

Provost's Update

Dr. Patti Weir

October 29, 2021
University of Windsor



Student Experience

1. *Global Skills Opportunity*

October 8 - Funding was received for **iWIL Go Global: International Work Integrated Learning Abroad**

Go Global First Year STudy Abroad ExPerienceS - Go Global STEPS

- scalable project with a goal of having 5% of undergraduate students having an international experience
- 30% of experiences will be guaranteed for students from targeted groups with 100% of cost of travel being covered; non-target groups will have 33% of travel funded
- trips will be supported by both student and faculty ambassadors



Sample Projects

- 1) Rainforest eco-hydrology in Costa Rica and socio-economic impacts of climate change on water resources (research-based study abroad)
- 2) Environmental Stewardship of the New Zealand Māori people in partnership with the Waterways Centre at the University of Canterbury (study abroad field school)
- 3) Teachers in Tanzania community service-learning project with the Kititimo Center for Orphaned and Vulnerable Children in the town of Singida (Technical and Professional Training), and,
- 4) Global health perspectives and community nursing in Cuernavaca Mexico with Universidad Internacional (Technical and Professional Training).



2. Student Exchange and Co-op

- 4 students placed internationally on co-op (Germany/USA)
- Students on international program exchange
 - Undergraduate –13 on exchange Fall 2021, 18 planned for Winter 2022
(JD Law, Business, French, Political Science, History, Economics, Env. Science, Human Kinetics, Physics, Biology, BCN, Criminology, Env. Studies, Forensics)
 - Graduate (International Master's In Automotive Engineering, Torino Italy)



Universities Canada 13 Principles on Indigenous Education

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Universities Canada 13 Principles on Indigenous Education

Released June 29, 2015

- Commitment of Universities to “close the education” gap and address the underrepresentation of Indigenous students in Canadian PSE institutions
- Goal of strengthening Indigenous communities, enhance the informed citizenship of Canadians, and contribute to Canada’s long-term economic success and social inclusion
- Opportunity to grow relationships, to build mutual respect for different ways of knowing and recognizing the power of open dialogue among cultures enhancing our shared knowledge
- Developed in close consultation with Indigenous communities – acknowledge the unique needs of Indigenous communities across Canada



13 Principles on Indigenous Education

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus
8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.
10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.
12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.

13 Principles on Indigenous Education

- Senate created a Working Group to create benchmarks for the University aligned to the principles
 - Presented to Senate on June 10, 2016
- December 8, 2017 the Aboriginal Education Council presented a report on the 12 UWindsor benchmarks
- Last revisited at Senate in 2018

Recommendations of the Senate Working Group for Benchmarking UW with UC Principles

Recommendation	Actions as of October 2021
<p><i>1. The University of Windsor should implement an external review in order to gather further information about how best to implement strategies answering the TRC Calls to Action and the 13 Principles on Indigenous Education.</i></p>	<p>SISCO report</p>
<p><i>2. The University of Windsor should work with Turtle Island and the AEC to better recruit First Nations, Métis and Inuit students and to ensure their access to support and their success. This will address the TRC Call to Action to address the backlog of First Nations students seeking university education.</i></p>	<p>SISCO report</p> <p>Indigenous Enrolment Advisor position in process</p> <p>Wawiahtanan Ziibii Scholarship (\$100k)</p> <p>2019-2020 - \$5000 renewable for 4-years</p> <p>Donor sponsored Awards</p>



Recommendations of the Senate Working Group for Benchmarking UW with UC Principles

Recommendation	Progress Made as of October 2021
<p><i>3. The University of Windsor should evaluate its Education programs in relation recommendations made in final Report of the Minister of the Department of Indian Affairs and Northern Development's National Working Group on Education, including the recommendation that "post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers..." (p. 43).</i></p>	<p>Faculty of Education</p> <ul style="list-style-type: none"> - Outreach programs - Development of Indigenous spaces - Programming with Indigenous focus
<p><i>4. The Faculty of Education at the University of Windsor should evaluate the opportunity to develop a Bachelor of Education in Indigenous Learning or its equivalent. Five Ontario universities now offer a Bachelor of Education in Indigenous Learning.</i></p>	<p>Faculty of Education undertook a study to examine feasibility and continues to address the resources and expertise challenges involved</p>



Recommendations of the Senate Working Group for Benchmarking UW with UC Principles

Recommendation	Progress Made as of October 2021
<p><i>5. The University of Windsor should develop a sustainable strategy to indigenize and decolonize its curricula, particularly those of disciplines identified by the TRC Calls to Action.</i></p>	<p>Hired Indigenous Coordinator of Curriculum & Pedagogy with a plan to make this a permanent full-time appointment in the Centre for Teaching and Learning.</p> <ul style="list-style-type: none"> - PDC work on curriculum - Faculty led initiatives - CTL workshops
<p><i>6. The space allocated to The Aboriginal Education Centre -- Turtle Island should be reviewed as part of the Campus Plan so that space is allocated to make Turtle Island the “hub” of Indigenous culture on this campus. The space should provide for community use and classroom related activities, and promote dialogue between Indigenous and non-indigenous students and other members of our campus community.</i></p>	<p>Possible site identified adjacent to campus. Initial Tour of Indigenous staff and faculty of the site will be conducted on October 28, 2021. Second tour November 3, 2021.</p>



Recommendations of the Senate Working Group for Benchmarking UW with UC Principles

Recommendation	Progress Made as of October 2021
<p><i>7. The University of Windsor can serve as a role model to other institutions by providing meaningful funding in support of the 13 Principles, including assistance to help fund indigenization of conferences, visiting speakers/authors, theatre productions, panels, workshops, land-based learning and other such related events.</i></p>	<p>Nanadagikenim - Seek to Know Grant</p> <p>CTL Workshops</p> <p>Faculty led initiatives</p> <p>Elder in Residence</p> <p>Alternative Spring Break</p>
<p><i>8. The University of Windsor should continue to address diversity in its hiring policy. Data from University of Windsor's 2011 Employment Equity Work Force Census indicates 1.6% of those responding to the Census self-identified as Aboriginal. Indigenization of the professoriate is also a part of the indigenization of the curriculum.</i></p>	<p>President's Indigenous Peoples Scholars Program</p> <p>50/30 Challenge</p> <p>2.7% UWindsor in 2020-2021; greater than several larger provincial and national institutions (Queen's, Western, U of Toronto, Ryerson, McGill, York, Laurier); slightly behind Dalhousie at 3.0%</p>



Recommendations of the Senate Working Group for Benchmarking UW with UC Principles

Recommendation	Progress Made as of October 2021
<p><i>9. The University of Windsor as a whole needs to create a process for academic planning with Indigenous leadership, particularly the leadership of the AEC and members of Turtle Island, and consultation with Indigenous communities, to make this possible across all Faculties and disciplines.</i></p>	<p>CTL courses</p> <p>Consultation process being developed</p>
<p><i>10. The University of Windsor should establish a Memorandum of Understanding with the Walpole Island First Nation and its Heritage Centre. In addition, the University of Windsor should identify other opportunities to work more broadly with First Nations, Métis and Inuit communities.</i></p>	<p>A number of projects have been building meaningful and sustainable partnerships beyond campus (e.g., Law, Science, Alternative Spring Break)</p> <p>Curriculum Indigenization will support outreach</p>



Recommendations of the Senate Working Group for Benchmarking UW with UC Principles

Recommendation	Progress Made as of October 2021
<p><i>11. The University of Windsor should support the Department of History to develop a public history project about the mission of the Assumption Church to the First Nations of the region. Although the Assumption Church and the Jesuit mission did not involve a residential school, it would be appropriate to create a public history project as a means to answer the TRC Call to Action 59 concerning the role of churches in colonization.</i></p>	<p>Preliminary conversations with the Department of History on this project have been undertaken</p>
<p><i>12. The University of Windsor should conduct an annual census of the following activities (e.g, Indigenization of courses/programs; community based initiatives; community outreach activities; research related to well-being, history and culture of FNMI communities) and report them on the University website as a means to resource and enable systemic and cohesive academic planning.</i></p>	<p>Turtle Island newsletter Faculty led outreach</p>



- In Summary:
 - While there is a lot of activity taking place regarding the 12 benchmarks, there are still gaps to close and many areas require further attention
 - The structural pieces are coming together, but further dialogue and work is required

