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ATTENTION Senate **DATE** March 01, 2021
FROM Catherine Dauvergne, Vice-President, **PAGES** 1 of 1
Academic and Provost, and Chair, SCUP
RE: External Review Mid-Cycle Report Department of Indigenous Studies (SCUP 21-10)

The External Review of the Department of Indigenous Studies was conducted in March 2017. As per Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. At its February 17th meeting SCUP reviewed the Department of Indigenous Studies' mid-cycle report.

The mid-cycle report, the Unit's assessment of its Educational Goals, and SCUTL's Feedback on the Educational Goals are attached for the information of Senate.

C: D. Reder



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MEMORANDUM

ATTENTION Catherine Dauvergne, Chair, SCUP
FROM Wade Parkhouse, Vice-Provost and
Associate Vice-President, Academic
RE: External Review Mid-Cycle Report for the Department of Indigenous Studies

DATE February 8, 2021
PAGES 1 of 1

The External Review of the Department of Indigenous Studies was undertaken in March 2017. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan and the assessment of its Educational Goals. The update on the Action Plan has been reviewed by the Faculty Dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided feedback to the Unit on the assessment of its Educational Goals. The recommendations from SCUTL will be incorporated into the Unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's Feedback on the Educational Goals

c: Deanna Reder, Chair, Department of Indigenous Studies
Jane Pulkingham, Dean, Faculty of Arts and Social Sciences



MEMORANDUM

ATTENTION	Dr. Glynn Nicholls, Director, Academic Planning and Quality Assurance; copied to Peter Hall, Associate Dean, FASS	DATE	February 8, 2021
FROM	Deanna Reder, Chair, INDG	PAGES	
RE:	Indigenous Studies External Review Mid-Cycle Report		

Dear Dr. Nicholls,

Please find attached the updated Mid-Cycle Report and an Assessment Report of our Department's Educational Goals.

Sincerely,

Deanna Reder, PhD
Chair, Department of Indigenous Studies (INDG)

External Review Mid-Cycle Report for the Department of Indigenous Studies	
Action Proposed in 2017	Progress Made Since 2017
1. Programming	
1.1.1 Undergraduate	
<ul style="list-style-type: none"> Given that First Nations Studies exists only as an undergraduate programme the review committee lauded the faculty for their efforts and encouraged us to continue doing what we have done well. They also recommended that as we grow the programme we should take special notice of the reconciliation movement and the Truth and Reconciliation Commission's Calls to Action in our curriculum. We will do so by identifying and acting on those Calls to Action that we can effectively engage. 	<p>A) Since Fall 2018 we have had a wave of hires that has transformed our unit, which as of 2020 has been renamed the Department of Indigenous Studies (INDG): Scudeler and Winder 2018; Morgan and Schneider 2019; Armstrong and Henzi 2020. While our faculty are still new to the university, we have expanded course offerings to include their specializations. Four of these are cross-appointments: Scudeler-GSWS; Winder-School of Public Policy; Morgan-Labour Studies; Henzi-French. Two are 100% in our Department: Schneider-Indigenous Methods and Pedagogies; Armstrong-Ethnoecology.</p> <p>B) Fall 2021 will be the first year that all six will be teaching a full load and one will have completed contract renewal. It is at this point that we will develop a graduate programme, to begin in Fall 2023.</p> <p>C) We are explicitly listing on course syllabi how much content in each of our courses responds to the TRC Calls to Action. In addition, in a project funded by Aboriginal Strategic Initiatives (ASI), led by Chair Deanna Reder and UCC Rudy Reimer from 1 July 2020 to 31 August 2022, INDG is developing <i>INDG-online</i>, a series of on-line courses to enable students to complete a minor, a post-bac, or a research certificate in INDG remotely; we will also be creating courses specifically for various sectors (educators in English and French; legal, medical, social services professionals) with residential school histories as stated in the TRC Calls-to-Action.</p>
<ul style="list-style-type: none"> The review committee acknowledged the University's commitment to indigenization and that First Nations Studies could play a leadership role but that the department should avoid the temptation to "be all things to all people." We will be vigilant about this but remain accessible for consultations; we acknowledge that service 	<p>A) While INDG has been involved in a great deal of service to SFU, this has been in an effort to build capacity in the university as a whole. As SFU hires more Indigenous Faculty and Staff, and as certain projects are completed, we will be better positioned to focus exclusively on our own department.</p>

<p>teaching in First Nations Studies calls for collaboration between our department and those departments wherein we have, or will have, joint majors or confer credits for certificates. We will explore the feasibility of new courses that can advance this project. For example, we could recommend creating one general course for all students that would be different than the one for our majors.</p>	<p>For example:</p> <p>i) INDG has already played a leading role in Indigenous Pathways projects—specifically as a long-time champion for the Indigenous University Prep Program (IUPP). (Three of our faculty led the fight to keep the Bridge Program when it faced closure in 2017 and our Chair has served as the co-Chair of the IUPP since then.) The energies needed to manage the IUPP and advocate for it as a self-standing project will no longer be required by Fall 2022, leaving us additional energies to focus on preparing for a Graduate Program.</p> <p>ii) Our faculty (specifically our first Chair) participated in the important Aboriginal Reconciliation Committee and has been involved for years in the development of the First People’s House, scheduled to be built by 2023.</p> <p>iii) Several of our faculty serve on the INDG Art Cluster committee that resulted in the removal of . . the Comfort Mural (as demanded in the ARC report) and is now working with Stó:lō art curator . . Dylan Robinson to install newly commissioned art . . by 2022.</p> <p>iv) Likewise, several INDG faculty serve on the . . board of the Bill Reid Centre (our UCC is the Director of the BRC) which has gone through a five-year review. We will be establishing the first . . Bill Reid Visiting Fellow for Fall 2021 and plan to . . raise the Centre’s profile through events to benefit . . our students and increase the direct involvement of . . local Indigenous communities and the public.</p> <p>v) One of our faculty serves on the campus-wide . . EDI committee, chaired by President Joy Johnson; . . one of our faculty served on the hiring committee . . for the new Vice President Academic.</p> <p>B) 101 continues to be our entry course; we are now developing 101 for other interest groups as part of <i>INDG-online</i> (eg. Starting in 2021 there is a 101 for French speakers; for Pathways students—both to be developed for on-line; more to be developed over the next year. We’ve requested an expansion for all SFU students.</p>
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<ul style="list-style-type: none"> The review committee recognized that our educational goals engage the curriculum as a whole educational experience, and that we should implement an exit interview for majors to enhance our assessment efforts. We will do so in consultation with the Teaching and Learning Centre (now called the CEE). 	<p>See Appendix C</p>
<p>1.1.2 Graduate</p>	
<ul style="list-style-type: none"> The review committee recommended that we develop a graduate degree programme that will augment our ability to produce the next generation of academics. Our faculty feel strongly that we can be leaders in training young scholars to conduct original research so they can contribute to advancing the discipline of First Nations Studies. We are enthusiastic about the potential such development holds and will seek to launch a graduate programme in the 2020/2021 academic year. 	<ul style="list-style-type: none"> At the current time our faculty supervise students in the Departments of: Archaeology; English; French; GSWS, Linguistics, and the School of Interactive Arts and Technology and in programs by Special Arrangement; as well as students at UNBC and Royal Roads, UdeM and Concordia, UNBC, U of Saskatchewan, University of Guelph, University of Victoria, Western University, UBC, University of Notre Dame (Australia) As cross-appointments our faculty already contribute to graduate programming in: FNLP in the Department of Linguistics; REM as part of the Department of Archaeology; MPP as part of the School of Public Policy; MATE in the Department of ENGL. Because of the effort needed to hire and orient new faculty, the goal to establish a graduate program has been delayed but is possible by Fall 2023.
<ul style="list-style-type: none"> The review committee recommended that we create post-doc positions to complement the research programme of the faculty. We will do so when resources permit. We encourage faculty to consider post-doc positions in their grant applications to assist in their research programmes and to give young scholars experience in conducting original research. 	<ul style="list-style-type: none"> Since the past report the Department of Indigenous Studies has hosted post-doc Dr. Alba Feldman from UEM, Brazil (2018); Dr. Elise Couture-Grondin (2018-20). Post-doc Tlingit linguist Dr. James Crippen (2020) visiting PhD student Patrizia Zanella from the University of Fribourg, Switzerland (2017) Visiting scholar from University of Alaska, Dr. Ronald Spatz (2019) Hosted MITACS post-doc at BRC for Dr. Aynur Kadir (2019) Also, our faculty have sat on the PhD exam committees of Yurok/Diné scholar Dr. Natalie Knight (2018); Dr. Ayumi Mathur Goto (2018), Nisga'a scholar Dr. Jordan Abel (2019); Dr. Alix Shield (2020), Dr. Lisa Buxton (2020) as well as

	<p>Internal and External examiner on 3 MA committees and 6 PhD committees</p> <ul style="list-style-type: none"> • 12 students in a cohort with the Masters in Indigenous Languages in June 2019, as well as 5 defended MA students • Also, our faculty currently are working with the following: Cree PhD student Mackenzie Ground (English); PhD student Katherine Nichols (by Special Arrangement); PhD student Sandie Dielissen (INDG & GSWS); MA students Gary McQuaid and Adrian Smith
2. Research	
<ul style="list-style-type: none"> • The review committee recommended that we create a position so post-doctoral researchers can work in our department. 	<p>Shadbolt Fellows: Dr. June Scudeler (2017-18); Dr. Dylan Robinson from Queen's University (2020); Carleigh Baker (2020); Eden Robinson (2021); PhD student Fabian Romero (2021)</p>
3. Administration	
<ul style="list-style-type: none"> • The review committee noted that we are unable to fill all departmental committees with our current faculty contingent. We will continue to recruit members from the broader campus community until we have the personnel in our department to fill all our committees. 	<p>We still rely on others for our Tenure and Promotion Committee but otherwise we have sufficient numbers to govern our department.</p>
<ul style="list-style-type: none"> • The review committee noted the excessive service load required of our faculty and cautioned against potential burn out. New faculty to relieve the service demands. 	<p>New faculty are given a relief from too much service in the first year but are increasingly involved in department and university-wide service.</p>
4. Working Environment	
<ul style="list-style-type: none"> • As the reviewers noted, "while the faculty and staff members are consummate in the delivery and administration of the department's programs, there are some clear signs of strain on its capacity." Specifically, they point to enrollment issues with in-demand courses, such as the ethnobotany course (FNST332), that are difficult to enroll in because of the limited class size. Their recommendation is to offer more sections for these in-demand courses. 	<p>Now have 4 sections a year of INDG 332 (taught by Professor of Professional Practice Robert Bandringa); also many more spots every semester for 101 (availability on each campus)</p> <p>Enrolment number comparison from 2016-2020 graphs. See Appendix A.</p>

Department of Indigenous Studies (INDG)-updated Feb 2021

<ul style="list-style-type: none">• The reviewers expressed concern that the department is stretched to the limit due to the services they provide to the university and broader community.	Staff positions have been split; Our manager is no longer overseeing the FNLP. Chair's Secretary began 2018; Part-time Communications Officer began 2019.

Three Emerging Streams in INDG - Every major takes all six INDG core courses:

INDG 101-3: Introduction to Indigenous Studies (Breadth: Hum)

INDG 201W-3: Canadian Aboriginal* Peoples' Perspectives on History (Breadth: SocSci)

INDG 301-3: Issues in Applied First Nations Studies Research

INDG 401-3: Aboriginal Peoples and Public Policy

INDG 402W-3: The Discourses of Indigenous Peoples

INDG 403-3: Indigenous Knowledge in the Modern World

and identifies at least one of the **three** outlined streams:

*Due to the recent department name-change, many course titles are currently being updated.

STREAM ONE:

Indigenous Science, Land, and

Community: Faculty in this stream are uniquely qualified in Indigenous Knowledge, with a focus on Indigenous Science, Land, and Community.

Piikani scholar Dr. Eldon Yellowhorn and Skwxwú7mesh scholar Dr. Rudy Reimer are both trained as archeologists with complementary interests in media that is meaningful to community, from making language apps to hosting television shows like *Wild Archeology* on APTN.

Likewise Ukwalmicw pedagogy specialist Dr. Joyce Schneider (Kicya7), works from within an *all my relations* approach to decolonize and Indigenize course content and pedagogy, student learning, and evaluation processes. Ethnoecologist Dr. Chelsey Armstrong, leader of the Historical and Ethnoecological Research Lab, is similarly committed to scholarly and activist research. This entire stream is supported by Professor of Professional Practice, Robert Bandringa, who teaches ethnobotany several times a year.

The cognate courses in this stream feature **experiential learning based on Indigenous knowledge systems**, with the **introduction of defined skills that include reading the landscape, recognizing local relationships between First Nations, and researching and writing for community audiences.**

Courses:

INDG **186-3:** Coast Salish Studies

INDG **212-3:** Indigenous Perceptions of Landscape

INDG **232-3:** Intro to Ethnoecology in Indigenous Studies

INDG **286-3:** Indigenous Peoples and British Columbia: an Introduction

INDG **332-3:** Indigenous Ethnobotany (Breadth Science)

INDG **333-3:** Indigenous Ethnozoology

INDG **353W-3:** FN Heritage Stewardship

INDG **383-4:** Indigenous Technology

INDG **433-4:** Indigenous Environmental Justice and Activism

STREAM TWO:

Indigenous Arts and Literatures:

Storytelling is foundational to Indigenous knowledge, often translated through arts and literatures.

Cree-Métis scholar Dr. Deanna Reder, **cross-appointed with ENGL**, researches the neglected literary archive of Indigenous writers prior to 1992; Métis scholar Dr. June Scudeler, **cross-appointed with GSWS**, specializes in Queer Indigenous Studies, literature, cinema, and the arts; bilingual scholar Dr. Sarah Henzi, **cross-appointed with FREN**, is one of the few in the country with expertise in Indigenous literatures in both French and English.

Practicing artist Dr. annie ross, draws on

her Mayan heritage, her training in Native American contexts, and her interest in Making, to explore the ways that art practices can convey Indigenous perspectives.

International language preservation scholar and Kamloops Indian Band member Dr. Marianne Ignace, **cross-appointed with LING**, leads the Indigenous Languages Program (**INLP**), housed in Linguistics, with support by INDG.

The cognate courses in this stream feature **the appreciation of the various literacies of Indigenous peoples, including various art forms, aesthetic expressions, oratures and literatures. The study of this area prioritizes the acquirement of critical thinking skills, library & archival research skills, writing skills, editing skills, and text analysis.**

Courses:

INDG 102-4: Indigenous Academic Research
INDG 110W-4: International Indigenous Lifewriting
INDG 210-3: Indigenous Digital Media
INDG 329-3: Sexuality and Gender: Indigenous Perspectives
INDG 360-4: Popular Writing by Indigenous Authors
INDG 363-4: Indigenous Poetry, Poetics, Printmaking
INDG 410-4: Elements of Indigenous Style
FNST 462-4: Indigenous Oral Testimony: Theory, Practice, Purpose, Community

STREAM THREE:

Indigenous Governance:

Faculty in this stream draw on Social Policy and Indigenous Research Methods. Shoshone sociologist Dr. Natahnee Winder, **cross-appointed with the School of Public Policy**, has expertise in Photovoice and qualitative research methods; Nisga'a sociologist Dr. Jeannie Morgan, **cross-appointed with Labour Studies**, specializes in the intersection between policy and Indigenous health. Also, the Department of History is a necessary partner that cross-lists foundational courses with INDG. In 2021 INDG will **hire** a CRC in Indigenous Governance

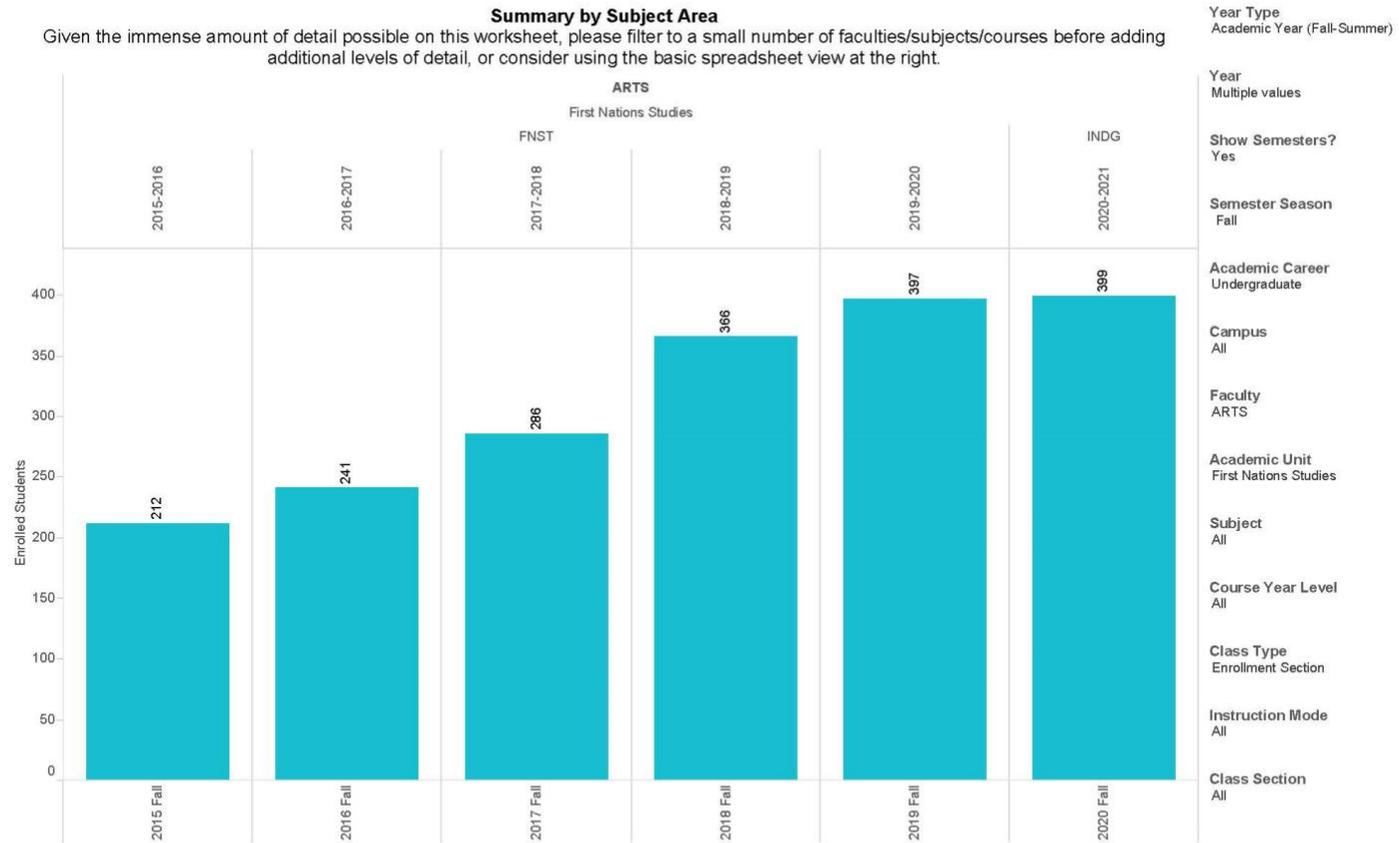
The cognate courses in this stream feature **the acquirement of skills in a variety of research methods developed for legal study, the social sciences and in Indigenous research, including analysis, reasoning, ethics, diversity and equity, and collaboration. A knowledge of Rights and Title.**

Courses:

INDG 111-3: Intro to Participatory Indigenous Research Methods
INDG/HIST 325-4: History of Aboriginal Peoples of North America to 1850
INDG/HIST 326-4: History of Aboriginal Peoples of North America since 1850
INDG/GSWS 327-4: Aboriginal Women in Canada
INDG/CRIM 419-3: Aboriginal/Indigenous Justice
INDG/CRIM 429-3: Indigenous Peoples and International Law
INDG/HIST 443W- Aboriginal Peoples, History and the Law

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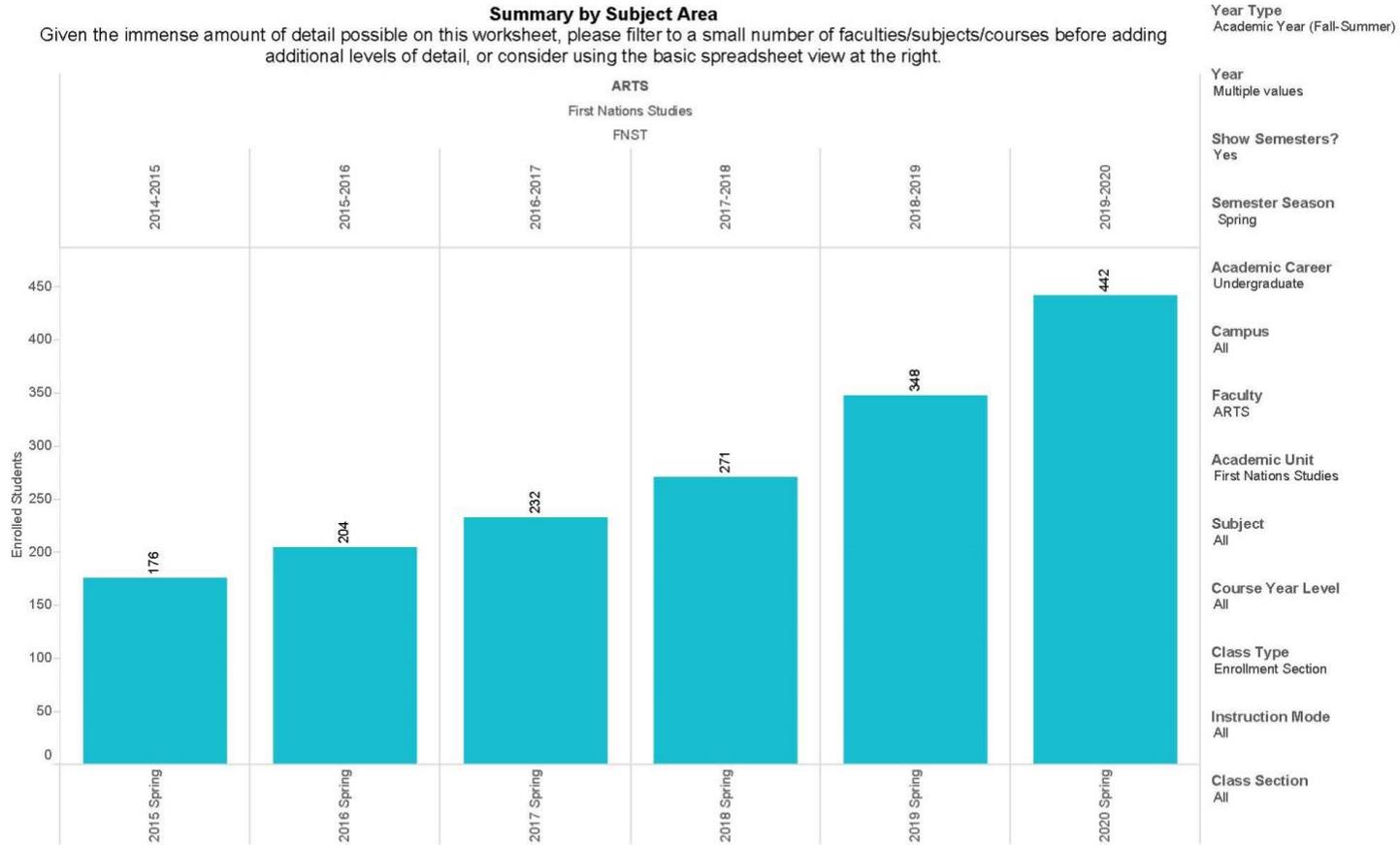
Appendix A:



Department of Indigenous Studies (INDG) Mid-Cycle Report 2020

Summary by Subject Area

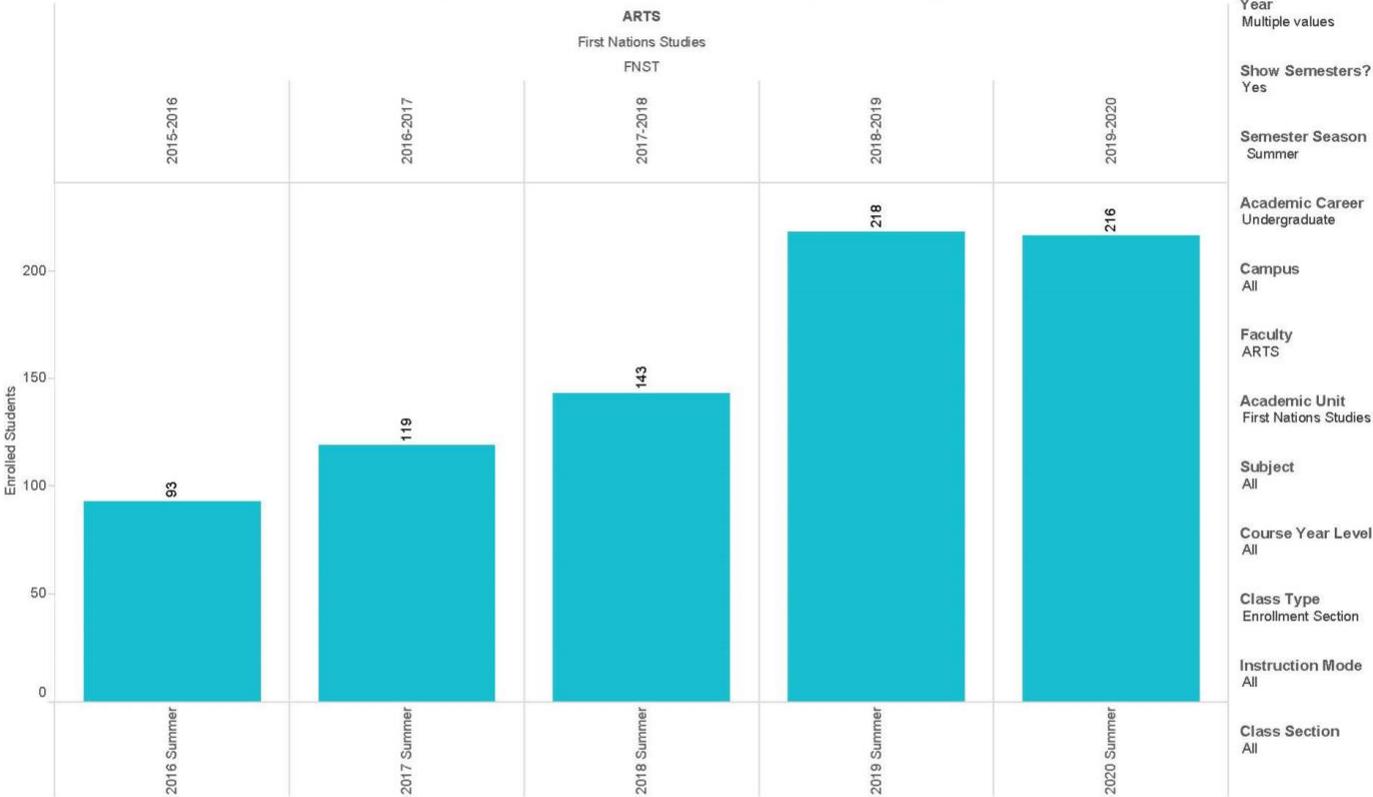
Given the immense amount of detail possible on this worksheet, please filter to a small number of faculties/subjects/courses before adding additional levels of detail, or consider using the basic spreadsheet view at the right.



Department of Indigenous Studies (INDG) Mid-Cycle Report 2020

Summary by Subject Area

Given the immense amount of detail possible on this worksheet, please filter to a small number of faculties/subjects/courses before adding additional levels of detail, or consider using the basic spreadsheet view at the right.



- Year Type
Academic Year
- Year
Multiple values
- Show Semesters?
Yes
- Semester Season
Summer
- Academic Career
Undergraduate
- Campus
All
- Faculty
ARTS
- Academic Unit
First Nations Studies
- Subject
All
- Course Year Level
All
- Class Type
Enrollment Section
- Instruction Mode
All
- Class Section
All

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Appendix B:

INDG Course Calendar Descriptions- December 2020
(name change in progress; FNST will change to INDG by Fall 2021)

Course Number	Description
101 Introduction to Indigenous Studies	Introduces the nature and goals of Indigenous Studies as an academic discipline that emphasizes cultures and homelands of First Peoples. Students with credit for FNST 101 may not take this course for further credit. Breadth-Humanities/Social Sciences.
102 Indigenous Academic Research (Under Review)	Using Indigenous and non-Indigenous texts and materials from psychology, economics, sociology, and philosophy, among others, the course is offered as an integrated lecture/seminar. Students will work independently, with classmates, and with their instructor and are expected to participate actively in class. They will be assigned in-class exercises and writing assignments, and major projects. Participation and ongoing satisfactory completion of all assignments are essential elements of success in the course.
110W International Indigenous Lifewriting	Exploration of Indigenous forms of research and inquiry (ie. genealogies, oral story-telling, autobiographies). Examine and explore life stories of Indigenous authors from around the world. Students with credit for FNST 110W may not take this course for further credit. Writing/Breadth-Humanities.
111 Introduction to Participatory Indigenous Research Methods	Chronologically analyses the use of photography to research Indigenous peoples from the 19th Century anthropological methods to contemporary participatory action methods. Highlights how Indigenous peoples are adapting research methods to benefit and empower their communities.
186 Coast Salish Studies	An introduction to Coast Salish nations, lands, and cultures from historical and contemporary perspectives. Study of similarities and diversities between Coast Salish communities, and their connections to their shared homelands on which SFU is located. Students with credit for FNST 222 under this topic may not take this course for further credit.
201W Canadian Aboriginal Peoples' Perspectives on History	An examination of fact and ideology in history and historic events involving contact between Aboriginal and European peoples. The course will also address questions of research methodologies in studying Aboriginal/European relations, such as the evaluation of oral history

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	and written ethnohistoric sources. An additional focus will be on gender as it influences perspectives. Students with credit for FNST 201W may not take this course for further credit. Writing/Breadth-Social Sci.
210 Introduction to Indigenous Digital Media (Under Review)	This course will introduce students to the emerging fields of new media and the digital humanities from an Indigenous Studies perspective. Students will learn new ways to share, represent, and access Indigenous content and knowledges founded on respectful, ethical approaches to Indigenous digital media that is mindful of Indigenous community protocols.
212 Indigenous Perceptions of Landscape	Indigenous peoples of North America possess perceptions of landscape rooted in their long history with the land. Using methods and theories designed for anthropology, archaeology, land and resource management planning and geography will bring a multi-disciplinary approach to this study of cultural landscapes. Students with credit for FNST 212 may not take this course for further credit.
222 Selected Topics in Indigenous Studies	Vary according to topic. Consult course outline on prerequisite(s) of each topic offering.
232 Introduction to Ethnoecology in Indigenous Studies	Through the interdisciplinary lens of ethnoecology, this course is an exploration of ongoing, hard-earned and reciprocal relationships between people and their environment. This course considers the cultural underpinnings of perception and interaction with landscape and ecologies - as one way to appreciate issues of sustainability and diversity in a global context. Students with credit for FNST 232 may not take this course for further credit.
286 Indigenous Peoples and British Columbia: An Introduction	Study of Indigenous peoples of BC and effects of historical and political processes on their livelihoods and homelands. Overview of indigeneity and connection to urbanization. Examines linguistic diversity and endangered state of BC First Nations languages; Indigenous ethnography; land rights movement; traditional cultural practices/beliefs; and social, educational and economic disparity. Students who have taken SA 286 previously may not take this course for further credit.
301 Issues in Applied Indigenous Studies Research	Involves a survey and examination of method, theory and related topics associated with contemporary Indigenous Studies research in applied contexts. Ethical conduct and protocols for working within First Nations communities are reviewed. Students with credit for FNST 301 may not take this course for further credit.

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322 Special Topics in Indigenous Studies	Variable units 3, 4, 5.
325 History of Aboriginal Peoples of North America to 1850	Examines selected themes in the history of Aboriginal peoples of North America from first contact with Europeans to the mid-nineteenth century. Students with credit for FNST 325 or HIST 325 may not take this course for further credit.
326 History of Aboriginal Peoples of North America Since 1850	Examines selected themes in the history of Aboriginal peoples of North America in the nineteenth and twentieth centuries. Students with credit for HIST 326 may not take this course for further credit.
327 Aboriginal Women in Canada	Themes and issues relating to the historical and contemporary experiences of Aboriginal women in Canada: Indigenous theories of gender; evolution and political function of stereotypes of Indigenous women in Canada; history of Canadian legislation regulating indigenous identity; relevance of feminist analysis; and history of activism. Students who have taken INDG (or FNST) 322 under this topic may not take this course for further credit. INDG (or FNST) 327 and GSWS 327 (or WS 327) are identical and students may not take both courses for credit.
329 Sexuality and Gender: Indigenous Perspectives	Examines written works on sexuality and gender including the history of representations of the sexualized savage; the discussion of Indigenous concepts of gender, including discussions of two-spirit versus gay identity; homophobia and sexual violence as tools of colonization; the emancipatory potential of erotica. Students with credit for FNST 322 may not take this course for further credit.
332 Ethnobotany of British Columbia First Nations	This course is an introduction to the study of plant knowledge and use by First Nations peoples in British Columbia. It provides students with information about the role of plants in First Nations' cultures including such areas as foods, medicines, technology, ceremony, ecological indicators, and within First Nations' knowledge and classification systems. Special focus may be placed on the ethnobotany of one or more Aboriginal groups or culture areas. Students with credit for FNST 332 may not take this course for further credit. Breadth-Science.
333 Ethnozoology of British Columbia First Nations	This course explores the unique relationship that the First Nations peoples of North America have with animals. It examines how they named, classified, used and managed animals and compares this to western science. Students with credit for INDG (or FNST) 222 under this

Department of Indigenous Studies (INDG) Mid-Cycle Report 2020

	topic may not take this course for further credit. Students with credit for FNST 333 may not take this course for further credit.
353W First Nations Heritage Stewardship	Examines issues that arise when Aboriginal people must balance economic development and cultural integrity. Topics include self-reflexive internalist research, ethics and best practices in representing Indigenous heritage, public laws and land claim agreements affecting heritage, the exhumation and repatriation of human remains and religious freedom and access to sacred sites and objects. Prerequisite: 45 units or permission of the instructor. Students who have taken FNST 322 previously under this topic may not take this course for further credit. Writing.
360 Popular Writing by Indigenous Authors	Examines works of popular fiction by Indigenous authors and their use of specific genres (e.g. the mystery novel, vampire thriller, sci fi, comic book). Prerequisite: 45 units. Students with credit for ENGL 360, or FNST 322 under this topic, may not take this course for further credit.
363 Indigenous Poetry, Poetics, Printmaking	Examines various art forms and aesthetic expressions of select Indigenous peoples of the Americas including Aboriginal poetry and poetic forms. A research and creation studio course. Prerequisite: 45 units and permission of instructor; no previous artistic training and/or experience are required. Students with credit for FNST 322 under the topic 'Poetics/Poetry: Bookmaking' or 'Indigenous Expressive Arts' may not take this course for further credit.
383 Indigenous Technology	Examines various art forms and aesthetic expressions of select Indigenous peoples of the Americas. Reviews techniques and protocols for the gathering and preparation of materials and the use of ethnographic materials, and provides learning through hands-on practice. Students with credit for FNST 322 under the topic 'Indigenous Expressive Arts' with a focus in crafts may not take this course for further credit.
401 Aboriginal Peoples and Public Policy	An examination of First Nations and Aboriginal peoples' perspectives on political, social and legal issues involving their rights as first citizens of Canada and North America, and the practical and political relations with various levels of government. Issues examined include: Aboriginal rights and title questions, self government models and concepts, constitutional matters, the impact of federal government policies, including their impact on women's lives, and Aboriginal community and First Nations politics. Students with credit for FNST 401 may not take this course for further credit.

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402 The Discourse of Aboriginal Peoples	Style and content of aboriginal people's discourse about their culture, world view, history and matters affecting their lives. Includes the analysis of selections from native oral literature, autobiography, expository writing, modern poetry and fiction. Prerequisite: FNST 101 and 201. Students with credit for FNST 402W may not take this course for further credit.
402W The Discourse of Aboriginal Peoples	Style and content of Aboriginal people's discourse about their culture, world view, history and matters affecting their lives. Includes the analysis of selections from Aboriginal oral literature, autobiography, expository writing, modern poetry and fiction. Students with credit for FNST 402 may not take this course for further credit. Writing.
403 Indigenous Knowledge in the Modern World	This course explores the subject of traditional Indigenous knowledge and its contemporary implications for First Nations programs in such areas as economic development, ecotourism, spiritualism, language retention, biodiversity, ethnoscience, environmentalism, and heritage conservation. First Nations perspectives on patents, copyrights, and other creative products from traditional culture will also be examined through lecture, guest speakers and seminar presentation.
410 Elements of Indigenous Style: Indigenous Editing Practices (Under Review)	An introduction to basic editorial principles fashioned by an understanding of Indigenous practices and protocols to demonstrate how Indigenous people's ways of being, worldviews, and life experiences play into editorial decision-making. Students will develop a informed and case-by-case approach of their own by critically applying principles learned from Indigenous storytellers themselves.
419 Aboriginal/Indigenous Justice	An in-depth examination of Aboriginal/Indigenous conceptions of justice in dealing with crime and other trouble in Indigenous communities, and in relations among peoples. Students with credit for CRIM 416, CRIM 418, CRIM 419, or FNST 419 may not take this course for further credit.
422 Special Topics in Indigenous Studies (Under Review)	Special Topics in Indigenous Studies.

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429 Indigenous Peoples and International Law	An examination of how relations between Indigenous and non-Indigenous peoples framed and were framed by the development of international law from the 15th century onward. Students with credit for FNST 429, CRIM 429, or under CRIM 416 or 418 under the title "Indigenous Peoples and International Law" or "Indigenous Peoples and Evolving International Relations" may not take this course for further credit.
433 Indigenous Environmental Justice and Activism	Examines contemporary writings regarding Indigenous environmental logic and environmental concerns of contemporary times. Studies effects of resource extraction upon Indigenous nations, globalization, genetic modifications, health, intellectual property, spiritual beliefs, culture and society, art and language and compares these with specific Indigenous logic at the time of contact.
443W Aboriginal Peoples, History and the Law	Traces the development of legal doctrine pertaining to Aboriginal peoples in Canada and the United States, including its shared roots in British colonial law and policy. Students with credit for HIST 443, or HIST 485 or 486 under this topic may not take this course for further credit. Writing.
462 Indigenous Oral Testimony: Theory, Practice, Purpose, Community	Examines protocol, theory, responsibility, issues of domain (including inherent rights) involving traditional oral testimony, storytelling, oral narrative in an Aboriginal/Nation-centric canon. Compares Aboriginal canon 'oral record' to Aboriginal individual first-person accounts.

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Table A: *Mapping Educational Goals to the INDG Curriculum*

Overall Goal and Specific Concepts	Courses (INDG)
1. History and Culture	
a. Material culture studies	212, 222, 301, 447, 353W, 403
b. Legal history	101, 201W, 212, 286, 301, 401, 419, 429, 433, 443W
c. Oral history	101, 186, 201W, 212, 222, 286, 301, 325, 326, 363, 402W, 403, 433, 447
d. Aboriginal rights & title	101, 186, 212, 286, 301, 363, 433, 443W, 401
2. Critical Issues	
a. Stereotyping/Racial Profiling	101, 110W, 201W, 212, 327, 329, 360 402W
b. Resource sharing	212, 222, 232, 301, 353W, 401
c. State confrontations	101, 110W, 201W, 212, 327, 329, 360, 363, 353W, 401, 402W, 433
d. Environment	101, 212, 222, 232, 301, 332, 333, 363, 403, 433, 447,
e. Cultural sovereignty	101, 110W, 201W, 212, 232, 327, 329, 353W, 360, 363, 401, 403, 402W, 433, 447
3. Research Techniques	
a. Archival & library	110W, 111, 201W, 212, 301, 325, 326, 327, 329, 353W, 360, 363, 402W, 433
b. Data storage	301
c. Studio methods	363, 383
d. Video recording	111, 301, 433,
e. Journals	110W, 111, 212, 222, 363, 433, 447

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4. Communication	
a. Orality & literacy	101, 110W, 201W, 212, 222, 301, 327, 329, 353W, 360, 363, 402W, 433, 447
b. Literary studies	101, 301, 110W, 201W, 329, 360, 363, 402W, 433
c. Graphic arts	101, 212, 222, 360, 402W
d. Videography	212, 222, 301, 433
5. Ethics	
a. Protocols	101, 110W, 201W, 301, 327, 329, 353W, 360, 363, 402W, 403, 433, 443W, 447
6. Law, Policy, Colonial Institutions	
a. TRC & residential schools	101, 110W, 201W, 301, 327, 402W, 419, 429, 433, 443W
b. Indian Act	101, 201W, 212, 222, 301, 401, 419, 429, 433, 443W
c. Constitution Act	101, 201W, 222, 301, 401, 419, 429, 433, 443W

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Appendix C:

In accordance with the Department’s Program Educational Goals Action Plan outlined in the 2017 External Review, a survey was distributed to alumni (2016-2020) and current students, similar to the survey distributed in February 2017. In the coming academic year an ad hoc committee on Educational Goals will work with the Undergraduate Curriculum Chair and Chair to a) address concerns expressed by students in these and future surveys; b) further refine department Educational Goals; c) strengthen the identity of the department to differentiate our academic department from other student services providers on campus; d) support further engagement through the establishment of an INDG student union.

Direct student feedback

Students were asked whether they had a strong understanding of the educational goals listed below as a result of our program:

	Yes	Neutral	No
The histories and cultures of Indigenous peoples of North America	16	5	
The critical contemporary issues facing Indigenous people	19	2	
The ethical processes and communication of research, including Indigenous ethics and protocols	16	4	1
The impacts of institutions behind colonization (e.g., residential schools)	21		
The legacy of legal and political decisions regarding Indigenous peoples (the reserve system, the Indian Act)	18	3	

Students were asked whether their skills had improved in the following areas:

	Yes	Neutral	No
Critical analysis of social and cultural issues	20	1	
Identification of assumptions about Indigenous people in texts and media	20	1	
Use of modern library/archival research techniques	13	7	1
Oral communication of research and knowledge	19	2	
Written communication of research and knowledge	20	1	

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Diverse methods to recast learned knowledge (eg. through interactive work, studio work, etc.)	6	13	2
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Students were asked about the strengths of the Department:

The department of Indigenous studies is probably the department that cares the most about their students from my perspective. Every prof that I have had the pleasure of learning from has been very kind, understanding and willing to acknowledge that we (students) are human beings with external struggles.

Thoughtful instructors, flexibility of instructors, support provided by the department, the community the department makes, the expertise of and continuing research among instructors, the way colonization is taught and the way the department "talks back" to history. In addition, I enjoy how the department has adapted to remote learning. Outside of the Indigenous Studies department, I find other courses to be struggling. Although I am at home, I still find myself engaged in course material and synchronous discussions—thank you.

I have just declared my minor so I feel as though I have not taken enough classes to say.

Phil Cunningham has been extremely helpful in answering my questions that I have emailed to him. There is always a quick reply and information that is very helpful and beneficial. I also enjoy learning about the different things that are ongoing through the SFU Indigenous Newsletter.

One of the biggest strengths of the department is how multidisciplinary it is. One of my favourite aspects of my degree has been my ability to study film, literature, history, science etc all within one degree program. It has given me invaluable experience as a student and person. A second strength are the professors and community of the program. The care and compassion of all professors and instructors overflows to the students who often take multiple courses together. All the profs are not only knowledgeable but passionate about helping students learn and accommodate their needs. And the small sizes for most of the courses allows for a more productive and meaningful learning experience.

I appreciate the work that the department does. I think the texts, academic pieces, and scholarly Indigenous work we access are all fantastic. I have learned a lot. As mentioned above, the profs are also great.

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The variety of courses and the amazing professors! Most of the professors that I have had really care about their students, and it shows. June Scudeler is so lovely and an incredible teacher. She has really inspired me and really engaged me with Indigenous literature. It's also really great that she taught an Indigenous gender course. That is so important and it was extremely educational. I hope that course will continue to be offered! The department is great at creating a welcome classroom space that doesn't tolerate microaggressions/racism/discrimination/sexism/etc. Jeannie Morgan was also a very wonderful prof and super knowledgeable, understanding, and kind.

Diverse course selection

The professors have always been supportive of their students in completing assignments, pursuing research, and asking questions in class. In comparison to my non-INDG courses, I have always enjoyed and felt less anxiety in my INDG classes as the professors have emphasized that we truly engage with the content and focus on experience, rather than just produce papers to pass the course and move on. I have also really enjoyed the opportunities to get out of the classroom doing such things as the Walkabouts (212) and going to Cates Park to learn about the vegetation (332).

Communication

An absolute powerhouse teaching team.

There are a variety of classes

Very inclusive of all Indigenous groups world wide. Very interesting readings. The professors are AMAZING. I have not had a bad encounter yet with a professor. :)

The strengths of the INDG department are: -critically engaging students with pre-colonial history -Discussing current issues such as land rights, UNDRIP, Section 35, and many more. -providing Indigenous science courses such as Ethnobotany, Ethnozoology, and Ethnoecology to help destroy the notion that western science is superior to Indigenous science.

courses provide real world information ... it would be great if there could be a First Nations/Anthropology Major ..

The professors and staff are phenomenal! I love the wide range of topics as they are all interesting to me. Overall, there are few weaknesses of the department.

The strength lies within the profs and how wonderfully they conduct their classrooms. Carolyn Roberts, Annie Ross, and Joyce Schnieder in particular have been some really impactful professors for me and are part of the reason I decided to minor in Indigenous studies. I LOVE the small class sizes of the upper-division classes and the seminar formats.

Professors have always been understanding and made the class a comfortable place to learn. Non-Indigenous professors have always done a good job of acknowledging their bias and position as being non-Indigenous.

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I enjoy the various styles of courses. I took an Indigenous computer based course my first semester which was different than I was used to just lecture. Also I enjoy having talking circles in class.

The professors are approachable and knowledgeable, they are what make the classes great

Pretty solid faculty, well designed courses, the ISC and its awesome supports, comprehensive curriculum.

Students were asked about the weaknesses of the Department:

Nothing comes to mind!

This is a difficult question as the department has done a great job. I can only say the department seems isolated from other parts of the university. I would like to see the department more included, however, I think this is a university problem and not an issue of the department. Perhaps, more social events for students in department to connect with one another.

same as above. Possibly necessary to hire more indigenous instructors. Although the ones who are white still do an amazing job.

I wish that there were more ongoing online (zoom) things that could be done to gather the Indigenous Studies student community or an opportunity to make more acquaintances within the faculty in some way.

I think I would like to see more different courses offered regularly - like INDG specific film or labour studies classes. I would also say that sometimes the course content is very difficult (emotionally) and it can be hard to have discussions when there are insensitive students (who often don't know they are insensitive). This is usually more typical of lower division classes.

This is the only weakness I can think of and maybe the department would only be able to provide extra support to professors and students? Oh - and also space! Space is a major weakness! There is not even close to enough office and classroom space and so makes it difficult for students to meet with profs or do work outside of class time.

It would be interesting to learn more global Indigenous issues as well. And topics that aren't that common ie) the history of Indian hospitals.

I can't think of too many. To be honest I didn't have the best experience with Dr. Yellowhorn in INDIG 403. He didn't provide any rubrics for any assignments, then when he graded our assignments he was very harsh and took off marks for things we didn't know we were meant to have (j.e., number of references cited, a title page, etc).

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Not a lot of engagement with indigenous histories/experiences outside of Canada

Nothing to do with the department specifically, just it sucks not being able to do anything in person.

Only that local knowledge is not something that is often mentioned.

haven't found any yet - although I wonder why there is no discussion on other Indigenous groups world-wide

...

I wish there were larger class sizes or more options per semester. This is obviously harder than I think it seems due to internal limitations, but it would be nice to see this one day. Also, it would be nice to see more course partnerships with other departments such as Indigenous Peoples and Technology, or Indigenous video game designing, etc. Things like that would be cool.

I would love to see more upper-division classes offered. One thing you really notice after 5 years in the INDG program is that certain professors have strengths over others and there are certain profs that are very excited to be teaching and some don't feel as excited.

I have had some professors who provide a well amount of feedback for assignments and I think it would be beneficial if all professors provide an adequate amount of feedback. I think also having more creative assignments that go beyond just writing a paper and employ more diverse methods of learning for students could be beneficial as well.

Maybe for some courses having more reflections and talking circles regarding the material we learn about in class. I find it is interesting to hear other students thoughts about readings and new information to them.

I can not think of any at this time

The continued exclusion of Metis and Inuit students and perspectives from course offerings. I'm quite disgusted by the lack of understanding of senior faculty regarding who we are, and the fact that many of them think that we aren't important to learn about.

Students were asked to provide comments, advice, or suggestions for the Department to consider:

Collaborate with other departments, so they can follow the Indigenous Studies departments lead. The history of Indigenous Peoples and the way traumatic material is taught in other departments is insensitive when compared to the Indigenous Studies department. Perhaps, the department may want to think of collaborating with other departments, to decolonize education and the way colonization and Indigenous Peoples truths are taught.

More class variety if possible. I thought it would be nice if there was a class that could be offered related to beading/weaving.

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I appreciate how easy it is to find information on the website as well as receive quick answers to any questions I may have within the Faculty of Indigenous Studies.

I've come to love the department of Indigenous studies. I kind of wish I was more involved in my earlier years. The Indigenous profs at SFU are pretty amazing, progressive, decolonial, understand..and kind.

I have really loved the courses offered by the department. I would be interested in taking more classes on ethnobotany and similar topics. (Bob is a great prof!) I would also appreciate discussion on immigration, anti-blackness, slavery, abolition, etc. in courses. I would also love to see Indigenous studies courses as part of a breadth requirement. There are so many students in other courses who are very ignorant on Indigenous issues.

I don't have any, you are all doing a great job!

I'm very glad that I took the Indigenous Studies minor, it has really enhanced my degree by providing insight to the history and present experiences of Indigenous peoples in Canada, and given me tools to identify my own biases as well as the many ways which colonialism is still active in Canadian society. I know that I couldn't have gained what I learned in this minor anywhere else. I wish that more people would/could take at least one INDG course in their degree.

I'm really grateful to have all the support. I would feel lost without it.

I would find it helpful to have the courses the department plans on offering in future semesters posted on the department website, rather than have to go find them in goSFU.

Find classes that have more field work, not so textbook

I love Indigenous studies so much. I just wish that there would be more information on local First Nations people like Katzie, Musqueam, Tslail-Waututh etc. I am curious to know where the nearest residential schools are. I wish to know local First Nations problems such as MMIW in the downtown East Side.

are you able to focus on various First Nations, Inuit and Metis peoples (for example a course just on Iroquois. Dene, Athabaskan ...

I really enjoy a lot of the course options provided such as Indigenous Literature, Ethnobotany, Ethnozoology. I like the wide range of topics covered. I was wondering if there could be a course introduced to cover Indigenous Art Styles/Traditional Visual Culture. I think that would be really interesting. I also think it would be cool to have an Indigenous Resiliency course as well as making the Indigenous Languages in Canada course a permanent option that could be used for LING or INDG credit.

I would love to see more upper-division classes offered, or a way to find out which upper divisions in other faculties might be counted towards my minor. One thing that's always really important to me, is learning from Indigenous teachers. INDG classes have very different contexts and atmospheres when they're taught by a

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settler-canadian.

Most times, I find I enjoy my Indigenous Studies classes more than the classes I take in my major. I usually look forward to attending my Indigenous Studies courses.

It would be interesting to learn about the six nations confederacy and the six nations history with America and the British.

I have had a great experience in all of my Indigenous Studies classes

Please work harder on the inclusion of Métis and Inuit studies/students. There is no representation for students like me within the course and I find it incredibly frustrating - where are the Métis courses, faculty members, or topics within existing courses? Why, if the department is transitioning from FN Studies to Indig. studies to be more inclusive of Métis and Inuit do I not see us reflected in the new logo, or see any course offerings pertaining to us? We need a Metis specific course and a mandate to include Metis perspectives in existing courses. It's hard being marginalized WITHIN a marginalized community. Why is the department continuing to perpetrate the dangerous and harmful trope that the Metis are "just mixed" and therefore not "Indigenous enough?" Your exclusion is harmful. Do better.

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Direct alumni feedback

Alumni were asked whether they had a strong understanding of the educational goals listed below as a result of our program:

	Yes	Neutral	No
The histories and cultures of Indigenous peoples of North America	14		
The critical contemporary issues facing Indigenous peoples	14		
The ethical processes and communication of research, including Indigenous ethics and protocols	12	2	
The impacts of institutions behind colonization (e.g., residential schools)	14		
The legacy of legal and political decisions regarding Indigenous peoples (the reserve system, the Indian Act)	14		

Alumni were asked whether their skills had improved in the following areas:

	Yes	Neutral	No
Critical analysis of social and cultural issues	13	1	
Identification of assumptions about Indigenous people in texts and media	14		
Use of modern library/archival research techniques	13	1	
Oral communication of research and knowledge	10	4	
Written communication of research and knowledge	12	2	
Diverse methods to recast learned knowledge (eg. through interactive work, studio work, etc.)	11	3	

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Alumni were asked about the strengths of the Department:

Existing Indigenous faculty and their passion for teaching

One of the strengths, I found, was a sense of community around the space (especially within the Burnaby campus). The classroom was lived in, and if in one class we presented about Devil's Club, there would be a display that was left that future classes could see.

Really amazing professors who get to know their students.

The department was amazing, the professors were great and I learned a ton that I use in my career today. The department was really helpful in guiding on the right path to get my certificate and minor

I am so thankful for all my learning during the completion of my Indigenous Studies Minor (when I completed it, it was "FNST"). I always wondered why it had not been changed earlier, but I am so pleased to see that the official name is now "Indigenous Studies". As I begin my journey as a secondary teacher, I would like to make clear that I have embedding my learning from my Indigenous Studies Minor into my classrooms. And, this would not have otherwise happened if it was not for the support of the department and my gained knowledge relating to Indigenous Studies.

Welcoming learning environment Kind, caring and knowledgeable faculty Good breadth of really interesting courses

Every professor really had strong passion for the classes they were teaching.

The professors are awesome!

-providing students the opportunity to connect what they have been learning in-class by taking them on a Sto:lo place names tour ... I learned a lot more by actually being in the environment and learning the history of places that I have always driven past. -The approachability of the professors, they were very understanding and were always available to help even when they weren't actually teaching me.

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The professor's and lecturers had both a diverse cultural and academic background. The faculty were always receptive to different views and the cultural backgrounds of students, as well as being engaged with the students they were teaching.

During the completion of my minor, I really appreciated the vast selection of classes. I took classes I never even thought to study about. I also appreciated the small class sizes as this allows for a more personable delivery of material and I could get to know nearly my whole class by the end of the semester.

Inclusive, welcoming, good range of course offerings given the limited personnel

Indigenous studies department has at its core Indigenous ways of knowing and being. It gives students from diverse academia another lenses to look through and critically think about their surroundings, biases and apply Indigenous ways of knowing and being into their career and personal life.

I really enjoyed the indigenous gatherings as it brought everyone together and was open for all to participate. I love the community feel that comes from sfu

Alumni were asked about the weaknesses of the Department:

Lack of grad level courses and a Master's in Indigenous Studies

Because I took it as a minor, I am not sure that other disciplines really knew what I was being taught in Indigenous Studies.

Colonial views of education.

I wish the department had more courses to do with natural resources

At times, it felt as though courses were not "that" regularly offered. Increasing, if possible, the frequency of required courses, especially, would provide less stress for current students - I believe.

Small department so less resources Sporadic course availability

Not enough course availability, especially for the required courses for the PBD.

I am not sure how much the department has changed, but is there a way to make FNST 101 (the beginner course taught by Joyce) mandatory for ALL SFU students as an undergrad requirement? I still encounter so many people with misconceptions and/or no knowledge about what has/is occurring with the First Peoples.

At the beginning of my program in 2014, class selection felt limited and courses I really wanted to take were only offered during specific semesters or clashed with the schedule of my classes I needed for my major. Ethnobotany as an example, I was unable to take because it was only in the summer and I had to work during the summer to pay for school. But as the years progressed, more courses seemed to be available and I hope

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the selection increases as time goes on and the department grows.

For some of the more theoretical or abstract type classes (as opposed to a more direct theme, i.e. ethnobotany or women studies), I found the syllabus or class structure to be more fluid. Often then the prof would go off on tangents and I would be left wondering how this situation related to the topic of the class as a whole. I think having stronger structures in some of the classes would help to keep students more engaged, I know it would've helped me in that case.

Small department, needs more professors. A graduate program would be great.

More Elders on campus! I loved spending time with Margaret George but she is just one person and it makes me scared to think of our elders being over worked as they do not like to say no when they are asked to participate in events or ceremony

Alumni were asked to provide comments, advice, or suggestions for the Department to consider:

More Indigenous faculty to allow for graduate level course instruction

I think that bringing in the outside, or going outside, or remember that learning is more than sitting in classrooms and listening (although, listening is an important part) can be a strength.

I liked how the department felt more like a community. I had really amazing professors.

I would suggest having more courses with a variety of different topics. I would also think more online options would be great.

If at all possible, please encourage the university to make a mandatory course for ALL students as it relates to Indigenous Studies courses. I strongly believe that a "FNST" class should be included within the WQB requirements of the university (upon successful completion of a Bachelor's Degree). Please reach out to me if you need support to advocate for this implementation.

Have more access to courses, and a variety of them. Sometimes I would have to wait a few semesters to take even mandatory courses.

I would have loved to have seen a course that used the lens of social work / support from an institutional lens to both analyze and explore options for how to deliver support. Kamala's course held in Summer 2020 was excellent because it was very practical in nature with respect to the planning profession - while have the students were grad students, it was really interesting to take a course that could translate to real time work that

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is happening in our cities.

Maddie Knickerbocker (I'm so sorry I think I spelt her name wrong); June Scudeler; Joyce Schneider; Sandie Dielissen. I am SO thankful for the way these lovely women were able to captivate my attention in what they were teaching us. Till this day I use my notes from their classes and the resources they suggested to help my students further understand the atrocities that First Peoples face every day.

I was incredibly proud to hear the name change of the department, when it was announced earlier this year. I work in SFU recruitment and admissions now, helping new Indigenous students begin their academic journey and I am always happy to promote this program, especially with the name change.

I am currently studying in SFU's PDP program to become an elementary school teacher. This semester we have been focusing a lot on incorporating Indigenous knowledge along with periods of reflection into the classroom. I have noticed that many of my classmates struggle with literally being thrown into some of these topics and only know realizing the gravity of these topics. I understand schools are making a bigger effort by including the first peoples principles of learning but I still struggle with what universities can do more of. There's always the option of making one Indigenous class mandatory for every student but that isn't always the most feasible option without the support of other strong changes. I think it would be good for every student entering PDP to take one of these classes, perhaps that is something this faculty can partner with Education for.

A course strictly focusing on Indigenous research methodology and how to incorporate them at the academy would be great

Maybe something to think about would be suggesting/advertising Indigenous studies to first year students (specially international students as I was in my undergraduate). Over the years the population of International students has significantly increased in post-secondary institutions and All of us are coming through gates of colonization not knowing anything about the truth of Canada's past and present (perfect stranger's point of view). With teaching and opening these group of population's eyes to the truth it would be great act of decolonization at its core for new immigrants. If anything, I believe that Indigenous ways of knowing and being can bring another set of viewpoints that we see this world through it. Hopefully a world that is more kind and just.

The ISC was so fun I enjoyed the family living room feel to it learning how to bead and make drums there. I always had this space to study and seek support as well



Mid-Cycle Educational Goals Assessment Report Review

Provided by SCUTL, the Senate Committee on University Teaching and Learning

Unit name: **Indigenous Studies**

Date: 12 January 2021

This form provides feedback from members of the SCUTL subcommittee that reviews plans and reports resulting from SFU external reviews. Our aim is to provide formative feedback on the work being undertaken to set and assess educational goals for programs at SFU. As the inclusion of SCUTL in the external review process is new, we would appreciate hearing from the unit regarding whether this feedback is helpful so we can continue to revise and improve our process. Please feel free to contact the Chair of SCUTL, Elizabeth Elle, at any time (avplt@sfu.ca).

We found that in order to provide feedback on mid-cycle reports, we needed to also consider the assessment plan produced at the start of the external review process. This worksheet notes where particular elements are present in the plan or the assessment, if they are aligned with the aims of the unit, and the strengths and weaknesses of both the plan and the mid-cycle assessment. SCUTL is working from these guiding principles: assessment plans should be **feasible**, **context-sensitive**, and **assess the program, not individual instructors or courses**.

Stage	Element	Plan	Report	Other Comments/Suggestions
Plan and Prioritize	Who will work on the assessment and why	All?		INDG is a small department and it appears they are working together on this project.
	Department context provided	Yes	Yes	INDG has seen growth in faculty members and in number of students. They have 3 streams – it’s unclear whether these are also new or if they were in place in 2017 when the EG assessment plan was first developed.
	Plan for engaging faculty	Yes – instructors who teach core courses Faculty meeting to discuss exemplary student work and overall student achievement		
	Reasonable timeframe	Yes		Initial plan included an ambitious timeline.

Define and Refine	EGs are broken down to measurable sub-goals	Yes – broken down to specific concepts Plan to articulate course-level EGs		Moving forward with this next step of course-level EGs would be laudable.
	Revise EGs (if unit deems necessary)	Plan to potentially revise course-level EGs post-assessment		
Curriculum Mapping	Identification of key courses that address specific EGs		Outlined core courses taken by all majors and three streams	Could consider assessing a smaller number of these as a start for more direct assessment.
	Curriculum mapping plan (e.g. Introduce/Develop/Proficient; instructional strategies; assessments)	Yes, map to overall course as well as assignments within courses.	Yes, appears they have re-mapped alignment of courses to EGs	Mapping demonstrates that students have wide-ranging opportunities to meet EGs.
Assess and Discuss	Specific direct, course-based evidence of student learning as linked to particular EGs	Plan to collect and analyse model assignments		Not yet complete.
	Feasible plan for collecting additional data (indirect evidence), if needed	Plan to interview graduates	Surveyed students and alumni in 2020 (repeated survey previously done in 2017)	Survey results show students and alumni consistently report that they feel they have attained the program's EGs, draw on what they learned in their post-graduate lives (alumni) and felt part of a learning community. This is great.
	Rationale for data collection, including alignment with EGs. Analysis plan is clear and feasible.	Plan to compare interviews with 2017 surveys Plan to analyse what makes exemplary assignments successful to identify potential improvements		Moving forward with the original plan to consider student assignments/exams would likely provide valuable insight.
	Plan to share findings within unit	Yes – plan, following analysis and consultation with instructors, to revise course-level EGs and recommend curriculum changes		

Implement Improvements	(Provisional) Plan for using findings	Yes –to review/revise course-level EGs, make recommendations for changes to instructor, policy or resources to support improvements in student learning		
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Strengths: Very strong, strengths-based plan set forth in 2017, curriculum mapping that demonstrates wide-ranging coverage EGs across the program, student and alumni survey that asks them about their understanding of the EGs and their attainment of skills. (note that although labelled ‘direct feedback’ we would consider surveys indirect, and the assessment of student work to be direct).

Weaknesses: Direct evidence would be helpful (review sample of student work from select courses); this was in the initial plan but it looks like the unit wasn’t able to follow through at this time.

Recommendation: The department has made an excellent and very thoughtful start during a time of great changes, and are to be commended. The department is encouraged to work with our Specialist, Program Assessment who can help reduce the burden on the faculty for doing direct assessments on student work. For instance, the unit could choose only a subset of courses (perhaps based on their importance to the program) and creating a timeline for which EGs would be assessed each year.

If you would like support for re-imagining direct or indirect assessments, please consider contacting Alice Campbell in CEE, who is in a new role of Specialist, Program Assessment (alice_campbell@sfu.ca)