

Tecumseh Centre for Aboriginal Research and Education

Undergraduate Programs Review

Four-Year Report (2019)

A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on June 6, 2011.

1. The academic programs offered by the Tecumseh Centre for Aboriginal Research and Education which were examined as part of the review were:

BEd Aboriginal Adult Education
BEd Primary/Junior (Aboriginal)
Certificate in Aboriginal Language
Gidayaamin Aboriginal Women's Certificate
Minor in Aboriginal Studies

2. The Review Committee consisted of two external reviewers: Paul Berger, Lakehead University, Susan Hill, University of Western Ontario and an internal reviewer, Lucie Thibault, Recreation and Leisure Studies, Brock University.
3. The site visit occurred on March 11-13, 2015.
4. The Final Assessment Report was approved by Senate on Nov 11, 2015.
5. The reviewers assigned the following Outcome Categories:

Excellent Quality	Good Quality BEd Aboriginal Adult Education	Good Quality with Concerns BEd Primary/Junior (Aboriginal) Certificate in Aboriginal Language Gidayaamin Aboriginal Women's Certificate Minor in Aboriginal Studies	Non-Viable
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6. The next review of the undergraduate programs in the Tecumseh Centre for Aboriginal Research and Education will be in 2022/23.

It should be noted that the Academic Review Committee requested that many of the recommendations made by the reviewers be brought to the attention of the Aboriginal Education Advisory Working Group. The Final Assessment Report was therefore shared with the Working Group, which was investigating initiatives around indigenous education across the University. The IEAC (Indigenous Education Advisory Committee) finalized a Report in early 2016. In May 2016, Senate “endorsed the spirit of the Indigenous Education Advisory Committee” and encouraged Senate and its committees to begin the process of enacting and operationalizing the report’s recommendations.

As of July 1, 2018, the Departments and Centres in the Faculty of Education were restructured in line with the Senate approved (2017) proposal to establish a single departmental structure. With the exception of those programs within the Tecumseh Center for Aboriginal Studies and Research, the Department of Educational Studies now houses all graduate and undergraduate programs in the Faculty of Education and all BUFA members are part of the Department.

B. Recommendations

Recommendation #1

Brock University should develop a hiring and retention plan for Indigenous faculty with credentials to support the goals of the Tecumseh Centre programs (at least one person trained in Indigenous Studies and at least one person trained in Indigenous Education). A method used by some universities has been cohort hiring and/or pre-doctoral fellowships that convert to tenure-track lines upon doctoral completion. Three tenure-track positions should be attached to the Tecumseh Centre.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. The Committee expects that the Centre is best positioned to determine its future needs and that it will proceed through normal channels of advocacy for faculty resources.

Implementation Plan

Recommendation not accepted.

Recommendation #2

An increased commitment by Brock University to Indigenous programming is recommended. The Tecumseh Centre should lead a recalibration of existing Aboriginal Studies courses and the addition of courses as needed such that Aboriginal Studies includes a core course and can be taken as a Major (BA in Indigenous Studies). A curriculum review committee comprised of faculty members with course load reductions should undertake this work in consultation with community representatives and a representative from the Aboriginal

Education Council. As part of this renewal, courses comparing Indigenous cultures using an anthropological approach should be updated with an Indigenous Studies Framework.

ARC Disposition of the Recommendation

ARC considers the recommendation to review the curriculum to be accepted and in the process of implementation. The Committee expects that the Centre is best-positioned to determine strategies to move forward with the curriculum review. The suggestion regarding course load reductions in order to conduct the curriculum review would lie outside of the Committee's jurisdiction.

Implementation Plan (1st Priority)

Responsible for approving:	Dean, Centre
Responsible for resources:	Dean, Centre
Responsible for implementation:	Dean, Centre
Timeline:	Dean of Education to report by end of academic year 2015-16

Actions Taken	Year Action Started	Year Action Completed
Action #1 Increase in Indigenous Studies courses in Undergraduate Calendar.	2016	2018
Action #2 Removal of anthropological language from course descriptions in Undergraduate Calendar	2016	2016
Action #3 Move towards a Major in Indigenous Studies	2016	ongoing
Action #4 Curriculum Review Committee	2016	ongoing

Explanation of Actions Taken, Status and Results:

Added two traditional language courses (#1) in 2018 but need more resources and full time Indigenous faculty to further increase course offerings and to move toward a Major (#3). No resources for this formalized process (#4). Review is informal. Tecumseh Centre instructors working on curriculum review without release time or resources. Increased marketing and institutional presence through various committees and events.

Recommendation #3

Aboriginal Studies courses should be included in Brock University's list of Context courses. A university-wide compulsory course in Aboriginal Studies or one with Indigenous worldviews forming the basis of a discipline-specific course would position Brock University amongst the leaders.

ARC Disposition of the Recommendation

ARC considers the recommendation to include Aboriginal Studies courses in the list of context courses to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Education to report by end of academic year 2015-16

Actions Taken	Year Action Started	Year Action Completed
Action #1 Context Credits	2016	ongoing

Explanation of Actions Taken, Status and Results:

INDG 1F90 Introduction to Indigenous Studies and 2F01 Intermediate Mohawk have been approved as Humanities context credits. As Senate is reconsidering core and context for the university no additional action has been taken. However, there is enhanced relationship and cooperation with other Faculties and there are increased number of cross-listed courses. so intentions remain solid. The notion of a compulsory course for the university will have to be discussed in the Two Row Council and AEC, but this discussion must take place in the context of huge questions of qualified/Indigenous faculty and budget mitigation. Indigenizing Brock is a significant pillar in the university strategic plan.

Recommendation 4

The Tecumseh Centre should be housed on the main campus. A small budget for parking passes would keep the Centre, once located on main campus, maximally accessible to community members.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. The Committee expects that the Centre will proceed through normal channels of advocacy for space resources.

Implementation Plan

Recommendation not accepted.

Explanation of Actions Taken, Status and Results:

The Tecumseh Centre moved to Welch Hall 65-69 alongside other offices in the Faculty of Education in January, 2016. While efforts are being made to create a stronger presence the Tecumseh Centre has lost office space even though it has been expressing need for more.

Recommendation 5

The Tecumseh Centre for Aboriginal Research and Education should belong to all Faculties, to all students at Brock University, regardless of their academic program. We recommend the development of stronger relationships between Aboriginal Studies and similar related interdisciplinary programs such as Women's and Gender Studies, Canadian Studies and Social Justice and Equity Studies.

ARC Disposition of the Recommendation

ARC considers the recommendation to develop stronger relationships with other Units in the University to be accepted.

The Committee understands that the future structure of the Centre will be discussed within the context of the larger Faculty review taking place.

Implementation Plan (1st Priority)

Responsible for approving:	Centre, Dean of Education
Responsible for resources:	Centre, Dean of Education
Responsible for implementation:	Centre, Dean of Education
Timeline:	Dean of Education to report by end of academic year 2015/16

Actions Taken	Year Action Started	Year Action Completed
Action #1 Development of Stronger Academic Relationships	2016	2019

Explanation of Actions Taken, Status and Results:

Courses were cross-listed with Drama, Sociology and Women's and Gender Studies, Applied Health and Humanities. Entire university has been called on by Senate to commit to Indigenous content. The Tecumseh Centre has acted as a broker between the Social Justice Institute and the community in sponsoring a research project and has assisted other units in connecting with the Indigenous community. Partnered with CPI and the Equity Office to offer a series of Indigenous workshops for all Brock and its

partners. The Centre has co-sponsored a number of Indigenous-themed events during the year with other units. Relationship building is on-going.

Recommendation 6

At a minimum, several events per year should be scheduled to bring students from the geographically nearer community-based programs to main campus. These could be well-advertised speakers or other gatherings.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Education to report by end of academic year 2015/16

Actions Taken	Year Action Started	Year Action Completed
Action #1 Events Sponsored	2016	Ongoing

Explanation of Actions Taken, Status and Results:

Partnered with CPI and the Equity Office the Tecumseh Centre offered a series of Indigenous workshops for all employees of Brock and its partners. Based on the feedback received from participants and encouragement from the AEC, the series , “We Are In Relation” will be offered again in 2019. Additionally, the Centre has co-sponsored a number of Indigenous-themed events during the year on a variety of topics, such as the Red Dress Project, Dr. Lisa Monchalin’s lecture on her book “The Colonial Problem” and residential school survivors, and most recently, a maker challenge for secondary school school students. However, such events are a budget challenge because the Centre does not have resources for these events. Because the Tecumseh Centre has community connections, we support other units in the university by helping them to access Indigenous community members as resource to their own projects. These events are supplemental to an annual commitment to partner with the Gibson Library to highlight Indigenous culture during Aboriginal month (June.) We have, through communications tried to develop awareness of Indigenous issues by communicating examples of Indigenous values in the classroom, for example, the Attawapiskat project when students from one Indigenous studies course sent resources to a northern Indigenous community.

Recommendation 7

A curriculum review committee should update the BEd and Certificate in Aboriginal Adult Education programs course learning outcomes. Program coherence and overall goals should be considered as well as ensuring current content in each course. Belonging, culture and identity should be goals as well as the ‘academic’ expectations. Course load reductions should be provided to a faculty member to facilitate this work, which should be done in collaboration with the communities represented in the area and with a representative of the Aboriginal Education Council.

ARC Disposition of the Recommendation

ARC considers the recommendation to conduct a curriculum review to be accepted and in the process of implementation.

ARC considers the recommendation to provide course load reductions to be outside of the Committee’s jurisdiction. The Committee expects that the Centre is best-positioned to determine strategies to move forward with the curriculum review.

Implementation Plan (1st Priority)

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Education to report by end of academic year 2015/16

Actions Taken	Year Action Started	Year Action Completed
Action #1 Change to Learning Outcomes	2016	ongoing
Action #2 Program Redesign	2016	ongoing

Explanation of Actions Taken, Status and Results:

Minor updates made to wording of Learning Outcomes (#1). A course developer was hired (along with an e-learning specialist) to redesign the five certificate courses to be delivered (a) on-line and (b) in a blended format. The design is being updated to fit new circumstances in favour of a community-based format; the fully on-line program was discontinued. The ABEd (#1, #2) was redesigned and will be implemented for fall term, 2019.

Additional curriculum development has been stalled by circumstance (personal instructor challenges). Additionally, budget mitigation does not permit faculty release. An effort to have community connections and indigenous voices in curriculum development is hampered by our dependence on sessional faculty, many of whom live at a distance from the campus.

We continue to work on establishing an instructional team identity in the Centre but require additional resources to support the work.

Recommendation 8

The University's Aboriginal Education Council should be involved in the governance of the Tecumseh Centre in key areas including program design and review, curriculum planning and assessment, and community partnerships.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as the AEC does not have governance over the programs in the Centre. While communication and participation are to be encouraged, the Centre has autonomy with regards to its curriculum.

Implementation Plan

Recommendation not accepted.

Recommendation 9

The locations of the community-based Aboriginal Adult Education programs should be reviewed for suitability. An increased budget may be needed to allow the program to secure appropriate community-based space and to upgrade facilities/equipment such as providing a portable data projector.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction. The Committee expects that the Centre will proceed through normal channels of advocacy for these resources.

Implementation Plan

Recommendation not accepted.

Recommendation 10

To foster community connection in the community-based Aboriginal Adult Education programs, a facilitator should be hired to assist students by making introductions to local entities that need volunteers and are open to students fulfilling their mandatory observation hours on site. In situations where a student in the program is well connected to the community, he or she could be hired to do this.

ARC Disposition of the Recommendation

ARC considers this recommendation to be not accepted as it lies outside of the Committee's jurisdiction. The Committee believes that the Centre is best positioned to determine appropriate strategies to move forward with this recommendation.

Implementation Plan

Recommendation not accepted.

Recommendation 11

Courses 'facilitated' by individuals in facilitator positions in the Aboriginal Adult Education Program should be taught by ILTA, LTA and tenure-track faculty. As university courses it is unusual to have a set course pattern and content that is not adapted and interpreted by the person delivering the materials. A change in model where the current facilitators would become instructors and be able to take a more agentic role in course design and delivery is needed.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction. The Committee understands that the facilitator delivery model for courses in the Faculty will be reviewed during the discussions around Faculty restructuring.

Implementation Plan

Recommendation not accepted.

Recommendation 12

To address concerns expressed that the Tecumseh Centre for Aboriginal Research and Education is not very present in the community (including the Aboriginal communities), outreach strategies should be considered to increase this presence and to lead to more involvement from Aboriginal communities in the area of the Tecumseh Centre.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group.

Implementation Plan (2nd Priority)

Responsible for approving: Centre

Responsible for resources: Centre

Responsible for implementation: Centre

Timeline: Dean of Education to report by end of academic year 2016/17

Actions Taken	Year Action Started	Year Action Completed
Action #1 Community Engagement Events sponsored.	2016	ongoing

Explanation of Actions Taken, Status and Results:

An Aboriginal Adult Education Coordinator was hired to raise profile in communities and a new Adult Education cohort began in January 2019 with the cooperation of the Hamilton

Native Friendship Centre. We anticipate a group at the Fort Erie Native Friendship Centre for the fall, 2019. A presence has been established at other cultural events, such as local Pow Wows and the Youth and Elders Conference held in Niagara Falls, ON. The Tecumseh Centre has participated as a regular guest at events sponsored by Six Nations and Six Nations Polytechnic, such as their research symposium and graduate celebrations.

Recommendation 13

The Gidayaamin Aboriginal Women's Certificate should be maintained at least through 2018-19 while innovation in marketing and recruitment is pursued.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as funding for the program will cease at the end of 2015/16. The Committee expects that the Centre, in consultation with the Dean, is best positioned to determine the future of this program.

Implementation Plan

Recommendation not accepted.

Recommendation 14

Graduates of the Gidayaamin Aboriginal Women's Certificate program should be consulted on how to market the program and hired as needed to recruit.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as funding for the program will cease at the end of 2015/16. The Committee expects that the Centre will consult all stakeholders as it determines the future of this program.

Implementation Plan

Recommendation not accepted.

Recommendation 15

The hours for administrative assistance and student advising that have recently been significantly reduced at the Centre should be prioritized for replacement.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction. The Committee expects that the Centre will proceed through normal channels of advocacy for administrative resources, which have been reduced across the University.

Implementation Plan

Recommendation not accepted.

Recommendation 16

The Centre and University should hire a resource person on the Ontario Institute of Studies in Education model who would help instructors in the Faculty of Education and across campus to integrate indigenous worldview into their course, and be available to guest lecture.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside of the Committee's jurisdiction. The Committee expects that the Centre will consult with various stakeholders to determine strategies and resources which could be used to promote indigenous education at Brock.

Implementation Plan

Recommendation not accepted.

Recommendation 17

Within the existing collective agreements, as much security as possible should be given to instructors who are identified as being good instructors.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction and has implications with respect to collective agreements.

Implementation Plan

Recommendation not accepted.

Recommendation 18

The apparent divide between the Tecumseh Centre and Aboriginal Student Services should be addressed. We believe that Aboriginal Student Services should be included in the support plans for Tecumseh Centre students' success while respecting the value of autonomy between academic affairs and student affairs.

ARC Disposition of the Recommendation

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction.

Implementation Plan

Recommendation not accepted.

C. Unit Summative Analysis and Evaluation

The Unit will answer the following questions:

1. To what extent has the Unit achieved the improvements suggested by the reviewers?

The Tecumseh Centre has acted on all the recommendations of the review, (including some that were not accepted - i.e., relocation) albeit at a reduced pace in some cases.

The Tecumseh Centre continues to develop its programs by reviewing and updating the curriculum of both the Aboriginal Adult Education core cores and the Aboriginal Teacher Education (P/J) BEd. A cohort was established in cooperation with the Hamilton Indian

Friendship Centre and we anticipate another beginning this year in the Niagara region (most likely, with the Fort Erie Native Friendship Centre). It has renewed relationship with a new provider (OSHKI-Wenjack Education Institute in Thunder Bay) for the Aboriginal Teacher Education (P/J) BEd. We have hired a new coordinator for the Adult Education program whose task is to be visible to more communities and to refine the implementation of the program. We have established increased relationships with the local communities by being a visible presence and supporting initiatives and cosponsoring events where invited.

2. What overall impact has it had on the Unit's programs?

We feel that the recommendations of the review have been accurate and appropriate in pointing a way to program development. Even recommendations which were not accepted under the parameters of this review have been helpful because they provide additional perspectives on our work and we have taken some action on them even though it was not required. In the case of Indigenous education program development and service to students is closely connected to community relationship and community voice.

- We have increased our community visibility and have attempted to be responsive to community concerns;
- We have reviewed the curriculum and see areas to carry on with updating outcomes and resources;
- We hired a new coordinator (part time) for the Adult Education BEd program and renewed our relationship with OSHKI-Wenjack and have a positive working relationship with them as a new partner. The program will be implemented in the fall of 2019;
- Our two ILTAs have been given two-year contracts in the interest of encouraging continuity;
- The Tecumseh Centre has an increased presence in the university and increased relationship with other units in the university.
- We have provided professional development for the university to increase cultural sensitivity and to assist the university in its goal of decolonization.
- The student enrolment in our Indigenous studies courses has almost doubled over the past few years.
- Much of what has been done has been achieved, almost in spite of a lack of resources and it is concerning that resources continue to be withdrawn due to budget pressures. The Tecumseh Centre is badly under-resourced in financial support, personnel and space (we have two program coordinators who essentially work out of their homes since we do not have offices for them).
- These developments, though positive have also pointed out more possibilities as well as needs and we will use this review as a reference point for further planning.

3. Is the Unit adopting a process of continuous quality improvement for its programs?

Yes. Definitely, especially because new instructors are joining our team and they provide information and perspective. In addition, as the student enrolment in courses increases, we gain a perspective from the students taking the courses. We note that most students are not Indigenous and instructors say they are learning about how non-Indigenous

persons view the ideas. They are also recognizing the special dynamics in a mixed class. We intend to continue to be professionally responsible by improving our course syllabi and reaching out to new students and community partners. We continue our relationships with the rest of the university and look forward to how Brock's strategic plans will unfold because they will greatly impact the work of our Centre. We have need for more Indigenous, qualified faculty, for space and for budget resources. Because of the shortfall in resourcing we accomplish much through the goodwill and mission commitment of the people working with the Centre.

- We have good cooperation throughout the university (CPI) when we ask for help so that's encouraging.
- We are limited by budget and by union restriction in our hiring.
- We have taken on curriculum improvement with the BEd (P/J) program as a project associated with accreditation;
- and will be relying on our ILTA to move forward with coordinating learning outcomes for Indigenous studies courses;
- Similarly, as we continue to deliver our Adult Education program, we will use instructor experience and student feedback to improve the program and curriculum.

4. How well do the programs now align with Brock University strategic priorities?

We are at the core of the university's efforts to decolonize since we are the major Indigenous program unit in the university. We uphold the principles of building program on community needs while of course, complying with (and influencing) university academic policy, of assuring the inclusion of Indigenous voices in our program development and of fostering relationships and engagement within the university and with communities that Brock serves. We look forward to the leadership that will be provided by the new Vice Provost Indigenous Engagement as an office that will support our activities and help to coordinate university elements. It is a hope that the Vice Provost will see the need for resources for our unit and assist with some activities as well as help with the development of our unit so we can continue with the implementation of the report's recommendations.

5. How does this review and its results position the programs as the Unit moves into the next review cycle?

We will use current student and instructor feedback to assess the current state of our program and weigh that input against the results of this review to develop a workplan for the future. Summaries of the two programs being newly implemented/renewed provide a new baseline against which to measure the goals of those programs, while a project of coordinating learning outcomes for the Indigenous studies courses will help us to assess our needs so that we can move forward with the development of, possibly, a major in Indigenous studies. This will develop in coordination with the Department of Educational Studies intention to develop a new undergraduate degree in educational studies. Clearly, this upcoming year (or two) will be invaluable as we develop a relationship with the Vice Provost Indigenous Engagement to both obtain support and a new perspective on our

activities. The Tecumseh Centre programs will have a critical role in helping to detail the University's strategic plan for the decolonization and indigenization of Brock University.

D. ARC Final Summary

In final summary of the 2014/15 cyclical academic review of the programs offered by the Tecumseh Centre for Aboriginal Research and Education, ARC has determined the following:

1. The Reviewers' Recommendations have been addressed satisfactorily.
2. The Unit has established a direction for next steps as it prepares for the next review cycle.
3. The Unit has achieved a broad-based, reflective and forward-looking self-assessment.