

Final Assessment Report

Tecumseh Centre for Aboriginal Research and Education Undergraduate Programs (reviewed 2014/15)

A. Summary

1. The Department's Self Study was considered and approved by the Academic Review Committee of Senate on October 15, 2014.
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 Reviewers' Report was received on April 17, 2015.
5. The Department's response was received on May 12, 2015.
6. The Dean of Education response from Fiona Blaikie was received on May 29, 2015.
7. The Interim Dean of Education response from David Siegel was received on Sep 17, 2015
8. The Senate Undergraduate Program Committee response was received on Sep 22, 2015.

The academic programs offered by the Tecumseh Centre 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

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

The reviewers assigned the programs into two different outcome categories:

Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
	BEd Aboriginal Adult Education	BEd Primary/ Junior (Aboriginal) Certificate in Aboriginal Language Gidayaamin Aboriginal Women's Certificate Minor in Aboriginal Studies	

B. Strengths of the Program

The reviewers stated that the following were strengths of the program:

1. The number of academic programs provide a number of opportunities for students interested in combining education with Aboriginal Studies. The small number of students and resulting small size of programs have contributed to great student collegiality and beneficial interaction.
2. The variation in course delivery and the connection with Aboriginal populations in remote locations have allowed for greater access for students.
3. The Gidayaamin Aboriginal Women's Certificate program was praised highly by students and presents an excellent opportunity for meaningful university access to an under-served population. It was praised for offering a focus on Indigenous culture and identity.
4. The BEd Primary/Junior (Aboriginal) fulfils a crucial need for communities in Northern Ontario, [and] enjoys a stable partnership.
5. The development of a Minor in Aboriginal Studies has allowed students in various academic programs to complete four credits in Aboriginal Studies ...exposing more students on campus to Aboriginal arts, culture, languages, history, spirituality, and activism and empowerment, to name a few topics.
6. The Centre benefits from a number of committed instructors who care deeply about students and program outcomes. There is willingness on the part of all faculty/staff to support students in their studies. We believe the Aboriginal Education programs have great allies and support.

C. Opportunities for Improvement and Enhancement

The reviewers provided 18 recommendations. It was noted by the Academic Review Committee that the Reviewers' Report contained recommendations both for the specific programs which were within the scope of the review and also for more general indigenous education issues at Brock. The Final Assessment Report will address recommendations relating to the programs offered by the Tecumseh Centre.

ARC was informed that a Sub-Committee of the Senate Teaching and Learning Policy Committee, the Aboriginal Education Advisory Working Group, will be responding to the recommendations which have broader implications for indigenous education at the University.

Finally it should be noted that the Faculty of Education is in the midst of a major restructuring exercise at this time as a result of an external review of the Faculty conducted in November 2014. Therefore some recommendations are being addressed in the context of the larger Faculty review and various restructuring scenarios are still being discussed at the time of writing this FAR.

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.

In its response, the Centre stated:

... the Tecumseh Centre supports the recommendation...As long as there is no such commitment by the university, the Tecumseh Centre is limited in its ability to meet its mandate.

We also agree that there is a need for at least one faculty member trained in Indigenous Studies and at least one trained in Indigenous Education

The suggested method of hiring pre-doctoral fellows and converting them to tenure track lines upon completion is a good one.

Thus, we request that the university will approve a new LTA in Aboriginal Education for the purpose of moving a doctoral student or new graduate into the academy; an LTA position, unlike an ILTA, would also have research expectations.... This needs to be done in conjunction with reviewing programs...

It is also important that faculty hiring recognize the value of holders of Oral Traditional Knowledge, and offer means for moving them forward into tenure track positions...such as current ILTA's or an academic Elder to teach some classes, serve on graduate thesis committees, and advise professors in the development of course content.

The former Dean Blaikie stated:

In spite of current fiscal constraints, I agree with the Reviewers' recommendation that Brock University should hire more faculty and staff to serve not just the Tecumseh Centre for Aboriginal Education and Research, but also to create a stronger nexus of Aboriginal scholarship, teaching, learning and partnership internally and externally at Brock University.

... if TC is to grow as it can and should, we need to attract scholars and develop more scholarly capacity in Aboriginal education. At issue is that there are relatively few Aboriginal scholars in Canada, at issue is retention, and at issue therefore is limited capacity to grow.

I agree with the suggestion that we consider hiring pre-doctoral students as fellows and then, upon completion of the PhD, if appropriate, offer tenure track positions. Again, there are a relatively small number of graduate students who are Aboriginal, and/or who work in the areas of Aboriginal Studies/Aboriginal Education. Capacity builds capacity, and we must soldier on to build TC, whether it remains the TC or becomes a centralized entity at Brock.

The Interim Dean Siegel responded:

Many of the recommendations [in the Reviewer Report] would require the Faculty of Education to devote more resources to the Tecumseh Centre. I would like to be able to do that, but the reality is that there is currently great pressure on the resources of the Faculty of Education to implement a new provincially- mandated teacher education program and deal with higher-than-anticipated enrolments. It is very difficult to find additional resources in the Faculty of Education to respond to the somewhat limited student demand for Aboriginal education programs. If the Tecumseh Centre were a more broadly-based University centre, it would attract more enrolments which would then justify the deployment of more resources.

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.

The recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group which is investigating initiatives around indigenous education across the University.

Implementation Plan

Recommendation not accepted.

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 course 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.

In its response, the Department stated:

The Tecumseh Centre strongly endorses the recommendation for increased commitment to Aboriginal programming. ... The Reviewers Reports' most significant message is that Brock University needs to make this a priority and develop a strategy and resources to engage in this important renewal process. The Tecumseh Centre, properly resourced and guided, can play a critical role in this work.

The Tecumseh Centre is ready to lead a recalibration of existing Aboriginal Studies courses...A curriculum review committee...would be welcome. Such a group could also address other concerns in the report UDLES, course outlines, and assessment approaches. It would also review the recommendation to make ABST 1F90: Introduction to Aboriginal Studies the core course in the Aboriginal Studies minor/major.

This would require a commitment of resources from the university, and should not be an add-on for a unit that is already under-resourced.

This should be in addition to ongoing commitments to preserve and enhance existing programs.

Dean Blaikie stated:

I agree that we must remain strongly committed to enhancing and improving Aboriginal programming at TC, at Brock, and in all our programs. For over a decade we have enjoyed a wonderful program partnership with Nishnawbe-Aske Nation (our B.Ed in Aboriginal Education is run in Sioux Lookout and is managed via distributed delivered to specialized cohort groups from NAN). That partnership is the model for a new partnership under development currently with Six Nations: Under the leadership of the current Dean and the Director of TC, discussions are underway. With regard to creating a major in Aboriginal Studies, I suggest that the Program Committee of the Tecumseh Centre re-examine course content and aim to add courses in Aboriginal Studies to contribute to the creation of a major in the field of Aboriginal Studies.

The recommendation to increase commitment by Brock to Indigenous programming will be brought to the attention of the Aboriginal Education Advisory Working Group.

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

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.

In its response, the Centre stated:

The Tecumseh Centre endorses the recommendation.

The Centre will be requesting this year that Intermediate Mohawk [be] included as a context course in 2016-17. If this is successful, we will seek to add other courses, including ABST 1F90: Introduction to Aboriginal Studies.

Shifting the responsibility to the university community, it is also important that all Faculties make an effort to include Aboriginal context courses in their offerings.

In coming years, we would endorse consideration of a requirement that all Brock graduates be required to complete a quarter or half course related to Aboriginal issues.

Dean Blaikie stated:

I strongly support the idea of creating Aboriginal Studies context credits. This is a university wide matter: In the context of wider FOE restructuring, and with colleagues representing units and administration across Brock, I suggest that in the forthcoming academic year, the Program Committee of the Tecumseh Centre consider both the possibility of a major in Aboriginal Studies as well as recommend courses as possible context credits, and forward those for consideration to UPC and then to Senate. For example, ABST 1F90: Introduction to Aboriginal Studies, could be a core course in minor and major study programs, as well as being offered as a context credit.

The recommendation to make an Aboriginal Studies course compulsory across the University will be brought to the attention of the Aboriginal Education Advisory Working Group.

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

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.

In its response, the Centre stated:

The Tecumseh Centre endorses this proposal to move the Tecumseh Centre onto campus. An attractive, visible space will send a positive message to the community and university, especially if combined with other efforts to increase programming, research and community outreach.

There seems to be senior administration support for such a move should space become available. To be fair, a request to move was only made in 2014 in response to a space survey.

There is much movement about to occur with the opening of the Marilyn I. Walker School of Fine and Performing Arts Complex, so it is hoped that Aboriginal peoples and programs will be given a high priority when making choices about the relative priorities of the university.

Dean Blaikie stated:

Three variables are key here: Brock is dealing with fiscal restraint overall and has no additional resources at this time; on May 8th 2015 at Faculty Board the Faculty of Education (FOE) approved of two scenarios for restructuring, as well as an Action Plan for restructuring based on the selection of one scenario. Third, in 2010, when I became Dean of the FOE at Brock University, the Director of TC ... presented to me a proposal for a Brock wide School of Indigenous Studies ... The overarching vision of the School was close to what is recommended: It would draw together into one administrative, academic and pedagogical nexus all units, programs, scholars, staff and students with a stake, interest or potential interest in Aboriginal Studies/Education. I recommend [the] proposal be reconsidered in the context of current FOE restructuring (see my response to the Reviewers' Report on the FOE dated May 15 2015), particularly during Phase 2: From 2015 to 2021 the FOE will continue to implement the Action Plan Phase 1, (overarching restructuring) and Phase 2 (an examination and reconceptualization of Centres) that will take the FOE to full implementation by 2021/2022. In this context, I recommend and envision a full overview of the TC, administratively, academically and pedagogically. It is possible that the TC might then be re-imagined as a centralized entity or School. In this restructuring re-visioning process, the TC might very easily be moved onto the main campus in St. Catharines if space permits.

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.

This recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group.

Implementation Plan

Recommendation not accepted.

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.

In its response, the Centre stated:

The Centre endorses as an aspirational goal for Brock University the idea that Aboriginal programming and research belong to the wider university community. All faculties should be engaged in this important work. A previous director developed a proposal for a School of Indigenous Studies, but it did not gain traction in the university. Ultimately, such a transdisciplinary unit for academic programs and research is necessary. It is an approach adopted by most universities committed to Aboriginal issues and peoples.

It is time for the rest of the university to reach out, rather than being passively receptive to potential overtures.

At the same time, it is important to acknowledge the commitment of the Faculty of Education to Aboriginal Studies/Education at a time when the rest of the university has done little....Until the university is ready to commit to a larger vision, the Faculty of Education is the best place for the Tecumseh Centre's programs and research initiatives.

The Former Dean submitted the same response for this recommendation as for recommendation #4.

Interim Dean Siegel responded:

For some time there has been discussion of the Tecumseh Centre becoming a trans-disciplinary institute serving the entire University rather than a more limited centre lodged in one Faculty. This is a good time for this change to occur. There is a movement across the University to emphasize Aboriginal research and teaching, and the review in which we are currently engaged could also provide a catalyst for this change...

The decision-making around restructuring of the Faculty has not yet been completed, but there is a possibility that the restructuring will facilitate the movement of the Tecumseh Centre to a broader stage. One possible restructuring model moves two of the three centres in the Faculty of Education into the departmental structure. This is a deliberate decision to coordinate policy-making for the Faculty within one academic unit. The Tecumseh Centre has been excluded from this shift partly because of its special mandate and clientele, but also in anticipation of the ultimate movement of the Centre out of the Faculty of Education.

In reviewing the recommendations, it occurs to me that a great many of the recommendations are somewhat problematic within the current structure of the Faculty of Education, but could be fairly easily resolved by a free-standing centre.

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.

The recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group.

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

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.

In its response, the Centre stated:

The Centre welcomes the recommendation that events be developed for Aboriginal community-based students. This may not be possible for the B Ed (Aboriginal) students, but may be possible for students in Aboriginal Adult Education.

In Aboriginal Adult Education and the B Ed (Aboriginal), it is not convenient to access most library services. More information is needed by facilitators and instructors on how to utilize on-line resources. We will work to make accessing on-line library resources a priority, beginning with consultations with the Library personnel.

Thinking more broadly, there is a need for more Aboriginal events on campus for all Aboriginal and non-Aboriginal students and for the wider community. The student sponsored Pow Wow in the Fall is a good example. Aboriginal Student Services also puts on some good events. Recognition of Tecumseh and other Aboriginal people in buildings and street names would also be welcome.

These need to be supplemented by more events, including some at times convenient to community-based learners. Again, this requires a university level commitment, as both the Centre and Aboriginal Student Services are under-resourced.

These should be developed in consultation with the Aboriginal Education Council. In line with Indigenous worldviews and practices, an Elder's council should also be consulted.

The Faculty Dean stated:

I welcome the recommendation that more visible events be developed for the community within and beyond Brock. To achieve this, under the leadership of the Interim Dean and Director of TC, partnerships must be strengthened internally and externally, including the Centre for Pedagogical Innovation, Marketing, Advancement, Alumni Services, AEC and other units across Brock....More can be done, and more should be done, within and beyond TC, with AEC and with our community partners.

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

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.

In its response, the Centre stated:

The Aboriginal Adult Education B.Ed. and Certificate programs are in need of updating, renewal and expansion. As a for-profit program, it needs to become self-sustaining based on tuition income. The small numbers of students in the program is a problem due to a limited and far-flung population and poor federal tuition funding for First Nations communities. These numbers also reflect limitations in curriculum (Recommendation 7), location (Recommendation 9), recruitment and community connections (Recommendation 10), and instruction (Recommendation 11).

Funding needs to be made available to help revise and update both the five core courses and elective courses for students in the B.Ed. stream. A proposal was approved by the Dean of Education and special funding was made available in 2014-15 to hire a project coordinator, pay for the redesign of the scripted curriculum for facilitators, and develop on-line versions of courses. Due to slow implementation, these changes were not possible in 2014. Given the Academic Review of the Centre and the External Review of the Faculty of Education (which challenged both academic centres and the facilitator model, the Director decided to delay the project and to request that the funds be allocated to 2015-16, when the recommendations could be accommodated.

Now, once approved, the curriculum redesign will be revised based on the Reviewers' Reports' recommendations. Course learning outcomes will be updated under the guidance of an academic with knowledge and experience in Aboriginal Studies/Education. Program coherence and overall goals will be considered as well as protecting much of the current content in each course. Belonging, culture and identity will be core goals, along with the 'academic' expectations. As there is limited faculty available, the curriculum redesign will likely be led by a sessional academic with a graduate degree. This work will be done in collaboration with communities. Also, as the facilitator model is problematic, courses will be designed with the assumption they will be delivered by instructors.

The Faculty Dean stated:

I support the recommendation that the Aboriginal Adult Education B.Ed degree and certificate programs need to be re-visioned, along with the entire TC. This work will be undertaken by the TC Program Committee. Restructuring these programs includes revising program and course content, considering delivery that supports pedagogy and the budget. This work must be considered in the context of overarching restructuring in the FOE. In

Phase Two of the Action Plan for Restructuring approved by the FOE Faculty Board on May 8th 2015, comprehensive restructuring of both Centres and the programs within Centres will take place.

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

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.

In its response, the Centre stated:

The Tecumseh Centre endorses the proposal that the Aboriginal Education Council (AEC) should be more involved in the governance of the Centre.

Based on this recommendation, the Centre already plans to include the Aboriginal Co-Chair of AEC on the Centre Committee, which focuses on governance and program. Other ways of engaging AEC and the community will also be considered as part of the Centre's efforts to widen its outreach. Involvement needs to be respectful of the academic freedom of instructors and the academic autonomy of the Centre, so it is important to proceed with care.

We have already added a Cultural Advisor to the Centre Committee. The Elder in Aboriginal Student Services (who is also one of the AEC Elders) was also invited to join. We also endorse the idea of a Council of Elders, affiliated with AEC, for the university.

The Faculty Dean stated:

The relationship between TC and AEC has been strained with regard to purview. With upcoming restructuring and re-visioning of the TC, I see a way forward to embrace a more active role for AEC with TC, and vice versa. Currently, TC operates academic programs, under the jurisdiction of the Dean, VPA and Senate, while AEC does not offer and operate academic programs. In the current structure, it is not within the purview of AEC to be involved in or engaged in TCs actual academic programming. The way forward is to reconceptualise this relationship, which will take place during Phase 2 of Restructuring in the FOE.

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.

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.

In its response, the Centre stated:

While we are generally receptive to the recommendation that more suitable sites be found, finding appropriate locations for community-based Aboriginal Adult Education programs is not easy. The Tecumseh Centre attempts to locate programs in Indigenous Friendship Centres to facilitate community connection and student learning, but these are often not available on Fridays and weekends. Also challenging is gaining access to printers, paper, data projectors, and the internet, especially as courses are delivered outside regular office hours. In addition, they lack access to Human Resources and other university services due to both timing and location. Also, issues of security, requirements for staff to be present, and requirements to move furniture back are impediments.

We will make every effort to meet this aspirational recommendation, especially as Friendship Centres foster community connections.

More classes on campus, for local cohorts, was recommended. This will be investigated but raises challenges such as: access to buses to regional town, parking fees, and lack of access to Brock facilities during those times.

The Faculty Dean stated:

Currently and for a decade now we have had a community partnership with Nishnawbe Aski Nation (NAN) with regard to the operation of our B.Ed and Certificate programs in Aboriginal Adult Education.

Second, the Tecumseh Centre Director, the Associate Dean and Dean worked on a new locale for the Gidayaamin Women's Certificate Program: In 2014/15, the program was resituated within a community partnership at the Fort Erie Friendship Centre . While this idea had great potential to generate more enrolments, to create scaffolding for partnership and community outreach work, the enrolment of only four students in this program was disappointing. Whether this program can continue to operate with minimal enrolments, without further MTCU funding, and with Brock's fiscal challenges is unlikely at this moment in time.

At this time, we do not wish to abandon these community partnerships, even if programs are "on hold". Indeed, currently, the Director and Associate Dean are working on a new community partnership with Six Nations, to offer the same or similar B.Ed and Certificate programs in Aboriginal Adult Education.

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.

The recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group.

Implementation Plan

Recommendation not accepted.

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.

In its response, the Centre stated:

The recommendation to hire a facilitator to assist Aboriginal Adult Education students in making connections to local communities and volunteer opportunities is a good one in principle. Given the small-scale of the program and its financial constraints, it is not viable in the near future.

There may be other ways to attend to these concerns. The Centre will explore ways in which the program coordinator might help develop these partnerships. This might be achieved in part by focusing on nurturing fewer, deeper relationships in core communities. Another parallel approach is to make this the responsibility of the instructors as part of new positions with greater compensation and agency. Efforts will be made to incorporate this into course outcomes and contracts for instructors. In most cases, students rely on their own network of contacts in locating suitable placements.

The Faculty Dean stated:

We have run the NAN B.Ed and Certificate programs in Aboriginal Adult Education for a decade, and we have had staff working in quasi facilitator roles, as academic advisors. Having a designated facilitator to support students and to buttress programming within regional communities would be very helpful, but the enrolment, capacity, funds and resources need to be in place to support this.

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.

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.

In its response, the Centre stated:

The Centre supports this recommendation.

The facilitator model was useful for years as it allowed courses to be offered at low cost in community under the guidance of local facilitators employing curriculum developed by experts. Years later, we acknowledge its limitations. The curriculum has become dated, thus hindering academic quality, and rigid, thus inhibiting adaptation to individual and community needs. The highly qualified people who facilitate, in addition to being poorly paid, lack agency in adapting courses to the needs of students. The plan is to provide them with a broad curriculum with clear outcomes, along with the autonomy to make curricular decisions and update/adapt materials as needed.

This change, which may need to be staged, presents financial challenges that could undermine the long term viability of the programs. Currently cohorts run with under 12 students, which covers course costs but not recruitment and coordination. With instructors, Aboriginal Adult Education cohorts would need 18 students to be minimally viable. For the program to be self-sustaining based on tuition along and a full-time coordinator, four cohorts with a total of 90-100 students would be necessary. As the program does not use Brock space or many Brock services, consideration should be given to paying for site and some services out of BIU dollars.

The Reviewers' Reports' also expressed concern about one or two individuals teaching much of the program for a cohort. While there are advantages in terms of relationship, we acknowledge the potential narrowness. Instructor pay rates and fewer sites/cohorts may help in finding more and stronger instructors.

The Faculty Dean stated:

I support the recommendation that the facilitator model in Aboriginal Adult Education be abandoned. The limitations relate to capacity and curriculum, while the benefits are fiscal. This program needs to be re-visioned along with the entire TC, although given current limitations, my suggestion to the Interim Dean and Director of TC is that this program be restructured in the short term, with revised course content, the hiring of qualified instructors who have more agency, and a model that supports pedagogy and the budget. The work to revision the facilitator model in the B.Ed and Certificate Programs in Aboriginal Adult Education should be undertaken by the TC Program Committee, and it must also be considered in the context of overarching restructuring in the FOE. In Phase Two of

the Action Plan for Restructuring approved by the FOE Faculty Board on May 8th 2015, comprehensive restructuring of both Centres and the programs within Centres will take place.

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.

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.

In its response, the Centre stated:

The Tecumseh Centre recognizes that it is not sufficiently present and visible in either the university or Aboriginal communities. In many ways, this is a reflection of its remote location, small staff, and lack of Aboriginal faculty. Aboriginal staff works hard to maintain and support existing programs. There has never been an Aboriginal person in the role of Director and the Centre personnel are over-stretched by other administrative, teaching and research duties.

An outreach strategy or strategies should be developed as part of a larger effort to increase the presence of Aboriginal programming and involvement from Aboriginal communities in the university.

In the meantime, the Centre will work to build stronger relations with community groups, funders, and potential partners.

The Faculty Dean stated:

With regard to recommendation twelve, senior administration, the Director and staff at TC have engaged heavily in outreach activities and strategies, but more can be done. I refer to the work with Fort Erie, and NAN and the new partnership work we are engaging in with Six Nations. Other communities may welcome partnerships with TC. Again, this work will be re-visioned through upcoming FOE restructuring.

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

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

In its response, the Centre stated:

The Tecumseh Centre supports the recommendation that the Gidayaamin program be given time to take root. We concur with the view that such a program can bring delayed yet tangible benefits to the university in terms of Aboriginal student recruitment and retention. Yet, this is only possible if the university can fund the Gidayaamin Aboriginal Women's Certificate program and a process for reviewing recruitment and marketing. This issue is bigger than the Gidayaamin Aboriginal Women's Certificate program. It is very much related to Recommendation 12.

There is a need to revisit elements of this program, which was hailed as innovative by the reviewers. Consideration will be given to removing 'women' from the name, and recalibrating the program outcomes/courses to be more inviting to Aboriginal men. Also, the curriculum will be reviewed to reduce the number of first year courses; this may be part of the larger review of the undergraduate courses and their levels.

The Faculty Dean stated:

Funded by MTCU five years ago, the Gidayaamin Women's Certificate program had great potential. Our challenge over the past few years has been very low enrolment and attrition. To try to buttress enrolment and community engagement, in 2014/15 the Gidayaamin Women's Certificate program operated out of the Fort Erie Friendship Centre as a way to engage in and with the local community. Operating out of this location cost TC rent, yet we only attracted four students to the program. I agree that this program does have the potential to bring life changing benefits to Aboriginal youth and young adults. However, three things will have to happen to allow this program to operate without loss to Brock: I recommend it embraces both male and female students; it must be offered in partnership in and with local and regional communities (eg with Six Nations), and seed funding will have to come from Brock given MTCU's withdrawal of funding.

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.

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.

In its response, the Centre stated:

The Tecumseh Centre supports the recommendation to consult Gidayaamin graduates as part of a broader plan to market and recruit for the Gidayaamin Aboriginal Women's Certificate program and other programs.

The Faculty Dean stated:

As the reviewers suggest, graduates of the Gidayaamin Women's Access program could serve as wonderful ambassadors and aid in recruitment, though thus far, this benefit has not been realized. This matter should be discussed by the Program Committee.

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.

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

In its response, the Centre stated:

The Tecumseh Centre agrees with the recommendation that more staff support be allocated by the university to administrative assistance and student advising. At the time of this drastic cut, the Director was advised that a formula had been applied objectively throughout the university. Needless to say, the formula did not account for the unique nature of the Centre's work.

While some temporary support has helped, staffing is no longer adequate. Also, if the Centre moves on campus, drop-in advisement will become much more regular.

The Faculty Dean stated:

When FOE and TC have been restructured according to the 2015 FOE restructuring plan, and when aligned resource allocations have been considered, new administrative staff allocations may be possible. Currently, our staff members provide support in the areas of recruitment, general administration, marketing, development and partnerships.

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.

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.

In its response, the Centre stated:

The Tecumseh Centre endorses this model for the entire university. It is important that the university as a whole takes responsibility for integrating Indigenous worldviews into its courses and have Elders/Traditional Knowledge Keepers available to guest lecture. Such a person or office dedicated to supporting curriculum integration and pedagogical innovation could and should be housed in the Centre. There are models in other universities for how this might be accomplished. We enjoy a strong relationship with the Centre for Pedagogical Innovation, so a partnership with them would be most welcome.

The Faculty Dean stated:

When FOE and TC have been restructured according to the 2015 FOE restructuring plan, and when aligned resource allocations have been considered, new administrative staff allocations may be possible. A position such as the one suggested here certainly would be helpful to the FOE but I would not support a hire such as this until restructuring is complete. I see this resource person working within the current TC model, or the School of Indigenous Studies model, beyond the FOE, serving Brock as a whole. This person would need to be scholarly with strong pedagogical knowledge (Aboriginal epistemology), so I see this person as a “pre-doctoral fellow” (see above), a post-doctoral appointment, or a scholar with a PhD who is hired to provide support through a central School and/or through CPI.

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.

The recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group.

Implementation Plan

Recommendation not accepted.

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

In its response, the Centre stated:

The uncertainty regarding continuity for contract instructors is a perennial problem in universities. More professors, lecturers and Elders-in-residence would help, of course.

The Tecumseh Centre endeavors to provide early notice. For example, in April all Fall/Winter instructors in Aboriginal Studies and Gidayaamin have been offered positions, subject to enrolment. The hiring in the B. Ed. Primary/Junior is generally done months in advance. Aboriginal Adult Education instructor rosters are also stable although new cohorts are often delayed due to small enrolments.

Establishing more permanent positions is a laudable goal but, in the meantime, we do our best to treat instructors well. This has led to a strong roster of regular instructors.

The Faculty Dean stated:

Given fiscal constraints, it [is] impossible for a Dean to reassure contract instructors that their contracts will be renewed in the future.

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.

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.

In its response, the Centre stated:

There has been a history of tensions with Aboriginal Student Services, made visible at Aboriginal Education Council meetings (often the only occasion for seeing each other). Efforts have been made at senior levels to mitigate these. There is a commitment towards the continuation of these efforts. The Tecumseh Centre favours working together as part of a larger Aboriginal space in the university.

The example of essay writing programs speaks to a specific issue that is part of a larger problem: Aboriginal students at a distance are not able to access many services. We have requested access to services but they are often not available on-line or during time periods when our courses run. Or we have been asked to pay on a fee-for-services basis. We recognize the financial pressures faced by Student Services generally, and hope the university will commit university resources to supporting these students, who often do not get good value in terms of general services for the dollars they bring to the university.

The Centre will follow up with Aboriginal Student Services and other units to attempt to find ways to have them better serve our students. Indeed, these 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.

The Faculty Dean submitted the same response for this recommendation as for recommendation #8 and it is repeated here for ease of readability:

The relationship between TC and AEC has been strained with regard to purview. With upcoming restructuring and re-visioning of the TC, I see a way forward to embrace a more active role for AEC with TC, and vice versa. Currently, TC operates academic programs, under the jurisdiction of the Dean, VPA and Senate, while AEC does not offer and operate academic programs. In the current structure, it is not within the purview of AEC to be involved in or engaged in TCs actual academic programming. The way forward is to reconceptualise this relationship, which will take place during Phase 2 of Restructuring in the FOE.

Again, the tensions and divide between TC and AEC will be addressed as part of FOE restructuring, especially during Phase Two of the approved Action Plan. Restructuring necessarily extends beyond the FOE: For example, the proposal for a centralized School of Indigenous Studies would envelope AEC into its operations, both administratively and academically.

ARC considers the recommendation to be not accepted as it lies outside the Committee's jurisdiction. The recommendation will be brought to the attention of the Aboriginal Education Advisory Working Group.

Implementation Plan

Recommendation not accepted.

D. Summary of Recommendations:

First Priority:

Recommendations 2,3,5,6,7

Second Priority:

Recommendations 12

Not accepted:

Recommendations 1,4,8,9,10,11,13,14,15,16,17,18