

The Indigenous Course Requirement (ICR) Committee Annual Report 2019-2020

The ICR Committee membership for 2019-2020 is as follows:

Michael Dudley (Faculty Member-at-Large)
Ryan Eyford (Faculty Member)
Lorena Fontaine (Ex Officio - Indigenous Academic Lead)
Srimathie Indraratne (Faculty Member - Sciences)
Jeannie Kerr (Chair) (Faculty Member)
Meagan Malcolm (Ex Officio – UWSA Executive)
Mark Meuwese (Faculty Member – Humanities)
Julie Pelletier (Faculty Member – Social Sciences)
Colin Russell (Ex Officio - University Registrar and Director of Admissions)

As Chair of the ICR Committee, I am pleased to present this annual report to Senate for 2019-2020. This academic year, the committee met on a monthly schedule and attended to matters that support the ongoing successful implementation of ICR courses. We reviewed and approved proposals and course outlines for ICR designation; reviewed and approved student requests for course recognition as meeting ICR requirements; reviewed and made recommendations for funding requests related to ICR courses; submitted changes to Senate regarding ICR criteria; engaged in succession planning and submitted changes to the committee membership to Senate; reviewed and discussed ongoing and potential research and institutional analyses involving ICR courses in the University; and held a workshop for ICR course instructors in support of their work and recorded their feedback to inform plans for supports going forward.

The following courses were recommended to Senate for ICR designation:

In the order approved:

EDUC 4410 Introduction to Indigenous Education

HIST 2811 Indigenous Spirituality & Art

UIC 3010 Two-Spirit, Indigiqueer, and Indigenous LGBTQ Issues. Note that the submitted form had UIC 3040 but this # was already taken, and was changed to UIC 3010. (xlisted IS-3010; WGS3040-TBC)

PHIL 2240 Indigenous Justice Issues (xlisted IS 2240)

IS 3012 Ethnoecology: A Research Approach (xlisted ANTH 3170)

IS 2401 Indigenous Food Systems Field School

POL 1012 The Canadian State and Indigenous Peoples

FREN 2609 Decolonizing Voices: Francophone Indigenous Literature

We noted in the review process that there is potential for a great deal of overlap amongst ICR courses. In cases where we saw significant overlap with existing courses, we recommended in the approval process that a consult be obtained from relevant departments. This is an area that we believe needs greater attention as more ICR courses are developed.

The following courses were approved as meeting ICR requirements for student requests for recognition:

The Principles of Indian Law (University of Manitoba)

Dynamics of the Inner City: Issues in Urban and Inner City Studies (UWinnipeg)

Indigenous Health and Sport in Historical Perspective (University of Regina)

The subcommittee on student requests did not meet this year, as there were some delays from other institutions sharing their course lists.

The following scholars were recommended to receive funding to support their ICR Courses:

Sharon Wall – History of Winnipeg

Melanie O’Gorman - Indigenous Economic Development

Ryan Eyford – History of the Métis in Canada

Yvonne Vizina – Introduction to Indigenous Education

This year we revised the application form for funds to support ICR courses. We removed the deadlines to increase access to sessional instructors, and drew attention to the requirement to adhere to the Elders’ Protocol when requesting funding for honoraria for Indigenous Elders and knowledge holders.

Submissions to Senate:

Changes to ICR Criteria: 1) that the ‘local’ context for ICR courses are specific to Indigenous peoples and territories in Canada and the USA; and 2) that the sub-heading of contemporary issues should include, but not be limited to, the context of Manitoba.

Changes to Committee membership: A standing member from the current UWSA Executive (as determined by them) be appointed to the ICR Committee each year. A standing member from the library be appointed to the ICR Committee.

Succession Planning:

It was noted that all members of the Committee (except ex officio members) will end their 2 year terms at the same time. To avoid problems associated with a complete changeover of the committee, we agreed to stagger the terms of Committee members that are not ex officio. In October, 2019 Julie and Jeannie offered to extend their term for 1 year. We also recognized the need for ongoing expertise to enhance knowledge and resources through the Library with ICR courses and the work of the Committee. We submitted this change to Senate for a standing member from the Library.

Monitoring ICR institutional analysis and related research:

Institutional Analysis: We reviewed institutional analysis completed in October, 2019. It was noted that we have sufficient capacity amongst ICR courses to meet graduation requirements of students over the coming years. The ratio of faculty to sessional instructors within the ICR courses is showing higher numbers of faculty in comparison to many departments ratios, but there is still concern that a large number of sessional instructors might be teaching many of the ICRs. There is still some concern that students majoring in Indigenous Studies are unable to register in their introductory courses, and also that too many students are still thinking that they need to take an introductory course in IS as their only option for the ICR requirement. Colin will continue to consider solutions within student services.

Research Projects: Jeannie provided updates for two ongoing research projects with which she is involved that are studying our ICR mandated courses. The first is a comparative study between Canada and South Africa where she is supervising a PhD student from Wits University in South Africa, and Karen Swan, UWinnipeg, as a Sr. RA on the project. The research is investigating student-led decolonial movements in higher education, focusing on the ICR at UWinnipeg as a decolonial movement emerging from student efforts, and comparing this to the student-led #FeesMustFall movement at Wits University in South Africa. Former students behind the initiation of the ICR were interviewed, as well as a focus group with current Indigenous students on their perception of the ICR. The second project is a multi-site study through PI Jennifer Brant at University of Toronto that is investigating the perceptions of Indigenous students and instructors in mandated ICRs in the Faculty of Education on cultural safety and ethical space. Jeannie is a co-investigator on the SSHRC grant and led a focus group with Indigenous students from the UWinnipeg Faculty of Education, as well as conducted interviews with two Indigenous course instructors in the Faculty. Both research projects were undertaken with the supports of Andrea McCluskey at the ASSC, and were also directed/supported by Indigenous Elders at the ASSC. Both studies are ongoing.

Workshops for ICR Instructors

Workshops were planned for the end of term in December, and end of term in March. Due to COVID, we cancelled any plans for a workshop in March. On December 5, 2020 we ran a workshop for ICR instructors to discuss challenges and opportunities in ICR courses; discussion of engaging the Elders' Protocol in courses; and made broader connections to the possibilities in the One Book UWinnipeg event this year, which focused on the Indigenous graphic novel anthology *This Place: 150 Years Retold*. We also promoted a new form for requesting ICR funds. This workshop was well attended with 18 faculty and CAS participating. Feedback on the session suggests that there are different capacities amongst instructors, and more supports are needed for instructors in supporting Indigenous students within large classes, as well as techniques for managing negative engagement/attitude with some students. We would suggest follow up workshops on managing dynamics of ICR courses for both areas that were brought forward. The One Book UWinnipeg was seen as an overall success in that the book was well taken up by ICR instructors and provided shared venues for events, discussions, etc. The workshop included One Book UWinnipeg organizers and feedback on the event was shared with them directly.

In closing, I would like to thank the members of the Committee who have spent considerable time reviewing documents, and sharing ideas for the ongoing success of the ICR courses in accordance with the strategic direction of Indigenization at the university. I would also like to thank Lorena Fontaine and Colin Russell for sharing their expertise and institutional knowledge in support of the committee, and Larissa Wodtke for her exceptional administrative support .

Respectfully submitted by,

Jeannie Kerr

On behalf of the members of the ICR Committee