, Métis and Oji-Cree Nations. We also acknowledge that the discipline of history has been used to support programs of dispossession and assimilation directed against Indigenous peoples. Teaching and learning Indigenous histories allows us to confront colonial history as well as honour and respect the people who have called this place home for millennia.

[This article was first published in the Canadian Historical Association Bulletin, 43.2, 2017, p. 32-33] By: Mary Jane Logan McCallum, Julie Nagam, James Hanley, Anne-Laurence Caudano and Delia Ga...  
activehistory.ca

### **Human Kinetics Program University of Windsor for PDC 2021**

- A) Members of the program developed a statement and instructors are encouraged to include on course syllabus:

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community, while acknowledging that there is significant room for growth in this area within our unit. Indigenous (First Nations, Metis and/or Inuit) content, perspectives and materials are included in our curriculum as part of historical, social, and critical discussions, highlighting local, national, and/or international Indigenous communities and their cultural practices primarily in relation to sport, exercise, and health. While we have offered a course specific to Sport and Aboriginal peoples in Canada, several courses in our curriculum include the delivery of Indigenous-specific content in standard lecture format, and we also engage students in the following ways: instructor led discussions, assigned readings and exams, online engagement of Indigenous issues, assignments specific to the Truth and Reconciliation Commission of Canada (TRC), and by addressing calls to action through the TRC.

- B) Sample PDC Course Statement developed from Program statement for a specific course – KINE-3500 (Patti Miller, 2021 permission to share)

The Faculty of Human Kinetics is committed to academic study about and engagement with the Indigenous community. A broad goal of this course is for students to gain an understanding of how social, cultural, and historical perspectives influence how one acts within an organizational setting and how this might impact how organizations interact with their environments. This includes discussion of Indigenous Peoples and

traditions that might influence the functions of an organization. Additionally, the course instructor integrates examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, North American Indigenous Games Council (NAIG) and community level organizations that provide sport and recreation opportunities for the Indigenous community. Lastly, one assignment in this course requires that students relate course content to an organizational event of their choosing. Students are encouraged to consider organizations with a targeted focus, such as those listed above.

***Example from Odette School of Business:***

All course outlines of the Odette School of Business recognize that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie. Odette has undertaken research to provide information upon which systematic Indigenization will proceed in a transparent, and collegial manner to meet the needs of the stakeholders. Odette School of Business encourages course developers and instructors to incorporate Indigenous content, perspectives, and materials into the curriculum. Further actions arising in due course from Indigenization will be appropriately incorporated in a sustainable manner into Odette's current structure, which includes a First Nations, Metis and Inuit Advisory Council to the Dean, formal policies, procedures and processes.